

### Message from Maria Anderson...

It is hard to believe we are at the end of the Spring Term in school. From a CEO perspective, it is very exciting and rewarding to look back on the year to date and see what our schools have achieved, together with how they have adapted to meet the needs of our children and families during these uncertain times. The passion and drive of our leaders and staff to collaborate across the Trust has developed hugely this year and will remain a priority as we move into the future. I will keep you up to date with the progress that is being made in this area, as we all know that by working across our schools, it is going to be hugely beneficial for the whole workforce but most importantly for our children.

This term we have had a focus on recruiting Headteachers in three of our schools. We are delighted to let you know that Mr Keith Smithers was successfully recruited to be substantive Headteacher at Elburton. The Trust has also recruited Mrs Vicky Broughton who will take over the leadership of Widewell Primary School from September. They are wonderful additions to the leadership team of Horizon and we are looking forward to working with them in the future. We will also be re-advertising for the Executive Headteacher position at Hyde Park schools after Easter, we will let you know who the successful person is next term.



Many of you will have been supporting your children this term with **remote learning**, together with juggling working from home at the same time. This has been a very difficult time for you as parents and carers trying to teach your children, getting to grips with the technology and the approach to teaching of different

subjects. From a school perspective we think you have all done a superb job in working with us and we really appreciate your support with this. Your feedback on the approaches we have been using and how we can support during this period of time has been very beneficial in enabling schools to make adaptations to their approaches.



I am sure you can resonate with the pictures included, at times when working/supporting your children has led you from delight to exasperation and at times despair! We have all been there. It is clear from how the children have returned you have done a great job in supporting your children both emotionally and academically. Thank you for working with us.

In our next newsletter at the end of the Summer Term, there will be an overview of governance at the Trust. This will give you an overview of how it works, as well as ideas on how you could get involved if this is an area you are interested in. On behalf of the Trust Board and our school leaders I would like to take this opportunity to wish you all a lovely break from school with your children. Let's hope that the sun shines and you are able to make the most of the environment we live in.

## What are we doing at Horizon to support the Catch-Up of our pupils?

### 'Scarred for life': Sage experts warn of impact of Covid policies on the young

Press release

**COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable**

Many of you will have read the headlines or heard things through the media about the impact of the COVID pandemic and the lost education of our children and the long term impact on them. As CEO, educationalist, parent and concerned person in the community, I am aware of how concerning and potentially distressing these headlines are on us as adults and on the young people we care for.

**'Why we shouldn't call today's children the 'Covid generation' – but 'the remarkables''**

**Ofsted: School leaders determined pupils won't become 'the COVID generation'**

At Horizon, our teams have been proactive and committed to supporting our children whether in nursery, key stage 1 or key stage 2. Throughout the second school closure our schools have carefully developed an engaging curriculum responding to the needs of the children and feedback from parents. Your feedback has been massively useful in enabling the schools to consider what is working well and what can/could be developed to ensure greater participation by the children.

As a Trust, our schools have identified the areas to support and the development needed for all of our children on returning to school, focusing on their emotional, social and academic needs. It is vital that we focus on the whole child and ensure they have the full support that is needed. A range of provision is in place in all of our schools to support the mental health and well-being of our children. All of our schools have access to a Multi-Agency Support Team, who can provide a range of support for children, if this is needed. Our schools have skilled staff who can deliver emotional literacy support on a day to day basis. Academically where there are gaps in skills and knowledge of our children, the staff have refined and developed bespoke learning for individuals and groups of children.

A range of approaches are being used in the schools, but these have been based on evidence based research. Across the Horizon schools, we are utilising a range of provision for our children that is research based and proven to have had good impact on pupil progress. The schools have thoroughly investigated the key gaps and areas that their children have and then ensured that the provision they intend to use has maximum impact. There are some common approaches across the Trust that we are using, these include Nuffield Early Literacy Intervention for our children in Foundation. Involvement in an 'Oracy' project that will have impact for pupils across the whole primary school range. In our Read Write Inc. schools- we have additional one-to-one provision in place for those children who need this level of support. There has also been an investment in 'Reading Recovery', Accelerated Reader and additional staff to support with small groups linked to writing and most importantly for us the key is about excellent teaching on a daily basis.

From a school perspective we need to see this time as a positive: 'Life is a series of opportunities'. It is about embracing these, reflecting and moving to the future based on what we now know, and what we know works, not what has been habitual or the previous norm. Each school has developed a Catch-Up plan that can be accessed through their school website. Please be assured that supporting your children is high priority and we will ensure that they are not seen as a lost generation, but seen as the 'REMARKABLES', as they are. If you require any further information about this, please do speak with your child's school.

## Horizon – Strategic Vision : ‘Employer of Choice’

### **Jess Brown – Elburton Primary School**



My journey began when I started volunteering at Elburton alongside my A-Levels. During this time, I realised how much I enjoyed working in a school, especially in the Elburton community. When my A-Levels came to an end, I wasn't someone who knew exactly what I wanted to do. However, I knew I wanted to work with children. This is when I decided to pursue this and began an apprenticeship. During this time, it made me realise my interests were in Speech and Language and supporting children. After completing my apprenticeship, I wanted to carry on working in a school and became a full-time teaching assistant. This is when my career path became more apparent to become a Speech and Language therapist. To enable this passion, I started an access course alongside working, which will allow me to go to university. From working at Elburton, it has given me the confidence and passion to make this happen. My whole experience and journey wouldn't have been possible without the amazing support from the Elburton Primary School team, who have helped me get this far.

