Teacher Led Development Work Vignettes
2016-17

Developing strategies to enrich and promote independent study skills

My concern was that sixth form students were either not carrying out enough independent study or there was no evidence of their extra work. The project began with the introduction of the Independent Study Journal (ISJ) to Year 12 chemistry students. A list of independent study ideas was given to the students and students were expected to fill in their ISJ weekly. This list was developed and improved through evaluation and consultation with staff and students. The ISJ did enrich and promote independent study skills and to develop further impact, the ISJ will continue in Chemistry and other departments next year.

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Developing resilient learners

As a Year 7 form tutor, my concern was that some students were not becoming the independent and resilient learners that the new demands in the curriculum require them to be. My project involved the creation of a series of sessions about the brain and neurological processes of learning to be used in form time once a week. I reflected and improved upon these resources collaborating with other Year 7 form tutors. Feedback from students demonstrated that they applied their understanding of neurological processes to their lessons. They reported that they knew how they could become better learners by knowing how to review and lesson content and focus more in lessons.

Jessica Laughton, The Broxbourne School   jlaughton@broxbourne.herts.sch.uk

Developing a more effective approach to controlled assessments

My concern was that some of the Year 10 & 11 students were submitting handwritten material which was sometimes difficult to decipher for their Design & Technology project work. Too much time was being spent by the students on spelling and grammar corrections, therefore, less time was available for working on their practical subjects. I began by consulting the Head of D&T on the use of e-folders, and progressed to discussions with other colleagues and heads of departments. Approval was finally given for the use of e-folders for the GCSE class, on the understanding that there were no security risks with the system. The students submitted work electronically with a much improved quality of presentation and spelling and grammar. Impact included rapid feedback to the students allowing students more time available to work on their projects and GCSE results for Resistant Materials showed very positive results.

Paul Mullaney,The Broxbourne School   polmullaney@gmail.com

Developing dictionary skills to benefit learners

My concern was that students of French across year groups were unable to use dictionaries properly resulting in errors being made, a waste of valuable resources and over reliance on the teacher in the classroom. I began by consulting students about their dictionary use which suggested that they needed specific training as the majority of students were not confident in using dictionaries and would rather ask the teacher in class or use Google Translate at home. This led to my developing a series of lessons to both teach dictionary skills and enable students to practise these skills. I collaborate with other colleagues in the MFL department who responded positively to the new lessons. Impact on students demonstrated an improvement in their knowledge of how to use a dictionary effectively as well as greater independence in the classroom. I plan to design of a dictionary help sheet to be inserted into students' French exercise books for reference.

Emma Obertelli, The Broxbourne School   eobertelli@broxbourne.herts.sch.uk

Developing strategies to improve revision

My concern was that many students were struggling with revision and not focussed in revision lessons. I wanted to find ways to improve their concentration on revision within lessons and improve their recall. I consulted colleagues and eventually decided to use board games, developing resources that could be shared across the science department. Together with other colleagues, I trialled various resources in the classroom and consulted the students to gauge impact. I received positive feedback from both students and colleagues. It became clear that my concern was not restricted to the science department and my resources were extended to other subjects and key stages. My project was shared with SLT, the Teaching and Learning group and the rest of the school using the school T&L newsletter.

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Developing the Importance, Impact and Improvement of Design and Technology

As the Design and Technology (DT) subject leader in my primary school, my initial concern was to raise the profile of DT. I wanted to make sure teachers felt confident when teaching the subject ensuring maximum progress for pupils. I was keen to make the most of cross curricular links where possible due to time constraints. Initially, I consulted colleagues in my TLDW group as well as colleagues at school. A course run by the Design and Technology Association further influenced my thinking. I experimented with a new Scheme of Work producing a booklet for non-specialist colleagues which included all stages of DT. As a result, both colleagues' confidence and childrens' love of the subject as been positively impacted.

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Making Maths Meaningful – Developing a whole school approach to real life problem solving

I collaborated with colleagues across my primary school to develop ways to make maths more meaningful. I was concerned that some children did not find maths engaging and I wanted to develop problem solving across the school. After consulting the literature, I decided to experiment with using maths skills for a real purpose: making and selling a product to raise money. It was important ensure that maths skills taught were relevant, age-appropriate and challenging. Following positive feedback from the children, we trialled a range of projects in other year groups, using maths in genuinely real life, relevant situations. The results were very positive, showing heightened engagement and enjoyment of pupils from Nursery to Year 6.

Liz Carroll, Oughton Primary School   lcarroll@oughton.herts.sch.uk

Developing ways to improve engagement among under-achieving students

I was concerned about the low levels of attainment by students from disadvantaged backgrounds and wanted to explore ways to close the gap. Consulting colleagues in my department and the head of KS3, we identified a core group of underachieving boys with Pupil Premium in Year 9. Student voice revealed these boys and their families wanted to achieve highly and continue their education, however consultations with colleagues revealed that the school's current rewards system was not motivating them. I introduced a strategy of asking students to draw a line on the page where they thought they would be able to write to. As they began to write 'beyond the line', I introduced a second line indicating where they hoped to write to. This technique provided a visual indication of their success. I also began a programme of praise. The quantity and quality of written work increased, low level disruption decreased, and participation in discussion increased. I am now working on a school-wide initiative to further improve engagement focusing on the concept of 'grit' drawing on ideas around growth mindset, resilience and self-discipline.

Anne Corbishley, Fearnhill School   anne.corbishley10@fearnhill.herts.sch.uk

Developing listening strategies in modern foreign language learning

As a modern foreign language teacher, I was concerned about GCSE students' listening skills in Spanish. This had become a national trend in recent years and I wanted to explore ways to close the gap. Consulting students revealed that our lessons were not motivating them enough to create interest outside of lessons. Therefore, I began by developing several tasks to gauge word / sentence/ paragraph recognition. I introduced very simple strategies such as allowing students time to discuss what they thought they had understood after listening. As students began to check with peers before I helped them to recognise the correct answer, it was evident how students' attitude towards listening tasks became slightly more positive. This very simple technique enabled the students and me to see their small successes every time they understood something correctly. I also began to set listening homework which allowed students to have control over the pace and the amount of listening they were doing. Impact on the year 11 group was noticeable. Many students discovered that they liked to listen and understand Spanish. The quantity of individual work at home increased drastically. In terms of their engagement, students became "thirsty" for more Spanish listening tasks, and their inspiration and inquisitiveness was evident through the quality and quantity of work produced in and out of lessons.

Margarita Davies, Fearnhill School   margarita.davies10@fearnhill.herts.sch.uk

Developing the use of low assessment strategies in the classroom

As a secondary school teacher of French, my initial concern was that good teaching and student enthusiasm in lessons were not being reflected in exam results. With colleagues, we reflected on our use of low risk assessment. I discussed ideas about what kind of assessments I could trial within my department and at TLDW sessions. I decided to experiment with Kahoot in a number of different ways. Feedback from students was largely positive but they were not always getting the individual feedback that I felt would be most beneficial. I trialled another activity: "Fun Learning Activity" designed by Jake Hunton, an MFL teacher. This was successful and was trialled by the head of department also. Impact on students has included an improvement in their confidence, pronunciation, translation skills and retention of vocabulary and grammar.

Sam Franklin, Fearnhill School   sam.franklin10@fearnhill.herts.sch.uk

Developing Talk for Writing

I began my project as a Year Two class teacher in an expanding school and by the end of the project, I had moved to a small village school teaching a joint Year Two/Year Three class. In my project I describe my leadership of the process of utilising Pie Corbett's *Talk for Writing* in order to heighten children's engagement with English, especially when those children are asked to complete an extended piece of writing. The activities involved in this project were also designed to increase the enjoyment that children felt towards the subject so that they were more inclined to want to complete a piece of writing to the best of their ability.

Zoe Greenbank, Hexton Primary   z.greenbank@hexton.herts.sch.uk

Developing growth-mindset thinking in music lessons

My concern was that many Key Stage 3 students approached music lessons with a fixed mindset limiting their ability to make progress. Research suggested that growth mindset thinking could improve students' resilience and help them view mistakes as learning opportunities; two key areas which were a particular concern. I began by experimenting with strategies focused primarily on use of language. Growth mindset language was incorporated into teacher questioning and praise and students were encouraged to use growth mindset language in self and peer assessment tasks and plenaries. In addition, tasks that involved taking more risk were trialled resulting in positive feedback from students. The immediate impact is evident in students' increasing use of growth mindset language and a willingness to try and persevere with new tasks. To sustain and deepen the impact, growth mindset language will be embedded in learning objectives, assessments and medium-term plans (schemes of work) across the music curriculum.

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Developing the KS1 Curriculum by taking the maths curriculum outdoors

I am the lead teacher in Year 2 and work alongside two other parallel Year 2 classes in an infant school. My initial concern was to make the Key Stage 1 maths curriculum more inspiring by taking the lessons outdoors and using natural materials to engage and motivate learners. Initially I discussed my ideas at the TLDW sessions and collaborated with the Foundation Stage leader and the maths subject lead. The project quickly evolved as colleagues witnessed its success and by the end of the year, outdoor lessons featured across all 5 Key Stage 1 classes. Throughout, the children were engaged, motivated and began to challenge themselves beyond their own expectations. The positive impact was recognised by the governors, school, parents, children, and the end of year data.

Tracey Mountney, Strathmore Infant and Nursery School,
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Developing Maths Mastery

My project arose after I attended a subject leader course on 'Leading and enabling the mastery curriculum'. It was from this course that I was able to identify the aspects of the mastery curriculum that I could start to develop within my school. My starting point was to establish what mastery was and what this would look like within my school. I was then able to build upon my own subject knowledge of mastery by observing lessons taught by a teacher from Singapore, attending different maths courses and a maths mastery conference. I was also able to learn about different resources such as the 'White Rose' planning which I shared with colleagues. This resource proved a valuable asset to supporting colleagues with planning and leading the mastery curriculum. Throughout my project I was able to collaborate with colleagues both sharing what I had learnt about maths mastery and enabling them to try out and implement new strategies. To evaluate impact, I was able to analyse planning and the children's learning in their books.

Rachel Riste, Samuel Lucas   rachel.riste@samlucas.herts.sch.uk

Developing strategies to enable students to become more future-focused

My professional concern was that not all Level 3 students were developing an early or clear enough vision for their future education or career plans after Sixth Form. Often this led to an unintended and negative impact on student attainment, motivation, achievement and effectively retention. Students without a clear vision would not always have the motivation to study at the higher level of demand and intensity of A levels. Students without a vision for their future pathway, would usually be the ones who struggled with motivation, resilience and effectively the passion required to make progress. By considering how to engage students to take ownership of their personal vision, I created a "Vision for Success" theme running throughout the pastoral and PSHCEE/SMSC system for Sixth Form. This was based on the VESPA mindset approach creating the right support strategies so students could become more passionate self-motivated learners who are motivated by their aspirations against the backdrop of A level study.

Harvinder Sehejpal, Nobel School   Sehejpal@nobel.herts.sch.uk

Developing a student-centred approach to assessment

I led a project designed to promote a student-centred and engaging approach to assessment activities in PE. The concern arose out of my role as Deputy Subject Leader of PE with responsibilities for assessment. After firstly planning to explore the Life After Levels (LALs) process I decided to look into engaging and independent forms of AFL to use in lessons to then share and inspire departmental colleagues. I trialled various strategies with students in Year 7 and Year 9 which impacted positively on the students involved. Strategies have also been shared and used with colleagues in my department, the music department and other teachers from the TLDW group. The most successful outcomes of my project included the use of dice to chunk criteria, pupil created criteria, fun feedback, the use of the highlighter and AFL centred homework. Implications for the future include continuing to develop and share these student centred ideas with colleagues through our teaching and learning meeting and use this knowledge and understanding when refining the LAL process.

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Developing strategies to engage reluctant learners in Key Stage 4

My concern was that my class of low ability Year 10 pupils were having difficulties accessing the curriculum. Many had a poor attitude to learning and in particular struggled to access difficult literature texts. The project began with an investigation into methods used by other practitioners to overcome these difficulties. After consultation with colleagues I decided to use Heathcote's Mantle of the Expert techniques. I designed a three week project in which pupils watched and summarised a theatre production of the play we were studying. This involved collaboration to modernise and simplify the text. Impact was evident in more positive relationships within the class and an increased in pupils' confidence in their understanding of the text.

