

# THE ISA JOURNAL

TECHNOLOGY AND INNOVATION | NO 26 | OCTOBER 2021



- ED TECH: WHAT'S NEXT?
- DEPLOYING 1:1 DEVICES
- GIVING PUPILS A 'VOICE AND CHOICE'



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# Welcome

FROM THE CEO

Rudi Elliott Lockhart



This academic year will be the third touched by the ongoing challenges of Covid. While the rollout of vaccines to adults has significantly reduced the mortality rate in this country, the challenges generated by the virus continue to loom large. It has been a brutal time. But rather than focusing gloomily on the nature of the myriad challenges that Covid has dealt our schools, this issue of the Journal takes a positive look at some of the things that

we have learned over the period of crisis. Our focus in these pages is on Ed Tech as we look at some of the most exciting developments taking place within ISA schools.

We have tried to pull together articles that show the range of ways that technology is transforming our schools. James Wilding (Claires Court) scans the horizon to see how teachers might bring Artificial Intelligence into the classroom and gives his experience in a trial of a new AI device built specifically for education. Steven Rowe (Salesian College) shares his experience of the journey his school took as they introduced 1:1 digital devices for all pupils, reaching back to plans begun years before COVID and on through the experience of the last academic year.

The pupils in our schools today are the most technologically immersed generation ever, something that offers fantastic opportunity: Karen Gracie-Langrick (Colchester High School) therefore discusses how best to use technology to give pupils autonomy and agency in their education. Remote education created new problems with a risk of pupils becoming isolated and missing crucial face-to-face interaction and socialisation. Cormac Timothy (St George's Preparatory School) describes how his school was able to use technology to help ensure pupils remained connected even when they were physically apart. There is an important article from Lee Jones from Childnet that discusses how to educate young people around online sexual harassment and the impact of new guidance, including Keeping Children Safe in Education 2021.

There is a fascinating piece from Mireille Rabaté (Lycée International de Londres Winston Churchill) who describes how she developed an online-only programme for home-school students and the plans she has for making full use of this in the post-COVID world. John Southworth (MPW, London), Andrew McCleave (Ballard School),

James Passam (Farington School), Areti Bizior (Luckley House School) and Tamara Pearson (Our Lady of Sion School) share their different experiences of reacting and adapting to the challenges of providing high quality remote education during lockdown.

There is also an article from Karl Guest (Alton School) on the work to be done to support diversity and inclusion within our schools. This is an area of developing work for ISA: last year we established an Inclusion Committee to oversee what we are doing, and this year the team at HQ has welcomed a new role of Director of Education and Inclusion to help drive our work forward. While we are making progress, there is still much more to be done.

These articles give a sense of the innovation in ISA schools. It is extremely encouraging to see how Heads have reacted to the challenges of the last eighteen months and to learn about the positive lessons they have drawn from the experiences gained. The increasing salience of remote learning has given a huge boost to interest in Ed Tech and have helped to showcase to a wide audience the range of possibilities that technology offers. While it has been a very challenging time, the articles in this edition give a hint of the silver lining to the dark cloud.

## CONTRIBUTORS

**Rudolf Elliott Lockhart** – CEO at ISA and Editor in Chief

**John Southworth** – ISA Chair and Principal at MPW, London

**James Wilding** – Academic Principal and Head of Senior Boys at Claives Court

**Steven Rowe** – Assistant Headteacher at Salesian College

**Karen Gracie-Langrick** – Headteacher at Colchester High School

**Mireille Rabaté** – Founding Head of the Lycée International de Londres Winston Churchill

**Karl Guest** – Headmaster at Alton School

**Tamara Pearson** – Assistant Head, Head of the Junior School at Our Lady of Sion School

**Areti Bizior** – Head at Luckley House School

**Andrew McCleave** – Headmaster at Ballard School

**James Passam** – Headmaster at Farington School

**Lee Jones** – Communications and Marketing Manager at Childnet

**Cormac Timothy** – Headmaster at St. George's Preparatory School, Jersey

Front cover photo: Claives Court (LW)



Ballard School (LW)



Bridgewater School (N)



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# Welcome

FROM THE ISA NATIONAL CHAIR 2021-22

## John Southworth



As I write this message, our schools have returned and a new academic year is upon us. I have seen many success stories from ISA schools, demonstrating that the sector remains strong and in good health (and hopefully we all do remain in good health). We should all be proud of our staff and pupils and their achievements over the past year and look forward to the next with a degree of anticipation. We have all come

through one of the most challenging times in educational history; we have done so with great flexibility, perseverance and humour. I take over as *your* Chair with great humility, as this role is an honour and privilege to hold. In that, I will commit to serve you all to the very best of my ability.

I would like to thank Jeff Shaw for his leadership and guidance over the year he has been in office; what an unusual year it has been, when almost everything he has done for ISA has been via a computer screen. His incredible success as the Chair is therefore so much more impressive. I would also like to thank Claire Osborn, our outgoing Vice Chair, for her three years of dedicated service to ISA, and to welcome our incoming Vice Chair, Phil Soutar; my many congratulations to him on his appointment.

As we emerge from the pandemic, I think we do so as a much stronger association. We have a fantastic team at ISA House who are all so supportive to our member schools. Rudi has been our CEO for just over a year and has already had a huge impact. Ably supported by Peter, our schools have always been able to rely on their help and guidance. They, like us all, are keen to get back into the office for some face-to-face work. Continue to keep in contact with the team at HQ; they are all there to help and assist and do so with great energy and commitment. Since our formation in 1878 we have continued to evolve, and the new Strategic Plan further



demonstrates this. The main themes are ones that we know: being a welcoming and supportive association, giving high quality support, value for money, whilst adapting to the needs of our Members underpinned by a strong financial base.

In times gone by, we have talked of the three Rs: reading, writing and arithmetic (our predecessor seemed to struggle with their SPAG!). I would like to introduce my three Rs for this year: reengagement, rejuvenation and resilience; perhaps a fourth: reward.

So, my first 'R' is the theme of *reengagement*. We have all become so reliant on *virtual* meetings that now is the time to have human meetings again! I encourage you all to continue to keep in contact with each other via your area meetings and at ISA events (especially the Autumn Study Conference and the Annual Conference in the summer) but this year as face-to-face meetings. We all need to reconnect and talk to each other; this is one of the key strengths I remember when I first joined the Association: the camaraderie, fellowship and esprit de corps.

My second 'R' is the hope that we can *rejuvenate* all that is great about the ISA as we re-emerge from the pandemic that has affected us all in some way. One good thing that has developed from the last year, has been our ability to harness IT skills and use the technology. I am sure that over the next decade the use of remote discussions will continue to be part of our everyday life and where there is an advantage in using such communication means, we should embrace it.

My third 'R' is *resilience*. This year I am sure will be another extremely challenging one. There is a new version of KCSIE, a new inspection framework including far more emphasis on RSE, the reintroduction of the normal inspection timetable, uncertainty over the 2022 exam series, possible changes to GCSEs, changes to the UCAS system, and pressure on taxation and the public benefit of independent schools. We have dealt with such things in the past with aplomb and I am sure we will do so again. However, such things put additional pressure on us all. As such, with so much going on, we also need to be mindful of our own mental health and wellbeing. Do therefore use the free services available to serving ISA Heads through Health Assured; your health is so important and often easily forgotten about.

And so, to my final 'R': *reward*. If we can achieve the first three 'Rs' then I have absolutely no doubt that we can achieve my fourth, and reap the rewards of our hard work, both for ourselves and all of the staff and young people under our care.

We start this next academic year as an even stronger and more agile association; an association which is going from strength to strength and one which is gathering momentum and a voice that is being heard. There has never been a better time to be part of this amazing group of schools and I am very proud to be able to represent you all this year.



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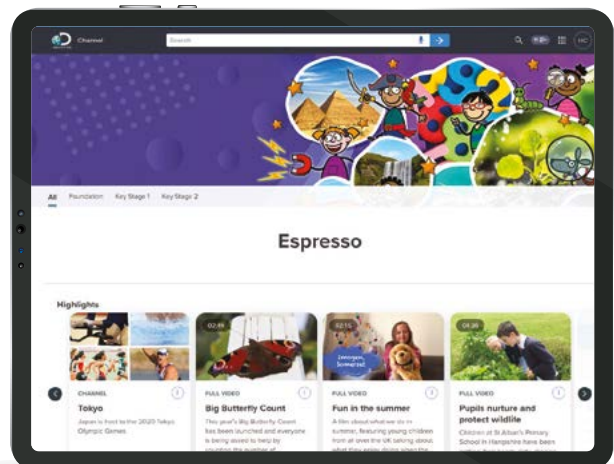
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Sarah-Louise Dunford, Reception Teacher,  
Bromley High Junior School



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Farlington School (LS)



Moyles Court School (SW)

# WELCOME TO OUR NEW MEMBERS

## NEW MEMBERS

Castle Park School	Stephen McKernan	Dublin
Abbot's Hill School	Kathryn Gorman	London North
Dallington School	Abigail Hercules	London North
St Paul's Steiner School	Anna Retsler	London North
Crosfields School	Craig Watson	London West
The New Forest Small School	Maz Wilberforce	London West
Thomas's Battersea Senior School	Ben Thomas	London West
Waverley School	Guy Shore	London West
Emmanuel School	Jonathan Swain	Midlands
Hopwood Hall School	Jill Cornfield	Midlands
King's High School	Stephen Burley	Midlands
The Kingsley School	Christina McCullough	Midlands
Al Mu'min School	Munir Azam	North
Pear Tree School	David Bartlett	North
Lumiar Stowford	Claire Walker	South West

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## TRANSFER OF MEMBERSHIP

Whitehall School	Chris Holmes	East
Gesher School	Tamryn Yartu	London North
Gidea Park College	Callum Douglas	London North
Odyssey House School	Sean Canaii	London North
St Christopher's School	Jonathan Coke	London North
Bellerbys College Brighton	Trystan James	London South
Our Lady of Sion School	Steve Jeffrey	London South
RGS Dodderhill	Sarah Atkinson	Midlands
Faculty of Queen Ethelburga's Park School	Erica Papaglimis	North
	Arnet Donkin	South West

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## SCHOOL ASSOCIATE MEMBERSHIP

Nuria Peris	Instituto Español Canada Blanch
Jo Wallace	Kensington Wade
Nicholas Clements	Bronte School
Madeleine Taylor	Springmead School
Tracey Morley	Alternative School
Andrew Haines	Alternative School
Ann Flynn	Alternative School
Clare Watson	Alternative School
Connor Thompson	Alternative School
Gill Lambert	Alternative School
Jenny Smith	Alternative School
Kirsty Swierkowski	Alternative School
Lauren Andrews	Alternative School
Neil Winrow	Alternative School
Mark Walton	Alternative School

## HONORARY MEMBERS

Adrian Blake
Andrew Hampton
Pam Hutley
Nilesh Manani
Clare Ogden
Claire Osborn



# School News

SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS

This is just a small selection of news from across ISA. Don't forget to share your news with us at [comms@isaschools.org.uk](mailto:comms@isaschools.org.uk) and tag us on Twitter ([@isaschools](https://twitter.com/isaschools)) to potentially appear in the ISA Journal, on the ISA website or on our Twitter account!

## SUPPORTING THE COMMUNITY

Has your school supported a charity or community project, or is your school in a partnership with a local state school? Share your news with us at [comms@isaschools.org.uk](mailto:comms@isaschools.org.uk). You can also share information on your partnerships on the ISC's Schools Together website at: [www.schoolstogether.org](http://www.schoolstogether.org)



Heywood Preparatory School (SW)

### Heywood Preparatory School (SW) singers raise spirits in the community

Pupils at Heywood Preparatory School (SW) brought joy to their local community with their 'Waltz by Your Window' initiative, which saw them give a tour of local outdoor venues, including Hungerford House Care Home. The class sang popular songs and were particularly appreciated by the care home residents, for whom the children would usually perform at Christmas, and who had not had visitors or entertainment for over a year.



Cumnor House School for Girls (LS)

### Culinary programme launched at Colchester High School (E) focused on eradicating food poverty

Colchester High School (E) introduced a 10-week culinary programme for its year 11 pupils, 'Beyond Education, Being Human', in conjunction with the Thomas Franks Foundation. The programme teaches pupils to prepare and cook a range of healthy and nutritious meals which are then distributed to charities to help feed those without a home and disadvantaged people living in the local community.

### Cumnor House School for Girls (LS) delivers a minibus full of goods to a local food hub

Pupils at Cumnor House School for Girls (LS) took part in a pyjama day supporting their community. In return for getting to wear their pyjamas, they brought in donations for Purley Food Hub – a food bank run entirely by volunteers which supports local people in crisis who are without food.



Scarbrick Hall School (N)

### Scarbrick Hall School (N) pupils run to raise £13,963 for charity

Pupils at Scarbrick Hall School (N) took part in a challenge to 'run the 4,200 miles to Chrung' – a village in Cambodia where they partner a school – to help raise funds for a campaign to make going to school a reality for thousands of children living in some of the world's poorest and most marginalised communities. Congratulations to the pupils, who managed to raise £13,963!

## SPORTS SUCCESSES

### Queen Ethelburga's (N) rugby star's big debut for Castleford Tigers

QE (N) rugby star Jason Q hit the headlines with his Super League debut for the Castleford Tigers, scoring an unbelievable try with his first touch against Hull FC, which was showcased on Sky Sports.



Queen Ethelburga's (N)

### Bridgewater School (N) pupil represents Great Britain

Year 13 Bridgewater School (N) student Aimee L shone with the GB Artistic Swimming Team at the European Junior Artistic Swimming Championships in Malta in the summer – congratulations, Aimee!

### St Mary's School (LN) equestrian team success at Bury Farm

St Mary's, Gerrard Cross (LN) equestrian team made their debut at Bury Farm Equestrian Centre in the summer term. Heather, Taya and Lilly are one of the first equestrian teams to compete for St Mary's, and the girls were crowned the county champions in the 80cm, and also qualified for the national schools' championships at Hickstead!

### Westbourne School (SW) pupil triumphs in fencing

Congratulations to Aiden, who ranked #4 in Hong Kong and #40 in the world in his age group for fencing. Aiden reached the 2nd round of the highly prestigious Fencing World Championships in Cairo. An incredibly impressive sporting achievement - well done!

### Princethorpe College (M) students selected for hockey

Talented Princethorpe College (M) hockey players, Alice and Tom, were selected for England Hockey's Midlands Junior Regional Performance Centre. It's fantastic news for both pupils and the College is delighted for them.



Princethorpe College (M)

## PUPILS' SUCCESSES

### Head Boy at Queen Ethelburga's Collegiate (N) wins Lexden Prize 2021



Queen Ethelburga's Collegiate (N)

Congratulations to Cyrus from Queen Ethelburga's Collegiate, winner of ISA's Lexden Prize 2021.

