

# *Releasing* **POTENTIAL**



THE ST. BART'S  
ACADEMY  
— TRUST —

**BTSA**

Summer Term 2023



**A Royal Celebration**



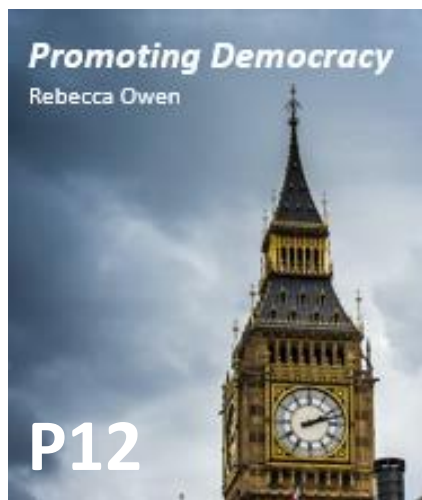
# A Royal Celebration

Another school year is coming to an end and it has been one to remember for many reasons, including the historic Coronation of our new King. In this issue we look at some of the activities that took place across our Trust to celebrate this momentous occasion.

We also look at ways to promote democracy and explore the advancements being made in technology with the development of Artificial Intelligence.

We hope you enjoy the content and we wish you all a well-deserved Summer break. See you in the Autumn!





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# ***A Royal Celebration***

The Coronation of King Charles III



# St. Bart's Celebrates The King's Coronation

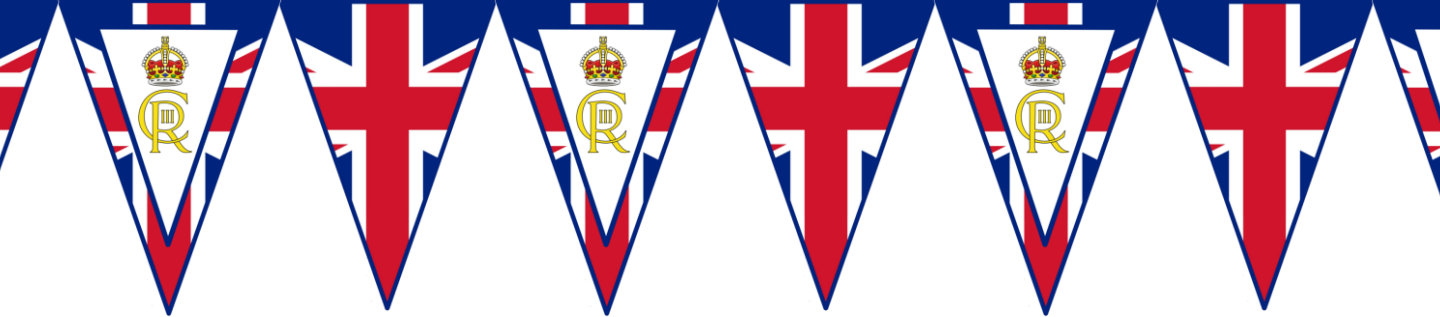
In May, St. Bart's academies celebrated the Coronation of King Charles III. Over the next few pages we showcase some of the fun activities that took place on this historic day.



Pupils at Whitchurch Church of England Infant Academy contributed to a collective piece of Coronation artwork (above) whilst children in the Early Years took part in a range of activities including a special tea party (below).



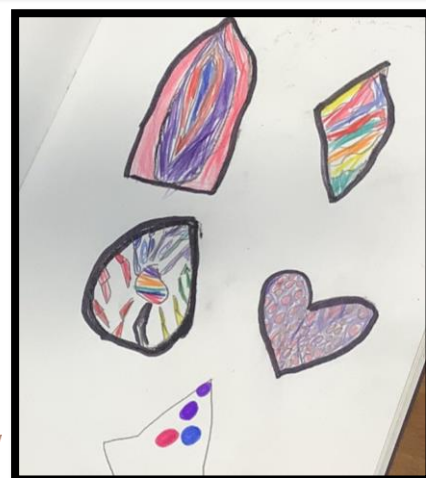




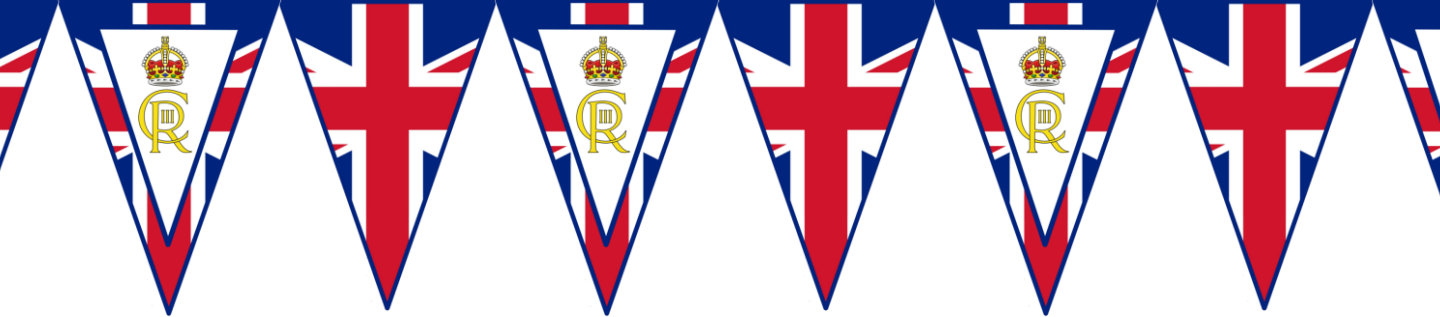
The children at Hungerford Primary Academy took part in a range of art and design activities. Reception pupils designed a new crown for the King, whilst KS1 and KS2 used a variety of materials to produce self portraits, stained glass windows, picnic/finger food, water colour landscapes and frog collages.



**Hungerford Primary Academy**  
learn to love and love to learn

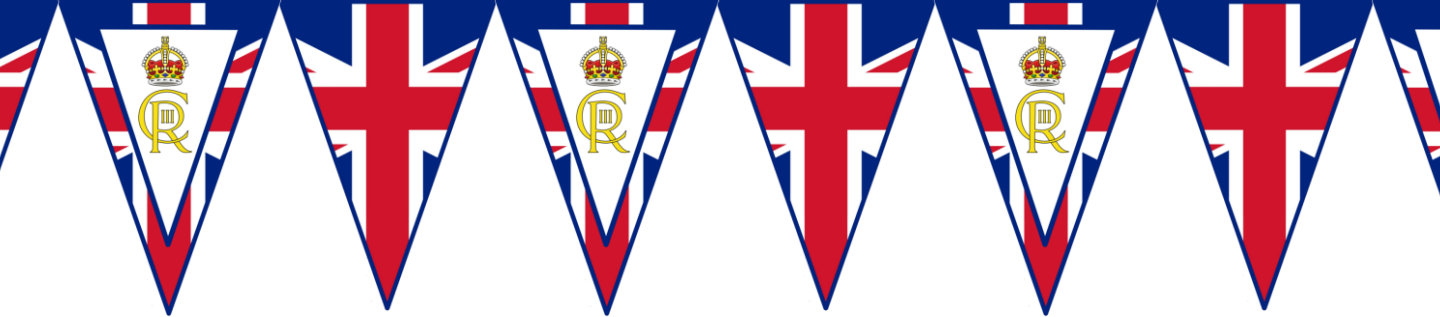






**Kingsland C.E. Academy held a Celebration Assembly where a wall hanging that all the children helped to make was unveiled. There was also a Coronation cupcake competition.**

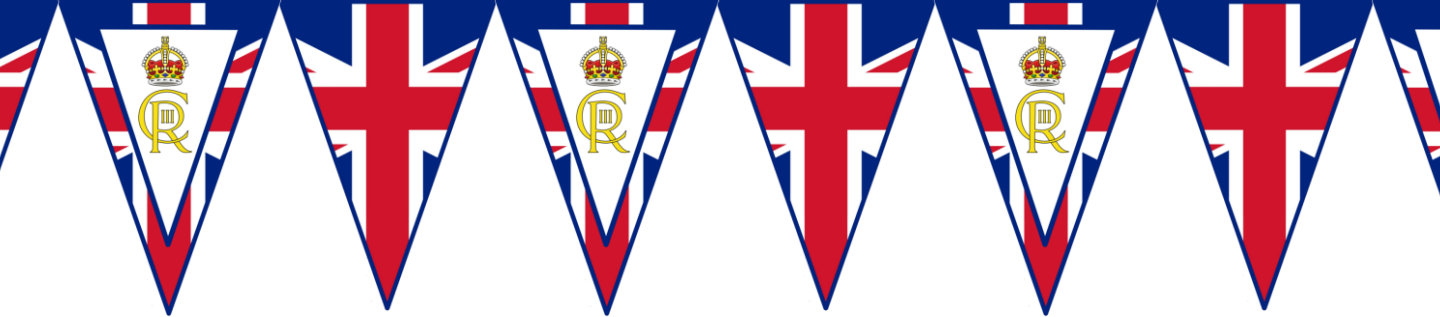




**Year 1 and 2 children at Longford Primary Academy made Coronation patchwork quilts as part of their Design and Technology work and pupil Harrison received a royal postcard from King Charles himself!**



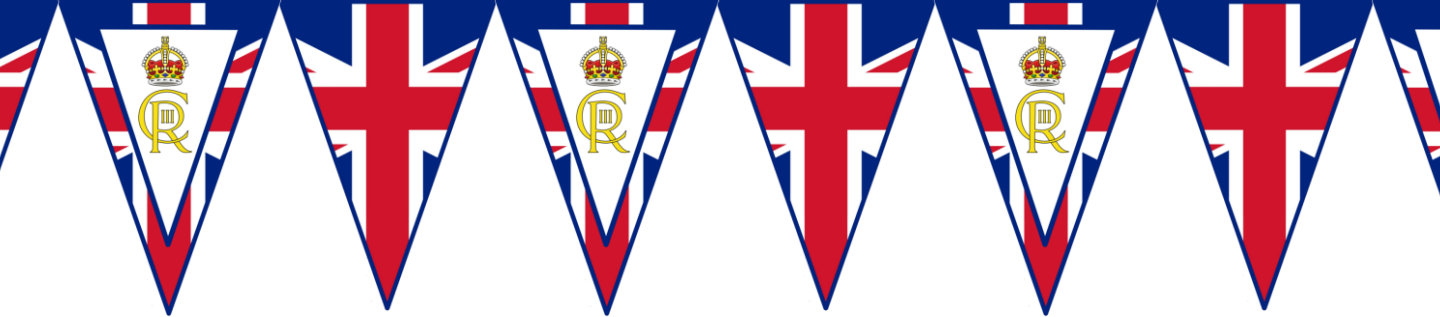




**Pupils at Meir Heath Academy had the opportunity to make their own crowns, write letters to the new King, complete an outdoor history timeline and celebrate with a special fish 'n' chips themed lunch and afternoon tea party with cakes and biscuits!**