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Developing strategies to engage children with their learning

My concern was that children's engagement in learning in the Early Years was poor I shared my concern with colleagues and we worked collaboratively explore how we could improve learning outdoors. Although this took time to put into place, all colleagues were on board with the strategies for change. Over time the children were able to use the outside area independently with little support from the teaching staff, showing increased levels of focus and engagement. The 'CHIL boards' were a success in the class and the children use them every day, which makes a big difference for the staff as they can see the children being engaged and if there is a particular area a child needs to go in, the staff can start the child in that area and observe how they use it. Finally the use of taking the learning outside has enabled the children to become more autonomous including the most unfocused children who mark, make, count and show a real fascination of the world around them.

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Developing modern language provision: addressing poor progression rates from Key Stages Three to Five.

For the past two decades, the study of modern foreign languages at GCSE, A Level, and beyond has been in sharp decline across the whole of the UK (Macaro, 2008). I was concerned that this pattern was reflected in my own school and so decided to undertake a project to explore and understand pupil attitudes towards modern language provision across the three secondary key stages. Drawing on relevant literature, my own enquiry and consultations I identified various reasons behind the poor uptake of modern languages and also developed practical recommendations for future implementation that could improve overall progression rates.

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Developing strategies to improve pupils' understanding of exam questions

My concern was that pupils were lacking in confidence when answering exam questions in science. Consulting pupils about how they felt during exams and the issues they were facing, revealed that they felt demotivated after receiving their exam results when they had revised so hard. They admitted they found the questions difficult to understand and decode. Consequently I trialled different activities using key word definition sheets but felt pupils needed something more engaging. After reading about a technique called 'BUG'ging an exam question I modified this and came up with 'HUG'ging an exam question: pupils **H**ighlighting command words, **U**nderlining key words and **G**lancing at the number of marks. After trialling the 'HUG' technique I found that although some pupils used it effectively, some pupils still struggled with the understanding of command words. Therefore, I allocated time in lessons to teach definitions of command words. I also edited practice exam papers including prompts about decoding the questions and ensuring pupils use the HUG technique. The impact was very positive.

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Developing strategies for differentiation

As a teacher of Modern Foreign Languages, I have always been concerned about the wide ranging levels of competency and skills that students in year 7 have in languages. The experience of learning a modern foreign language and the exposure to specialist high quality teaching is often varied in primary schools and therefore differentiation in teaching becomes vital in order to meet the needs of all students. I immediately signed up for the School Improvement Plan Leadership Group exploring strategies for improving SEND provision and collaborating with colleagues to audit and share some of these strategies. I also attended an external course, which provided me with a wealth of ideas to trial and develop. My own reading helped me to refine some of those strategies and in the context of redesigning assessment materials that support a new curriculum I wanted to consider more specifically how strategies for differentiation lead to better outcomes from assessments. The students I focussed my strategies on, mostly Year 7s, certainly showed an increased enjoyment of the target language and participated far more with some of the support provided, including differentiated tests and tasks. I am looking forward to continuing to adapt and explore strategies that will instil this feeling in all my learners.

Domna Papadopolou, Mount Grace   padadopoloud@mountgrace.herts.sch.uk

Developing strategies to enable students' response to exam questions

My concern was that despite students having sound factual knowledge, this was not readily demonstrated in external exams. I wanted to find ways to improve students' exam question answering skills to boost both their confidence and their grades. Consultation with departmental colleagues confirmed the importance of developing strategies to help deal with these issues by embedding them in various teaching and learning activities. My action plan had three key aims: to make students were au fait with definitions of exam command words; to developed a question answering strategy that could be used for all subjects and embed exam question answering skill as good learning habits in schemes of work. The strategy I developed was the CKMS strategy: (highlight **C**ommand words, highlight **K**ey words, check **M**arks, **S**tructure answer) which combined the key elements of success from all the strategies researched. Schemes of work for all examined units are currently being planned to embed these strategies. These will be shared them my departmental colleagues using an online folder in the ICT/Computing department area.

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Developing strategies to increase the use of technology for learning.

Emerging technology had been highlighted in the School Improvement Plan and I was concerned that the use of Office 365 and Bring Your Own Device (BYOD) had not been as effective as it should be. Consultations with pupils and colleagues revealed that the majority of pupils were not bringing their devices to school and so teachers were not making effective use of the technology that exists. I decided to develop the use of digital resources in the Jewish Studies Department and collaborated with other colleagues to increase the use of technology in the classroom.   As a result, there has been an increase in colleagues and pupils using technology.

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Developing the use of technology in the classroom

The recent of explosion of technology in our everyday lives has meant that pupils are exposed to new software all the time and are willing to embrace it. I have trialled various ways of incorporating technology into the classroom and evaluated the pros and cons of each. I found that there are a vast range of quizzes, each suited for a different purpose in the classroom. Through Google Classroom and Drive, sharing resources has become easier than ever and it has allowed for more collaborative work on shared documents that can be edited simultaneously. When used at the appropriate time, technology can be used to enhance learning in the classroom and there is huge potential for interactive learning.

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Developing strategies to improve literacy

My concern was that some Year 9 students were consistently making spelling errors that hindered progress in their writing and were apathetic about addressing these issues themselves. Following collaboration with primary school teachers and a discussion with colleagues in the English department at my school, I launched a scheme across the whole of Year 9. Spelling tests were given twice a week and a bank of strategies was used with the class to help them take ownership of their spelling. The impact on students was positive. Consequently, these strategies and resources have been made available to the rest of the school after consultation with students and colleagues and will be used more closely with the new Year 7 cohort joining the school in September.

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Developing strategies for effective teamwork

My concern arose from the emphasis on teaching and assessing students as individuals. Since most situations in life require collaborative approaches I decided to find a solution. My project began with all colleagues in the P.E department trialling a framework designed to evaluate the effectiveness of teamwork. The aim was to try and teach engaging and purposeful lessons whilst developing teamwork skills. This included a team challenge enabling students to learn as part of a team whilst having a purpose and developing team skills throughout the process. The resources were refined through ongoing reflection and analysis by colleagues and students as they experimented with them within their departments and lessons. The strategies had a huge impact on engagement and academic success in both practical and theoretical learning in P.E.

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Developing strategies to embed stretch and challenge across the curriculum

My concern was that students, particularly those with high prior attainment scores, were not being consistently stretched and challenged in lessons and this had led to a lack of resilience and a failure to meet their potential. After consultation with colleagues and in order to launch a whole school focus, colleagues were asked to identify 'able and ambitious' students through creating a register of students based on teachers' professional judgement rather than just school data. This worked alongside our whole school approach to developing growth mindset. Each department identified a colleague to be a 'Challenge Champion' and created a policy for 'teaching to the top'. This has driven the agenda forward across the school. Quality assurance learning walks, SLT 'weekly walks' and student feedback has shown students feel more challenged in lessons and they can articulate how they know they are being challenged. Students are more confident at being able to articulate their views on challenge in lessons.