The prize celebrates the achievement of sixth formers in education at the schools of ISA Members; achievement and education are considered in the broadest sense, not just academic, and include a pupil's outstanding involvement in, and service to, wider aspects of school and community life, as well as potential for the future.

### Crackley Hall School (M) pupils win British Science Week National Poster Competition and global maths challenge

Congratulations to Crackley Hall School (M) pupil, Blythe, who won the British Science Week National Poster Competition. Eight-year-old Blythe was awarded first prize in the Infant Category for his amazing poster featuring a Volcano Energy Extraction System. Meanwhile, the Year 2 class at the school came first in the country in a global maths competition that pitched children against their equivalent year group on World Maths Day. The school's Junior 3 class did nearly as well placing second nationally in the Year 3 league, while the Junior 1 children came fourth overall.

### Bronte School (LS) pupils celebrate win in Oxford German Olympiad and global maths challenge

Bronte School (LS) pupils were also successful in the global Mathematics Challenge, with Year 6 at the school coming first in the country and third in the world in their age group. Ore, 10, received the accolade of being ranked second in the country and fourth in the world as an individual player!

In the Oxford German Olympiad, two Year 5 pupils from Bronte School were chosen as joint overall winners in their age category. This is a most impressive achievement as Tommy and Temilola had to fight off stiff competition from hundreds of schools across all of the UK.

### Kew House School (LW) pupil's composition used on advert starring Anthony Joshua OBE

Congratulations to A-Level Music student Zak, from Kew House School (LW), who composed an original piece of music which was chosen as the soundtrack for an advert starring British heavyweight boxer Anthony Joshua OBE!



Kew House School (LW)

Zak said: "It was really surreal seeing the finished ad for the first time with my music and knowing how many people would watch it on TV. I'm keen to pursue a career in film... so doing something like this has been an incredible experience."

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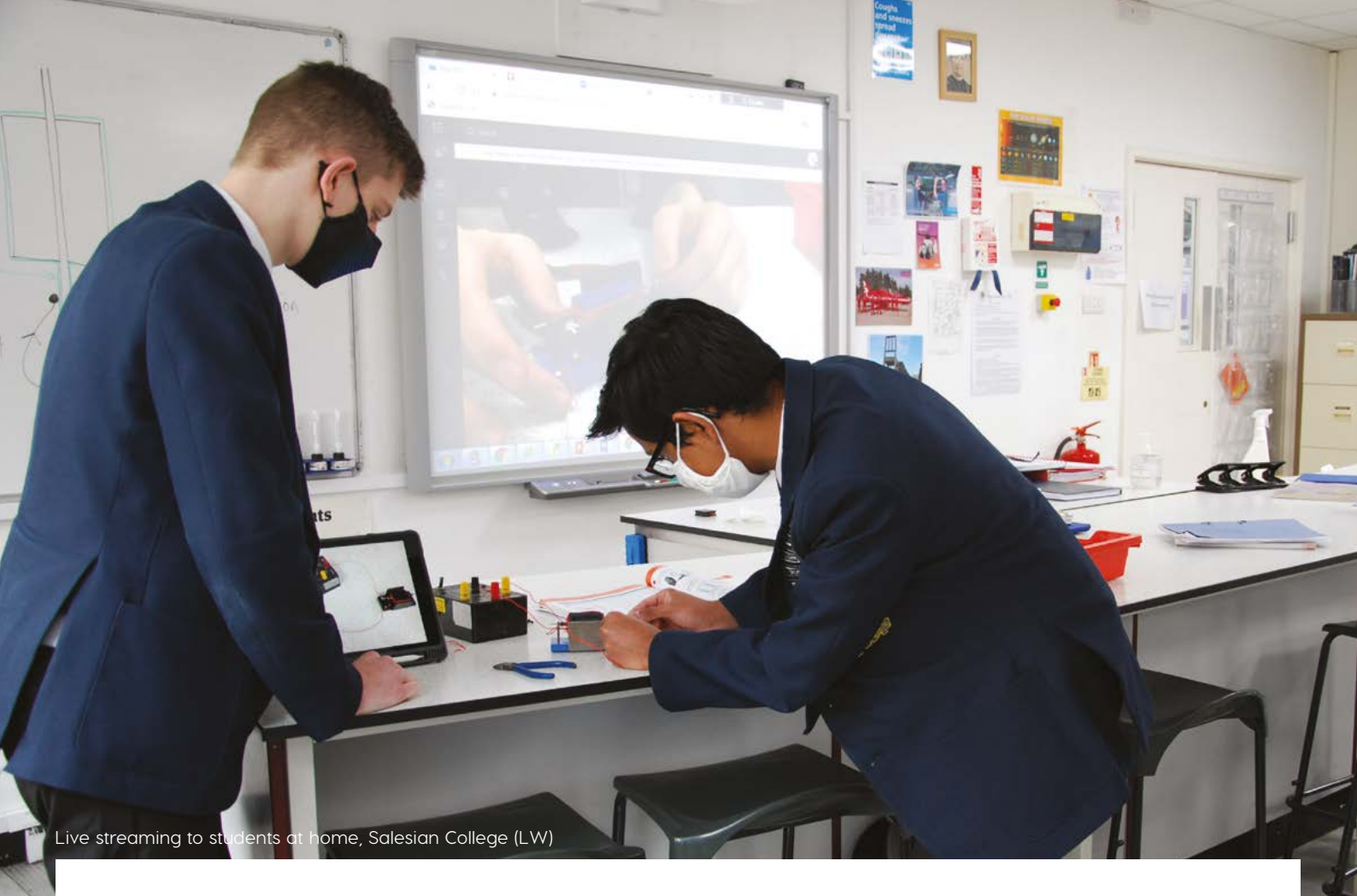
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Live streaming to students at home, Salesian College (LW)

STEVEN ROWE

## Deployment of 1:1 digital devices at Salesian College

Steven Rowe, Assistant Headteacher of Salesian College, has led the College in its successful introduction of 1:1 iPad devices. Steven talks us through the steps taken in the deployment of digital devices.

The past 18 months have been a most extraordinary time for everyone in education. The Covid-19 pandemic has required us to reflect carefully on long-established norms and practices and to adapt to new procedures and routines. When Salesian College initially closed to students in March 2020, strategic decisions taken over the previous 4 years enabled us to continue teaching effectively, albeit remotely, utilising the iPad which each Year 7-11 student is now loaned as a personal learning device for use within College and at home.

### Educating for life

The deployment of a 1:1 electronic device to all students as an aid to learning was a key feature of the vision of our new Headmaster, Mr Gerard Owens, who joined the College in September 2014. In today's world we use technology constantly in our personal lives; we find it on our desktops, in our briefcases, rucksacks and pockets, and on our wrists. Use of personal mobile technology is commonplace in the world outside the classroom and therefore, to assist in fulfilling our mission of 'Educating for Life', we decided that the time had come to embrace it within the College. Our vision was to change the way in which our students connect, communicate and collaborate in their learning with the educational use of mobile technology providing the possibility of more personalised learning strategies and the potential to extend learning beyond the traditional time and space constraints of the school day.

“We chose the iPad as we believed it to be accessible, media rich, creative, collaborative and connected. It offered a secure and robust operating system, high battery capacity and, through use of Apple Classroom, we knew that we could enable effective use and monitoring in the classroom.”

## Research and decision-making

Our journey towards the deployment of a 1:1 device began in earnest in 2015 with extensive research, primarily through visits to schools already using a 1:1 device, attendance at conferences, exhibitions and CPD events and reading published material on schools' engagement with similar programmes. This research and preparation stage took us almost two years, but this was time exceedingly well spent as we were able to consider the advantages and disadvantages of various types of device, including Chromebooks, laptops, Android tablets and the iPad. It also gave us the opportunity to reflect on our vision, to promote it and to engage with interested stakeholders, particularly our students, parents and governors. We also needed time to consider costs and budgetary issues and to evaluate our IT infrastructure, making necessary upgrades, particularly to our Wi-Fi provision. The final decision to introduce the iPad as our 1:1 device for students and teachers was reached in mid-2017. A period of preparation, including engaging a commercial partner/supplier followed, with the deployment to teachers finally taking place in February 2018. We chose the iPad as we believed it to be accessible, media rich, creative, collaborative and connected. It offered a secure and robust operating system, high battery capacity and, through use of Apple Classroom, we knew that we could enable effective use and monitoring in the classroom. The engagement of a commercial partner was a key factor in the eventual success of the project as they were able to provide advice, help us with technical audits and gave us access to an Apple Trainer who has worked closely with us throughout in developing digital learning strategies. Our iPad devices are fully managed by the College using JAMF, our chosen Mobile Device Management system. Apps can be deployed to or removed from each iPad by our IT staff as necessary. In line with our vision for the iPad as an educational device, we do not allow students to download Apps themselves. However, students do have the chance to have their say regarding iPad use and can recommend Apps via the 'Student Digital Leaders' who are part of the College Student Council. All Apps deployed by the College are tested and risk assessed before use. Initial concerns about the cost of Apps proved to be unfounded as the majority of Apps chosen for use were either free, or available with a substantial discount for educational use.

“Sharing good practice events take place frequently and staff have become used to welcoming other teachers into their classrooms to observe learning activities.”

## Support

We were conscious from the outset that the introduction of a 1:1 device programme would require significant changes to teaching and learning strategies within the College and that many staff would need considerable support in developing iPad expertise. To facilitate this, we decided to appoint a full-time member to our support team to be known as the 'Digital Learning Technologist' (DLT). Our DLT has a keen interest and considerable expertise in use of IT and works closely with teachers both within and outside the classroom to assist in iPad skill development and the exploration of novel learning strategies. He has also worked closely with our Apple Trainer and has been invaluable in assisting staff to embrace digital learning and in assisting them to work towards their 'Apple Teacher' qualification, which the vast majority of our teachers have now achieved. The appointment of a DLT represented a considerable extra expense for the College, but it has been a key factor in our success. As he does not have teaching responsibilities, the DLT is available to support staff throughout the day and runs a daily 'surgery' in the staff room every lunchtime.



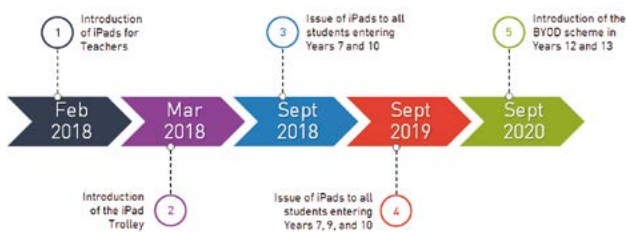
Using iPad devices in a Classics lesson, Salesian College (LW)

## Workflow

Alongside decisions regarding the type of device, sourcing and support, we also needed to consider our workflow methodology. We were keen to continue with the use of Microsoft 365 software rather than switch to Apple. A conference at the Microsoft office in Reading convinced us that Microsoft Apps would be effective on the iPad. Primarily, when in College, our students continue to work in exercise books, but our use of Microsoft One Note 'Class Notebook' and Microsoft 'Teams' has proven this system to be robust on the iPad and was invaluable during the periods of school closure during the summer term 2020, and spring 2021. We were able to switch to online learning easily and staff quickly became adept at delivering live lessons, sharing their iPad or PC screens and audio with students at home, facilitating active engagement in remote lessons via typed 'chat' or through audio conversations. The inbuilt microphone and camera on the iPad proved invaluable. Students completed their work in 'Class Notebook' which automatically saves to the Cloud, hence teachers were able to access work easily and provide feedback, including in real-time during lessons. More recently, students isolating at home whilst the majority were still in class have been able to take part in lessons and experience classroom activities remotely. In science, for example, students at home have taken part in small group practical work as a student in school has been able to use their camera to broadcast experimental work live to those at home, alongside the use of audio for two-way communication. Microsoft Teams has also enabled us to run virtual Parents' Evenings smoothly and effectively.

## Timeline

Our historical timeline for the deployment of digital devices is shown below. September 2019 saw deployment of an iPad to every teacher and to all students in Years 7 – 11. Teachers have also been provided with Apple Pencils which have proven invaluable in facilitating electronic feedback to students and in allowing annotation of, for example, students' work, PowerPoint slides or photographs. We delayed a decision on provision for Sixth Form students until 2019. Following consultation with students we decided not to introduce a managed device, and so from September 2020, all sixth formers have embraced the opportunity to bring a device of their own choosing to lessons in College. The students have welcomed the extra flexibility and responsibility that this brings for them as they move towards increased autonomy at university or in the world of work.



## Teaching and learning

The physical provision of devices and development of supporting IT infrastructure is just one aspect of developing a 1:1 device programme. Our initial research suggested that many schools have found it easy to spend money on devices without fully understanding the potential impact on teaching and learning. There is a real need to develop a vision for teaching and learning before spending any money on kit. As Project Leader, I worked closely with our teaching staff to develop a vision for teaching and learning, drawing up a detailed 5-year 'Digital Learning Strategy' which we continue to review and develop further on a regular basis. Sharing good practice events take place frequently and staff have become used to welcoming other teachers into their classrooms to observe learning activities. The Senior Leadership Team appreciates that amongst the staff, there will be a wide

range of expertise regarding iPad use in lessons and encourages development in a positive way with staff being committed to an on-going programme of training and developmental opportunities, supported by the Project Leader, DLT and Apple Trainer. As with traditional teaching and learning, the development and introduction of new ideas is a dynamic process with strategies being tested and then adopted and shared or rejected. Inevitable staff turnover means that there will always be considerable difference in expertise as we move forward, but in the supportive environment that we have created, development opportunities are readily available.

## A school that uses iPad devices

We are pleased that our students are now able to enjoy many learning activities that could not be provided in a traditional classroom. Many of these activities replace or extend traditional approaches, for example the use of quizzing Apps to facilitate Assessment for Learning, but we have also introduced more novel opportunities through use of, for example, augmented reality. Ultimately, we aim to provide access to a learning environment within which the iPad is seen as just one resource amongst many available to teachers and students, both traditional and modern. We consider ourselves to be 'a school that uses iPad devices' rather than 'an iPad school' and believe that our use of technology replicates provision in the wider world of work that students will eventually enter.



Steven Rowe joined Salesian College in 2015, having previously worked in comprehensive schools in Surrey as a teacher of chemistry and physics, Head of Department, Head of Faculty and Senior Leader. He has a long-standing interest in teaching and learning, school improvement and development. As Assistant Headteacher, he has led Salesian College in its successful introduction of 1:1 iPad devices. He has also led the College in its migration to a new MIS and holds Apple Teacher status. Steven and the school are proud to have been selected as an Apple Distinguished School for 2021-24, after being recognised for continuous innovation in learning, teaching and the school environment.