### **Andrena Lynes – Hooe Primary School**



I have been asked to write an article for the Horizon Trust Newsletter to share some of the career development opportunities I have had since joining the Trust. I started teaching in 2013 after deciding to retrain as a Teacher later in life. Luckily, I was able to secure a job at Hyde Park Infant School where I trained and have spent many happy years there teaching. As a school we joined Horizon Trust in January 2019, a time when I had moved into a leadership role as well as being in the classroom. Soon after joining the Trust, I was offered a place on the 'Every Teacher a Leader' course which runs across all nine schools in the Trust. Through this collaboration I was able to gain valuable experience of leadership outside of my own school and work in partnership with other aspiring leaders and teachers. In Spring 2020, I was fortunate to be offered another development opportunity by applying for and securing a secondment as the Assistant Headteacher at Hooe Primary Academy, where I started to work in September 2020. Taking on a new leadership role will always have its challenges, however this year there have been a few more than normal! I am very well supported in my role, not only by the lovely team at Hooe Primary but also by the wider leadership team across the Trust. This support is indicative of the ethos Horizon Trust has created to support all of its staff and their career development. As we move into a brighter future, I hope to be able to continue accessing the opportunities available to me as well as offer support to others in the Trust with their own career development.

### **Teaching Assistants at Widewell Primary Academy**

We have all felt very privileged to be able to undertake our training whilst working at Widewell.



**Tess** - After working at Widewell as a teaching assistant for a year, I then completed my Early Years Teacher Status with Postgraduate Diploma and am currently undertaking a Postgraduate Teacher Apprenticeship to gain QTS. Being able to access this training whilst staying at Widewell has been of huge benefit to me as staying in work, alongside children, has boosted both my understanding and motivation. I am very proud to say I have trained at Widewell and would recommend taking a work based route if you are employed in school.



**Abby** - I have worked at Widewell for four years as a teaching assistant, and have always thought that one day I would like to train to become a teacher. I didn't think it was possible for me as a parent as I needed to earn an income as well as train, but I discovered that Marjon do a work-based degree that allowed me to keep my job and attend university just one day a week. When I have completed my degree I hope to go on to do a PGCE or equivalent to gain Qualified Teacher Status. I am very grateful that I have been able to further my career whilst working at Widewell.



**Jayne** - It's never too late to learn. I started working at Widewell Primary School initially as a mealtime assistant when my children were young. Over the years I have been able to complete my Teaching Assistant NVQ Levels 2 and 3 which made me realise how much support I could offer to the children in becoming a teacher. I am now coming to the end of my degree and have found that working as a teaching assistant within Widewell primary school has enabled me to have a good foundation of knowledge which I have been able to build upon. The school as a whole have been very supportive and encouraging throughout my study which has given me confidence in my abilities. I am now looking forward to commencing a Postgraduate Teacher Apprenticeship through Marjon to gain QTS which will enable me to progress within a career that I am passionate about and still maintain an income.



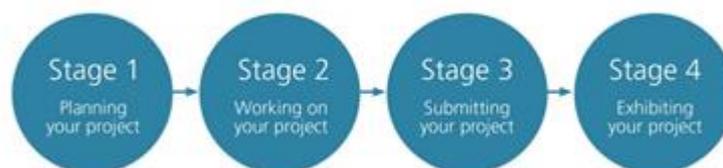
**Shaunna** - I spent several years as a 1:1 for another school and never had the support like I receive here at Widewell. I've worked at Widewell for nearly two years now as a teaching assistant. I have thoroughly enjoyed every moment including the harder days as I have learnt so much about the role of a teacher and what the children really need from teaching staff. With that I took a leap to begin studying a foundation degree at Marjon, it's a work based degree which is perfect for me and my family. I am coming to the end of my first year and ambitious that I will be able to go on to gain my QTS. The staff have all been supportive, and the ladies who are also on their path to a QTS have been so kind and helpful.

## Let's celebrate with Hyde Park Junior School



### HPJS success at Take One Picture

Take One Picture is a national programme for primary schools, which aims to inspire a lifelong love of art and learning. Every year, the National Gallery take one picture from their collection to inspire cross-curricular work in primary classrooms. Activities around each focus painting take place in four stages:



In our art curriculum each year group focus on a different art medium so they were able to take a different perspective on the selected painting. This approach also means children experience a broad spectrum of art techniques during their time at the school. Year 3 focuses on printing and the printing process, year 4 studies collage, year 5 works on photography whilst year 6 study sculpture.

## Newsletter from CEO March 2021

The focus painting was introduced to all students by listening to the sound clip of the battle, followed by 'reading the painting.' This is where children looked in detail at the painting itself and interpreted what they felt the painting was portraying. This was then followed by a guided reading session linked to the painting to give the children the information about the painting itself and the artist.

We have recently been notified that our year 3 and 6 work are due to be exhibited at the National Gallery in London. We are super excited to have our first submission to this competition exhibited in a national institution in London! Please find below some examples of our student's brilliant work:

