

Wellspring Newsletter

April 2020

Mark Wilson's Message

Mark Wilson, CEO



WELLSPRING
ACADEMY TRUST

We Make A Difference



We have deliberately produced a very full newsletter this month as a celebration of all things magical within our community. I strongly urge you to invest a little bit of time in reading about the extraordinary things that continue unabated amongst us.

You will doubtless see the energy, passion, creativity and vitality that define our organisation. I hope that you are able to draw inspiration from it that aids you in this challenging period for us all. Please contribute. Please write for our newsletter. Please send photographs. Please tweet. Please retweet celebrations of the achievements of others. It is up to us to define how our organisation feels.

You have an important contribution to make. This very special community belongs to us all.

On the broader front, we are making every effort to keep you informed of developments as they happen. No-one amongst us underestimates the anxieties that uncertainty on this scale create.

Please control those things that are within your control and do not worry about those things that are not. We are keeping a close eye on matters as they evolve daily. We will listen to the advice and guidance, and then will make our own decisions based on what we believe to be in the best interests of our people and our young people. We will not be acting in haste. We will keep safety as our paramount concern. We will keep you informed of developments as they progress.

In the meantime, please enjoy the vibrancy and joy that is captured in this month's newsletter.



An incredible thank you to all our colleagues who have done everything in their power to make sure the children are happy and learning whatever they can, despite these challenging times.

It's so amazing to see children sending in their work to teachers and how engaged they all are.

You truly make a difference!



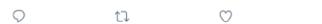
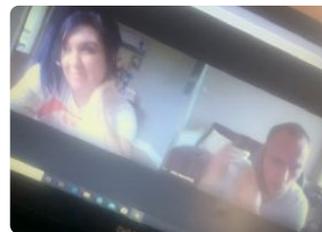
LaceyField PE
@LaceyFieldPE

#Homelearning Wakey Wakey @LaceyfieldLouth! It's almost time for #PEwithJoe - a daily session of P.E/active workouts. Find him on YouTube, yesterday over 800,000 people tuned in. How fantastic to know the nation is keeping fit.



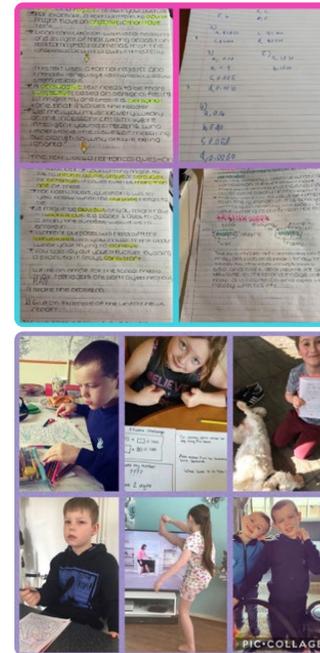
MrWilliamson
@MrWilliamson11

Lots of positives taken from today, more learners using the interactive lessons and good to hear their comments on staying indoors. @PhoenixPark



Springwell Grantham
@SpringwellGran1

Feeling so proud of our wonderful pupils #superstars



Springwell Grantham
@SpringwellGran1

Amazing piece of dining room artwork from one of our KS4 pupils. #talent #proud



LaceyField
@LaceyFieldLouth

Look at our Laceyfield superstars. We love seeing photos of your home learning, please do keep sending them in. #OneCommunity #InThisTogether #WeAreLaceyfield



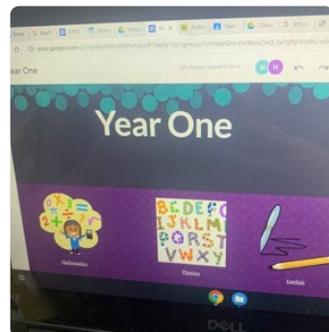
Francesca McEvoy
@FrancescaMcEvoy

Incredible scenes @BeaconAcademy preparing 100s & 100s of resources for pupils to continue their education at home. #TeamBeacon #StayhomeStaysafe



kgx
@kgx92335435

As hard as today was not seeing the children I have really enjoyed making my own website! This is crammed full of videos, games and resources to help our families learn from home. @bramley_park



LaceyField
@LaceyFieldLouth

Try to be a rainbow in someone else's cloud. #rainbowtrail #homelearning #bekind

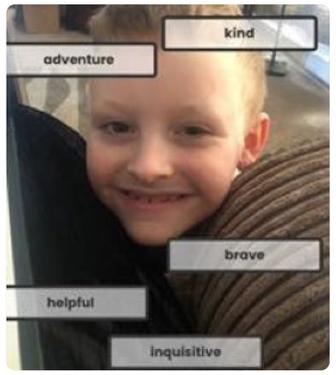
Amanda McGarry
@AMcGarry28

I've been able to keep positive and upbeat about the current situation, mainly due to my colleagues & SLT @Josephnorton001 and the support from @WellspringAT. I'm proud to be part of such an inspiring team of people that really want what is best for our children and each other.



Springwell Alternative Academy
@SAA_Spalding

More examples of how school closure isn't keeping our children away from active learning. #keepsmeiling

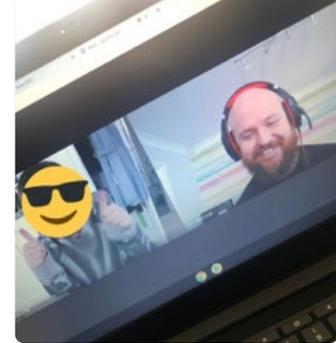


Tom
@JNA_Tom

Spoke to several @JosephNorton001 families today and I am overwhelmed by their resolve, positivity, and #JNAvalues. Proud to be part of an amazing team of staff and families during this testing time.

PhoenixHouse
@PhoenixHousePRU

Another brilliant virtual learning session with a KS2 pupil this morning. We covered mental Maths, column addition and common exception words. Thank you @GazCon01 and @ashley2182 for joining in the session. #ThisisAP #Wemakeadifference



Springwell Grantham
@SpringwellGran1

Amazing piece of dining room artwork from one of our KS4 pupils. #talent #proud



Deborah Richardson
@teacher_deb

Very inspired looking though the brilliant free online support resources to support and pupils and look forward to sharing these with our lovely parents. #Stayhomesavelives

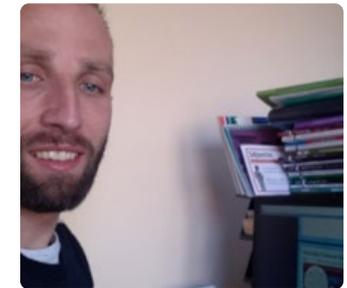
Oakhill Primary Acader
@Oakhill_Primary

What a talented bunch of artists we have in Y6! Even though we were not in the same building, we're still working together to produce some brilliant work. Well done everyone. Mr Scott.