Claires Court - Science teacher Tom Aggar setting up with pupils and Symphony Classroom

JAMES WILDING

## Ed Tech and education - what's next to emerge in our classrooms?

James Wilding, Academic Principal and Head of Senior Boys at Claives Court, has encouraged schools to be forward thinking in their use of digital technologies for two decades. In this article, he seeks to highlight the emerging value of Artificial Intelligence in education, and looks at one way teachers can bring AI into the classroom. Readers looking for a deeper insight into AI might like to read [“Artificial intelligence: How does it work, why does it matter, and what can we do about it?”](#) a briefing paper written by sociologist Philip Boucher written for the European Parliament in 2020.

18 months ago, few school leaders would have had as their first priority for their school the ability to deliver a full curriculum remotely, live, in real time, in the homes of their school pupils rather than in the classroom. They say that necessity is the mother of invention and so it has been proven in our sector; during the enforced closure of our schools from March to July and from January to March this year - wherever the school and whatever the age range it appears the vast majority of our children have been able to work online with their teachers in real time whilst at home, so long as they had Wi-Fi and a 'desktop' to link to their shared school systems. It's worth bearing in mind of course that our schools did remain open for key workers, and so we added that extra challenge of teaching online and in-school simultaneously.

“The sheer volume of ways that users of technology now make use of AI as consumers is breathtaking, though I guess as teachers we have still to work out how to deploy AI in the classroom as a discrete methodology. Until now that is.”



Clares Court – Science teacher Tom Aggar setting up with pupils and Symphony Classroom

Whether by tablet, Chromebook or laptop, we have all become passive users of Artificial Intelligence, without which we would not have been able to run virtual schools across the country. Whether we like it or not, we need AI to keep us connected, to provide the security and privacy we need as well as the underlying 'intelligence' to ensure that we can create, converse, collaborate and store the outcomes of our activities online. In addition, AI is also interfering with my productivity – as I type, my spelling and grammar are being corrected; indeed I can switch to 'voice mode' and Google Docs picks up the audio-to-text heavy lifting and, if I want, I can get some help from Google Assistant with research for this article too just by asking. The sheer volume of ways that users of technology now make use of AI as consumers is breath-taking, though I guess as teachers we have still to work out how to deploy AI in the classroom as a discrete methodology. Until now that is.

I was invited to participate in the first alpha trial of an AI device built specifically for education, Symphony Classroom, developed by Merlyn Mind and launched in Europe by C-Learning. In becoming a Global Discovery partner, my school had to identify a teacher who might benefit the partnership because of their specific interests and aptitudes, and I was delighted when science teacher Tom Aggar accepted the proposition to become the 'guinea pig' professional. After a decade's involvement in rowing, including becoming the Beijing 2008 Paralympic champion and Rio 2016 bronze-medallist, Tom joined Clares Court to train as a teacher. As a wheelchair user working around a laboratory, it struck us both as being a 'cool idea' to see what use Tom could make of such a digital assistant in the classroom. If you have ever worked with Alexa, Siri or Google Assistant, you'll understand the general concept of cloud-based voice service assistance available from a device near you. You speak to the device using command language and (hopefully) it brings you answers to your questions. There's a short public video on Youtube showing this technology in action - <http://schl.cc/cU>.

Symphony Classroom hardware is about the size of a portable stereo player, and sits on Tom's lab desk, with built-in speakers and microphone. It connects to the user via a hand-held controller – an air mouse – with inbuilt audio and mouse facilities. It is connected to the PC desktop in the classroom, which gives the hardware access to the peripherals such as projector and

“His classes have become used to Mr Aggar calling out to Merlyn, causing her to wake up, enable the projector, find out what the weather looks like, or in deeper ways seek out files, utilities, extensions and websites that he wishes to share with his pupils.”

screen, as well as connection to the internet and connection to the whole AI infrastructure that provides Tom with the assistance he requests to help him in the classroom. 'Merlyn' is the character that Tom had to learn how to talk with over the period of the trial, from March to July, and over that period of time his classes have become used to Mr Aggar calling out to Merlyn, causing her to wake up, enable the projector, find out what the weather looks like, or in deeper ways seek out files, utilities, extensions and websites that he wishes to share with his pupils.

What have we found out so far, as members of the world-wide first trial of a classroom hub which combines hardware, AI services, and software to support teachers in their classrooms through Merlyn, the world's first digital assistant for teachers? Clearly, in such an early trial it's worth saying we set our expectations low. Tom has been able for the first time to work with pupils away from the lab front, and yet connect via Merlyn to the services he wishes to project on the screen at the front. As with all other new technologies, it takes time to learn how to bring them into play with students, and there have been plenty of



occasions that Merlyn has seemed a little sulky or disinterested in serving her teacher, taking time to respond to the 'Hey Merlyn' request. Over the summer break, the substantial team at Merlyn Mind are updating the voice recognition features, and taking on board the feedback from the 50 or so centres across the globe involved in this first phase trial.

It is quite clear already that the children's direct interactions with Merlyn will be of increasing value, making the service as valuable to EYFS and primary classes as they could be in secondary and undergraduate settings. What seems obvious now we have Merlyn in use to aid the teacher is that the children's eagerness to pose questions to their teaching assistant is going to serve the classroom well. Whilst the team behind Merlyn have put in a huge amount of effort to make voice recognition of the teacher effective so only they can control Merlyn, actually there is growing interest from the users in the classroom to allow anyone to interact with the device to encourage enquiry and develop the skills for appropriate questioning.

So, after our trial of 10 weeks, what is the conclusion? Despite having no firm conclusion, I have a team of enthusiastic teachers ready to take delivery of five more Symphony Classrooms so they too can see how best to make use of Merlyn in their lessons from September. At circa £2k a device, that seems a hefty price tag, but the classroom comes with a 3 year warranty, and that gives us plenty of time to employ Merlyn to enrich our classrooms and be proactive in the development of the use of AI to support teaching and learning. There will be some who remember the arrival of interactive whiteboards, where those schools who were able to adopt a pioneering approach were able to establish how best the technology could serve them. And with most households choosing to deploy Alexa and other devices at home, I feel certain our children will enjoy learning how to use AI in school for even greater benefit in the longer term.

\*Symphony Classroom by Merlyn Mind - <https://www.merlyn.org/>  
C-Learning - <https://www.c-learning.net/what-we-do/merlyn-mind/>



James Wilding is the Academic Principal of Claires Court, an independent school of some 1,000 children aged 3 to 18, based in Maidenhead. Headteacher since 1981, James owns and leads the school with his brother, Hugh, in which they commenced their education back in 1960! James has been an Executive councillor and trustee of the Independent Schools Association since 1990, for whom he currently serves as the chair of their inspections committee and he represents the Association on the Independent Schools Council's Digital Strategy Group, <https://iscdigital.co.uk>

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Colchester High School

KAREN GRACIE-LANGRICK

## Giving pupils a ‘voice and choice’ in their own learning: technological transformations in pupil autonomy, learner ownership and agency

Starting with the notion of “Dream big. Start small. But most of all, start” (Simon Sinek), the pioneering spirit of the staff and pupils at Colchester High School has enabled us to ride the crest of the wave in technological advancements during both the national pandemic and this most recent phase of the Ed Tech Revolution. The aspiration for Colchester High School to become a STEAM Centre of Innovation and Excellence and a Microsoft Showcase School is fast becoming a reality as we eagerly await the award of this prestigious accreditation at the start of this academic year.

### Empowering pupils to achieve more

Through our forward-thinking STEAM curriculum, Cognita’s global commitment and investment in the roll out of 1:1 devices (for all pupils in Years 3-11), and the creation of immersive and inclusive experiences which inspire lifelong learning and stimulate the development of essential life skills, our pupils have been empowered to achieve more. Utilising the full suite of Microsoft educational platforms to actively promote pupil ‘voice and choice’ in learning, Colchester High School has provided opportunities for greater autonomy and agency in which pupils, as Digital Champions, reflectively engage and take greater initiative with and ownership of their own learning. Additionally, through collaboration with their peers and teachers and the online community, pupils have collectively and cooperatively worked to generate their own digital portfolios, using technology to become the creators and producers of learning content and actively take risks to solve problems. During the last 18 months, in what have been unprecedented and challenging times in education

for everyone, it has been a privilege at Colchester High School to have been amidst and at the forefront of such a pioneering generation of pupils and educationalists who sought to engage with technology to ensure that our educational provision has remained uninterrupted and can be delivered in ‘live’, ‘virtual’ and ‘blended’ classrooms, ‘Anytime, Any place and Anywhere’.

### The influence of Generation Z

The nature of our pupils, the so-called Generation Z (pupils born between 1995-2010, dubbed ‘digital natives’), alongside advances in technology, has meant we have seen a dynamic shift in teaching and learning. In seeking to comprehend how technology has played a part in increasing pupil autonomy, not just at school but in their lives beyond, it has been important for us to understand the behaviours and characteristics which define this generation. We aim to capitalise on how Generation Z’s influence, as a result of the connectivity brought about by and through technology, is now radiating outward in our school. This has brought both challenges and opportunities. However, it has been fascinating as a school to integrate virtual and offline experiences and to see the agility with which our pupils can both receive and contribute to their learning: providing opportunities for them to demonstrate individual expression and exploring their ability to mobilise themselves for a variety of causes. Notably at Colchester High School, and throughout this last year, our pupils have singularly and collectively been enabled to use their ‘voice’ demonstrating their belief, and ours, in the efficacy of dialogue to solve conflicts and, through social action, to improve the world.

## “Throughout this last year, our pupils have singularly and collectively been enabled to use their ‘voice’”

Pupils across the school, and in particular in Year 6 and Year 11, have sought to lead initiatives and to work collaboratively on ensuring the education they receive allows an openness to understanding different kinds of people, through the promotion of Equality, Diversity and Inclusivity. The School's focus on social action and global citizenship, through enterprise projects such as the 'Beyond Education, Being Human' programme (supported by the Thomas Franks Foundation) and the 'Ocean Pollution' curriculum week, has helped to co-create a curriculum which ensures both value and relevance for today's learners.

### Technology and teaching and learning

Engaging our school community, staff, parents and pupils, in digital transformation, we have become early adopters of platforms and initiatives which improve teaching and learning. Furthermore, advancements in technology have meant that learning has been given brand-new features in the twenty-first century and learners have started learning through different approaches, rather than solely depending on the traditional teacher-centred approach. Consequently, the adoption of advanced technologies in education, notably AS Tracking, Century Tech and Learning by Questions has brought new opportunities and allowed our teachers to use new technologies to keep learning exciting and relevant. Providing brand-new learning experiences, access to resources and the Internet has enabled pupils to obtain rich information and learning resources and to engage in authentic learning through 3D virtual worlds - the Internet of Things (IoT) and wearable technology.

### Technology to encourage the development of skills

Technology such as 'Teams' has brought pupils together through discussion and collaboration tools, when previously they might never have considered, or had the opportunity, to communicate

or help each other at home. Within subjects such as the Creative and Performing Arts, pupils have been able to demonstrate the digital manipulation of images (including layering, transparency and re-scaling) and the use of digital art and inking applications such as Paint 3D and Fresh Paint. Additionally, pupils from Reception through to GCSE have built digital portfolios using age-appropriate platforms such as SeeSaw, Flipgrid and Book Creator for their Arts Awards, and Soundtrap for their compositions. All pupils have also developed their proficiency in the use of course management tools, such as OneNote. This has helped pupils and teachers to organise subject materials, set and submit assignments, and receive real time online and verbal feedback which not only supports learning but can increase learning motivation, build self-esteem and enable pupils to accomplish more complex tasks.

### Technology to support ALL pupils

Artificial Intelligence (AI) through Century Tech has helped to overcome one notable challenge for the traditional teacher-centred approach, the delivery of a fully 'differentiated' lesson. The use of AI in education has helped teachers to identify and fully support learners' individual differences and consequently to effectively cultivate pupils' autonomy and learner ownership. As such, through our growing use of technology, our teachers have also begun to shift in the way that they approach their teaching - utilising the fact that that our pupils now have almost unlimited access to knowledge and the fact that this generation of self-learners, our pupils, are more comfortable absorbing information online and from multiple sources. Importantly too, technology has ensured that our pupils have gained greater equality in their learning. In particular, technology has improved educational accessibility, enabling one of our pupils, who is partially sighted, to continue their education in an inclusive classroom environment and to utilise platforms which convert slides and texts into Braille,



Colchester High School

“Through our growing use of technology, our teachers have also begun to shift in the way that they approach their teaching.”

enlarges images and text, and provides audio-recording of lessons. Consequently too, pupils have also been empowered to co-design elements of our curriculum focussed on enhancing pupil wellbeing, digital citizenship and through 'Teams Talks' to help our community build positivity together.

### Gaining Ed Tech proficiency

Alongside the introduction of new technology and educational platforms, pupils and staff at Colchester High School have also demonstrated a tremendous dedication in the pursuit of Ed Tech proficiency. There has been an explosive development in expertise in the use and application of educational platforms, and many pupils and all staff have undergone training through the Microsoft Education Centre to gain industry standard accreditations and qualifications, becoming Microsoft Innovative Experts. As a result of the expertise of our staff, many of whom are qualified as Microsoft Certified Educators and Microsoft Innovative Educator Experts, we have also become a centre of coaching, training and support for other schools within the Cognita Group. As such, Colchester High School is now recognised as a beacon school within the Group with both pupils and staff presenting at the Cognita Global Conference on aspects of delivering Ed Tech excellence for those creative and inquisitive minds of the future, tomorrow's world.

Certainly, these are exciting times for us in schools and in education. However, this pace of transformational change and proficiency in our users of technology to gain greater autonomy and agency, is still gathering momentum – as Generation Z are already being replaced within our school by a new generation – Generation Alpha – who are the most technologically immersed generation ever. These pupils are even more tech savvy – forget teenagers – here come the screenagers!



Karen Gracie-Langrick has over 25 years of experience working in independent co-education. She is passionate about developing in children the confidence, self-belief and strength of character to achieve their full potential whilst nurturing in them a global perspective and a mindfulness for social responsibility which will last throughout their lives.

Since moving to Colchester High School, Karen has championed the use of Ed Tech in teaching and learning and the School eagerly awaits accreditation as a Microsoft Showcase School.



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# ISA National Awards 2021

## Congratulations to our finalists and highly commended schools!

ISA would like to thank everybody who took the time to enter the awards, particularly after another challenging year for schools. This year our judges were faced with an overwhelming number of entries, and the exceptional provision displayed throughout all the entries offer a true testament to the talented teachers and pupils that make up our diverse Association.

We are delighted to announce this year's finalists and highly commended schools, and we look forward to celebrating with you all at our Awards Ceremony in November, where the winners will be announced. For more information and to book your tickets, visit our website.

### ISA Award for Excellence and Innovation in Early Years

#### Finalists:

Emmanuel School Derby, Little Downsend School, Southbank International School Hampstead

#### Highly Commended:

Alleyn Court Prep School

### ISA Junior School of the Year Award

#### Finalists:

Heathcote Prep School, Heywood Prep School, Yorston Lodge Prep School

#### Highly Commended:

Thornton College

### ISA Senior School of the Year Award

#### Finalists:

Frewen College, Kings High School Warwick, Westbourne School

#### Highly Commended:

Beech Hall School

### ISA Award for Outstanding Sport (Small School)

#### Finalists:

Myddelton College, Westville House School, Woodlands School Hutton Manor

### ISA Award for Outstanding Sport (Large School)

#### Finalists:

Bournemouth Collegiate School, Salesian College, St. Margaret's Prep School

#### Highly Commended:

Kings High School Warwick

### ISA Award for Excellence and Innovation in Performing Arts

#### Finalists:

Ipswich High School, Faculty of Queen Ethelburga's, Kings High School Warwick

#### Highly Commended:

Bournemouth Collegiate School, Heywood Prep School, St. Margaret's Prep School

### ISA Award for Excellence and Innovation in Fine Arts

#### Finalists:

Akeley Wood School, Rochester Independent College, Sackville School

#### Highly Commended:

Kings High School Warwick

### ISA Award for Outstanding Provision for Learning Support

#### Finalists:

Frewen College, Holme Grange School, Wemms Education Centre

### ISA Award for Excellence in Pupil Personal Development

#### Finalists:

DLD College London, Moon Hall School Reigate, Oxford International College

#### Highly Commended:

Dale House School, Salterford House School, Sherfield School

### ISA Award for Outstanding Local Community Involvement

#### Finalists:

Brackenfield School, Leighton Park School, Thorpe Hall School

#### Highly Commended:

Jameah Girls Academy

### ISA Award for Outstanding International Involvement

#### Finalists:

Dwight School London, Myddelton College, Westbourne School

#### Highly Commended:

ACS International School Cobham, Farlington School, Holme Grange School

### ISA Award for Excellence and Innovation in Equality, Diversity and Inclusion

#### Finalists:

DLD College London, Dwight School London, Eaton Square School Belgravia

#### Highly Commended:

CATS College Canterbury, Maple Hayes Hall School

### ISA Award for Excellence and Innovation in Mental Health and Wellbeing

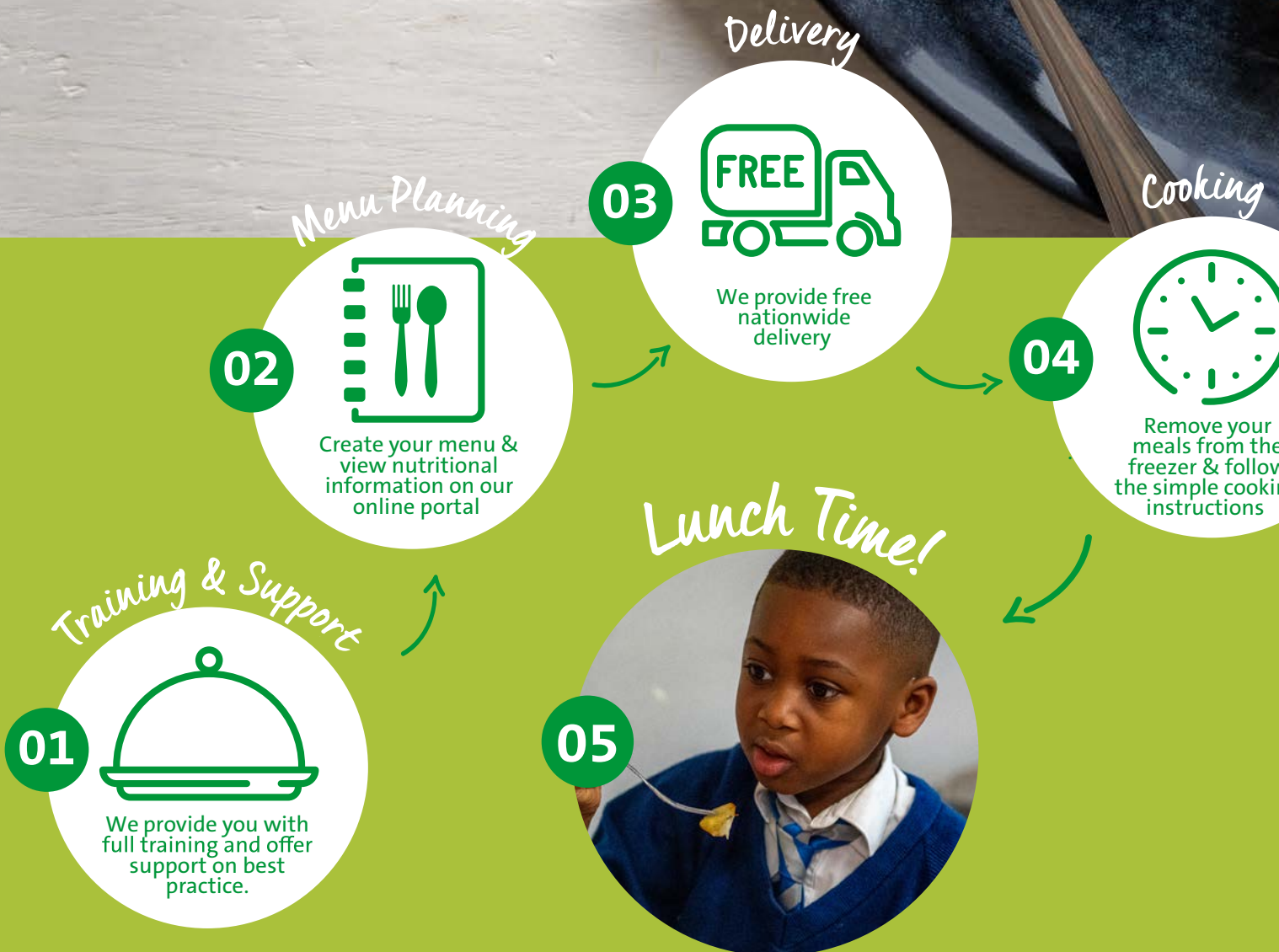
#### Finalists:

Alderley Edge School for Girls, DLD College London, Radnor House School

#### Highly Commended:

Boundary Oak School

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# Professional Development Opportunities

ISA's training promotes excellence in independent education and helps schools to keep up to date with the latest best practice.

We are pleased to be running a mixture of online and face-to-face courses this year, which offer a combination of expert advice and networking opportunities.

## Cost

Online training is offered at the affordable rate of £120 per delegate. Face-to-face training is £175 per delegate, with every second delegate offered at a discounted rate of £139.

## How to book

For more programme information and to book, visit the website at [www.isaschools.org.uk/events](http://www.isaschools.org.uk/events)

## Leadership

### LEADING ACADEMIC STRATEGY, PLANNING AND IMPLEMENTATION

3 November | CATS College London | 10.00am – 3.30pm

**Who should attend?** Members of senior leadership team and aspiring senior leaders who have a responsibility for curriculum strategy, programme planning, development and implementation.

#### What you will learn:

- How to plan an integrated and holistic curriculum
- An understanding of the current curriculum debate and which elements should inform content and delivery
- The processes used to evaluate curriculum delivery and outcome

### SUPPORTING STAFF AND SCHOOL DEVELOPMENT THROUGH HIGH INTEGRITY PROFESSIONAL REVIEW

18 November | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** Any member of staff who has a role in staff management & leadership, development of teacher CPD, or a responsibility for teaching and learning.

#### What you will learn:

- How to effectively link high quality professional review to school development
- How to develop high integrity evidence-based professional review strategies and practice
- How to maximise the benefits of professional review for staff and your school

### BEST PRACTICE FOR GOVERNANCE IN PROPRIETARY SCHOOLS

7 December | ISA House, near Cambridge | 10.00am - 3.30pm

**Who should attend?** Sole Proprietors, senior members of the management teams, and Proprietors of schools owned by educational companies.

#### What you will learn:

- How to read the regulations
- Specific issues for proprietorial schools
- How to prepare for inspection

## SEND

### SUPPORTING LEARNERS WITH AUTISM

9 November | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** All teaching staff.

#### What you will learn:

- Understand what autistic spectrum conditions are and how they impact on individuals and their behaviour
- Identify the impact that autism has on a person
- Be able to reduce the impact that autism has on learning
- Identify key principles of positive behaviour management

## Health and Safety

### HEALTH AND SAFETY IN SMALLER SCHOOLS

16 November | Online via Zoom | 9.00am - 12:00pm

**Who should attend?** New Heads in smaller schools, where specialist support may be limited.

#### What you will learn:

- What an inspection team would look for in a survey of premises
- What maintenance tasks, checks and activities should be carried out to achieve compliance
- What documentation should be available to support the above



## Inspection

### THE INSPECTION OF GOVERNANCE FOR HEADS, PROPRIETORS AND GOVERNORS

2 November | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** Proprietors, Chairs of Governors, Governors, and Heads.

**What you will learn:**

- The importance of your responsibility for the regulations
- How to undertake that responsibility through monitoring
- Preparation for your contribution to the inspection process

### SECURING EXCELLENCE IN EDUCATIONAL QUALITY INSPECTIONS

4 November | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** Governors, Proprietors, Heads, Deputy Heads, Director of Studies and anyone else responsible for the quality of education within the school.

**What you will learn:**

- Making the link between impact and outcome – cause and effect
- Having a greater awareness of how well your school is promoting pupils' well-being through the two outcomes, by reflecting on their school's practice
- Understanding how to make the inspection work for you, by bringing your strengths to the notice of the inspectors

### WHAT TO EXPECT AND HOW TO MAKE IT A POSITIVE EXPERIENCE

1 December | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** Heads, Deputy Heads, Senior and Middle Managers.

**What you will learn:**

- To be prepared for the inspection process, including with documentation
- To understand how inspectors will evidence the observation of lessons
- To consider how other evidence is gathered, particularly through interviews

## Learning

### CRITICAL THINKING AND PROBLEM-SOLVING

23 November | Online via Zoom | 9.00am - 2.30pm

**Who should attend?** SLT, Middle Leaders and Class Teachers interested in developing critical thinking skills in their pupils.

**What you will learn:**

- Practical ways to increase students, of all ages, abilities in problem-solving pedagogies
- How to turn typical classroom activities into engaging tasks, where learners do the hard cognitive work
- Strategies that can be used in the classroom to produce effective and thought-provoking lessons

### MATHS MOVERS

30 November | ISA House, near Cambridge | 10.00am - 3.30pm

**Who should attend?** All those working with children between 3 – 7 years of age.

**What you will learn:**

- Activities to support mathematical concepts
- Sequencing, time; past, present and future
- Counting rhythm
- Reflection on practice

### OUTSTANDING ISI PUPIL OUTCOMES FOR ALL PUPILS

2 December | Bosworth College, Northampton | 10.00am - 3.30pm

**Who should attend?** School Leaders and Class Teachers in both Primary and Secondary schools looking to improve pupil outcomes.

**What you will learn:**

- What inspectors are looking for in regards to pupil outcomes
- How to translate the inspection criteria into classroom and school practice

## Conferences

### AUTUMN STUDY CONFERENCE

11 – 12 November | Double Tree Hotel by Hilton, Coventry

### INCLUSION AND DIVERSITY CONFERENCE

3 December | CATS College London



Lycée International de Londres Winston Churchill

MIREILLE RABATÉ

## Our journey to a new offering: Lycée Churchill Connected

In Autumn 2020 Lycée International de Londres Winston Churchill launched a complete, structured online programme for home-schooling students, in addition to its in-school programme at its campus in Wembley. Head of School Mireille Rabaté tells us about the French-English bilingual school's journey to offering its innovative 'Lycée Churchill Connected' and a little about the school's next plans using technology.

### What is Lycée Churchill Connected?

Lycée Churchill Connected is an online-only programme for home-schooled students who wish to learn from home and those who cannot attend campus for any reason. This could be learners needing more flexibility to attend sporting competitions or performing art auditions, those whose parents travel frequently for their work and relocate between projects, or simply because a bilingual education is not available close to home. The programme exactly matches the course of study followed by on-campus students in our French programme. This comprehensive bilingual curriculum, offered by our expert faculty by videoconferencing and live online classes, is specifically

“We believe that innovative methods serve to keep our timeless values relevant to future generations.”

designed for students and families seeking a more structured and communal learning experience both home and away. We aim to offer a way to attend school remotely that is as rigorous and engaging as being physically present.

We have initially made Lycée Churchill Connect available to students aged 14 and above (3e to Terminale / Year 10 to Year 13) and have ensured it includes vital services and other components of school life. These include: extensive wellbeing support (individual mentoring (AP) / individual wellbeing and counselling sessions), career and university counselling (personal statement, university applications worldwide, university presentations), online assemblies, student committees, specific family gatherings with the Head of School and Head of Section, scheduled visits to school, specific social groups, and many more.

At any time during the year, participating students are able to join a vibrant and international community, become part of classrooms “in the cloud”, make new friends, and benefit from the virtual companionship of classmates and presence of teachers – all while receiving a first-class bilingual education from home. The programme affords families unique flexibility to become a part of the school before or after they live in London.

### What does a day at Lycée Churchill Connect look like?

Students start classes at 8:30 am sharp and remain engaged until the mid-afternoon, with breaks and a lunch hour. The classes are taught interactively over a web video connection, though students are also assigned homework and other autonomous activities. The timetable and structure reinforce a sense of engagement and participation, as well as providing crucial discipline in the homeschooled environment.

“The programme exactly matches the course of study followed by on-campus students in our French programme. This comprehensive bilingual curriculum, offered by our expert faculty by videoconferencing and live online classes, is specifically designed for students and families seeking a more structured and communal learning experience both home and away.”

The programme gives students full access to the school’s state-of-the-art “web library”, where they can access rich online resources including France’s Gallica and the English-language OverDrive ebook and audiobook collection. Lycée Churchill Connect also affords students the chance to expand their horizons through tutoring and specialist classes in fields such as philosophy, maths, physics, computer coding, and modern and classic languages, including Chinese.

### Why did we decide to launch the programme?

Following our move to remote learning over the several episodes of Covid-19 lockdown, we couldn’t have been more thrilled with the feedback received from the community. During this difficult time, ensuring the wellbeing of our students and maintaining our consistently high level of education provision were our utmost priorities.

We were all too aware that other schools encountered huge problems and heard of the gaps in learning their students suffered from. Going forward from this, we would hope to provide the same opportunity to students not yet at Lycée Churchill, who would benefit from our experience forged in the fire of the first lockdowns. We never stand still, though, and students also profit from our constant dedication to further innovation.

Lycée Churchill took full advantage of the latest educational technologies, which are profoundly but thoughtfully integrated into education and everyday school life. This solid digital foundation, already deeply rooted in the school’s culture, proved to be a major asset during the Covid-19 pandemic, when the Lycée pivoted seamlessly to online learning.