Lorraine Kerby, Rickmansworth School   lkerby@rickmansworth.herts.sch.uk

Developing strategies to tackle student apathy

My concern was that Key Stage 4 students' attitude to learning in GCSE Design and Technology was apathetic and negative. My project began with contacting and networking with local successful Design and Technology departments. These discussions and sharing of resources led to my trialling methods in Year 10 and 11 classes to see how students responded. Through an ongoing process of experimentation and improvement, comprehensive resources and revision packs have been produced and implemented. Impact has been demonstrated through a positive change in student perception as well as an improved quality in student work.

Jade Stubbs, Rickmansworth School   jstubbs@rickmansworth.herts.sch.uk

Developing awareness of mental health and wellbeing

As a sixth form tutor, with a background in psychology my initial concern was the mental health and wellbeing of individuals at my school. How could I improve their understanding and make them aware of the importance of discussing mental health and taking time to engage in activities which enhance our wellbeing? I wanted to inform them of the pitfalls and develop a network for them to be able to talk about issues without judgement, and understand where to get help if needed. I created a wellbeing team was created with many different measures put in place to support the work of CAHMS in school, as well as enthusing the students through activities to improve attitude towards school and wellbeing. Feedback from students demonstrated the success of my project: I have received many complimentary comments about how my project has made a difference to many of the students in the sixth form, and their attitude towards mental health, wellbeing, others in the school with even their progress and concentration levels improving as a result of the support now in place.

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Improving English interventions for students with SEND

The objective of the project was to provide improved interventions for students with SEND, studying for the new GCSE English. I consulted with students and staff about how best to provide these interventions. The interventions focused on activities such as storyboarding, jumbling and extensive discussion to enable them to develop their skills and revise. The students completed these tasks during after school 'homework club' with TA support in a group setting. As a result, students' confidence, subject knowledge and skills improved.

Stephen Collins, Sir John Lawes School

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Developing pupils' presentation skills

My concern was that there was a lack of consistency and quality in the presentation techniques that pupils use in Geography. I wanted to explore the idea that pupils could and should present all of their learning in the best format, and that the policy of the Geography Faculty needed to be clear for pupils to progress in this area. I consulted faculty colleagues as to how this topic was important in the new GCSE curriculum. My project focussed on securing the presentation skills of pupils in Key Stages 3 and 4. Through pupil feedback, collaboration with other departments and a consistent approach by all faculty members, my project resulted in a new faculty policy regarding presentations skills and allowed pupils to celebrate presenting their learning in the best light.

Jason Hatchell, Sir John Lawes School   jhatchell@sjl.herts.sch.uk

Developing strategies to support transition

My concern arose from data analysis showing a dip in grades in A level chemistry last year due to the new curriculum criteria and lack of knowledge about exam content. The main focus of my project therefore was to improve student attainment in A level chemistry by the end of Year 12 by developing a toolkit of resources to enhance student knowledge and application skills as well as their independent learning. I explored a variety of strategies ranging from online resources, exam technique (multiple choice questions), support sessions and competition activities.

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Developing participation skills in pupils with autism

This project took forward some of the provisions in the autism audit by encouraging pupils with autism at Sir John Lawes School to participate in the collaborative organisation of Autism Awareness Week (AAW), 2018. Pupils were supported to plan their participation in this event during Biscuit Club and define how they would like to present different aspects of life with autism in secondary school to their peers and colleagues in school. The project also engaged parents from the ASD Parent Support group to arrange their own awareness raising activities, including support for future parents of Year 7 pupils. The long-term establishment of AAW run by the Learning Support department will encourage pupils with autism and their parents to use it as a platform to have their experiences heard, create new communities of autism advocacy and self-determination, and empowering individuals to openly acknowledge and discuss themes affecting young pupils today such as mental health issues.

Alejandra Serpente, Sir John Lawes School   aserpente@sjl.herts.sch.uk

Developing strategies to improve learning for pupils with lower ability in Years 7 and 8

The aim of my project was to create a scheme of work and accompanying resources to cater for lower ability students in maths. This was designed to target students working well below the current level three, so as to keep them engaged and provide resources for their teachers and teaching assistants. I created this scheme parallel to the one currently being used in maths and added links to folders full of resources for each topic. I trialled these with lower ability students and adapted the resources to promote independence and confidence as well as preparing them for the four assessments that I created for use throughout the year.

Ellen Walton, Sir John Lawes School   ewalton@sjl.herts.sch.uk

Developing strategies to increase attainment

My project was inspired by circumstance and the need to successfully guide students through what was likely to be a very challenging final GCSE year in history. I decided that a comprehensive intervention programme would give me the best chance of helping these students achieve the best grades possible. After consulting literature and teaching and non-teaching colleagues, I decided to develop a five-point programme: 1) Identifying students for intervention 2) Extra sessions 3) Parental involvement 4) Building relationships 5) Engagement. The success of my project is difficult to determine but there are students who substantially improved their attitude, increased their effort and improved their mock and practice exam results.

Sam Amos, Samuel Ryder Academy   s.amos@samuelryderacademy.co.uk

Developing strategies to improve attendance

The inspiration for my project arose from a concern about the attendance of students in Year 9. I believe passionately in the link between high attendance and students' academic and personal progression so raising students' attendance became my focus. My project focused on developing strategies to tackle poor attendance using student focused approaches. I established peer coaching groups and workshops for parents to challenge poor attendance and more importantly to motivate students to attend school regularly. These strategies were developed and improved through evaluation and consultation with students, tutors and the home/school attendance officer with very positive results.

Joanne Boniface, Samuel Ryder Academy j.boniface@samuelryderacademy.co.uk

Developing strategies to support learners with English as Additional Language (EAL)

My concern arose from the fact that many students with EAL struggled to access the curriculum. My project focussed on developing a set of resources to assess the skills and language development of EAL learners. Collaborating with pastoral leaders and English teachers, I raised colleagues' awareness of the five stages of language acquisition, and the difference between fluency and academic achievement and developed a new approach to assessment. Working closely with the inclusion team we trialled some of the developed resources and strategies in the inclusion classroom (Learning Zone), through 1:1 interventions and in the classroom. Impact has been very positive and following my T&L presentation, SLT have encouraged me to run a workshop for all support staff in the next school conference. TLDW has been great opportunity to reflect on my past contributions and current project. The sessions and the networking events were valuable in allowing us to learn, inspire and motivate each other.

Naima Ech-chadli, Samuel Ryder Academy   n.ech-chadli@samuelryderacademy.co.uk

Developing strategies to improve student progress and independence

My concern arose from noticing that sixth form students' organisational skills and ability to engage in effective revision were poor. My project focused on introducing 'Going for Green', a spreadsheet to track key tasks to help students develop independence. When a task is completed the student's name turns green in the spreadsheet; anyone who fails a task turns red. To encourage wider reading and general knowledge, I collaborated with members of SLT who agreed to lead discussion groups once a week with sixth form students. This involved an article being emailed to students in advance, with the expectation that each student be prepared to discuss issues relating to the topic. Impact has been evident in students' increased confidence and raised awareness of current affairs.

Helen Potter, Samuel Ryder Academy   h.potter@samuelryderacademy.co.uk

Encouraging boys to talk about stress and anxiety

My concern was rooted in boys' mental health and wellbeing, especially as national trends showed that males were less likely to discuss problems in these areas. After attending a Time to Change training and consulting students, I identified stress and anxiety to be the areas that students were concerned about.

Collaborating with the pastoral team and the SENCO, I identified students who would benefit from support with managing stress and anxiety and designed a programme for the group. Feedback from students and colleagues involved was positive. To extend the project, I hope to continue the group next year and use some of the resources and activities planned to improve the sixth form mentoring programme at school.

Victoria Thomas, Verulam School   victoria.thomas@verulam.herts.sch.uk

Developing coaching strategies to improve the progress of adolescent boys

As the Year 8 Learning Co-Ordinator one element of my role is to monitor and track academic progress and attainment within my year group. One of my main concerns was boys underperforming. After consulting colleagues in my TLDW group and I established a plan of action: a programme of teacher mentoring/ coaching. Each of the students I selected had different concerns and therefore I had to focus on pairing them with the most effective mentor. Firstly, I wanted to establish my team of mentors and provide them with the primary ideas that underpin pupil empowerment but then take a step back observe the boys' behaviours and evaluate progress made throughout the process such as lesson drop ins, assessment point data, focus groups and teacher comments to monitor the progress of the boys. The impact was very positive.

Leanne Clark, St Mary's Catholic School   L.Clark@stmarys.net

Developing strategies to help reading become a habit

As a secondary school librarian I wanted to investigate the reasons why pupils had lost, or not formed, a reading habit and address this strategically. Background reading revealed a nationwide acknowledgment of this issue, but little evidence of success. I began by collaborating with form tutors, observing their tutees' weekly reading sessions. After discussing observations with tutors and TLDW mentors I focussed on two form groups evaluating attitudes, beliefs and habits about reading. I collated my evidence and presented them at poster sessions to generate awareness of key differences between the year groups. Having identified and discussed 10 key 'villains' adversely affecting reading engagement, I produced a choose-your-own-adventure book to help teachers focus on the problems pupils face, and potential solutions. After teachers had time to reflect we met to discuss strategies as a group. We used a traffic light system to give feedback and teachers shared experiences of what had and had not worked. From this I have developed a toolkit to support teachers who are now actively looking at ways of reinforcing a positive message about reading.

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Developing a growth mind set in students who have low prior attainment

I was concerned that many students with low prior attainment seemed to have a fixed opinion of their ability and therefore did not always see the value of increasing their effort in order to achieve. My project aimed to address this through effective teaching of basic mathematical skills. I wanted to show students that they were able to learn new skills and retain them given the right teaching and opportunity to rehearse these skills. Use of growth mind set language and the language of expectation were also key factors in changing the attitude of the students participating in the project. Students were given a tailor made booklet to address their individual needs and then used this booklet at the beginning of every lesson as a starter activity. The majority of students made significant progress on their core skills and were more positive about their ability to learn mathematics.

Sue Hutchin, St Mary's Catholic School   s.hutchin@stmarys.net

Developing strategies to improve independent learning

As a new Subject Leader in the Mathematics department, I was concerned at the lack of information students had about their targets, the expectations they had of themselves and what to do about closing the gap between their current and targeted position. My project therefore focused on developing strategies to improve independent learning. Skills within each unit were assigned a 'level' and students were challenged each week to reach their target grade by conquering the necessary skills. I also noticed that some basic skills which had not been 'mastered' when first taught needed further practice. Students were provided with repeat assessments that had specific skills identified that allowed students to state the skill they needed to improve and provided time for them to do so. After eight week feedback has been positive and other colleagues have become involved with the potential of impacting on departmental policy.

Craig Palmer, St Mary's Catholic School   c.palmer@stmarys.net

Developing strategies to create independent learners

As a subject leader of Art at St Mary's Catholic School I became concerned that I was not preparing sixth form students well enough to make appropriate choices concerning their higher education in Art and Design. The launch of the new two year A-level specification provided a good opportunity to change the curriculum offer in Art to include sessions on: portfolio preparation, research into appropriate courses, an understanding of the diverse nature of higher education courses in the creative fields and discussion concerning the labour market and creative careers in the classroom. Over the course of the TLDW project, through discussion, feedback from both staff and students and forward planning, I have been able to clearly visualise the way I am going to implement the above sessions in the coming academic year and fully educate students as to the choices they have post A level. I am hoping that in time this will create more independent and engaged learners who want to actively find out what opportunities are available to them within the creative fields.

Nairn Holly, St Mary's Catholic School   n.holly@stmarys.net

Developing strategies to encourage ownership of learning in the classroom

"Ma'am I brought in your homework today", "Would you like to keep my book as I finished it?", "Which question should I start on?". Such comments from students in my Year 9 class concerned me. Why did the students feel they were completing work for me? Why were they not able to make decisions based on their learning needs? Was I doing anything inadvertently in the classroom that led to the students feeling this way? My development work was aimed at helping answer some of these questions above and provide an insight into the notion of ownership of learning. Strategies I trialled to encourage ownership were based around incorporating choice and reflection in lessons which impacted positively on students' learning.

Mohsinah Datoo, Queens' School   datoomo@queens.herts.sch.uk

Developing strategies to improve students' resilience

With the introduction of the new GCSE in maths, I wanted to look at ways of improving students' ability to tackle the more complex maths questions on which there was much more emphasis in the new specification. There was an urgency to tackle this with my year 11 set 4, who were the first cohort to sit the new exam. As a result of reading, consultation with colleagues in the TLDW group, maths department, other departments and other schools I identified strategies to use. However, I ran into a couple of obstacles through the project, the main one being the students' mindset in the classroom. Many of them considered themselves not clever enough to be able to tackle these worded questions. The other problem I encountered was a lack of resources for the new GCSE earlier on in the year. My project helped my GCSE students approach the worded questions where it was not clear exactly what mathematics was required to solve the problem. Eventually, the students gradually became more confident in approaching unfamiliar questions as the year went on. By the time they took their GCSEs, they were comfortable having a go at the more functional questions.

Jill Knight, Queens' School   knightji@queens.herts.sch.uk

Developing strategies for providing effective feedback to students

My concern arose from a growing realisation that teachers struggle to mark students' books effectively and in a way that benefits themselves and the students. I decided to focus my TLDW project on developing ways to provide students with effective feedback to not only help myself, but my colleagues in the science department too. Experimentation focused on students in Years 8 and 10 as well as other colleagues' classes. During the project I was seconded to SLT to work on the marking and feedback policy at Queens' School which has been redrafted. The impact of my project has spread much further than I originally thought it would and I look forward to continuing to work with the whole staff and SLT on developing strategies to provide students with effective feedback.

Georgina Northcroft, Queens' School   northcge@queens.herts.sch.uk

Developing strategies to inform real life career ideas

The focus of my project was to increase awareness amongst our students about real life careers. It began by raising awareness within the classroom about the skills learned within each subject and how they can be utilised in a career. I hoped that this would increase students' motivation to learn.

Part of my project involved helping pupils understand the skills employers are looking for and increase awareness of the practical relevance of each subject and the relationship between career and school. I achieved this through a systematic process of consulting with colleagues in different subjects and providing tools to support them.

As a result of consulting and presenting to senior colleagues, I am organising and leading a Careers Fair at the beginning of the school's academic year. I hope that this will be a voyage of discovery for our students and they will be more informed. My hope is that this event will build strong links and collaborative partnerships between the school and the wider community.

Patricia Brown, John Henry Newman School   brownp@jhn.herts.sch.uk

Developing strategies to engage the disengaged

I was concerned at the lack of engagement of pupils in my Year 9 Catering group the majority of whom were on the SEN register and who qualified for pupil premium funding. Over the year I developed a number of strategies including an open seating plan where they took decisions about who to work with or sit with, based on who could help them or who they could help rather than friendship groups. The process enabled me to adapt my teaching practice and bring about positive outcomes for all pupils. They completed a demanding activity for the Art Department, whereby they prepared, cooked and served the buffet for the end of year Exhibition, which was well received by staff, senior leadership and parents.

Siobhan Haywood, John Henry Newman School
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Developing reflective marking strategies

I was interested in developing ways to help pupils get the most out of marking, assessment and feedback. My project included trialling many new approaches to marking and peer assessment. One of the strategies used involves dedicating a lesson to peer assessment and discussing the pupils' comments with them. Discussions like this are aimed at making pupils more aware of what they write and creating an atmosphere of reflection; not just of the work but of the comment itself. As a result pupils are able to comment more specifically. I have somewhat changed my approach to how I mark and I now use it as a tool to make me aware of any misconceptions pupils may have allowing me to plan ahead more effectively.

Gerard Losty, John Henry Newman School   lostyg@jhn.herts.sch.uk

Developing effective peer assessment techniques

I was concerned that my marking was not as effective as it could be and wondered if peer assessment could provide the answer. I noticed that pupils enjoyed peer assessment but didn't really know what to write, so I decided to create a structured way for the students to give feedback to their peers and train them on what good peer assessment looks like. Overall my students have made very good progress and I now have resources that I can use and enable peer assessment to be embedded more into departmental schemes of work.

Sharon Taylor, John Henry Newman School   taylors@jhn.herts.sch.uk

Developing communication across the curriculum for non-verbal children

I was concerned that children in my class with speech and language difficulties were only using communication books at snack time. I was determined to find a way to develop a voice for the children. After consulting the literature and colleagues about the best way to take my development work forward, I decided on using an iPad and a programme called Proloquo2go as a communication aid. Ipads are commonly used and this approach would bridge communication between home and school. Initially I introduced this to one child through games, circle time and art however, in collaboration with other subject leaders, this was extended throughout the curriculum. I used video to capture the impact of this approach as did other members of staff collaborating with me. In terms of impact, all children's communication has developed well. Discussions with senior leaders has ensured that this development work will continue next year and I will be working with trainee teachers and Teaching Assistants to demonstrate this approach.

Kate Bannington, Amwell View School   kate.bannington@amwell.herts.sch.uk

Developing maths provision in the Early Years

I was concerned that children lacked confidence in their mathematical ability, they were insecure about number sense and place value and had difficulty making links between mathematical concepts. I had a hunch that this was because children did not recognise maths in their environment in the same way as they saw language in the environment. Initially I talked broadly about changing provision with my TLDW group, my phase colleagues and senior leaders. Following much reading and visits to other settings I had an idea about introducing maths through games. I reorganised the classroom and created sets of games that could be played in there. In addition I created maths games packs for children to take home to play with their families resulting in a significant impact on their motivation and confidence with number as well as their use of mathematical language and reasoning skills.

Diane Campkin, Wormley Primary School   dcampkin@wormley.herts.sch.uk

Developing strategies to engage reluctant readers

I noticed that many boys dismiss reading as something that is not for them, commenting that it is something girls enjoy. My goal was to break down these barriers and promote reading as an enjoyable past time for all children. My project began with a self-reflection about what was going wrong. I consulted colleagues in school and at network events for suggestions as to what initiatives could engage boys and get them more excited about reading. Following this I developed an action plan and collaborated with the KS1 Leader for ideas and read widely for inspiration. Consequently, I developed three components: a Reading Buddie programme, an inspiring reading environment and an initiative called Daddies Read Every Wednesday (DREW). When reflecting upon the benefits of my project I am incredibly proud of the difference and positive impact that it has had - from boys racing to their favourite books in the superhero reading corner to asking to sit and read during their Golden Time; the impact is incredibly apparent. In addition, the buddy programme has been very successful across the school, with older and younger children eager to read with one another. The slowest progress has been with the DREW initiative, however dads of children in the Early Years have been more confident to come in and read and received such positive feedback. More dads are beginning to volunteer in KS1 and I am confident this initiative has the potential to have a positive impact on boys' reading attitudes with great role models.