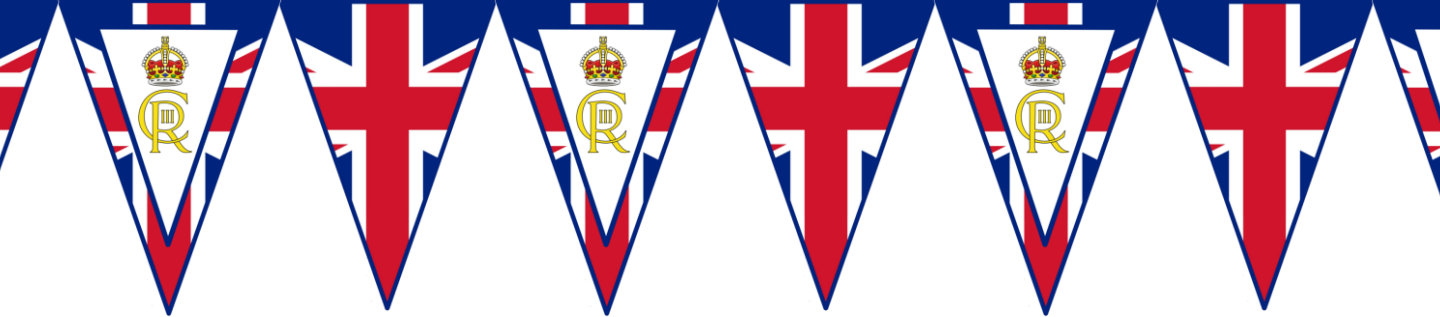
Pupils at Park Hall Academy had a fantastic morning creating crowns with their loved ones. To celebrate their uniqueness, the children were challenged to create a crown which expressed who they are.

Parents were also invited in to school to watch the 'Park Hall's Got Talent Royal Parade'.

The young artists shared their artistic crown creations and created magical memories of the Coronation.







Weston Federation pupils took part in a range of activities, had a Coronation party, and the Year 1 children created their own King Charles III pop artwork based on the style of Andy Warhol.







The official photograph of His Majesty  
The King and Her Majesty The Queen  
Consort taken by Chris Jackson.



# *Promoting Democracy*

Rebecca Owen





# Promoting Democracy



**During January 2023, Rebecca Owen from Hungerford Primary Academy attended the U.K. Parliament Ambassador Teacher Programme alongside 70 other teachers from across the country. In this article she explains the purpose of the programme, her experience over the three days and how this has impacted on her personally and professionally.**

Since its launch in 2006, the Teachers' Institute has trained more than 700 teachers from all parts of the UK, giving them a detailed understanding of how the House of Commons and Lords work. It is a three-day training event in Parliament, fully funded by Parliament's Education Service. Following the training, teachers go on to teach their students and fellow professionals about democracy and the Houses of Parliament.

## **Three Day Visit to Parliament**

The Monday morning started with an introduction from Sarah Davies, the Clerk Assistant in the House of Commons. Sarah is the first woman to hold this position and explained the importance of all the members of the House Service being politically impartial. The Clerk Assistant sits in the central place at the Table of the House, in front of the Speaker of the House of Commons and advises on all its procedure and business.

Above: A route with a view. Rebecca's photograph taken on Westminster Bridge on the first day of the programme.

We then headed over to the Speaker's apartments for a guided tour by Jim Davey. Jim was appointed Speaker's Trainbearer in January 2012 and had previously worked alongside John Bercow. We were extremely lucky to then have a question and answer session with the current Speaker of the House of Commons, Rt Hon Sir Lindsay Hoyle MP. The Rt Hon Sir Lindsay Hoyle is the MP for Chorley, and has been an MP continuously since 1 May 1997. Mr Hoyle is a family man; his daughter worked as a teacher, and he is the proud owner of a menagerie of pets.

His passion was evident as he spoke about why he got into politics, the changes that can be made and why education is so important: "In my view you are never too young to get involved in democracy and to make things happen – so giving teachers an insight into our world is a great way to pass that message back to the classroom. We also appreciate having the chance to talk to teachers about their experiences, to thank them for their hard work, and to see how we can work together to get children interested in politics."



# Promoting Democracy

Following this, we toured the House of Commons. We started in the Central Lobby, which is the crossroads between the House of Lords and the House of Commons. You will have seen the Central Lobby on TV as it is often featured in political news stories and is where all interviews are held.

The public can come and “lobby” (request to see) their local Member of Parliament and if you present yourself at the desk then your local MP is duty bound to speak to you, as long as your reasons are genuine of course.

Whilst the public is allowed to enter the House of Commons, the monarch is not. The monarch is forbidden to enter the as part of a parliamentary convention dating back to King Charles I in the 17th century. As we walked in, we were instructed to feel the grooves carved out on the door by Black Rod.

Black Rod's role at the State Opening of Parliament is one of the most well-known images of Parliament. They are sent from the Lords' Chamber to the Commons' Chamber to summon MPs to hear the King's Speech. Traditionally, the door of the Commons is slammed in Black Rod's face to symbolise the Commons' independence. Black Rod then bangs three times on the door with the rod. The door to the Commons Chamber is then opened and all MPs follow Black Rod back to the Lords to hear the King's Speech.

Upon entering, I was surprised at how deceptively small the chamber is. This creates a very intense atmosphere during debates and in fact the green benches only seat about two-thirds of the MPs so during busy debates the room is overflowing. It was made clear that we were not to sit down! Microphones hang down to capture every word of the debates and speakers are in the headrests of the benches so that MPs can clearly be heard by all.

***“Teachers' Institute is exceptionally well-regarded by the participants each year, and I welcome the opportunity to explain the work of the House of Lords to such an appreciative audience.”***

Rt Hon Lord Fowler,  
The Lord Speaker.



Above: The Speaker's Apartments.  
Below: Tour of the House of Commons.





*We ended with afternoon tea on the terrace overlooking the Thames and our school's local MP was invited to join us. I was one of the lucky participants whose MP came. Dr Kieran Mullan has been the MP for Crewe and Nantwich since December 2019. I had the opportunity to discuss his stance on current issues and he offered to come into school to speak to students about his work.*





# Promoting Democracy

On Tuesday, we started at the other end of Parliament, in the Education Centre. Having never been here before, this was an opportunity to see what is on offer for schools, which can bring groups of children for a trip.

After this, was a tour of the House of Lords. What struck me most, following our visit of the House of Commons the previous day, was how patently different the two rooms were. The House of Commons is simple, with green leather benches and a brown carpet. In contrast, the House of Lords is full of deep golds and bright reds. At the front of the room, is an ornate throne covered in gold leaf.

This was followed by watching the Speaker's procession from the Speaker's House through the Central and Members' Lobbies to the Chamber. The procession consists of a Commons' Doorkeeper, the Serjeant at Arms with the mace, the Speaker, the Trainbearer, Chaplain and Secretary. In the Central Lobby, where there may be members of the public, the police inspector on duty shouts "Hats off, Strangers". This is a sign of the elaborate hat wearing etiquette of the past, whereas nowadays, few may be wearing hats. We were then led up to the Commons gallery to watch some of a Health and Social Care question time.

After lunch, we heard from some teachers who had previously completed the programme who spoke about how they continued the work following their visit once they returned to their schools. Then, (undeterred by my grilling the previous day) my local MP signed up for a session to explain his role at Parliament.

On the final day, we heard from Lord Speaker John McFall. As Lord Speaker, Lord McFall of Alcluith, oversees proceedings in the chamber, chairs the House of Lords Commission and promotes the work of the House in the U.K. and abroad.



The screenshot shows a purple header with the UK Parliament logo. Below it, the title 'Who is in the House of Lords? Teachers' Pack' is displayed. A section titled 'This pack contains:' lists four items: 1. 'Who is in the House of Lords?' – Key topics and questions; 2. 'Nominate a Peer' activity – Instructions and worksheets; 3. 'What do people know about members of the House of Lords?' – Instructions and debate cards; 4. Background information: • Who is in the House? • How do you become a member? Below the list is a photograph of the interior of the House of Lords, showing the ornate architecture and the seating area.

The UK Parliament website has a range of free resources for all ages covering a number of key themes such as Citizenship and British Values, Debating, Equality and Diversity and Rules and Laws.

Discover more by clicking the image above.

He was able to share his wealth of experience from working as a Labour MP between 1987 and 2010, a Minister in the Northern Ireland Office, a Government Whip and chairing the Treasury Select Committee between 2001 and 2010. As you can see it was a very busy three days!



# Promoting Democracy



## Crewe Primary Schools Debate Session

Local Councillors organised a debate session held at the Municipal Buildings in Crewe. Primary Schools across Crewe were invited to bring children to debate issues to explore the question 'What are the skills needed to make Crewe a great place?' In preparation, in our weekly School Council meeting, children were asked to present their ideas for how they think we could improve Crewe. We carried out a practise session and played games debating against each other on which daily item was better, for example, a banana or a book, or a bike or a TV.

Three other schools took part on the day and children learnt how to argue points of view from the perspective of agreement and disagreement, how to justify and defend opinions and how to persuade others to support a particular point of view. The session was led by two members of Crewe Town Council and in the afternoon the debate was overseen by The Mayor of Crewe, Councillor Nan Walton and The Mayor of Cheshire East, Councillor David Marren. We even got to try on The Mayor's robes – don't we look smart!





# Parliament Lessons Across School

Children in all year groups celebrated one of our British Values (Democracy) in a week dedicated to learning about the work of Parliament. This included how Parliament is made up of the House of Commons, the House of Lords and the monarchy, what is meant by democracy and how laws are made using the Parliament Education Service resources. The yearly themes are sequenced to build on prior learning as pupils progress through school. This year, lessons took place in April in the lead up to a visit from our local MP; however, in future these lessons will be in September in the week where we hold elections for members of our School Council.

## Reception – The Prime Minister

Children learnt about our Prime Minister as they explored the question 'Who is in charge of our country?' Most Prime Ministers display a coat of arms in Parliament and the Speaker of the House of Commons has their shield painted on the interior walls of Speaker's House. Pupils designed their own coat of arms, considering what represents them, their heritage and their community.

## Year 1 – An Introduction to the Houses of Parliament

Children had an introduction to what happens at the Houses of Parliament. They read the book 'Our school trip to the Houses of Parliament' and discussed the roles of the two houses. Pupils were asked to generate questions they would like to ask our local MP when he visited our school at the end of the week.

## Year 2 – Democracy

Democracy is a system of government used by more than half of all countries around the world. The word 'democracy' derives from two ancient Greek words: 'demos' (meaning 'the people') and 'kratos' (which means 'to rule'). Therefore, the literal meaning of democracy is 'rule by the people'.



In practice, this means democratic countries have systems in place which give the people a say in how their country is run. Pupils explored the meaning of 'democracy', and the ways in which they have a say in what happens in school and how when they grow up they can participate in democratic life in Britain. They learnt about the role of the Prime Minister, Members of Parliament and political parties, and how a general election works.



# Parliament Lessons Across School

## Year 3 –The role of an MP

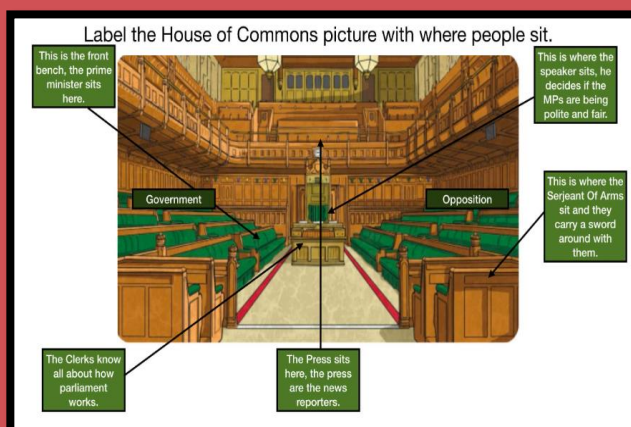
Each constituency elects a Member of Parliament to represent their interests and concerns in the House of Commons. MPs consider and can propose new laws as well as asking government ministers questions about current issues including those which affect local constituents. Pupils wrote letters to our local MP to raise issues that matter to them.

Dear Kieran Mullan,

My name is Louis. I love school however last week I learnt about people bullying online so I want you to please stop them bullying. I think this is important because when someone bullies you on line you might get upset or angry and bully them back. I believe you and your ideas can change all of this by telling someone important to Crewe. I would like to ask you how will you change all of this and tell everyone in Crewe to stop this.

Yours Sincerely

Louis



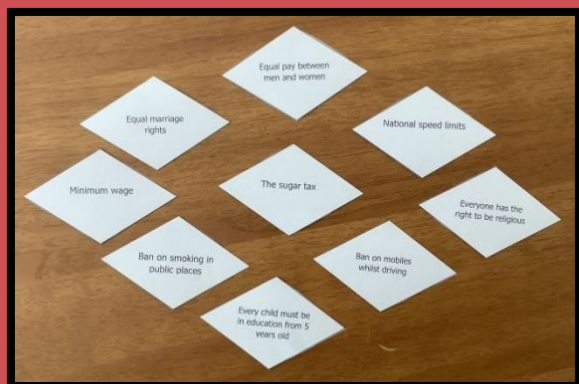
## Year 4 –The House of Commons

The UK public elect 650 MPs to represent their interests and concerns in the House of Commons. MPs consider and propose new laws, and can scrutinise government policies by asking ministers questions about current issues either in the Commons Chamber or in Committees. Pupils looked at what happens in the chamber and where people sit.

## Year 5 –The House of Lords

The House of Lords is the second chamber of UK Parliament. It plays a crucial role in examining bills, questioning government action and investigating public policy. Members of the House of Lords bring experience and knowledge from a wide range of occupations. Life peers can be suggested by the public. Pupils considered who they would nominate and why.

I would nominate David Attenborough  
rough, because he would be able to  
do more about what the world  
has come to, more people might  
even listen to him about saving  
the planet.



## Year 6 –Rights and Laws

Pupils spent time discussing important laws, such as the Human Rights Act and the United Nations Convention on the Rights of the Child. Given 9 laws, pupils working in groups, discussed and prioritised the statements from the most important at the top to the least important at the bottom.



# Parliament Lessons Across School



Above: Dr. Kieran Mullan (local MP for Crewe and Nantwich) with pupils from Hungerford Primary Academy. His visit included an assembly that demonstrated how Parliament affects our daily lives.

## Visit by our Local MP

Local MP, Dr. Kieran Mullan visited our school to deliver an assembly on how he became interested in politics, following his training as a doctor, and his role as an MP. A child was selected to talk through what they had done that morning before coming to school. Dr Mullan stopped at several points to explain how the work of Parliament affects all aspects of their daily life, for example, food labelling standards and strict rules about what can be shown on TV before the 9pm watershed. He also met with the School Council to answer their many questions about life as an MP. The questions ranged from how to become a Member of Parliament, how MP's vote to what the House of Commons is like as a place to work in and what are the best parts of his job. He was impressed by the pupils' knowledge about Parliament and their active interest in how Parliament works. In October, our School Council will be visiting Parliament for themselves.

This was the most amazing course I've been on and we are working towards becoming a Gold Teacher Ambassador school. I would love to share my experience first-hand with you all and deliver a CPD session for teachers and share the resources we have used at Hungerford. If you are interested, you can contact me at – [rowen@sbmat.org](mailto:rowen@sbmat.org)

Parliament's Education Service works with school and Members of both Houses of Parliament to support young people in developing their understanding of Parliament and democracy. They offer free programmes and resources, through educational visits, tours, publications, outreach and competitions. Applications for the next cohort (22-24 January 2024) are now open. For more information about other programmes available from Parliament's Education Service, visit: [www.parliament.uk/education](http://www.parliament.uk/education)



# ***Building Futures***

Our recent EMB day for Senior Leaders



# Building Futures

In June 2023 senior leaders from across the St. Bart's Multi-Academy Trust came together at the Bridge Centre in Stoke-on-Trent to focus on a range of themes aimed at inspiring staff to fulfil our vision of Releasing Potential in all.

The day began with Trust CEO Lisa Sarikaya welcoming everyone and reminding them of our core purpose of advancing education. She spoke about the Trust PEACE wheel and how the five areas link to the Trust School Improvement Strategy: *"We have a **passion** for releasing potential in all our children and staff through the **encouragement** and development of **ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **collaboration**, we strive to provide the highest quality of educational experience and outcomes for our young people in an inclusive environment. Through the **enjoyment** of learning, we live life together in all its fullness through **PEACE**."*

The rest of the morning was an opportunity for Academy Principals to work alongside their Senior Leadership Teams to review their SEF (Self Evaluation Form). Trust Director of Standards and Effectiveness, Ian Hunt, challenged leaders to "move from description to evaluation" and he encouraged staff to reinterpret the PIE (Provision – Impact – Evidence) model as an IPE model. This subtle change in perspective, placing 'impact' first, was accompanied by Ian tasking leaders to answer the question, "What do you want to achieve, what will you do to get there and how will you know?". He also presented a range of tools to support the Academy teams in evaluating the four strands of Quality of Education, Leadership and Management, Personal Development and Behaviour and Attitudes. Members of the St. Bart's Central Leadership Team were also on hand to provide additional advice and support.

***"There are no good schools without good principals. It just doesn't exist. And where you have good principals, great teachers come, and they stay, they work hard, and they grow."***

Arne Duncan  
U.S. Secretary of Education





*“What do you want to achieve, how will you get there and how will you know?”*

Ian Hunt  
Director of Standards  
and Effectiveness



THE ST. BART'S  
ACADEMY  
TRUST

# Building Futures

The afternoon began with a presentation on **Pupil Progress Meetings** from Kelly Deaville (Head of Digital Transformation) who encouraged leaders to “Go D.E.I.P.”.

She explained that this particular acronym outlined the process for PP meetings –

- Discuss
- Evaluate
- Identify
- Plan

She recommended that the best time to schedule meetings was within the first half of the Autumn term in order to set agreed, ambitious pupil and cohort targets. Ideally these would be followed by termly data uploads. More frequent meetings may be required where pupils are receiving an intervention and meetings need to take place at any point in the year if a teacher is leaving.

Kelly outlined a list of points for Senior Leaders to consider beginning with the school assessment system itself. Is staff assessment reliable and is it linked to National Curriculum criteria? She challenged staff to consider how useful current assessment practices are and what impact they were having on pupil learning. She asked what we mean when we describe progress as ‘good’, are targets aspirational enough and are they shared, agreed and accurate? Importantly, she stressed how leaders need to focus on those pupils who are only meeting expectations in 2 out of the 3 core areas (reading, writing, maths).

Kelly stressed the importance of moderation and explained how effective moderation systems can lead to absolute confidence in the validity of the data that forms the basis for discussion. She demonstrated how the Arbor software can support pupil progress meetings and finished her talk by emphasising how moderation needs to have high levels of challenge and low levels of threat.



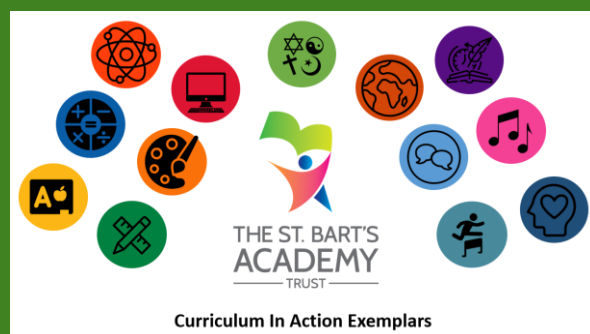
## Important Questions To Ask During Pupil Progress Meetings


- What is the **percentage of pupils now on track** to meet age-related expectations in reading, writing and maths?
- What is the **percentage of pupils making more than/expected/no progress** towards their end of key stage progress targets in reading, writing and maths?
- What is the **percentage of pupils making more than/expected/no progress** in year?
- What **actions** have taken place since the last meeting?
- What **impact** have these actions had on attainment and progress?
- What **evidence is there to support the reported impact?** Are judgements supported by work in pupils' books?
- For the pupils who have made **more than expected progress** what has made the difference?
- For pupils who have **not made enough progress**, what core barriers are preventing them from moving on and how can we intervene?
- Which pupils do you feel **now need intervention?** How will this be organised and what will the planned programme include?
- Is there any **additional support in terms of CPD** that you feel you need to help those pupils?

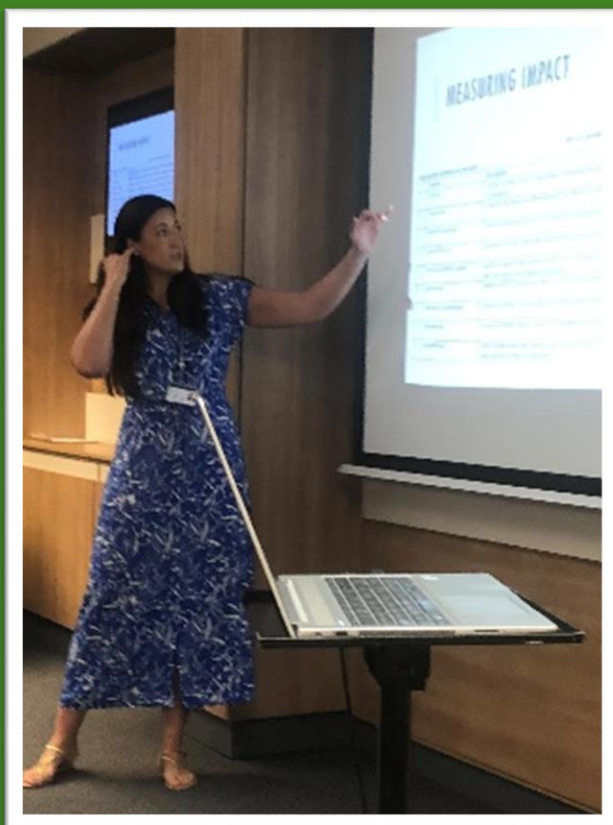


# Building Futures

Training and Development Officers John Collier and Eva Cerioni presented updates on **St. Bart's professional development and school improvement**. John explained that the 2023-24 CPD offer for Trust staff would be released before the end of term and this included a range of opportunities for staff at all levels. He also mentioned the brand new online booking system that will begin in September. John talked about the ongoing Andy Philips project and how leaders could support him in creating a St. Bart's Curriculum In Action exemplar document. The aim is to include examples of classroom practice from across the MAT that illustrate how teachers are covering the statutory content of the EYFS and National Curriculum. Eva shared the Trust approach to school improvement which included the level of support academies can expect to receive over the next academic year. She explained how impact was evidenced and then reported to the Trust Board, emphasising the importance of accountability at each stage.



Geography In Action Exemplars		
EYFS	Topic: Are we there yet?	
Curriculum Aim: Draw information from a simple map.		
		<p><b>Activity:</b></p> <p>The children walked to the local library. On the way they were asked to point out special or interesting places and objects.</p> <p>When we returned, the children worked in groups to choose, sequence and describe the photographs of the walk to create a map.</p>
		<p><b>Outcomes:</b></p> <p>The children recognised human and physical characteristics of the town and also personal landmarks, such as a friend's house or part of their journey to school.</p>



## St. Bart's School Improvement Model

Analysis

What needs to improve?

Evidence

What will we do to improve this?

Capacity

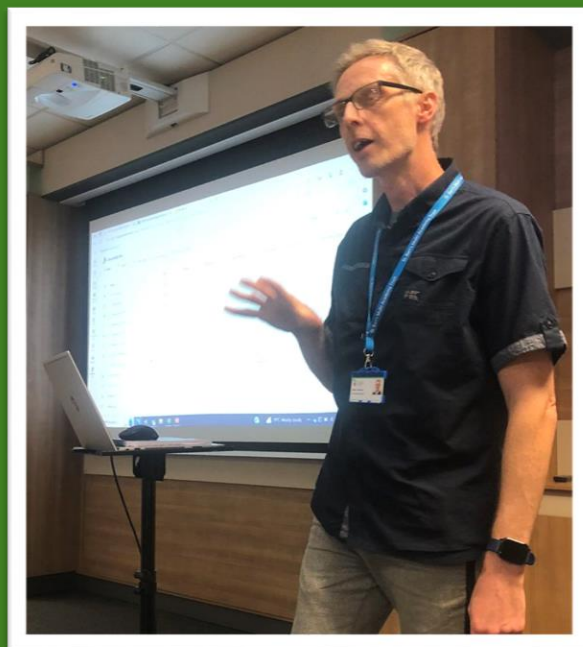
Who is the best person to lead on this? Internal or external?

# Building Futures

Sarah Cope (Compliance and Due Diligence Officer) continued the afternoon session by presenting the **St. Bart's Trust People Strategy** which lays out our long term vision for managing talent and succession planning. Sarah explained how the strategy aligns with the PEACE values that Lisa Sarikaya shared at the beginning of the day.

Specifically these characteristics are –

- **Passion** – a staffing team of great teachers, support staff and leaders with drive and ambition to improve and sustain our pupil outcomes.
- **Encouragement** – staff who have the confidence and skills to do their jobs to the very best of their ability and realise the Trust's aspirational ambitions for all its pupils.
- **Ambition** – leaders who will deliver appreciative, compassionate and improvement focused leadership inspiring others and embedding the Trust vision and values.
- **Collaboration** – A culture of collaboration that builds confidence, where staff feel listened to, valued, well-informed and challenged to achieve of their best.
- **Enjoyment** – staff who feel that they are working within an environment where their wellbeing is prioritised and valued.



To round off the day Chief Operations Officer Sean Thomson (above) built on Sarah's presentation by exploring more deeply the Trust approach to **Talent Mapping**.

He shared the nine box grid model below to demonstrate how senior leaders could identify staff talent based on potential and observed performance. Sean gave examples of what this might look like in reality and challenged leaders to plot out what this model might look like in their individual academies.