Mr. J. Blades
@MrJBladesPPA

All ready for another productive day of online learning with our amazing students. @WellspringExpe1 @WellspringAT @PhoenixPark_ @ParksidePPA @PhilBurns_PPA



PhoenixHouse
@PhoenixHousePRU

Take a look at this pupils rainforest model, created using recycled home items. What a great email to receive on a Wednesday afternoon. Well done, brilliant effort. #ThisisAP #Wemakeadifference



Maintaining Community and Collaboration: Using G-Suite in your School Community

By Lucie Martin, Elements Primary School

I remember my feelings when I was told that my school would be a Google Reference school. 'I don't understand. I thought Google was just a search engine? What else could possibly be involved?'

Then, after this train of thought, came the realisation that Google would be the only framework in which we worked as a school. Those initial feelings only multiplied. Now, just a couple of years and two Google Certifications later, I honestly believe that Google for Education is transformational to ensuring an outstanding quality of education, and I cannot imagine using anything else.

We find ourselves in 'unprecedented times', and schools are facing the challenge to enable learning to be digital to all. I'm sure most people reading this will have been involved in a similar process in your own schools and communities. You may feel like I do now: excited, hopeful, determined.

You may, however, feel like I did two years ago at the start of my G-Suite journey: confused, bewildered, nervous. Each role and responsibility we have looks different.

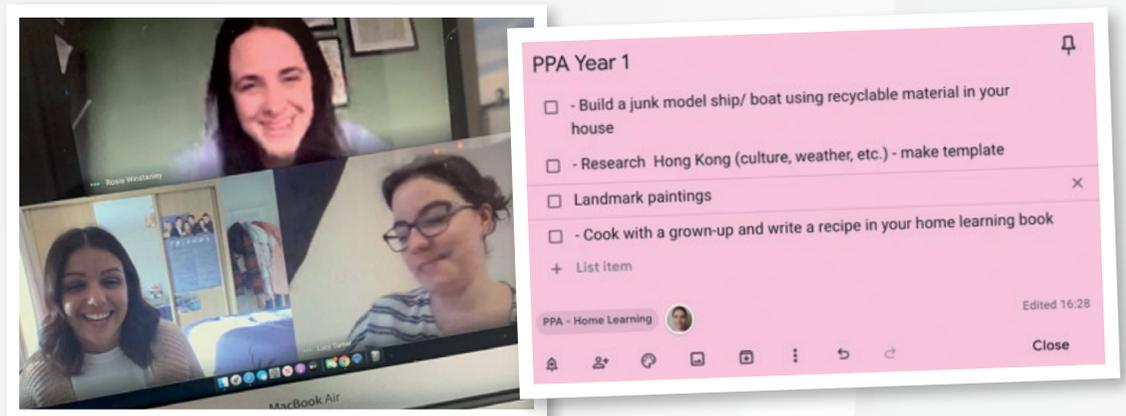


Elements Primary School
Creative · Unique · Innovative

Some may feel that moving to a digital world is daunting. My biggest piece of advice is this: embrace it. I can promise you that the benefits of doing so are worth it. Below, I will outline quickly just three ways G-Suite will enable you to not only maintain a high quality provision for your learners, but will improve and develop your pedagogy and practice.

1. Collaborating as a Staff Team through G-Suite

Using G-Suite for Education is excellent when working on a shared project. Not only that; it is highly efficient. Tools such as Google Meet enable members of teams to discuss and plan together. Other tools like Google Keep allow staff to share notes and ideas. Google Jam Board makes, quite literally, an interactive canvas for various roles to add to, edit and develop. Everyone feels that their voice is valid and heard, and there is always room for growing ideas and creativity. The ability to share any form of document with a colleague and for them to live-edit with you, allows for peer-support and development, and ensures no-one is re-inventing a wheel or duplicating work unnecessarily. Even whilst people are working in different sites, everyone remains connected.



Positive Regard Teacher Training – Be the Difference

By Theresa Di'Iasio



The recruitment and retention of early career teachers can be very difficult, especially in the current economic climate; however, having the right strategies and support in place can make a huge difference.



There are many different routes for teacher training and schools have used different ones depending on the individual's needs. In this article we will look at the School Direct route and how schools in the Trust have used this route to either support staff in their school attain QTS or have attracted external trainees to the Trust who have gone onto successful positions within the school.

With the School Direct route trainees are based in schools either in an unsalaried or salaried role and they will also attend training at a university. Currently Positive Regard works closely with Sheffield Hallam, Bishop Grosseteste and Leeds Beckett universities. Half way through the year the trainees go out on a second placement at another school in the Trust.

An example school that is achieving a high-level of success in this area is the Barnsley Partnership led by Forest Academy who have hosted trainees for Positive Regard Teacher training for many years. The success has come through a clear commitment to the model of 'growing their own' staff, a strong emphasis on the importance of taking on school-based trainees, and on choosing those trainees wisely. The school has successfully supported trainees through both the salaried route and unsalaried routes. Co-heads of school at The Forest Academy, Katie Pierce and Natalie Wathen agree:

“We have hosted a number of School Direct students over the years which has enabled us to grow our own workforce from within and ensure that we are developing quality teaching professionals.”

Another successful strategy that a number of schools in the Trust have also recognised and adopted is through the identification of potential in their current staff team with the school then subsequently supporting them through a 'salaried route'. One such school that has taken advantage of this strategy is Greenacre who fully buy into the concept of 'Grow your own' As Debby Tinker, Assistant Head at Greenacre identifies:

If you are interested in the School Direct route, please contact Positive Regard Teacher training email schooldirect@positiveregardtsa.co.uk or call us on 01226 720 758



“We know how hard it is to find good teachers, let alone good teachers in SEN. We identify HLTAs that demonstrate outstanding practice and look to grow them through the ACT 'Academy Co-Teacher' programme.

Training and support are key to success with the School Direct route. Schools invest time in training, and know the credentials of a trainee and their skill set, so they know that they will be a great part of the team. Hence at the end of the training they don't want to lose them, especially as the trainee will have gained a strong understanding of the school context, the ethos, and the expectations of the school.

Through this route trainees quickly become part of the school and also have access to expertise and the opportunities to observe outstanding practice. They will have been well-supported and this will continue into their NQT induction year.

Successful school leaders are able to identify talent early and look ahead, to ensure that they can plan for a range of eventualities. Positive Regard teacher training values working closely with school leaders to support their succession planning ensures that we provide excellent bespoke support to trainees, NQTs and RQTs. We are proud of our track record of providing the first steps for hundreds of professionals who are our teachers of today and leaders of tomorrow.

Beacon Rugby

By Jason Thurley



Thirteen-year-old Joe Morton will represent Beacon Academy in a special presentation before Saturday's big game.

He was one of a student team which designed the school's new shirt as part of a programme run by the Rugby Football Union. Rugby union shirts will be presented to one of their student designers – on the pitch at Twickenham before England's crunch Six Nations clash against Wales.



Rugby Union players at Beacon Academy model the new shirt.

Head of PE at Beacon Fran McEvoy and assistant headteacher Paul Sunley will accompany Joe on Saturday. She said: "When I was appointed a couple of years ago I wanted to get rugby back on the sport curriculum.

We were recognised as a developing school and selected for the All Schools Programme by the RFU. It has paid for equipment and professional coaches to come into the academy and we have partnered with Cleethorpes Rugby Club so our students can play out of school.

"Students were invited to design a shirt and the RFU would produce them for the school. We've just taken delivery and Saturday's presentation marks the official handover."

Joe, a tight head prop and wearing the appropriate number 3 shirt, was "very excited" about the trip. "I've not been to a rugby match before so going to Twickenham for my first one will be quite something," he said. "Apparently I will go on to the pitch with the England players before the game. I'm just excited. It's a once-in-a-lifetime opportunity and I'm grateful. I could not believe it when Miss McEvoy told me."

She said Joe had been chosen because of his commitment. "He has come out of the RFU programme and is a great example to others. He's really enthusiastic about his rugby and now plays for Cleethorpes.

"He works and trains hard and has shown a real commitment to extra-curricular activities, not just rugby. That is why he was chosen and his peers have been most supportive," Miss McEvoy said.

She was also looking forward to going to Twickenham. "I'm certain it will be a memorable day for all of us," she said. "I'd like to thank the RFU for the invitation. The programme's been great for our school and children. With the link up with Cleethorpes, there is a local exit route for them to have lifelong participation in sport. Every year group, boys and girls, plays rugby. It is coached in an inclusive way by the RFU."

Hollie Witney (16), Jessica Smith (15) and Rhys Denford joined Joe

in the rugby shirt design workshop, held at Wetherby Rugby Union Football Club. They all enjoyed the experience.

Hollie said: "It was explained to us about how strips have changed over the years and then we looked at some of the traditional styles of design.

"Ours has that traditional feel and uses our school logo and colours. We did it digitally and it's great to see it produced. We're in our last year and it feels as though we will have left our mark as this design will be used for years to come."

Jessica, who plays for Cleethorpes, said: "I really like how it's come out. With it being made by students it feels more personal. I'm proud that we have created something."

Beacon Academy head teacher Jason Thurley said: "Seeing the team in a shirt designed by the students makes me feel really proud. I'd like to thank Ms McEvoy and her team for bringing rugby union and other sports such as gymnastics back on to the school curriculum. Inclusive games such as Boccia and New Age Curling have also been introduced. I'd also like to thank the RFU for the support and encouragement it has given us.

Its programme has fitted neatly into our passion around extra-curricular opportunities and we achieve outstanding GCSE results in sports science and sports studies. I will be looking out for Joe on the television on Saturday and hope they have a fantastic day."

Joe with Ms McEvoy before both set off to the home of English rugby, Twickenham.



Tom becomes British Council ambassador



Teacher at Littlecoates Primary Tom Cadman has become a British Council ambassador – and colleagues wishing to learn about its work are urged to get in touch.

The Grimsby academy is leading a Wellspring east coast cluster in developing links with foreign schools.

The collaboration, which includes Beacon and LaceyField, has just been awarded £11,400 by the British Council to forge links with Bangladesh as part of the organisation's Connecting Classrooms through Global Learning programme. Littlecoates Principal Neville Wilkinson, who has led the initiative and seen the school win a second successive International School Award from the British Council, felt other Trust schools could benefit from its experience.

"The British Council is keen to focus away from London and the big cities, where it has a strong presence," he said. "Grants are available for other Wellspring schools in the Yorkshire and Humber region to develop international links which have been so beneficial to children here. It has helped give them a greater understanding of the wider world."

Littlecoates has been visited by a teaching group from Poland and developed strong links with a Moroccan school. Tom, in his second year of teaching, took part in an exchange to northern Africa and the two schools are working together on an environmental project, with a common theme of what happens to waste. He went to a London networking event where he was formally appointed an ambassador.

"It was a great chance to meet others and look at different options and opportunities," Tom said. "Going to Bangladesh will be a fantastic experience. My role as an ambassador is to spread the message and get more people involved. Hopefully, that will include colleagues from across Wellspring."

The United Nations' sustainable development goals are a basis for goals the British Council pursues. As well as the environment, they include tackling global issues such as poverty and gender equality.

Neville said: "The British Council is a mechanism for promoting them in education. Schools can add that local dimension and are crucial to its role. The goals link well with the curriculum. In fact, I don't imagine you could be a good school without covering some of them in your curriculum."

Tom's voluntary role as an ambassador is really important. He's the only one in Wellspring". Tom, the international coordinator at Littlecoates, said: "It has helped me a lot professionally, talking to new people, giving me leadership experience and confidence, and providing a broader perspective of education systems."

The children have a greater awareness of the problems the world is facing and how small changes can contribute to the wider picture. They have taken a real interest in other countries and cultures. If I put something in the wrong recycling bin I'm in real trouble!"

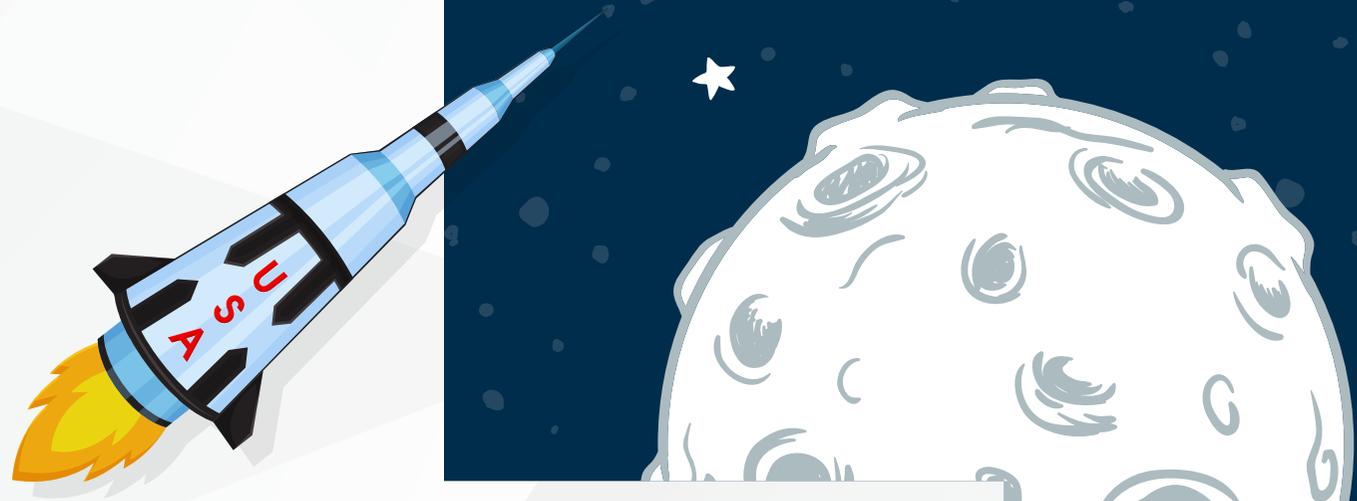
To find out how your school can benefit from links with the British Council, please contact Tom at CadmanT@lpacademy.co.uk

Moroccan visitor Aatifa Elouarit with Neville (back, right), Tom and pupils.

