



Dear Parents and Carers,

I would like to warmly welcome all our communities back into school!

It has been brilliant to see all the fantastic learning that has taken place during the recent lockdown, either remotely, through Google Classroom, or through the provision made for our children of key workers and those deemed vulnerable, which accounted for 25% of the children across our three schools. A big thank you to all school staff who adapted quickly after the Christmas break to be able to improve our offer based on learning from the previous lockdown. Also, a massive thank you to our parents and carers for your support and commitment providing an environment to enable your children to learn from home, whilst balancing this with your own unique family circumstances. We appreciate that this has taken an immense effort and huge amounts of juggling priorities, so thank you again!!

Parents and carers in all three schools were asked to take part in a school survey regarding the remote learning offer, and I am delighted that the responses were so positive. The results have been published by each school in their own newsletters and demonstrated that a very large majority of you felt supported by school staff during these exceptionally difficult times. Our staff were grateful for the acknowledgement of their hard work and efforts, whilst juggling their own family commitments. Ongoing feedback was used to develop and improve the remote learning offer. We hope that we shall not need remote learning on this scale again, however if we do, you can be assured the schools will continue to adapt the approach using your feedback.

Although a large part of this newsletter is to showcase and celebrate the children's learning, in these Trust newsletters, we endeavour to provide information regarding the work of the Trust. Moving forward, we are planning to focus on a different Trustee in each newsletter, to give you an insight into what goes on behind the scenes to ensure our Trust and the schools within it are preparing every child for success in life – today's children; tomorrow's future.

With Best Wishes,

Glenn Livingstone
CEO

Trust website at: www.partnersinlearning.co.uk

Examples of Fantastic Remote Learning!

The children at Partners in Learning schools have embraced remote learning with resilience and determination! The teachers have worked hard to continue to offer a broad and balanced curriculum, adapting and pushing forward with the Connected Curriculum topics ensuring all learners access what they are entitled to.

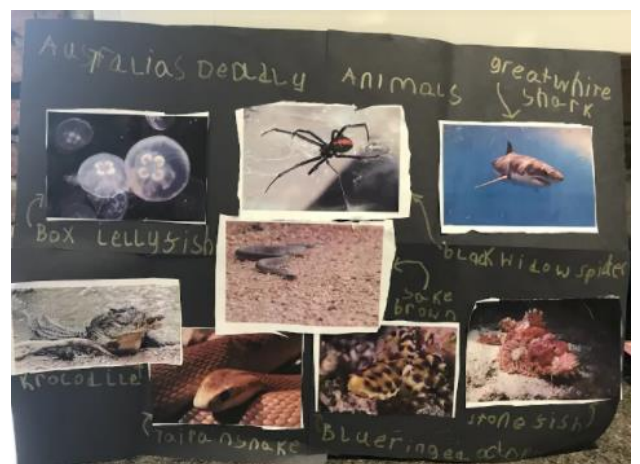
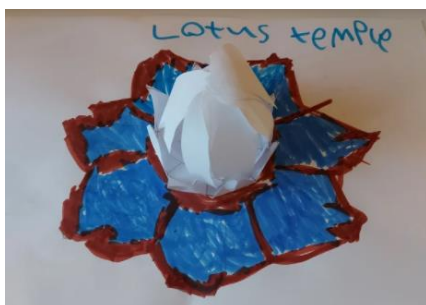
Consistent engagement with their learning has continued as learners have developed skills and their understanding of new topics. The children have really benefitted from being able to receive verbal feedback on their learning, hearing personalised comments to them has meant that they have continued to improve pieces of learning just like they would if they were in class. When speaking to children about their feedback they had the following to say. 'I like hearing my teachers voice because I get a better understanding of what I need to improve.'

'I know my teacher is helping me with what they are telling me to do and I know when I have done well because they tell me!'

A teacher also commented 'The verbal feedback has been so helpful because sometimes it not necessarily what you say but how you say it which helps them understand. By hearing the intonation, they are picking up the feedback much better.'

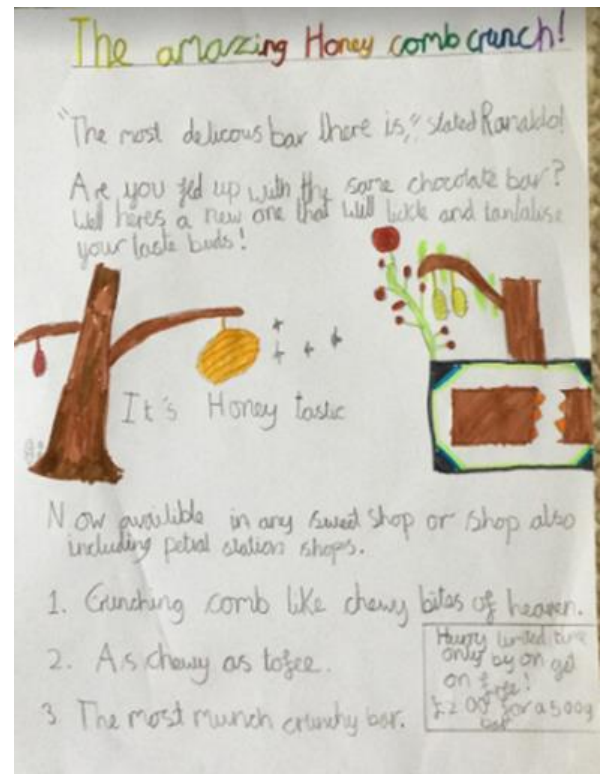
Remote Learning at Blackwell

Year 1 have been learning about other countries; they put their research skills to the test to teach each other about Australia and India before making comparisons between the two. Whilst at home, the children have enjoyed developing their presentational skills with many children filming their findings. By working remotely, the learners have had true purpose in developing certain skills, such as where to position themselves and how to communicate information clearly and effectively.





More examples of remote learning at Blackwell



NEW **Dknutalious bar**

Make ya mouth move as quick as ya feet
LET'S GO NUTS WITH "Hammy"

Try our New **Nutalious** bar!, Its got **more** nuts than a squirrel!!
Energising in natural protein, Organically sourced peanuts, Supported by Fairtrade coco beans, British cream

Buy one get one free
Plus get your hands on a "Hammy" poster
In All major supermarkets while stocks last



In-school provision at Halsford Park – Year 2 joining a live English lesson with their peers, being delivered remotely by their teacher!



Remote Live Small Group Sessions providing targeted teaching and feedback at Halsford Park

3.1 The part-whole relationship Step 2:5

Equal parts. Which is longer?

Liz 

Lara

www.ncetm.org.uk/mastery 2019 pilot © Crown Copyright 2019

1:07 PM

Presentations (You)

You

... Joris P

Alexander E

Megan E

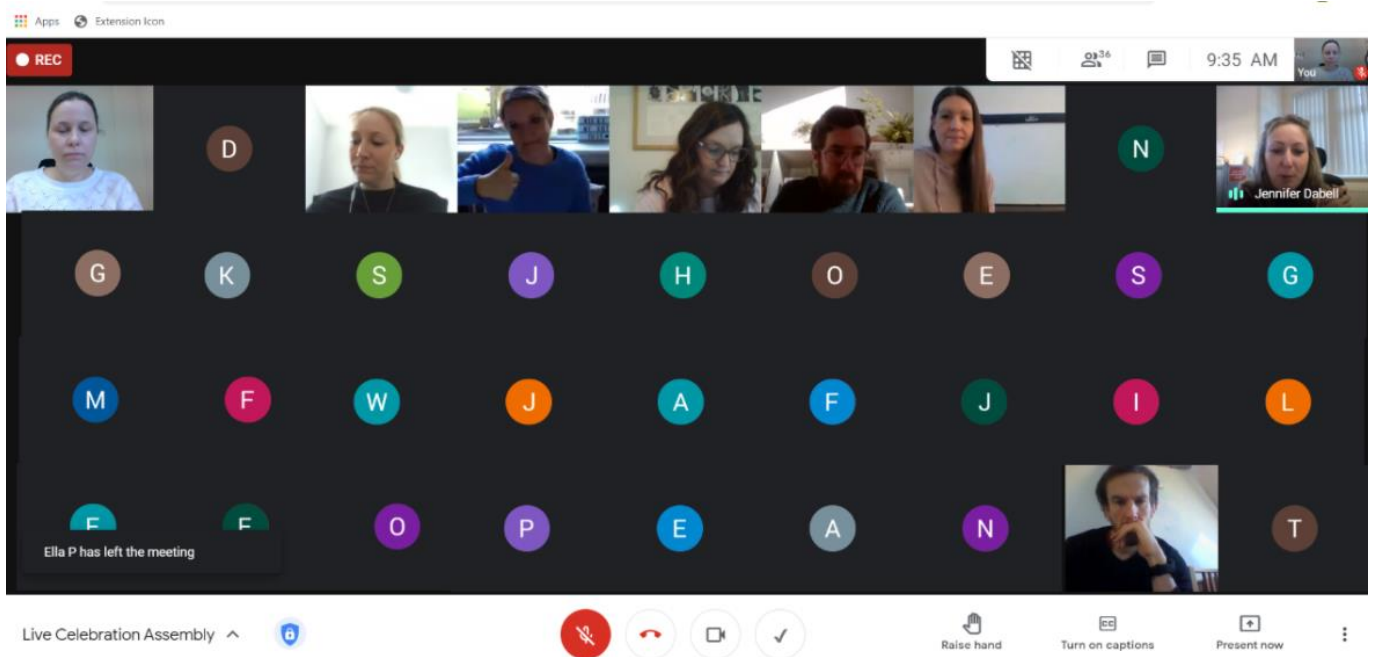
Jed H

Coco M

Year 6 whole class English lesson at Baldwins Hill



Baldwins Hill Whole School Assembly





About our Trust Board

Our Trust Board meet eight times a year, with one meeting being entirely dedicated to Self-Evaluation based on the MAT Improvement Capacity Framework published by the Department for Education. One other, in December, is dedicated to the external auditors report which is then, by law, sent to Companies House and published on the Trust website in the following January.

Each Trust Board meeting consists of rolling agenda items, such as the review of finance, budgets and risk registers, with other agenda items added at other meetings, for example, reviewing the Key Performance Indicators, approving new Governors and Trustees, or reviewing and approving policies. The final meeting at the end of the year is for a Self-Evaluation review. All minutes are available on the Trust website once agreed at the following Trust Board meeting.

Our Trust also has two Committees; the Standards Committee and the Audit and Risk Committee. The Standards Committee meet to scrutinise the schools performance data, and the Audit and Risk Committee meet to analyse the financial reporting in more detail, with both Committees providing challenge and then presenting a summary to the whole Trust Board.

Our Trustees, working in their different remits, also take the time to ensure their evidence gathering isn't just from reports. For example, the Standards Committee members observe Subject Team Meetings, or Achievement Team Meetings, to ensure they are gaining a wide evidence base that supports the Trust's performance.

Trustee Spotlight – Ben Woollard



I am delighted to have been asked to kick off the first in a series of spotlight articles on the Trustees of the trust board. The idea of becoming involved in an academy trust stemmed from my employers, Lloyds Banking Group, who have been very focussed on encouraging us to become actively involved in the communities we live and work in. Therefore I was very excited to be appointed to the Trust board 3 years ago this month. My motivation to become part of the trust was to be part of an organisation focussed on creating a supportive and safe environment enabling learners to grow and be the best they can.

Since joining the trust I have been hugely impressed with how it operates in a professional, inclusive and cooperative way. I regularly see fantastic leadership, team work and collaboration right across the trust between trust leadership, trust colleagues, staff, the Local Governing Body, parents, guardians and key stakeholders. I believe this was a key factor in being able to expand the trust and bring Blackwell into the Partners in Learning Academy Trust.

In my role as a trustee one of the key elements is attending the regular board meetings, however outside of this I also sit on the Audit & Risk Committee. As part of this role the committee is charged with receiving and reviewing key financial performance data, undertaking deep dives into key areas of risk as well reviewing the yearly audits. Our role is to ensure we provide independent challenge to these areas. Other areas I have also been involved in recently have been the annual appraisal and objective setting of the CEO and I formed part of the interview panel for the appointment of the new Headteacher at Baldwins Hill, which I greatly enjoyed - congratulations to Jenny in her new role! Undertaking these additional activities gives me a chance to gain a deeper insight into the running of the Trust and contribute, where appropriate, to its continued success.