The last thing parents want to worry about is their children’s education. It has never been clearer that students need the kind

of stability and consideration afforded by the bilingual Lycée International de Londres Winston Churchill. It is no exaggeration to say the Lycée has set a global example for how to deliver top-class education during a full-blown crisis without interruption.

### How did it all start?

Several years before we were all faced with a global pandemic, on one cold March morning in 2015, millions of London transport users suddenly faced travel chaos as tube drivers went on strike. That same morning, Lycée Churchill students first discovered the joys of remote learning. For the first time, our students and teachers met over videoconferencing and enjoyed live online classes. Students who were able to attend used their own iPads to liaise and collaborate with their classmates. Parents were thankful that Lycée Churchill, through offering innovative solutions, was able to ensure education carried on, no matter what the circumstances.

This little adventure proved to be so successful that we built on this provision. During the exam season, French schools are required to close their doors to all except exam candidates. Using what we had learnt during the tube strikes, we decided to offer remote learning to all lower secondary students through videoconferencing while they were off-site during the exams. This enabled our teachers to develop their experience in live online classes in a less pressured environment. And, ultimately, it meant that when Covid struck, Lycée Churchill was ready.

The success of the school’s ongoing education and pastoral care during the pandemic demonstrated the agility and resourcefulness of our teaching staff, the power of our technological foundation, and our embrace of digital culture. Parents and students appreciated the structured school day and engaging virtual lessons, the lively and collaborative environment,



the continued social connections among students, and the individual attention the Lycée was able to offer remotely. It was from this experiment that Lycée Churchill Connect was born.

### How does Lycée Churchill envisage the future?

What sets the school apart isn't just remarkable diversity, with students from 45 countries and teachers and staff of 29 different nationalities. It also embraces a ground-breaking educational ethos where the enlightened use of technology, including cutting-edge digital tools, facilitates different rates and styles of learning. We believe that innovative methods serve to keep our timeless values relevant to future generations.

In a world of profound and rapid change, education cannot stand still. We are preparing students who will be adults in the middle of the 21st century. They will have to face uncharted waters, filter through a sea of unverified information, and solve as-yet-unknown problems. As a result, the skills and abilities we develop in our students must evolve too. A resilient capacity to adjust rapidly in a fluid environment, a creative mindset that can confidently develop solutions to new problems, a critical-thinking tool set, and a profound understanding of cultural diversity will be paramount. These are the challenges we believe our students will face and, at Lycée Churchill, they will be superbly equipped to do so.

For all these reasons, we have chosen to incorporate tablet computers into the curriculum to support our students and help them develop 21st-century skills. Without replacing core elements of teaching, digital tools complement the learning experience, and provide a versatile means to differentiate between students to cater for their specific needs. They also encourage creativity and collaboration.

By making the best use of technology alongside other educational practices, our school continues to develop innovative and unique teaching methods. Our responsibility is to give our students tools to make sense of their world. Our responsibility is

to teach our students mastery of those tools, thus preparing them to find their own space and place. Ultimately, our responsibility will give our students their own responsibility in the world of tomorrow.



Mireille Rabaté's international career started as a French lecturer in the US & Norway, followed by twenty years as part of the senior leadership team of various schools in France and the USA. After playing a major role in the setting up of innovative educational projects and new teaching methods at the Lycée International Franco-Américain in San Francisco, CA, Mireille was delighted to return to Europe to take on new responsibilities as Founding Head of the Lycée International de Londres Winston Churchill.

<https://www.lyceeinternational.london/>



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KARL GUEST

## Diversity in education – is the problem with education or society as a whole?

We all like to think that we live in a diverse society where opportunities abound and where meritocracy has replaced a previous form of hierarchy based upon preference or favouritism. A society where neither the colour of your skin nor your heritage matter and where our young people see first-hand equality, fairness and impartiality.

As much as we would like to think this is the case, recent events tell us otherwise. The shameful posts on social media sites following the Euro 2020 final and the shocking response to the RNLI helping refugees stranded off our own coastline show that that the reality is substantially different to what we would like to believe.

In preparation for this article, I carried out some desk research into the career development of black and minority ethnic groups and I was astounded by what I found. The truth is, regardless of intention, the roots of inequitable systems still exist, and they run deep. The opportunities for organisations to truly self-reflect upon their practise appear either too inflexible or ineffective and the uncomfortable result is that I find myself in a minority of Headteachers from a diverse heritage background. Shockingly, according to a new study by the Institute of Education at UCL (Tereshchenko et al. 2020), in 2018 White British people accounted for 92.9% of Headteachers, and 89.7% of Deputy or Assistant Headteachers.

I recently participated in the inaugural Career Development Conference, delivered in partnership with BAMEed, RSAcademics and All-in Education, where I was given the opportunity to explore and examine the racial discrepancy that exists among appointments to Senior Leadership positions. It was also a chance to broaden the conversation about diversity in education with other aspiring Senior Leaders from mixed heritage backgrounds and promote how vital it is that schools demonstrate a greater diversity in all leadership positions. It is, perhaps an indication of the scale of the problem, that it is only as a Headmaster that I have been approached to share what it feels like to be in such a minority, to offer advice and encouragement to others and listen to the challenges faced regularly by those who also want to lead their own schools.

For a person of Burmese heritage, I see this less as a political or social problem but rather as an on-going reality that has been lived by generations of ethnic minorities. The task we face is that in seeking a solution to the lack of diversity in our society, we must first recognise that the problem viscerally exists. To achieve authentic diversity, we are compelled to challenge the systems that have created and maintained such inequality.

Recognising and celebrating the increased sensitivity in this matter is encouraging but not nearly enough. For those like me, it very quickly comes down to the question of what is being done to address the problem?

“The task we face is that in seeking a solution to the lack of diversity in our society, we must first recognise that the problem viscerally exists. To achieve authentic diversity, we are compelled to challenge the systems that have created and maintained such inequality.”



Alton School

“In our positions as leaders, we must ensure that true purpose rather than any form of tokenistic change drives what we do. Change must be wholesale, sustainable and not subject to political fads or social trends.”

So, here is the problem as I see it. More than half of those from a diverse heritage background feel that their careers are adversely affected by their race. Two thirds of black Britons report racial slurs or assumptions about their heritage or behaviour. According to government data published in February 2021 (Department for Education 2021), 0.1% of classroom teachers were Mixed White and Black African. I could go on.

They say actions speak louder than words so what are the next steps? How do we move from good intention to right action? One thing is for sure, it is insufficient to focus purely upon education. I feel I could sufficiently argue that education is more part of the solution than a contributor to the problem. Walk into any school and diversity is taught, celebrated, recognised and encouraged. Yet, it is when our students leave and the systems outside our schools begin to choose the next generation of leaders, that the problem appears to rear its head. I feel the question regarding equality is one that goes beyond education and must be posed to our society at large.

There is a raft of questions that need addressing if we are to make sustainable and principled change – change that is felt across all areas of our lives.

It's impossible to compile a comprehensive list but we could start by asking ourselves why there is such disparity in healthcare felt by women from a heritage background, or why there is disproportionate use and rapid escalation of Stop and Search carried out on young people from a diverse heritage background, especially young black men. We could examine the findings of the Timpson Review (Department for Education 2019) that recognised that children from Black Caribbean and mixed white and black Caribbean pupils are more likely to be permanently excluded from our schools. I could begin to refuse to answer the classic follow-up question, "...but where are you really from?" These and many more questions need to be truthfully and respectfully addressed before real change exists not only in our school environments but also in society at large.

The challenge for society, schools included, is how we search for authenticity. In our positions as leaders, we must ensure that true purpose rather than any form of tokenistic change drives what we do. Change must be wholesale, sustainable and not subject to political fads or social trends. Schools form a key part of this societal jigsaw yet only when all the other pieces are in places can each piece find its own significance.

It is true to say that diversity has many facets and comes in many forms and that I write on only one, but for me an understanding and true appreciation of diversity underpins true education. To be self-reflective in how you teach; to liberate the capacities and minds of those entrusted to you; to not suffocate or alienate breadth of knowledge and to, thus, achieve an authentic liberation, is what Paulo Friere would describe as the process of humanisation. Yes, let's be more human.



Karl Guest is Headmaster at Alton School, Hampshire. Karl was born in Dulwich to Burmese parents who came over to the UK from Burma in the late 50s. He had a London based Catholic state education and has taught in both state and independent schools in the UK and Australia including: Sydenham High School, Sutton High School, Hampshire Collegiate School, Worth School and St Hilda's School in Perth. He has a BA and MA in Theology and still loves teaching Religious Studies to Year 10s.

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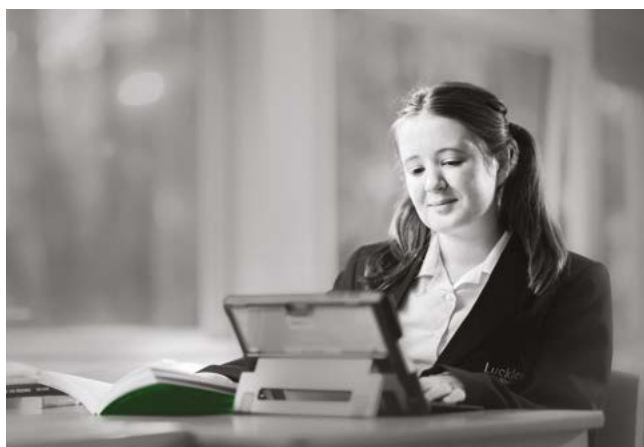
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# Technology and remote learning in lockdown

ISA Members' schools have shown outstanding practice in online teaching and learning, being quick to react and adapt to the challenges of providing high quality education virtually through national lockdowns. Several schools from across the country share snippets of their differing approaches to online provision with us.



Luckley House School

## Luckley House School

We are very proud of Luckley's online teaching and learning programme! From the moment we moved into the virtual environment our students remained fully engaged in their learning.

All lessons were taught live during Luckley Online, which also included recorded content, an extensive list of clubs and activities, special events and guest appearances. We featured weekly guest speakers from the sporting world, including two Olympians and a Q&A with a West End producer, to name a few, plus a whole host of competitions for our pupils to enter. As a Microsoft School, all of our pupils are provided with a Microsoft Surface. The main platform we used was Office 365 and Teams which was already familiar to our staff and pupils.

Luckley is about more than academic lessons and the pastoral care of our community remained central to what we did during lockdown. We continued to offer an extensive programme of extended-day activities, so that our pupils were able to explore new passions and talents beyond the classroom.

*"I wanted to thank you for your magnificent response to the present chaos that we find ourselves in. From the pre-Christmas emails to the detailed plans for the testing and return to school, and finally the plans for online learning, the communication has been detailed and clear. I have been really impressed, as ever with your planning, your quick reactions to the changes and your clarity. I have every confidence in your decisions and the choices that you continue to make. It is clear that the children and staff remain paramount in your thinking. My husband and I constantly reflect and are thankful that we chose Luckley House School."*

Parent of Year 8 pupil on Luckley's approach to online teaching and learning



Mrs Bizior joined Luckley House in September 2020 from Downe House School where she was the Deputy Headmistress and prior to that was Assistant Headmistress at Queen Anne's School and Head of House at St. George's, Ascot. Mrs Bizior studied at the University of South Africa where she majored with Distinction in a Bachelor of Science degree (BSc) and gained further Distinctions in both an Educational Leadership & Management degree (BEd) and a PGCE. She is a published author with Oxford University Press, a team inspector for ISI and a former examiner for AQA.

## Our Lady of Sion School

During the periods of remote learning, Our Lady of Sion continued to engage with all students across the school. In the Junior School, the learning platforms Tapestry (Early Years) and Seesaw (Years 1-6) were used alongside MS Teams for live sessions. We customised our remote learning approach for the Sion community: it would have been far easier and cheaper to go 'fully live'; little investment, setup or ongoing resourcing is needed for this. However, we passionately believe this is not appropriate for children in the Early Years/Primary phase.

Researching approaches around the world, and learning from countries who were sadly ahead of us in terms of Covid response, we could see that excessive screen time was not in anyone's interest – not in terms of education, child development or mental health. Our investment in Tapestry and Seesaw was an intentional bucking of the trend; to give families freedom and flexibility in what is already a very challenging time.

With pre-recorded lessons, children could complete work at a time and in an order which suited them and could revisit if they needed to. Teachers were 'freed up' to respond often in real time and make those phone calls, MS Teams meetings and answer emails 1:1. What was seen at the 'customer end' was merely the tip of the iceberg, with enormous amounts of time and energy providing a foundation underneath; often many versions of a lesson were created bespoke for children, including the resources and activities to accompany them. This was truly tailored provision – for every child.

We continued to develop our remote learning approach to meet the needs of our community. We will never be a 'one size fits all'/'copy and paste' school – a Sion education is truly tailored to those in our care.

Highlights of our provision included:

- Specialist teaching in Music, PE, MFL and Science (Year 6)
- Open-ended extension enrichment projects, Creative Prep and project-based learning grids
- Increased subscriptions to educational websites and resources
- Class blogs/communication groups for Upper School in the Junior School
- MS Teams live sessions, study groups, 1:1 reading sessions, PSHE lessons, booster and extension classes.
- Regular reading book packs for those on reading schemes
- Hard copy home learning packs for every child, including resources and stationery
- Triple the staffing for Keyworker Care since the first lockdown
- PE sessions and increased outdoor time for Keyworker Care children
- Wellbeing Advisor – 1:1 sessions in school, by appointment
- Three weekly assemblies for all classes: Monty's Monday Motivation, Wednesday Wisdom and Friday Consideration Always (also ad hoc class assemblies)
- Additional remote enrichment opportunities; e.g. PE challenges, Bake Off Competition and work with Worthing Dementia Friends
- Individual handwritten postcards to celebrate success
- Consideration Always certificates posted to children



## Seesaw in action: the Ancient Egyptians

Year 3 were learning about the Ancient Egyptians and much of the work they did during the term was based around this topic. The teacher used this topic as the foundation to a number of projects and curriculum subjects including: History, English comprehension, creative writing, Maths, Art and philosophy.

The teacher pre-recorded a video with information about the Ancient Egyptians which was then distributed to the pupils using Seesaw.

Each day during the morning Welcome message, the pupils were given different tasks around this subject: history of Egypt, mummification, questions on the mummification process, the story of the Egyptian Cinderella, Tutankhamun's tomb and the curse.

The final project was to research Tutankhamun's curse and then present the findings for a TV News piece. The children had to research the facts and present a balanced view as to whether the curse was real or false.

The teacher sent verbal feedback for every piece of work submitted.

The children loved the topic and particularly the final project where they uploaded a recording of themselves as news presenters, interviewing the explorers who found the tomb.



Tamara Pearson, Assistant Head, Head of the Junior School, is a member of the Senior Leadership Team at Our Lady of Sion Junior School in Worthing. She is also mother to an eight-year-old who attends Sion and is passionate about helping the Juniors embrace every enrichment opportunity available. She is a UK Parliament Teacher Ambassador and in the last 5 years has seen Sion Juniors rewrite its Curriculum, assessment approach, create an Intergenerational Project, achieve Beach School status, Eco Schools Silver Award and make meaningful links with the community.





MPW, London

## MPW, London

**20th March 2020. A date that will be etched in history as the day the education system was exposed, albeit inadvertently as the pandemic caused the closures of the schools in the UK.**

However, MPW was in an enviable position. A system was already in place; though in no sense is there the suggestion we predicted the unpredictable, our hand was indeed forced, rather that we had pioneered an online system prior to lockdown using MS Teams as our platform.

The transition to virtual live classes via MS Teams was relatively painless as students were already used to submitting homework and accessing practise papers and assignments online. And so, our exact timetable migrated online within 24 hours, 10 days ahead of national lockdown in order to be ahead of the inevitable. Quite extraordinarily, it worked better than we could have hoped and, with electronic registration taken at the start of every online class, we were able to demonstrate a 95% plus attendance rate across the college with students attending lessons across five continents. I feel justifiably proud of my staff and student body for the good will they showed embarking on this new adventure.

Lockdown as we know, came about not long before the Easter Holidays. MPW has always been synonymous with Easter Revision courses and is one area where its reputation has been hard earned. However, this was no ordinary year and the Easter Revision product was not required as it once was; no public exams rather negated the need in most people's view for an exam revision course. That said, it was rolled out still as a vehicle for consistency in learning ahead of the transition to university and indeed to great effect. Our nominal 40- and 20- hour courses were just as effective online and in fact fuelled a market in individual tuition across the year, as the online platform proved its effectiveness. You only have to look at the relative success of the tutoring companies to corroborate that trend.

Back into term time, and into lockdowns 2 and 3, we continued to build our online offering in the virtual classrooms, making strong use of an extensive VLE system already in place with a plethora of online resources. Breakout rooms were used for individual feedback, while other students work on an assignment. We published class notebooks on Teams and used them for quizzes, assignments, exam practices etc.

But as we all know, learning is only ever half defined in the classroom and MPW's biggest USP is its pastoral care provision and lockdown did nothing to dent the exceptional efforts of the personal tutors to continue liaising with their students and parents. This was not the herculean task it sounds though, as its face to face counterpart would always ever have been a one-to-one meeting with the student, quite easy to replicate online.

That said, the role remodelled itself as now more than ever, the personal tutors were using this platform to motivate at a time when I think we all needed more, in the absence of clearly defined end purposes.

And now here we are, at the time of writing, on the cusp of the fourth wave (I am never a pessimist, more of a realist) and whilst we all hope – and indeed cannot envisage a new lockdown for the sake of the future of education – we nevertheless have the capability to roll out the same strong provision that we have done now for the best part of 20 months. Our wish is for all students to again be taught face-to-face but until the day where the world resumes stability, we will continue to offer a hybrid model for those who cannot join at any point – whether that be for travel, quarantine, self-isolation or nervous disposition. My suggestion to all, is that this is prudent good sense and educationally, responsible.

For those interested, an example of our online provision can be seen here - [Online Teaching at MPW](#) - YouTube



John Southworth is Principal of MPW, London, a GCSE and Sixth Form college in South Kensington in his sixth year. John was previously the Vice Principal of MPW and before that Principal of another London college. Prior to joining the sixth-form sector, he was Director of Co-Curriculum at The Perse School and before that spent 20 years as an Army officer. John is now the ISA Chair and Chair of the Financial Committee.

## Ballard School

Ballard was able to provide high-quality online learning provision across the board during lockdown. Our academic, pastoral, SEND, sports and creative provision all received high praise from parents.

### Academic

We delivered to all pupils from Year 3 to Year 11 their full timetable, taught by their teachers, as well as interactive form time and assemblies via Microsoft Teams. Investing in technology, alongside people, meant that we could offer a huge array of online educational resources, helping us to implement ballard@home quickly. Our teachers have always been creative in their teaching methods and lockdown really allowed them to shine, for example, using strawberry laces and biscuits to build electrical circuits and ball-throwing to demonstrate types of erosion.

### Pastoral

The pastoral element of lockdown was hugely important to our pupils' wellbeing. Lesson times were reduced to ensure they gained at least 15 minutes between lessons to get away from their screens, stretch their legs, grab a drink and chat to family or friends. Tutor time in the mornings and during the day were important touchpoints for pupils; weekly PSHE lessons allowed our pupils to come together as a year group, share ideas and have contact with the pastoral team, as well as their form tutors and friends.

### SEND

Allowing our pupils to have the same level of support at home as they had in School was key. We offered online 1:1 sessions, using the 'breakout rooms' function on Teams to facilitate their teaching assistants' support in lessons.

### Sport

There is a clear link between physical health and mental health so regular exercise, preferably outside, was essential. Ballard's PE Department was awarded the Schools' Virtual Games Award in recognition of all we did in this area. They created many challenges for everyone to engage in, including our own Virtual Olympic Games. From the youngest pupils in Reception, to the teenagers at the top of the School, along with parents and teachers too, we put our athletic prowess to the test. With 12 different 'games' including jumping, running and more unusually – 'how many tea bags can you throw into a mug in a minute?' and 'how many T-shirts can you put on in 60 seconds?' we tested endurance, accuracy, balance, co-ordination and skill.

### Creativity

Ballard also brought together pupils, parents, teachers and alumni to raise their voices and lift their spirits as part of our virtual choir. The whole School community was invited to learn one part of Fly to Paradise by Eric Whitacre (soprano, alto, tenor or bass), then record a video or audio file of their performance. All the recordings were brought together to create one performance piece, conceived and produced in-house by music teachers, Victoria Gray and Barnaby Prangnell, which was shared with everyone in the School and now has over 4,250 views on YouTube.



## Messages from parents

*"I'm quietly working in my study, on lots of Teams meetings for work, but can hear a very happy boy taking part in his lessons. He's paying attention, participating and doing his work. This is purely down to the attitude of everyone at Ballard which generates an expectation with the children to do their best. That's a great attitude to have at any time, but particularly now. Thank you."*

*"With grateful thanks for all you have done and continue to do at Ballard. You're doing an amazing job."*

*"What a fantastic school we belong to. We're so proud and grateful for the online home learning system that you are providing; not just a theory of home learning but a fully functioning, varied and interactive environment for the children. I have to say Ballard is doing an amazing job, as usual, in keeping teaching going and keeping us all informed. I was working in the background earlier when the 1.45pm call was taking place and it was lovely to hear the support being given to our year 11's in such uncertain times."*

*"The way the school has been able to adapt in these challenging times is impressive and very much appreciated. The remote lessons are going very well - the boys are pretty much self-sufficient which makes for a relaxed atmosphere at home as we are able to continue working."*

*"Quite simply, a remarkable School"*



Prior to joining Ballard as Headmaster in September 2018, Andrew McCleave was Deputy Head (Academic) at City of London Freeman's School, and before that, Assistant Head (Director of Studies) at Lady Eleanor Holles School in Middlesex. Andrew has taught at all-boys, all-girls and co-ed schools, and independent, maintained, and grammar schools such as Dulwich College, Emanuel School, Lady Margaret School, and Notre Dame School. Whilst he lived in London and Surrey, Andrew was a governor at a primary school and a specialist SEND school.



Farlington School

### Farlington School

The past 18 months have required all independent school communities to be dynamic, innovative and resilient in order to continue to prioritise students' education and wellbeing. Prior to the pandemic, Farlington School in West Sussex, part of Bellevue Education, was already an established Google School, with teachers skilled in the platform and students adept at using Chromebooks. This fortunate position allowed us to easily and quickly prepare for remote learning – even before lockdown was announced in March 2020.

On Monday morning of the first lockdown, our students arrived dressed and ready for the day. They met with Form Tutors for registration and caught up with friends before attending a full structured day of lessons. All of this was achieved via Farlington's world-class 'Virtual School', with day students logging on from homes in Sussex and Surrey, and boarders joining either from the Boarding House or overseas. Flexibility and adaptability became key attributes to ensure that we continued to meet our students' needs, wherever they were.

Teachers delivered whole-class lessons face-to-face via Google Meet, following students' normal timetables. Live lessons in all subjects, from English, Science and Art, to Modern Languages, Music and PE – and even live cookery classes – meant that parents could get on with their own work without worrying about their child's learning or progress.

Farlington's Virtual School was extremely well received by students and endlessly praised by parents. "The structure and timetable of lessons has been consistent and comprehensive," said one parent. "Apart from the loss of actual physical interaction between pupils, I don't think there has been any meaningful drop in the level or quality of education received via remote learning, which is quite a remarkable achievement by Farlington staff."

Pastoral care and attention to student wellbeing and mental health are central components of the holistic education that we offer at Farlington, and so we were determined to continue to prioritise this throughout the remote learning experience. Daily form time with Tutors was non-negotiable, and we thought carefully about the different demands and stresses that this new way of schooling would place on our students and staff, reducing lesson times and introducing an entirely 'screen-free day', whilst continually promoting self-care. Students were encouraged to take breaks, exercise and eat and drink regularly, and knew that a teacher was on hand to listen and offer support at all times.

Another parent, whose daughter joined Farlington before the second lockdown, said: "During the first lockdown, my daughter's mental health was massively impacted by not interacting with any of her classmates or friends for a very long time, probably made worse by being an only child. She completely switched off from friends and withdrew into herself. Since joining Farlington, having Virtual School and her classmates and teacher on screen



Farlington School

has made a huge difference to her wellbeing. We are over the moon with the difference that Farlington has made to her life already!"

Whilst the government is engaged in a national discussion about closing the gap in students' learning after two national lockdowns, our pupils have missed nothing in terms of the curriculum, and in many cases have achieved more than they might ordinarily have done. This is clearly evidenced by our A level and GCSE success this summer, with students deservedly achieving 71% grades A\*-A at A level, and 54% grades 9-8 at GCSE. Our seamless transition to remote learning at each lockdown enabled students to continue to prepare for exams, and complete regular assessments that formed the vital evidence to underpin their hard-earned results.

Virtual School was an overwhelming success at Farlington and enabled our community to grow even stronger. I am so proud of the manner in which staff, students and parents pulled together and supported one another. To have been nominated for the ISOTY Award for an 'Outstanding Response to Covid-19' is testament to everybody's hard work and commitment through a challenging time, and a great honour for us. We look forward to the coming academic year with real positivity, confident that our students are on track educationally, and safe in the knowledge that, should further disruption occur, we are entirely ready to offer an exemplary virtual learning experience at any time.



James Passam is the Headmaster at Farlington School, a co-educational independent day and boarding school for ages 4 to 18 in Horsham, West Sussex. Previously Deputy Head at Seaford College in neighbouring Petworth, and prior to that, Head of English and Boarding Housemaster at St John's School, Leatherhead, James joined Farlington in September 2021.



LEE JONES

## Educating young people around online sexual harassment

Following Ofsted's review of sexual abuse in schools and colleges, and updates to the Keeping Children Safe in Education statutory guidance, supporting young people who experience online sexual harassment is a key requirement for all educators.

In June, Ofsted published a review of sexual abuse in schools and colleges following the Everyone's Invited campaign which encouraged children to report their own experiences with sexual harassment. In response, the Government ordered an urgent review of sexual abuse in schools. Ofsted's inspectors visited 32 state and private schools and spoke to over 900 young people.

Nearly 90% of girls, and almost 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot, sometimes to them or sometimes to their peers. In addition, 92% of girls and 74% of boys said sexist name-calling happens a lot or sometimes to them or their peers.

The report found that children "often don't see the point of challenging or reporting this harmful behaviour because it's seen as a normal experience". These reasons for not reporting were something that we at Childnet also observed during our work on Project deSHAME, a multi-year project aiming to help tackle online sexual harassment among young people.

The recently updated Keeping Children Safe in Education 2021 document provides additional guidance on both peer-on-peer abuse and online safety. This emphasises that all staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

The guidance adds that staff should understand that even if there are no reports of peer-on-peer abuse in their school, this

doesn't mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

Additional guidance has been added to help schools and colleges protect children and young people and educate them on online safety. This emphasises that there should be a whole school or college approach to online safety, ensuring it is reflected in all relevant policies, the curriculum, teacher training, the role of the DSL and parental engagement.

Schools' and colleges' approach to online safety should be reflected in their child protection policy and there should be a clear policy on the use of mobile and smart technology. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.

At Childnet, we have produced a range of resources to support educators in tackling peer-on-peer online sexual harassment with their pupils in an appropriate and engaging way. These include:

### Just a Joke?

This toolkit is designed specifically for use with young people aged 9-12 years old. It explores problematic online sexual behaviour, with a focus on online sexual harassment, for example bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content.

In resources that are used or seen by children, we use the term 'cyberbullying' and refer to the specific type - cyberbullying that uses gender stereotypes, body shaming or nude images. This is because we know the words 'sexual' and 'harassment' may not be understood, used or appropriate for 9-12-year-olds. [www.childnet.com/resources/just-a-joke](http://www.childnet.com/resources/just-a-joke)

“Schools’ and colleges’ approach to online safety should be reflected in their child protection policy and there should be a clear policy on the use of mobile and smart technology.”

### Step Up, Speak Up!

The Step Up Speak Up resources are for use with 13–17-year-olds and encompass three main toolkits designed for different audiences, including a teaching toolkit with activities to run with young people, along with guidance and training for schools and professionals. The teaching toolkit includes the following:

- Four lesson plans - these cover ground rules, recognising, responding and reporting, with additional quick activities
- A teaching guide – with advice on how to deliver the sessions, what to do about disclosures and more
- An assembly presentation and guide – looking at different scenarios and reporting routes, with a guide to help educators deliver the presentation
- A peer led workshop – which your students can use to educate their peers around online sexual harassment
- Two animated films – these give short pieces of advice about recognising and responding to online sexual harassment
- Posters – to display in your education/youth setting
- A quiz – which tests students’ knowledge on how the law applies to online behaviour

[www.childnet.com/resources/step-up-speak-up](http://www.childnet.com/resources/step-up-speak-up)

### Talk it over

This research-led resource is designed to support educators in facilitating empathetic, honest, and evidence-based conversations on online hate and how to tackle it with secondary aged pupils. Talk it over has been written for educators and other professionals to use with young people aged 13-17 years old. Parts of the resource are adaptable for younger and older learners.

Talk it over includes a slide presentation with four infographics designed to prompt discussion about research findings on the topic of online hate. Each infographic is supported by a separate section of the resource which contains possible discussion questions and two quick activities that can be used to extend the learning. There is also accompanying guidance for educators and a glossary.

Research undertaken by Childnet in July 2020 (research findings available at [www.childnet.com/resources/talk-it-over](http://www.childnet.com/resources/talk-it-over)) found that the internet continues to be the most likely place for young people to witness hate and that 80% of young people had seen something hateful online aimed at a particular group in the last year.

Despite this, nine out of ten young people agreed that no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity. 72% of young people believe that people their age have an important role to play in tackling online hate and creating a kinder internet for everyone. By sharing the findings from the research, and the real experiences of young people that it represents, this resource can empower even more young people to understand online hate and talk it over.

[www.childnet.com/resources/talk-it-over](http://www.childnet.com/resources/talk-it-over)

Our work around online safety for young people doesn’t end there. Childnet is also part of the UK Safer Internet Centre – with South West Grid for Learning (SWGfL) and the Internet Watch Foundation (IWF) – which organises Safer Internet Day.

Safer Internet Day 2021 was the biggest yet, reaching 51% of young people and 38% of parents in the UK. We saw Safer Internet Day spark a national conversation about the positive uses of technology, and have a real impact on young people’s behaviour, knowledge, and confidence.

Safer Internet Day 2021 had a great impact on UK parents, resulting in 70% of parents who heard about the day talking to their children about using the internet safely.

Safer Internet Day 2022 will be celebrated on Tuesday 8 February 2022. The day will be marked across the UK by schools, organisations, police forces, government and more. With just four months until Safer Internet Day, it’s a great opportunity for schools to start planning what you can do to celebrate the day. Head to [www.saferinternet.org.uk](http://www.saferinternet.org.uk) to find out more about the theme of the day, as well as resources you can use to explore with the young people you work with.

Professionals working with children or young people who have an online safety concern or safeguarding question can phone for advice from the Professionals Online Safety Helpline (0344 381 4772 / [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) / [www.saferinternet.org.uk/our-helplines](http://www.saferinternet.org.uk/our-helplines)). If you need to report indecent images of children online, you can contact the Internet Watch Foundation ([www.iwf.org.uk](http://www.iwf.org.uk)).

“At Childnet, we have produced a range of resources to support educators in tackling peer-on-peer online sexual harassment with their pupils in an appropriate and engaging way.”



Lee Jones is Communications and Marketing Manager at Childnet and works to promote the charity’s online safety resources and Safer Internet Day. He also aims to raise awareness of the Childnet Digital Leaders Programme – a youth leadership training programme empowering young people to educate their peers about online safety. Groups of Digital Leaders work through online modules, equipping them with the skills they need to go on to educate and support their peers. Find out more at [www.digital-leaders.childnet.com](http://www.digital-leaders.childnet.com)



CORMAC TIMOTHY

## Finding innovative ways to be together

**It is fair to say that our pupils and staff have had to cope with a huge number of changes during the pandemic. Cormac Timothy, Headteacher of St. George's Preparatory School, Jersey, shares how his Form VIs found innovative ways to connect with other pupils when the school fully reopened but school bubbles and separate year groups kept them physically apart.**

Over the past 18 months, something I have always believed to be true has been confirmed to us all: despite unsettling and ever-changing external circumstances, the children have found the most wonderful ways to remain positive, inspiring us all with their resilience and attitude to change and uncertainty. Kindness has always been at the very heart of St. George's, and as one of our four core school values, we believe that with kindness, we all flourish. Our school community is based on the principle of treating others as we would wish to be treated and that with kindness and support, we can achieve anything.

When we could finally all return to school in June here in Jersey, the relief was palpable. Despite successfully switching to a virtual learning platform, teachers and pupils alike had missed being in the same physical space. Children had dearly missed learning and playing with their peers, and teaching and support staff had missed the children enormously, as well as face-to-face interaction with colleagues. However, we all needed to adjust to the 'new normal' and this meant school bubbles and separate year groups, of course. Whilst logistically we were able to make this work with the space we're blessed with at St. George's, we were still missing the connections across the school. For our oldest pupils, guiding, mentoring and supporting younger pupils in the school has always been an important part of their role as seniors and was much missed. However, necessity being the mother of invention, our Form VIs were inspired to innovate and find a way to connect with other pupils in a meaningful way when they couldn't physically be together. So, our inaugural Kindness Day was born!

Able supported by their Form Tutors, Form VI pupils devised an entire day dedicated to showing kindness to ourselves and each other. Not only that, but they created activities that would be synchronised across the year groups, thereby managing to recreate the feeling of one of our traditional 'whole school' days despite the bubble separation. By connecting us all with a common theme, pupils felt united again, that they were working as one on something important. This is something we would normally do several times a year pre-pandemic, so it felt reassuringly familiar to our pupils and their families.

The Form VI group created 'Kindness Packs' for every year group packed full of practical activities they devised themselves. All age-appropriate, these packs were designed to develop essential academic skills as well as focus the mind on exploring ways to show kindness in everything we do. Activities included 'Kindness Charades' where pupils selected the name of a classmate at random and described them using only kind words for other pupils to 'guess who'. A 'Compliment Code' maths activity challenged the children to solve mathematical equations and reveal the hidden compliments. Everyone was involved including our very youngest Little Dragons Nursery pupils who join us at age 2. They decorated 'Heart Bunting' with beautiful shapes and colours, practising their mark making and creating lovely decorations to hang around the nursery and give to their families and friends.

Whenever we do something at school, we work hard to find ways to reach out and have an impact beyond the school walls. Kindness Day was no different, and the Form VI pupils made sure to create activities that would spread the positivity to pupils' homes. Children thought about ways they could show kindness to their parents, family and friends outside of school hours and went home with 'Kindness Plans' to implement and spread the joy! It was also important to take the time to be kind to ourselves. We have a strong emphasis on wellbeing at the school with a fully trained wellbeing team on hand to support pupils and staff with their mental health. The pandemic has tested us all, and the pupils are no different of course. So, there were a number of activities based around showing self-compassion including 'What I Like About Myself' poems where the children thought about all the good things they bring to the world and everyone around them.

**“Our Form VIs were inspired to innovate and find a way to connect with other pupils in a meaningful way when they couldn't physically be together.”**

In a first for the school, Form VI pupils effectively gave our Form Tutors a day off from scheduling with their fully planned activity timetables and resources. They spoke directly to each form to

“So it proved, that by thinking differently and proactively ‘finding a way’, we created deeper connections and a feeling of true unity despite the ongoing turbulence of the pandemic.”



Tallulah from Form V and her Pom Pom Buddy



Nursery pupils draw on heart bunting

kick-start proceedings with a specially recorded broadcast from ‘Kindness Radio FM’. This was an extension of a brilliant lockdown initiative from our Head Girl, Áine. She created special radio programmes for friends and family as a way of keeping in touch during lockdown and enjoyed it so much that she suggested incorporating it into Kindness Day. Before we knew it, we had an entire Form VI full of budding radio presenters, overjoyed at having a way to reach out to other year groups whilst at the same time developing their technological skills and, of course, their confidence with public speaking. Radio programmes were accompanied by ‘how to’ demonstration videos showing pupils (and teachers) how to complete the activities for the day. Absolutely everything was delivered in a Covid-safe manner, with packs going through the requisite quarantine time before being used and enjoyed by each year group.

I could see just how much it meant to our eldest pupils to be able to reach out across the school and provide that mentorship they would normally give in person. Áine, Head Girl and Form VI pupil, explains it best:

“We’ve missed seeing and playing with the younger pupils for the past year so much, though we understand that we can’t because of Covid rules. Being able to create these kindness packs has been a special way to reach out to everyone and show them that we care and are thinking about them. They can hear us on ‘Kindness Radio’ and see us on our videos and know that we’re here for them. We hope that the activities help everyone to think of new ways to show kindness, not only to their classmates but to themselves. Being kind is such an important part of being at this school, it’s always cool to be kind!”.

Form VI truly took this task and ran with it, researching and creating every element with pride and purpose. By embodying kindness and striving for connection no matter the obstacles in their way, they are shining examples of everything we hold dear at St. George’s. Mrs Conboy and Mrs Fidrmuc, our Form VI tutors, must take credit for their guidance and help in supporting the pupils to bring their ideas to life. They were struck by how much Form VI missed their younger counterparts and could see many benefits to letting the pupils devise the day themselves. Mrs Conboy explains: “Both Form VI and the younger pupils in the school have desperately missed face-to-face interaction. We saw Kindness Day as a brilliant opportunity to reach out and make these connections again in a Covid-safe manner. As tutors, we also saw it as a vital learning opportunity for Form VI. They were required to take responsibility (another of our core values) for creating the day and exhibit higher order thinking when tailoring the activities to each year group, ensuring they were age appropriate as well as fun and meaningful. To say they blew us away with their

commitment to the day is an understatement. They created a very special experience for everyone and, in doing so, showed both the strength of their leadership skills and the depth of their empathy.”

As on many occasions over the past year, Kindness Day once again showed us all how important emotional connection is, and how rewarding it can be to safely work around hurdles to reach out to others with kindness and compassion. It was evident to me on the day that this initiative would have a profound effect on everyone involved, myself included. So it proved, that by thinking differently and proactively ‘finding a way’, we created deeper connections and a feeling of true unity despite the ongoing turbulence of the pandemic. I am always an exceptionally proud Headteacher but never more so than on Kindness Day, when I felt everything most important about St. George’s was front and centre and absolutely everyone was part of it.



Cormac Timothy became Headteacher of St. George’s Preparatory School in 2017 having joined as Deputy Head in 2014. A qualified Ofsted inspector, he accumulated more than 25 years’ teaching experience in various locations across the globe including Bermuda, Ireland and London, before settling here in Jersey. Cormac is a devoted family man and a proud Irishman who is never happier than when his national team triumphs!

St. George’s is a co-educational Preparatory school for pupils aged 2-11 in Jersey, Channel Islands.

# Contact for ISA Area Committees

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NEIL EMERY

# RGS Worcester – The Democratisation of Digital Signage



For many school IT departments, digital signage can be a real headache. Many systems are too complex, not designed for educational purposes and therefore need to be micromanaged. It doesn't have to be this way, in fact some systems are simpler to use. With features such as permissions and groups allowing access to digital signage to be democratised throughout departments with lead educators and students taking ownership.

This is something that John Jones, Director of Innovation at RGS Worcester found invaluable when he joined the school for the very first time,

"When I started here there were many TVs around the site, running from a complex digital signage software platform. It was essentially managed by the IT team and it was a real headache for them. As a result, many of the screens weren't updated and some not even switched on. Starting in a new role, I wanted to make a positive, meaningful impact and signage was a good place to start as it can be such an effective visual medium. The aim of this was to take the management of the content on screens away from the IT team and work out ways of making it more accessible and interesting for pupils, staff and visitors to the school, which is why we signed up to TrilbyTV."

As a starting point, John looked at the location of screens around the school, to understand if new ones were required in different areas and essentially who would be managing them,

"So we needed to decide not only positioning but also establish who would be actually looking after them. For example, the reception screen could be managed by the receptionist, the sixth form centre screen would be managed by the sixth form leadership team and so on... One of the more interesting screens was in our brand new theatre building where digital signage had been included as part of the build. The Drama teacher had seen the reception screen and how it was being managed and was like, 'right, I want a screen, which I can control' which was great as they had so much content already. After a short training session, he was on top of it straight away, managing it and taking full control. It worked brilliantly!"

But it wasn't just the Drama teacher that had seen the screens and requested access,

"Off the back of the drama experience, other departments started to show interest which has now led us to have twice the amount of screens up across all four of our sites. All of these have different individuals taking ownership, managing the screens and all are in complete control of them, so effectively the IT department simply looks after the hardware. At RGS The Grange, we even have one in the headteachers' office now, so when parents come to visit they can see what's going on within the school community."

Summing up his experiences so far from the IT department's perspective, John had this to say,

"TrilbyTV raised the profile of digital signage. As a result, stakeholders are more aware of the power that it has to influence. Once we had those champions in place it was fantastic, I had no more knocks at my door and didn't have to micromanage the system at all."

It's great to hear how John has found that getting the right digital signage software in place has taken a big weight off the IT department's shoulders and created ownership among stakeholders.



Neil Emery has over 25 years experience in education and technology. As a technology trainer, he was fed up of walking into reception areas and seeing TV screens switched off. Neil now works with education settings nationwide helping them to develop effective digital signage strategies. Neil is happy to answer questions via [neil@trilbytv.co.uk](mailto:neil@trilbytv.co.uk)

## DATES FOR YOUR DIARY

### A CAPPELLA COMPETITION

Entries Open Now

Deadline: Thursday, 25 November 2021

Event: Friday, 11 March 2022 at Leighton Park School, Reading

### PUBLIC SPEAKING AND DEBATING COMPETITION

Entries Open Now

Deadline: Thursday, 25 November 2021

Event: Saturday, 26 February 2022 at LVS Ascot, Ascot

### YOUNG MUSICIAN COMPETITION

Entries Open Now

Deadline: Thursday, 9 December 2021

Event: Tuesday, 25 January 2022 at Warwick Arts Centre, Coventry

### POETRY COMPETITION

Entries Open Now

Deadline: Tuesday, 14 December 2021

### COMIC STRIP COMPETITION

Entries Open Now

Deadline: Thursday, 16 December 2021

### CHRISTMAS BANNER COMPETITION (EYFS/ KS1/KS2 ONLY)

Entries Open Now

Deadline: Tuesday, 23 November 2021

### STEAM COMPETITION

Entries Open Now

Deadline: Thursday, 10 February 2022

Event: Thursday, 24 March 2022 online

### DRAMA COMPETITION

Entries Open: Wednesday, 13 October 2021

Deadline: Thursday, 13 January 2022

Event (South): Tuesday, 29 March 2022 and

Wednesday, 30 March 2022 at Luckley

House School, Wokingham

Event (North): Thursday, 31 March 2022 at

Queen Ethelburga's Collegiate, York

### MUSICAL THEATRE COMPETITION

Entries Open: Monday, 15 November 2021

Deadline: Thursday, 3 February 2022

### SHAKESPEARE MONOLOGUE COMPETITION

Entries Open: Wednesday, 1 December 2021

Deadline: Wednesday, 2 March 2022

Visit the ISA Arts webpage to submit your entries and to see the ISA Arts calendar for next academic year with more opportunities for your pupils.

<https://www.isaschools.org.uk/arts>

Follow us on Twitter @ISAartsUK and Instagram @isaschoolsarts



@ISAARTSUK



ISASCHOOLSARTS



Despite significant disruption to the 2020-21 academic year, the creativity of pupils at ISA Members' schools was undimmed. Over this past year, we hosted an array of arts competitions through which budding artists, dramatists, dancers, and designers were able to showcase their skills. Congratulations to all students who took part in our events. Their imagination has inspired, amused, and engaged us during an incredibly tumultuous time.

This coming year, we have organised a programme of events that includes online and in-person competitions. For a full list of the ISA Arts competitions running in 2021-22, see the ISA National Arts Calendar, which can be found on the Arts page of the ISA website. We look forward to welcoming pupils, teachers, and parents of ISA Members' schools to our events again soon.

Finally, we wish to extend a huge thank you to our ISA Area Arts Coordinators, whose support for the regional rounds of the ISA National Art Competition has been invaluable. The final will be held on 12 November at our Autumn Study Conference.

## Into the light 8

by Ruqia Mohamed, The Webber Independent School.  
Overall winner of the ISA Essay Competition 2021, Sixth Form Category.

"Down with military rule". Thus went the fervent cries of the protestors, one of which was me. We have been in Tahrir square since the 25th of January and it's now the 11th of February. The fate of the country laid in our young hands; we decided to say 'no' after 30 gruelling years of our people being forced into oppression and poverty by a bigoted dictator. No more. Grabbing tight to the poster in my hands, I screamed the slogans louder as I felt a kiss on my cheek. Such a manifestation of intimacy would never be possible without this protest. It was about more than abolishing poverty, it was about freeing minds.

After it started getting dark, I headed back to the tent for a rest. My friends and fellow protestors welcomed me with a cup of hot tea and warm smiles. This was my favourite part of the evening, sitting amongst them and hearing who we called 'the singer of the revolution' play tunes that kept the blood pumping in our veins, and strengthened our resolve while the fumes of cigarettes and shisha burned around us. Even though we were in a street in central Cairo with a tent barely protecting us should the government try to repeat its attacks on the protestors, it was akin to being in a safe haven. Worn out books surrounded us and the heat of the tiny flame stove we use to make tea and coffee comforted us. I revelled at the people around me, who, like me, have gone against their families' will and went down to the square, determined to build a better future for our country and our freedom. Hugs, kisses, and debates were all things forbidden in our culture, yet they felt like second nature in the square. We could speak our minds without being condemned or shut up, we could show love and affection without being thrown

in prison for 'indecentcy', we could indulge safely in our heart's pleasures without being howled at about hellfire. And if we had our way, they would be second nature around all of Egypt, not just the square.

Powerful lyrics interrupted my train of thought. Our singer was singing a song by Sheikh Imam, a singer I greatly admired and knew by heart all of his songs. He was a protestor himself and has gone through similar struggles to ours in his time, which explains why his words still resonate with us immensely. As he was nearing the end of the song, I sang along with him:

"Workers, farmers, and students, our time has come. We take a road from which there is no coming back, and victory is nearing to our eyes."

As we finished the song and began to sing a new one, a protestor from another tent burst in and shouted "Turn on the TV!" We turned it on to the news channel, and with a held breath watched as the president made an announcement. The eyes around the room gradually grew wider and happier as we realized that we had done it. He resigned. The president we have been trying to throw out for weeks has resigned his post. Sheikh Imam was only partly right; victory wasn't just near, it was in our grasp. However, that didn't mean our work was over, the work to rebuild Egypt into a country we can call our home hasn't started yet. Our struggle to step into the light of freedom had only begun.

Visit the ISA website to view all the winning entries from our 2021 competition and to read the competition brief for 2022.

# Sports Cover Design Competition

Budding designers and illustrators took up the challenge to create images for a range of ISA Sports' brochures and the ISA Festival of Sport Logo. Congratulations to our winners, whose designs will appear on ISA programmes for the coming year:

- ISA Festival of Sport Logo: David Sanyanga, Highclare School
- Athletics: Afua Akuoko, Cumnor House School
- Cross Country: Katie Hiscocks, Alderley Edge School for Girls
- Football: Omer Turel, The Hampshire School Chelsea
- Hockey: Ashanya Patel, Cumnor House School
- Netball: Huan-li Lee, Holland House School
- Swimming: Kenza Tazi Mezalek, Lycée International de Londres Winston Churchill
- Tennis: Bethan Digby, Westonbirt School
- Triathlon: Vivienne Purser, Alderley Edge School for Girls

# Handwriting Competition

Our annual handwriting competition for EYFS, KS1, and KS2 attracted a host of beautifully scripted entries. Congratulations to all our winners, a full list of whom can be found on our website.

- First Prize Year 1: Liam O'Sullivan, Sacred Heart School
- First Prize Year 2: Zara Rose, Salterford House School
- First Prize Years 3 and 4: Claire Jennings, The Gower School
- First Prize Years 5 and 6: Isabella Nie, Cumnor House School



# Upcoming highlights...

## EVENTS COMING UP VISIT ISA WEBSITE TO REGISTER

### BADMINTON

(U11-U18M/F) Open competition  
University of Nottingham  
25 November 2021

### BASKETBALL

(U18M) Open competition  
ACS Cobham  
3 December 2021

### CLIMBING

(U15-U18M/F) Open competition  
Redpoint, Worcester  
26 November 2021

### FOOTBALL

(U16/U18M) National Finals  
ACS Cobham  
21 December 2021

### HOCKEY

Open competition  
Lee Valley (Olympic Park)  
U11F – 11 November 2021  
U13F – 17 November 2021  
U14M/F – 9 November 2021

### RUGBY

(Contact/Touch)  
(U10/U11/U16M/F) Open  
Shefford Rugby Club – Cambridge  
19 November 2021

### SAILING

Open  
Queen Mother Reservoir Berkshire  
24 September 2021

### SWIMMING

(U9-U19M/F) National Finals  
London Olympic Pool  
4 or 5 December 2021 (TBC)

In summer 2021 ISA ran a competition for pupils to design a logo for the 2022 ISA Festival of Sport, which is due to take place in summer 2022.

The winning image was created by David from Highclare School in Birmingham and has been used to finalise an exciting new logo for the upcoming prestigious event. David's design, which was chosen unanimously by the judges, will be used throughout the event next summer and will feature on t-shirts given to all those taking part.



The 3-day event will be the biggest sporting event in the ISA sporting calendar and will provide a whole range of activities, giving pupils a chance to try new sports, learn new skills, and enjoy some valuable social activities. The event, which is likely to be held at the University of Nottingham, will provide much needed optimism and excitement for schools following a difficult 18 months.

Scott Brand, National Sports Officer for the ISA said:

*"The Festival of Sport is a major, flagship event for the ISA, and we are all really excited about the opportunity to showcase the excellent sporting abilities that ISA Members' schools have. The event is ultimately about giving pupils the chance to take part in a whole range of sports, whilst making friends from different ISA schools up and down the country. We hope to be able to provide an enjoyable and much needed sporting weekend after such limited opportunities recently."*

Everyone at ISA would like to say congratulations to David for his design!"

## ISA Big Channel Challenge

We're challenging your students to collectively swim the distance of the English Channel during spring term 2022. That's **22 miles. 35 km. 35,000 metres. 3,500,000 cm.** By encouraging each student to set their own goals and contribute to the school's total distance you'll see the miles clock up quickly. Can you swim back from France? There's no limit on the distance your school can swim, so keep going and see how far you can get! Depending on facilities, schools will either fit this into existing swimming lessons, organise a special challenge evening, or make additional time available for pupils to work towards their total. There will even be prizes and trophies to win!

During the last event **Tettenhall College** swam 150km, the same as crossing the channel 4 times! **Eveline Day School** completed the challenge at a one-day swimming gala with staff and parents getting involved too! **St Hilda's School** raised £1,228 by asking each student to swim for 30 minutes.

For more information visit the Big Channel Challenge here - [www.isaschools.org.uk/sports/isa-sport-national-events](http://www.isaschools.org.uk/sports/isa-sport-national-events)



# ISA Athletes of the Term

The ISA Athletes of the Term Award is an exciting opportunity for us all to recognise those outstanding achievements being made by your school pupils. We've seen and heard of some wonderful success stories over the last few months; over the spring term we received more than fifty nominations! We would like you to help us celebrate more of these stories with the network of ISA Members.

Please go to the sport section of the ISA website for more information. Here are last term's winners:



Alfie from Bridgewater School has a unique and phenomenal talent – he has an outstanding range of skills and attributes, and a rare combination of speed and endurance across a range of sports setting school records in sprinting and cross country. Alfie is a former ISA winner of the 60m and the ISA Northern Cross Country Championships. In the ISA Virtual Athletics Championships Alfie won gold in the 600m and the Cricket Ball Throw. The real strength of Alfie lies within invasion games. In his final term at Bridgewater Alfie will leave knowing he was pivotal in securing ISA finals in cricket and the national 5-a-side football competitions for the first time in the school's history. He is an inspiration to teammates through his commitment and determination towards sport; a role model, leader, and coach to his peers with a tactical awareness beyond his years. He combines his studies with commitments to Manchester City FC, as an Academy player since 2016. We are delighted to nominate Alfie for the ISA Athlete of the Term Award, and can see no more fitting way to acknowledge his achievements in sport.

The picture says it all... Prep 2 pupil Paige from Orchard School and Nursery – a small, independent, Bedfordshire prep school – was selected as Athlete of the Term by a number of members of staff, including the specialist PE teacher who pointed to not only Paige's excellent performance in PE lessons, but also her determination and positive attitude. Paige is a talented and skilful athlete who pushes through any pain or barriers that her cerebral palsy presents. Paige's speed and determination is seen in the Morning Mile that she runs with her class and her weekly commitment to the school's Running Club. Paige shows great sportsmanship and enjoys cheering on and encouraging her peers. Paige's determination and resilience was exemplified with her skipping. She learned to skip in the past year and practised with a steely determination. She is now such a proficient skipper that as you can see from the picture, Paige skipped whilst reading a book!



# Umbro partners with SCHOOLBLAZER

For the past 96 years Umbro have supplied sportswear to the best and brightest in British sport. From the World Cup-winning squad in 1996 to today's men's and women's England Rugby teams, leading top flight football teams around the world, and as a UK-specific initiative Williams Formula 1, they've kitted out winning teams since their foundation in Manchester in 1924. Now they're partnering with leading schoolwear supplier Schoolblazer to bring that expertise and heritage to the playing fields of the UK's leading schools.

Schoolblazer are the leading supplier of clothing to independent schools, in both bespoke tailored uniforms and top-quality sportswear. Supplying over 180 schools, including sportswear to over 160, Schoolblazer have built a detailed knowledge of the needs and fit of young people. Their strong investment in logistics and customer service make them an ideal partnership to bring this elite sportswear to schools in a way that benefits students, parents and teachers alike. They will work with Umbro to translate their traditional adult kit to a school environment, fitting both today's body shapes and the needs of young people.

Both UK-based companies are pioneers: Umbro in high-performance kit, Schoolblazer in their efficient one-stop-shop for school and sportswear. Bringing together these two industry leaders creates a unique sportswear offering for the UK schools market.

Michael Scholz, General Manager of Umbro in the UK said, "Our recent partnership with the RFU has demonstrated our desire to build on Umbro's unique heritage as one of the UK's leading sportswear brands. We know how to create garments that help teams to perform. Schoolblazer are the perfect partner. Their deep knowledge of this market and excellent reputation for customer service allows us to focus on the design while they deliver".

Chris Marshall, who recently joined Schoolblazer as Sales Director from a leading sportswear brand, said, "This is a game-changer in this market. Historically schools which wanted a major brand had to accept poor delivery and service. Schools can now play in the same kit as England Rugby and be confident that their products will be delivered reliably and on-time, thanks to Schoolblazer's investment in logistics. It's an exciting time for the industry and an exciting time for schools."

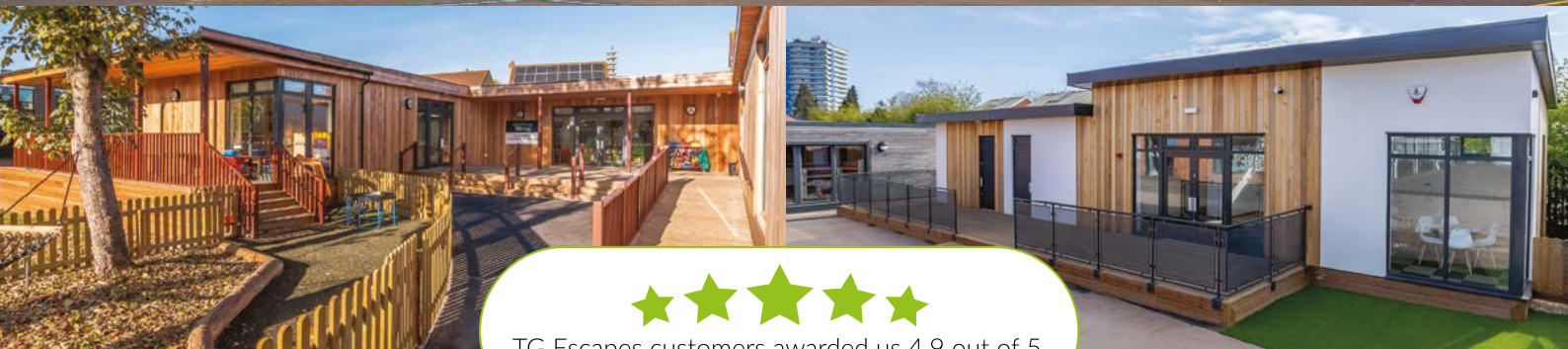
Umbro Schools will be available from January 2022 with a full range of team, staff and training kit. To find out more please contact [umbro@schoolblazer.com](mailto:umbro@schoolblazer.com)



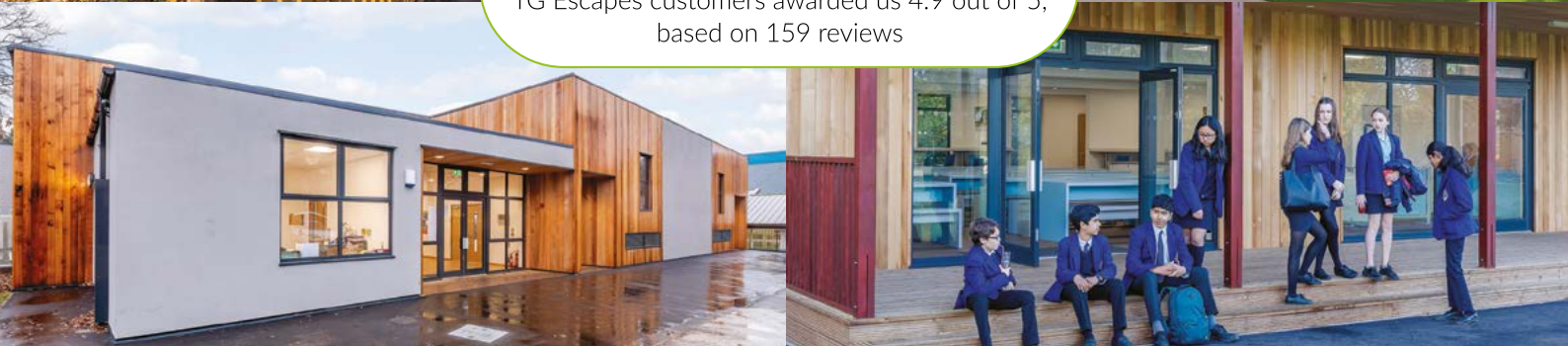
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