Littlecoates has been visited by a teaching group from Poland and developed strong links with a Moroccan school.

Putting a man on the moon

By Chris Jessup



In 1969, just before the launch of Apollo 11, Kennedy Space Centre was visited by a group of Senators, Generals and Government officials to check on the progress of the manned mission to the moon. They visited Mission Control and as they went round one Senator insisted on speaking to everyone; asking their name and their job and their purpose.

He talked to engineers who designed the space craft, programmers who wrote the code, scientists, test pilots and so on. Each told the visitors their role. Each stated that their role was to help put a man on the moon. As they were leaving, a Senator saw a janitor cleaning the corridor. He stopped him, asked him his name and what he did. The janitor replied proudly that it was his job to keep the rooms clean and that was his contribution to putting a man on the moon.

Beacon Academy recently had a Section 5, two day Ofsted visit. Throughout the visit every member of the school community was proud to be associated with the school and knew what their role was in making the visit a success. It could have been teaching amazing lessons, meeting with Inspectors around curriculum, attendance, behaviour or assessment. It may have been as a Governor, a parent, a representative from the Local Authority, or a student speaking about their experiences at the school. Each knew their role. Each was a passionate advocate for Beacon and its ethos and values. Including Pauline.

Pauline's contribution won't be mentioned in any report or Government website or league table. In fact, I doubt if the Inspectors knew she was there as they went from room to meeting to room again. But we saw her. Pauline spent the two days making sure every piece of litter was picked up. Every corridor was clean.

Every surface polished and wiped. She was a part of the culture of teamness and togetherness that makes our schools the special places they are. She went over and above and her contribution was a valuable part in the two days. So let's give thanks to Pauline and everyone else helping - if not to put someone on the moon - then not least bring joy and wonder, care and kindness to our schools.

So let's give thanks to Pauline and everyone else helping - if not to put someone on the moon - then not least bring joy and wonder, care and kindness to our schools.

Littlecoates Primary Academy welcomes author ahead of World Book Day

www.grimsbytelegraph.co.uk article – Thursday, March 5



A popular children's author used to surprising his readers had the tables turned on him when he visited a Grimsby primary. Shoo Rayner was welcomed to Littlecoates Primary Academy ahead of World Book Day today.

Classroom doors had been decorated with colourful art inspired by his work, which Shoo described as "fabulous".

"I had a lovely welcome and it was quite a surprise to see all the doors," he said. "The children have been fantastic and asked some probing questions. It showed they have been reading. The environment here encourages them."

The author, who has written more than 200 books and illustrated 100-plus more over a 33-year career, had travelled from his home in the Forest of Dean to visit Grimsby for the first time.

"It's a pleasure to be here. Reading books is so important. There is such an emphasis on analysing text now rather than reading a whole book. It's important to have that resilience – often characters are not properly developed until halfway through a book."

Principal Neville Wilkinson was pleased to welcome the author as part of the academy's continued push on the importance of reading. "I'd like to thank Shoo for agreeing to visit. The children love his books.



"He writes across the primary age range, with some books suitable for younger children, others older. We always adopt an author on World Book day and Shoo will be that author this year."

"The children and staff have been busy with the doors. Some are based on his book covers, others take their inspiration from elsewhere in his work. He releases videos that show children how to draw his characters.

The pupils have followed his guidance for their artwork on the doors." Reading is a top priority at the West Marsh based academy. "We have a number of strategies to encourage our children to read," said Mr Wilkinson. "A new one is being launched this week. Every week, a child from each class will be chosen to join the Starbooks group in the library. They will be served hot chocolate with marshmallows, and chat to each other about the books they've enjoyed reading and what they're looking forward to reading next."



The author, who has written more than 200 books and illustrated 100-plus more over a 33-year career, had travelled from his home in the Forest of Dean to visit Grimsby for the first time.

Martini Style Schooling – Anytime, Any Place, Anywhere...

By Sarah Horsbrough, Elements Primary School



Elements Primary School

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If you're of a certain age like me, you'll remember this slightly amended advert tagline well.

It has always been the vision and aim at Elements to function as a 'school in the cloud'. We took the decision, before we opened our doors for the first time, to commit to working completely cloud based. Previously, I have shared how this decision impacted on how our school runs operationally and how our systems allow for an efficient, cost-effective way of working.

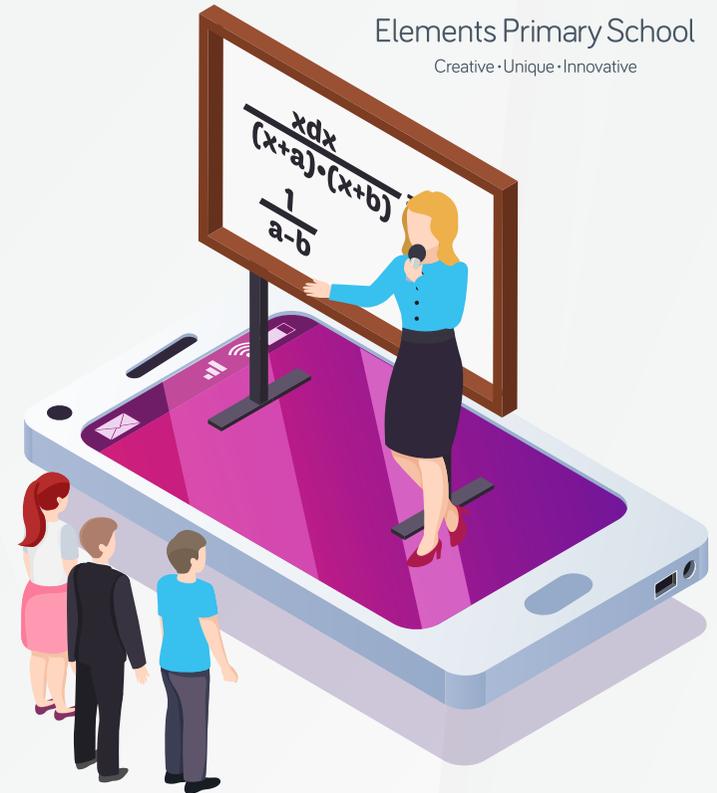
To be fair - this is less difficult than some think it is. We are fully embedded in the use of online systems, not least the complete suite of Google tools. We have seen many benefits and have enjoyed this way of working. It really hasn't been hard.

The outbreak and impact of the Coronavirus has meant that all our good intentions and boasts about our model of working were about to be put to the test. Like all school leaders, I had a new set of hows and whys to consider - and not much time to consider them. How were we going to deliver quality teaching when we closed? How were our children going to learn? These two were the most obvious considerations and would have been pretty straightforward to deal with if we were planning for a short term situation. However, as Mark put it, we were preparing for a marathon, not a sprint - and our solution needed to be deliverable over and over again.

My list of hows and whys began to grow.... How are we to deliver quality teaching consistently, repeatedly and mirror what would happen in school? How were our children going to not just learn but progress and develop? How were they going to access renewed resources and structured timetables every day? How was our school going to stay connected? How were we going to safeguard our children? How were our staff going to maintain a sense of team? How were our parents going to feel supported and be able to communicate with us as readily as usual? I have no doubt - all questions being considered by every school leader throughout the land....

Thank goodness for Google! Thank goodness for WAT! Thank goodness for cloud based tools and platforms - and Primary ICT Support!

Never have I been more grateful for a decision I've made in school. Our virtual classrooms were created and ready to be populated within about an hour of learning that we would be closing to the majority of our children. Our content began to develop from then on and by the time we closed on the Friday, lessons for the following week were complete and scheduled online. The staff did an amazing job and we were ready to go. Nervous - but ready.



It is not lost on us as a school, or on me as a school leader, how lucky we are to have been able to send our children home with a chromebook each. To have been able to do this was a bonus - but in order to deliver our vision it wasn't a necessity. The beauty of cloud based delivery is that it is truly an 'anytime, any place, anywhere' model. Google is completely device agnostic and so if there is an internet connection and a device of any kind present then learning can happen.

Martini Style Schooling – Anytime, Any Place, Anywhere...

(contin)

By Sarah Horsbrough, Elements Primary School



Through the use of screencastify particularly, our staff have been able to create lesson inputs almost identical to those the children see everyday in school. They hear and see their own teachers using tools and methods they are familiar with. They have been able to read together, Dough Disco together and even sing together. It has been a beautiful thing to see and it's developing and growing everyday. By the end of this week we will be able to share our reading scheme books electronically with the children in order for them to keep progressing. Small changes and mindset changes are all that's needed and we can usually find a way.



Elements Primary School

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But what of those other hows and whys? Connections? Community? Safeguarding? For us again the Google tools have come into their own. Daily staff briefings, chats and planning sessions are easy and everyone can stay in touch. We can still see each other, chat and laugh. Never has the need for us to do that together felt more necessary. Email, texts and social media have always been strong modes of communication for us but these too have lifted to a whole new level and I believe our school community has been strengthened as a result. The addition of the Classroom stream has allowed our children to be included in these communications which is an unplanned but welcome benefit. We are now seeing parents offering the creation of resources that can be shared across the school for the benefit of all. This development of our provision is something we might never have seen if it hadn't been for this unusual situation we find ourselves in, and it is such a positive by-product that we aim to continue when 'normality' resumes.

Maintaining a connection with our most vulnerable children is obviously a concern for us all and again this has been made less difficult because of the nature of our online provision.

An online daily register, records of engagement with activities and lessons posted, and an array of current photographs and videos have all served as a fantastic window into what our children are up to and whether or not they are safe.

The very small number of children who haven't been as present as we would have liked have been very easily identified and the lack of use of the online classroom has given us a fantastic 'in' when communicating with parents. We have been able to apply our normal school policy to our attendance which has meant another aspect of school and working that hasn't had to be adapted. Brilliant.

Already functioning as a school online has meant far less changes to our provision than we anticipated and actually, some positives and advantages being discovered instead.

Staff are enjoying the creativity and challenge of teaching virtually and are able to maintain a sensible work life balance by just doing what they'd normally do but with a twist or two.

Being able to relinquish the time consuming duties of handwritten marking for voice notes or text comments is just one example of how the efficiency of Google and cloud based learning can benefit not only the children but the staff too: more sharing of resources, faster production of activities and more collaboration.

Of course nothing replaces the physicality of being together in the same space nor the tactile nature of books and provision. Until then - we will enjoy the Martini approach instead and see where it leads us....

Transforming learning spaces with edtech

By Steve Hope, Leeds City College and Elements Primary School Governor

I have seen so much stuff out there talking about the learning spaces of tomorrow and in 30 years time. But what does this actually mean and look like?

Well the truth is a lot of it is guess work but one thing it definitely isn't is replicating what is happening and replacing like for like. One product and tool which I feel will help with this is Google Jamboard!

The first question people ask about the large kiosk device is... that's an 'expensive interactive whiteboard isn't it?' My response is always 'yes it would be, but that's not what it is!'. You have to have a culture in your organisation which is looking for new ways of delivery and innovation and if you are after just another interactive whiteboard then I would suggest this is not for you. The Jamboard was a tool created by Google as a meeting room solution to solve problems such as having to take pictures of the work done in the room on the board, and also how to extend and engage people who cannot be in the room. Well this is exactly what I saw as a problem I saw and one of the reasons why I thought Jamboard could help with extending learning beyond the 4 walls of the college building at Leeds City College.

Steve Hope is the Head of Independent Learning at Leeds City College. He is a Director for Edufuturists. He is a Google Innovator, a status that is not bestowed lightly by Google. He was also nominated for, and chosen as, one of the Edtech50 for 2020. He is also Elements Primary School's Chair of Governors. Steve is a huge influencer when it comes to technology led learning and has been a fantastic support to the work of the school and its Google journey.

Here Steve writes about a slightly lesser known piece of technology has been found to be transformational at Elements and can be highly recommended.

Let me go back to the beginning and explain what it is and then some of the key functions. So the jamboard is a device (55 inch intuitive board) but also is a free app available and is device agnostic (web, app and mobile versions). It comes with or without the stand but if you are wanting to transform your learning space then my suggestion would be to not put it on a wall and go for the stand. The reason I say this, is that what are you changing if it is on a wall? If it is moveable, then so is the learning it is there for.

So the features? Well, some key ones, are handwriting recognition (and of course normal handwriting feature too), shape recognition, Autodraw (where Google's machine learning guesses what you are trying to draw and then converts into a high quality image if you wish). It also has ability to add post it notes and emojis. It also allows you to add content direct to the board from your Google Drive (using a device), but also straight from the web, meaning it is your one stop shop for collaboration, creativity, critical thinking and curation. All of this can be brought together as learners (up to 50 collaborating on one Jam) all use a multitude of devices and using the functions mentioned from anywhere in real time. Imagine you have a snow day or a learner cannot make it in for that one lesson then they can still make progress and learn. It also empowers all learners to have a voice without having to raise a hand or come up to the front and present an idea, and this is great for learners who have confidence issues but also less able learners.

At Leeds City College we started our journey by getting a board on a week's loan from BenQ (the worldwide distributors of the board).



Elements Primary School
Creative · Unique · Innovative

This week was jam packed (pardon the pun) for learners and staff from all curriculum areas to come and have a go and see how they might use it. This was very successful and we placed our first orders. We now have 8 boards in a variety of spaces and curriculum too. This varies from being in classrooms to our ILZs (See previous blog which explains these), The sessions we see these used for are Maths and English, Sport and Health and Social Care, as well as for our SEND provision; and the ideas I have seen using the tool have been amazing.

The board and the app has been brilliant with our learners and so many times I have had staff contacting me saying they cannot believe how this tool has skyrocketed their learner's engagement and them taking ownership of their learning. One thing I say is that the biggest plus is that staff are thinking differently how they can use and be creative with it and that I have seen so many ideas which I had not even considered.

So next steps if you have G Suite then go to the app and give it a try and if you are interested in giving the kiosk a try then contact BenQ for a free trial of one in your space.



Ethical Leadership – maintaining the momentum

By Karen Froggatt

You'll have seen a number of references to the Ethical Leadership in Education Framework in recent months.

The Trust registered as a Pathfinder last year, helping to 'give legs' to the outcomes of a two year commission which involved representatives from ASCL, the NHT, Confederation of School Trusts, Chartered College of Teaching, the National Governance Association (NGA) and others, which had focused on this area.

The NGA has championed the Pathfinders' initiative, aiming to create an extensive network of school leaders who are encouraged to share their experiences and ideas.

Other organisations who were actively involved in the development of the Framework are pursuing other channels, such as influencing the DfE, with the aim of ethical leadership focusing prominently in teacher and leader development programmes.

An Ethics Committee (to be renamed Ethical Forum) seeks to maintain the momentum. I was invited to join late last year, in order to introduce a MAT perspective. It is really interesting to be involved in the planning of the next phase.

ASCL has been particularly involved from the outset. It was agreed at the last meeting that Geoff Barton, ASCL's General Secretary, will chair the Forum in future, succeeding Carolyn Roberts, who has passionately driven this area of work. It's great that Carolyn will continue to be a member of the Forum.

The Framework and its 'virtues' (as depicted in the graphic) complement the Nolan Principles of Public Life, which are hopefully 'givens' within the education sector.

Given Wellspring's values, the Framework is a perfect fit. Work has started on embedding it into our practices, helping ensure that we 'walk the talk' and that we hold ourselves to account, being constantly mindful of our behaviour and of what is guiding our decision-making.

Mark Wilson produced a blog recently regarding the Trust's commitment to ethical leadership. This is reproduced on the next page.



Ethical Leadership: Mark Wilson's Blog

Adopting the Ethical Leadership Framework in Wellspring Academy Trust

I view the work of the Ethical Leadership in Education Commission and the launch of the Pathfinders as important initiatives for our sector. There is a need. In the absence of a standard to hold itself accountable to, any organisation can do wonderful things that add enormous value on one hand, while simultaneously doing other things that have enormous negative outputs on the other.

Accountability

As educators we have an absolute responsibility to set the very best example to our young people and to behave ethically and with integrity. I believe that the public should expect professionals in their service to always act with integrity and with a clear ethical and morally defensible rationale. If we say that we are driven by moral purpose and we are publicly funded, we should welcome scrutiny of our actions.

The launch of the Framework

The timing of the launch of the Framework was ideal for Wellspring. We've grown into a community of 25 Academies - around half of which are Primary, half Special or Alternative Provision and one is Secondary. From the outset, the Trust has had a distinct social and moral purpose.

We take a holistic, 360-degree view of our schools, their stakeholders, the communities they serve and their role in Society. Ofsted and league tables are not our key drivers. We are committed to helping children and young people to reach their potential, overcome challenges and hurdles and supporting them to become good citizens of the future.

Living our values

Recruiting and retaining the right leaders is clearly essential - ones who live our values instinctively and who can be trusted to 'do the right thing'. As trusts grow in size and complexity there's a greater risk of having people who don't adhere to the organisation's culture and values.

Although we in Wellspring are already fully committed to an inclusive, optimistic and compassionate approach, the Framework provides a code against which we are all accountable. Adhering to the Framework will encourage us to be consistently mindful of our behaviour and of what is guiding our decision-making.

The proposal that the Trust adopt the Ethical Leadership Framework was wholeheartedly supported by the Trust Board last Summer and was subsequently warmly welcomed by our Local Governing Bodies. It's been communicated extensively internally and was the key focus of a Trust Leadership Conference late last year. We are gradually reviewing our practices / processes / policies to ensure that these are consistent with the Framework. There'll be a particular focus soon on our recruitment and performance management arrangements, which I think is particularly important given our size and further planned growth.

I firmly believe that our adoption of the Framework (and what it signifies) will provide another compelling reason for like-minded colleagues to join the Wellspring community.

Ethics are relevant to so many decisions we take as leaders. With a 125 year commitment to providing education in the communities we serve, trusts have an enormous stake in the future of those communities. On a practical level, leading ethically means we have to look after our buildings for now and for the future. With regard to the goods and services we source, we should look carefully at the ethics of our supply chains. We should devise curricular that are appropriate, and so on... We should educate in a spirit that the future will look favourably upon.

The Ethical Leadership Framework encourages us to think much more about those wider and long-term impacts. I encourage any school or trust to consider making it part of their leadership approach.

Being part of the Pathfinder network has enabled us to access a range of resources, to attend conferences and to network with like-minded people. It has seen the Trust as the subject of some extremely positive media coverage, which has been great for our colleagues and pupils.

Our record of never having permanently excluded a pupil attracts particular interest - perhaps due to the increased media focus on pupil exclusions, 'off-rolling' and the like.

We've been proud to refer journalists and others to our commitment to the Ethical Leadership Framework, which is in perfect harmony with our commitment to be the best that we can be, always, and to be the difference we want to see in the world.



BETT Show 2020

by Wayne Kilner



Once Christmas and New Year festivities are out of the way and everyone returns back to work, the calendar event that stands out in January is the education roadshow BETT at ExCeL London.

BETT is the first industry show of the year in the education technology landscape, bringing together over 800 leading companies, 103 exciting new EdTech startups and over 34,000 attendees. People from over 146 countries in the global education community come together to celebrate, find inspiration and discuss the future of education, as well as seeing how technology and innovation enables educators and learners to thrive. This year colleagues from Elements, Springwell, Greenacre & Wellspring Central Team made the trip down south to London to seek creative ideas and inspiration for our future technology in the classrooms investments.

Personal Highlights

Miro – E, an advanced AI robot with animal-like qualities that is adapted for the educational market is a perfect fit for any classroom especially SEN and SEMH. The Miro-E contains over 25 sensors, allowing it to see, hear and interact with its environment and, through a specialised programming interface, endless programming opportunities to push student creativity. More information on Miro-E can be found online and on YouTube.



appiTab by Osborne Technologies is a 'just released' multipurpose interactive table aimed at preschool and younger years students but realistically works at all age groups (we had fun testing it out!). The table top design allows students to gather around and collaborate interactively with each other. The device is powered by the Android operating system which is found in most modern tablets, enabling access to 1000s of games and educational learning content. Simple games like pool require students to work together to determine the angle of shots and cue pressure. There is a real sense of achievement when you sink a ball into the pocket as a team. More information can be found on their website: <https://www.appitab.com>

Google Education. Seminars run in the main arena throughout the week at BETT and this year I signed up to a session titled 'Driving Change Through Reflection: Emerging Trends in Education & How to Embrace the Future' by Liz Sproat - Head of EMEA - Google for Education.