Brittany Evans, Cuffley School   bevans@cuffley.herts.sch.uk

Developing strategies to increase parental engagement

I was concerned that when students with severe learning difficulties left our school at 19, they were not as involved in the wider community and their physical activity levels were far less than younger students. Consulting parents, colleagues and the literature, it was clear that families face a number of barriers, perceived or real, preventing them from engaging in physical activity in the wider community. Since parents are typically the key decision makers in these young adults' lives, I believed that increasing awareness of opportunities and engagement in physical activity would enhance the well-being of the students and the desire of parents for their child to remain physically active throughout their lives. Most of our students are transported to and from school, so we needed to find opportunities to encourage parents into school to join in with their children and share in experiences of physical activity. My development work was about identifying, publicising and evaluating such opportunities. Some events were more successful than others but certainly parents of young children, new to the school, are keen to be highly involved and those that did engage gave very positive feedback. The learning group of collaborators that I formed is acutely aware that we need to engage parents more and can exploit the new, positive relationships with parents of young children so we build lasting home school relationships that focus on the students. We have already considered opportunities for 2018, considering events to take place in the community outside of the school environment.

Amy Gregg, Amwell View School   amy.gregg@amwell.herts.sch.uk

Developing relationships through a community garden

I was concerned that many of our children, who live in flats, had little access to outdoor spaces particularly for gardening and growing. Therefore, my development work focused on developing relationships between children, parents and staff by developing a community garden. Initially I wanted to help cultivate large plots which could offer many families an opportunity to grow their own food, however I wasn't quite sure how this could be achieved as I didn't know much about growing fruit and vegetables or getting the project up and running. After consultations with my TLDW group and colleagues and having visited another school, I decided to start with a small plot, involve the children and hope adults would get involved. I doubted my ability to lead this but the children (and some parents and grandparents) came and helped to prepare, plant and harvest a range of flowers, fruits and vegetables. This project has grown steadily and has had many benefits such as home grown food, maths reasoning, cross age relationships and improved the attendance of particular children. I now recognise myself as a leader too.

Sally Hutchings, Wormley Primary School   shutchings@wormley.herts.sch.uk

Developing strategies to engage reluctant writers

Despite the successful introduction of Pie Corbett's Talk for Writing (2011) approach across the school, I noticed that some of the shyest children, boys in particular, were reluctant to contribute or easily distracted by this approach. Having been an art subject leader, I wondered how introducing art activities into English plans could help. Consulting a member of a previous TLDW group about my ideas and gathering suggestions from a network event, I was inspired to use art as a stimulus for writing. In spite of constraints such as space in the curriculum and established plans, in collaboration with the art leader at the school, we planned a cross-curricular programme of learning based upon key texts in each year group. The art work and literacy from this programme of learning was really impressive but even more impressive was the improved attitudes to writing, particularly with the boys. Tools I used to gather their views demonstrated a much improved attitude to this approach to writing. This is only the start of a potentially successful approach to writing across the school which we will continue with in 2018.

Cherry Sparkes, Wormley Primary School   csparkes@cuffley.herts.sch.uk

Leading a team of colleagues

My concern was how to lead an established team of colleagues as the new Early Years Leader in my school. I considered the impact a new leader might have on an established team and how to tackle possible challenges around team work. I focused on ways to build relationships with fellow colleagues and to establish new relationships with the Early Years services on site (the Day Care and Children Centre). My aim was to drive forward change and to raise standards. I achieved this by organising regular team meetings, with agendas, providing practitioners with time to talk and discuss practice. By listening to discussions, as a facilitator at meetings, the team was able to grow. I then moved on to considering the current provisions provided within the Early Years outdoor environment. This led to the planning of a team project to improve the outside area, inviting team members from both school and Day Care to be a proactive part. The journey so far has had many barriers but the impact of creating communication links between all, is a success. These are the foundations which will support the steps needed to go forward in my role.

Anna Geaves, Howe Dell Primary School   ageaves@howedell.herts.sch.uk

Developing collaboration to improve teaching and learning

My concern was that there was a poor relationship with the pre-school even though it is next door to the reception unit. I was also concerned that our pupil premium children were not receiving additional support despite extra funding and entering reception with low levels of communication and language. I therefore decided to set up a mentoring scheme where pupil premium children visited the pre-school on a weekly basis with different resources. The reception children were responsible for explaining and encouraging the pre-school children to engage in the various activities. The impact can clearly be seen in the end of year results. All the children involved with the project have achieved the early learning goal for communication and language. The relationship between the reception and pre-school has also significantly improved. My work has been published as a case study by Herts for learning.

Ameila Makinson, Strathmore Infant and Nursery School   amelia_makinson@hotmail.com

Developing parental engagement

My concern focused on the lack of parents' involvement with their children's learning and the daily life of the school. I began by exploring reasons for this lack of engagement and with colleagues, planned a series of opportunities to entice parents to become involved on a more regular basis. The project kicked off in Nursery where we invited parents in to volunteer for a variety of cooking sessions. As we had a positive response to this I decided to extend our plan to include both Reception classes. Here we focussed on improving the outside area for children in order to enhance their learning opportunities and to provide high quality challenges for the less engaged boys. We had an overwhelmingly positive response from a group of parents who are now engaging with their children's learning on a regular basis.

Elishia Jones, Little Reddings Primary School   ejones@littlereddings.herts.sch.uk

Developing engagement in learning through a Forest School approach

The aim of my project was to improve the outcomes of physical development through risk taking and outdoor play in the Early Years Foundation stage. Collaborating with a PE specialist I planned a variety of high quality sessions to improve children's physical skills, which would also impact on other areas of learning, such as personal social and emotional development, communication and language and literacy. I introduced climbing time, so children had the opportunity to routinely take risks; yoga became daily practice. I also re-vamped and re-stocked the outside area so that activities were on a larger scale and more open-ended. When I started my project the number of learners predicted to get a profile point two in physical development was 36%. After recently submitting the EYFSP the percentage has now increased to 68%. Not only has physical development improved but the project has also helped to improve many other areas of learning. Outcomes in communication and language, personal, social and emotional development, maths, literacy, understanding the world and expressive arts have all increased as a result.

Sabriya Mistry, Reddings Primary and Nursery School   smistry@reddings.herts.sch.uk

Strategies to develop children's communication

My concern was that children were entering Reception class with limited experience of exploring the natural, outside environment. Furthermore, as children move to Year 1, valuable outside learning opportunities cease. Drawing on my previous experiences and knowledge of a Forest school approach, I developed a programme called 'Maple Cross Explorers', a series of timetabled sessions for children. To effectively establish the programme, I provided information and training sessions for Year 1 colleagues and communicated with parents via letters and the school blog. During the year, children had the opportunity to take part in over 30 different activities. My colleagues and I have noticed the children's improved speaking and listening skills and their ability to give reasons for decisions. Children have engaged fully in the learning and have developed risk-taking skills and tried new activities and shared their learning at home. My work has been published as a case study by Herts for Learning.

Juliet Scourfield, Maple Cross JMI   jscourfield@maplecross.herts.sch.uk

Strategies to develop practitioner interactions in the outdoor environment

My concern was the lack of interactions between practitioners and children outside, limiting children's learning and development. I decided to see if I could develop practitioners' interactions by firstly observing and feeding back actual statistics of the difference between the percentage of interactions outside and inside. Secondly, I used this evidence to produce two bespoke training courses to support practitioners in dealing with the barriers to outdoor interactions, increasing their knowledge and helping them realise the importance of outdoor interactions. This led to an outdoor policy being written to which all colleagues contributed. The impact has been a huge increase in the amount of interactions between children and practitioners outside which is impacting significantly on the children's development.

Nikki Smith, Little Learners Pre-School   little-learners@holytrinity.herts.sch.uk

Strategies to develop writing

I was concerned about the lack of interest children in Reception demonstrated in writing. I began by working closely with my Early Years team and consulting a range of people and then focused on our indoor and outdoor environments, evaluating them to see how they provided the best opportunities for writing. My focus then turned to developing the children's physical development as this directly links to their ability to write. In terms of impact, my colleagues and I have noticed real progress in children's literacy skills and their excitement for writing which was not seen before. During my project I have established close links with other schools and improved my own practice immensely.

Wai Ling Wong, Little Reddings Primary School, wwong@littlereddings.herts.sch.uk

Strategies to develop children's physical learning experiences

My concern was that children were digging in mud but didn't appear to be learning from it. I identified an area in the garden that had been left and could be developed to offer role play and varied learning opportunities. Building a mud kitchen using pallets and an old sink top, I involved the children in the planning process and they helped with tidying the area and planting bulbs for spring and then later, bedding plants for summer. The children are now making mud pies, using kitchen utensils and sitting at a table serving 'food'. Required items were sourced by requests for donations from parents/carers. By creating a chalk board and busy board, I have increased their mark marking and physical development opportunities. My colleagues and I have noticed an increased development in language and collaboration amongst the children. It has definitely had a significant impact on their learning.

Jill Biss, Maple Cross JMI   jbiss@maplecross.herts.sch.uk

Strategies to improve young children's personal, social and emotional development

The focus of my development work was a result of discussing the school development plan and noticing that progress in children's personal, social and emotional development (PSED) had dropped significantly over the past few years. The long term aim was to work with collaboratively with colleagues to focus on providing high quality PSED opportunities throughout the school day for all children and to instill a greater awareness of our school values within them. Some techniques and resources were being used by an established Nurture Group, however, I wanted to make this provision accessible to all children as well as working together with parents to engage them in their children's personal, social and emotional development. The legacy of my development work is evident in the cultural change towards PSED and the children's learning.

Mona Foroughi-Clarke, Ludwick Nursery School, m.foroughi@ludwick.herts.sch.uk

Strategies to develop the outdoor environment

My concern was that the outside environment was not developing the children's learning. I decided to lead a project to develop quality interactions outdoor to enable quality learning. Firstly I consulted colleagues and children and we came up with some ideas. The children were involved in the planning of the outdoor environment thereby developing ownership over their setting. Parents were invited to a school BBQ to help with the process and success was evident in the emergence of a mud kitchen and wooden benches. The outdoor environment continues to be developed and the children are reaping the benefits in each and every way.

Rebecca Cantwell, Little Reddings Primary School
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Strategies to develop the outdoor environment

My concern was the physical health of families and the rising level of obesity connected to this. I decided to put together a series of physical activity sessions that would benefit the whole family. I looked into what was already available in our area and planned one session as a trial run and used feedback to improve future sessions. High attendance at future sessions as well as taking account of family feedback to enable me to adapt planning led to an increase in demand and my having to add sessions at different times and in different venues. Feedback from parents and children demonstrate the benefits, enjoyment and the need for this in our area. During my project I have established links with other professionals, different venue locations and I am still seeing significant progress in children's physical development.

Sara Lawrence

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Strategies to improve parental engagement

Consultation with my colleagues highlighted a concern about physical activity and engagement in sports and PE of our teenage students with severe learning difficulties. We encourage our young people to experience life within the community outside of the school and home environments through sporting events and off site visits but much of this is lost once pupils leave our setting. It appeared that families faced barriers in taking their children to events and clubs and therefore were reluctant to do so. I wanted to find ways to encourage parents to become more involved in events to promote physical activity and to recognise the benefits to our young people. Since many of our children are bused to and from school, I knew this would be a challenge so I teamed up with another colleague to plan, organise and advertise a series of events. This project had a positive impact on my colleagues with whom I collaborated. The initiate encouraged a number of colleagues to engage parents more effectively and build relationships which enabled our young people to experience greater opportunities. Some events were more successful than others but we can build upon these successes and continue to promote family events. As a result of this project, I have developed my understanding of leadership, parental engagement and barriers that families and staff face together. I have realised that I can affect change and influence others through a shared vision for change.

Lucy Currie, Amwell View School   Lucy.currie@amwellview.herts.sch.uk

Developing independent study and strategic approach to exam questions

My concern was that students performed successfully for the controlled assessment part of the Design & Technology 'A' level but the theory element of the course often affected the students' marks quite substantially. I decided to consult students about ways how they learned most effectively. The feedback enabled me to adapt my lessons accordingly and create a more student centred learning environment. Collaborating with colleagues at Network Events also impacted on practice as a result of discussion about successful strategies.

Kath McGee, Chancellors School   mcgeek@chancellors.herts.sch.uk