For me one of the main highlights would have to be the Google stand - it was really useful to see first-hand the creativity that can be achieved with Chromebooks and Google Education. I also picked up some accessibility tips on the Chromebook that I wasn't aware of and now can't wait to try them out with pupils. And just generally speaking, it was brilliant having the opportunity to speak face to face with people who are passionate about the use of technology in education. I was particularly on the lookout for coding and programming based technology that can be used with pupils working below Year 1 and I found lots to feel inspired by.

Charlotte Walker – Teaching and Learning Lead and Computing Subject Lead

At BETT I came across a company called Divoom with a unique product that I have not seen before. The product was a small frame of 16x16 pixels that allowed pupils to create stop motion animations. It can also be supplied with programmable hardware buttons to enable younger pupils and those with complex needs to be able to program their animations easily. Alternatively an iOS or Android application can be used to program the animated frames. Once students have programmed the unit it will continue to display the stop motion animation they have created on a continuous loop. I thought this was a great way to engage pupils in the basic principles of computer programming, whilst giving learners the freedom to create their own unique content and encouraging creativity.

Scott Chappell – Springwell IT Support Engineer

Di Greaves Announces Retirement

Article submitted to The Barnsley Chronicle



A celebrated senior education leader who has supported the education of legions of children across Barnsley has announced she is to retire.

Di Greaves, Executive Principal for Greenacre School and Springwell Barnsley, has been teaching in Barnsley since she qualified as a teacher in 2002. After a stint as a mainstream primary school teacher at Shafton Primary School, Di went on to focus on working with children with special needs when she joined Greenacre School in 2003.

Di rapidly progressed from advanced teacher to Assistant Head to Head of Greenacre in 2015. Di's most recent role saw her overseeing both Greenacre and Springwell Barnsley as Executive Principal. Her impact as an education leader was recognised last year when Greenacre School was named School of the Year at the Proud of Barnsley awards.

Di came to teaching later than many but it was clear from the onset that the move into teaching had firmly put her where she belonged. Sarah Parker, Head of Greenacre School, explains: "Di has always had a real passion and aptitude for working with young people, and particularly those with additional needs. Being an ambassador for the challenges that these young people face and ensuring their inclusion in school and society has always been at the heart of what Di does, and she has continually fought to break down the barriers faced by these complex young people. In her roles as Advanced Skills Teacher and Specialist Leader in Education she has empowered other colleagues to do the same.

"Loved by many pupils and their families, Di's unrelenting care and compassion has had a lasting impact on many young people's lives. She has been an exceptional role model throughout her career, and her commitment, dedication and support has shaped the careers of many teachers and support staff within the school.

"She leaves behind a legacy, one of Trust, Respect and Nurture, all of which are deeply ingrained within the values of Greenacre School and every staff member and pupil who walks through its doors".



Originally from Mexborough, Di has two children, Livi and Josh. Josh followed his mother's footsteps into education and is now Deputy Chief Executive of Wellspring, the multi academy trust to which both Greenacre and Springwell Barnsley belong.

An avid traveller, Di combined her passion for adventure with her commitment to improving education when she cycled 380 miles across Uganda for the charity Link to raise money for the various projects in schools funded by Link. Di is looking forward to spending her retirement continuing her trips around the world.

Mark Wilson, Chief Executive of Wellspring Academy Trust, added: "Di has been a hugely influential figure in special needs education in Barnsley, improving the life chances of the young people in her care and advocating for them brilliantly. Her experience, talent and enthusiasm will be missed by us all, but she has set firm foundations for continued success at Greenacre and Springwell. Her impact will continue to be felt by staff and pupils for many years to come. We wish her all the very best for this next phase of life."

Special Provision Partnership

Special Provision Partnership



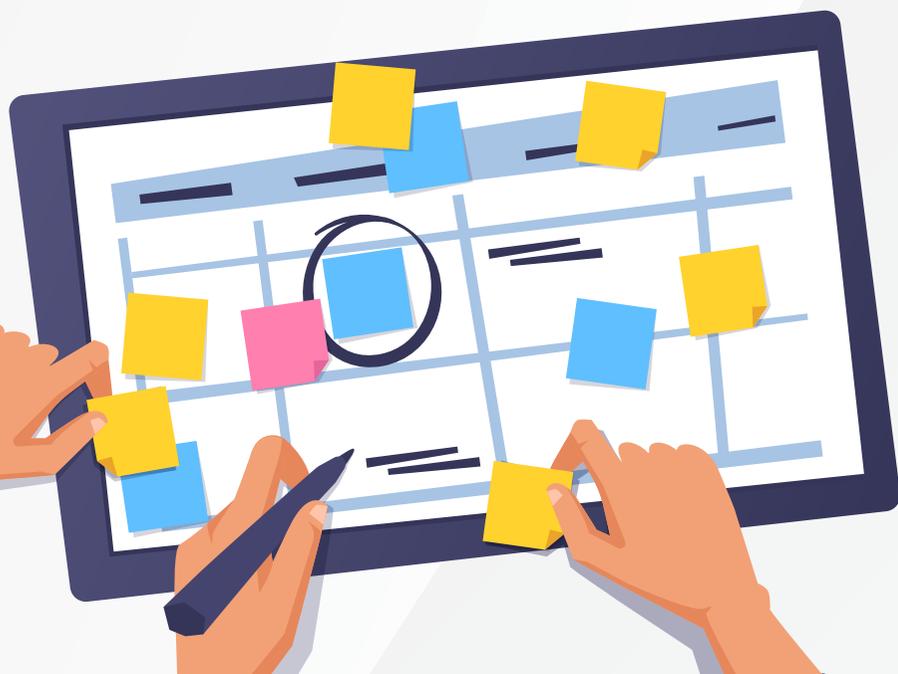
Sarah joined Greenacre in April 2020 and leads the newly formed Special Provision Partnership that includes Greenacre, Springwell Learning Community and Joseph Norton Academy in Kirklees.

Sarah Wilson has overall responsibility for each setting supported by a Head of School. Together they set the school's strategic direction by analysing current needs and planning for the future.

Sarah has been teaching and leading in education for over 20 years. She is passionate about evidence-based practice, inclusion and preparing children and young people for adulthood.

Sarah is a member of the Department for Education's Headteacher Reference Group and gives advice on the potential impact of new policies on secondary and special education.

We wish Sarah all the best in her new role!



Estates and Operations Teams – Stronger, Together...

By Josh Greaves

Our cleaners, catering teams, caretakers, site operatives and estates managers have stepped up admirably in their roles as key workers, supporting our sites to remain open, clean, safe and secure. Their essential contributions have been delivered selflessly with great care, generosity and a collaborative spirit, under the most testing of circumstances.

Alongside their visible efforts, the teams have continued to deliver and deepen their 'hidden' contributions, maintaining and enhancing compliance, testing and monitoring regimes across the considerable Trust estate.

The entire team has been meeting virtually each week, from a great many locations, to keep in touch and share their experiences and successes. As is the case for many of us, there is much being learnt during this enforced 'new reality'. This legacy will enhance the support the team can provide, hereafter.

These colleagues represent some of the many shared teams we are all privileged to be able to draw upon – and who offer their support willingly and without question – in challenging times such as these. Their support is an exemplar of how together, we are stronger.



A sincere and heartfelt thank you to each and every one, from us all.

Twitter Community



Amy Spivey
@AmySpivey16

Class novel time @bramley_park is 2.30pm each day, I'll be sharing a story at this time each day until we are back together again. Let's keep the consistency and love of reading!!!



Greenacre School
@GreenacreSchool

Please contribute to our rainbow trail if you pass our school today. We will be adding to this as the days and weeks go by.



Positive Regard TSA
@PosRegardTSA

A successful day yesterday hosting our first set of virtual School Direct interviews for Primary. It was great to meet everyone – we are looking forward to the next.

@TheresaDiiasio @thesambailey @Teach_Yorkshire #schoolirect



Carrie Green
@CarrieG19353333

Our amazing staff out delivering food parcels from Bramley Cluster – thank you. @bramley_park @WellspringAT #dedication #heroes #proud



Owensd009
@owensd009

When your pupils are working hard with technology at home with their families. Extra proud of every single one of them! You are all trying your best and that is all our teaching team can ask for. #developingICTskills @EborAcademy @amyporrier77



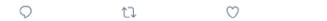
Jonny Wathen
@jonnywathen

Our @WellspringAT workforce wellbeing virtual space launched today, powered by the amazing @wearemindspace team! #wellbeing #connectED, looking forward to next week's Relax & Revitalise event already. Wellspringacademytrust.co.uk/connectED



Littlecoates Acaden
@LPAcademy16

PE with @thebodycoach was a huge hit with the children and staff this morning! #PEwithJoe



Stephen Tighe
@stighe9a

Our small group of students @SpringwellLC have been baking buns to take home for the weekend. A moment of normality for them in this currently chaotic world!



Jonny Wathen
@jonnywathen

Another busy week @WellspringAT on the @gsuite virtual meetings using #googlemeet over 1000 meetings this week.

1,059* +784 (285%)

Video Hangouts



Springwell Grantham
@SpringwellGran1

No better way to finish off an amazing week of hard work and resilience from both staff and pupils then seeing Liam thinking of his community and giving away his beautifully decorated ell-wishing stones.



Twitter Community (contin)



Springwell Grantham
@SpringwellGran1

Day 3 and Primary 2 have found their creative side... with a little bit of biology thrown in. #Rainbows #Creative



Springwell Grantham
@SpringwellGran1

What a productive day for one of our KS4 learners. So very proud. #looksamazing



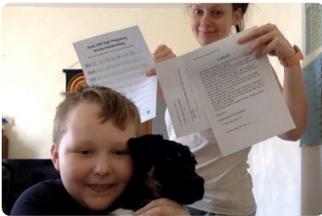
Mary Meredith
@marymered

Exercise hour made brighter by the wild daffodils today!



Springwell
@springwellLLC

School may be closed but that doesn't stop the magic happening. Keep sharing all the great work, it brings a smile to our faces. Big shout out to our parents. Thanks as ever for all your support.



Emma Beveridge
@EmmaJBeveridge

Our @LaceyFieldLouth 'virtual' staff meeting this morning. @MrNoden training us all ready for the launch of our google classroom. A lockdown won't stop us learning. #Beontheteam #WeareLaceyfield



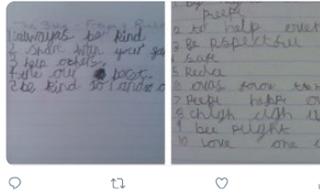
Elements Primary
@ElementsSchool

Amazing way to keep our children singing via the google classroom. So well received, they loved it! Thank you Mrs Martin @MartinLucieS @GoogleForEdu #creative #wemakeadifference



Elements Primary
@ElementsSchool

We are loving the fantastic work our children are uploading each day on our Google Classrooms. Reception have been looking at triangles and Year 1 have been writing rules in the style of the 10 commandments as part of their R.E topic work. Amazing!! #Wemakeadifference



Carrie Green
@CarrieG19353333

The dedication and creativity of my 'Bramley Beauties' never fails to amaze me. Google classroom and virtual learning almost ready. #proud #inspirational #dedication #kind #awesometeam @bramley_park @WellspringAT



Joseph Norton
@JosephNorton001

This is @JessicaFarnwor1, one of our amazing @PosRegardTSA trainees, supporting two of our keyworker children. #jnvalues #responsibility

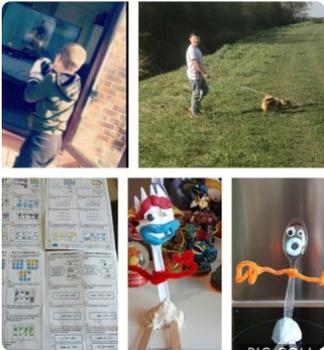


Twitter Community (contin)



Springwell Mablethorpe (S.A.A.M)
@SpringwellMabl2

This week has been an unusual one but it's been incredible to keep in contact with all of our students and families to see what they have been up to. We have loved seeing some many photos.



Springwell Leeds Academy
@Springwell_Lds

North site Orange Pod thanks from Lily. @NHSMillion @nhsleeds plus beautiful chalk rainbows too for hope and solidarity. #homelearning #funinthesun #creativity #SMSC #family



Scott Jacques
@SBJacques

So proud of the efforts of the whole @Springwell_Lds team this week - pulling together to provide face to face & distance learning, vouchers, food parcels, welfare visits and check ins. Incredible dedication and commitment to our children.



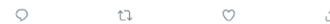
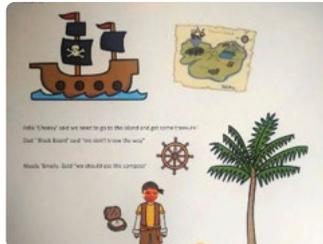
Oakhill Primary Academy
@Oakhill_Primary

A beautiful picture of two of our lovely children! Very Creative! Stay safe and be happy.



Springwell Lincoln
@SAA_Lincoln

KS4 have been getting creative today!



The Forest Academy
@ForestAcademy_

Our Foresters are working hard at home!! Take a look at some of the amazing skills they are learning! #homelearning #forestersarethebest



The Forest Academy
@ForestAcademy_

At Forest we love a rainbow and our Foresters at home are making us proud with their commitment to staying safe. #rainbows #Forestersarethebest



Springwell Lincoln
@SAA_Lincoln

It's been great engaging with our learners in a very different way this week. We've had Pirate stories and navigated our way around maps in P1 and learners in KS3 have been cracking codes and developing their art skills!



So proud of the efforts of the whole @Springwell_Lds team this week - pulling together to provide face to face & distance learning, vouchers, food parcels, welfare visits and check ins. Incredible dedication and commitment to our children.





The MindSpace Team are supporting Wellspring employees through difficult times by offering free access to its counselling services.

For more information email:

support@wearemindspace.com

or access the wellbeing area on:

wellspringacademytrust.co.uk/connected

Its good to talk... sometimes a listening ear to offload your thoughts and feelings is enough to help manage your emotions.