PERFORMANCE				POTENTIAL
	Needs development	Meets Expectations	Exceeds Expectations	
High	Redeploy	Extend in current role and possible step-up	High potential individual	
Medium	Improve in current role or redeploy	Improve performance from good to great	Extend in current role and possible step up	
Limited	Improve in current role	Improve in current role	Extend in current role	



# *Empowering Education*

The Rise Of Artificial Intelligence



# Empowering Education

In November 2022 American artificial intelligence research laboratory OpenAI released their chatbot ChatGPT, garnering attention for its detailed responses and articulate answers across many domains of knowledge.

In a direct response other companies quickly followed, including Google's Bard and Meta's LLaMA (Large Language Model Meta AI).

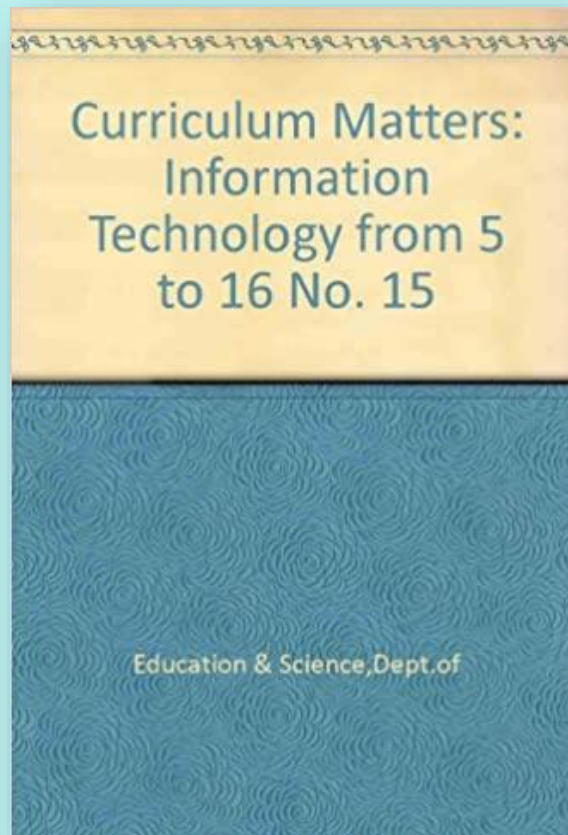
Unsurprisingly, it also ignited the interest of educators across the world and set social media alight with posts about the pros and cons of potentially using it in the classroom.

Teachers embracing technology is nothing new. Turn the clock back to 1989 when the Government produced the fifteenth publication in their *Curriculum Matters* series: Information technology from 5 to 16.

The report recognised that “teachers are increasingly making use of IT for their own professional purposes and for the organisation and planning of the curriculum, for school management and for pupil assessment”. Cited examples included the use of word processing and desk-top publishing to create “high-quality worksheets, schemes of work and school reports”. In a moment of predicting the future the authors imagined “such use of IT will probably increase in the foreseeable future”.

Almost thirty five years later we live in an age where technology is literally at our fingertips. Much has been made about the fact that smartphones are millions of times more powerful than guidance computers used on the Apollo 11 mission.

The majority of educators are acutely aware that technology can also have a negative side. ChatGPT has been criticised by some because of its confidence in producing factually incorrect responses, and this is seen by many as a significant drawback.



A series of recent news stories and attention-grabbing headlines have not helped the AI cause. ChatGPT was banned in Italy due to concerns over privacy and age verification concerns and the editor of a German magazine that published an AI-generated ‘interview’ with Michael Schumacher was sacked.

There was also the story of how the winner of a major photography award refused his prize after revealing his work was created using AI.

On the other hand ChatGPT has a number of well-known supporters. Microsoft co-founder Bill Gates described it as being as fundamental as the creation of the microprocessor, the personal computer, the internet, and the mobile phone. “It will change the way people work, learn, travel, get health care, and communicate with each other,” he said.



# Empowering Education

So for those interested in embracing its use in schools what benefits can ChatGPT offer to support primary school teachers?

Well if you ask the chatbot itself the response is as follows:

- 1. Lesson Planning Assistance:** Teachers can use ChatGPT to brainstorm ideas, gather resources, and receive suggestions for creating engaging lesson plans.
- 2. Content Explanation:** ChatGPT can help teachers explain complex concepts or topics in a simplified manner.
- 3. Homework and Assignment Support:** Teachers can use ChatGPT to provide additional assistance to students outside the classroom.
- 4. Student Assessment:** ChatGPT can aid in the assessment process by providing automated quizzes or tests.
- 5. Language Learning:** ChatGPT can support language learning activities by engaging students in interactive conversations.
- 6. Professional Development:** Teachers can use ChatGPT as a virtual professional development tool.
- 7. Parent Communication:** ChatGPT can help teachers communicate with parents effectively by generating sample messages and answering general inquiries.
- 8. Emotional Support:** ChatGPT can offer resources and strategies to address emotional and behavioural concerns.

The automated response also offered a note of caution –  
*“It’s important to note that while ChatGPT can be a valuable tool, it should not replace human interaction or the expertise of teachers. It should be used as a supplement to support and enhance the teaching and learning experience in primary schools.”*

Reassuring words in an ever-changing world.

## Technological advancements over the last forty years

---

### 1980s

Home computing grows

**1982** Channel 4 launches

**1983** World Wide Web launch

**1988** First National Curriculum programmes of study includes Information Technology

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### 1990s

The Internet is launched

Mobile phone use grows

**1994** PlayStation launched

**1998** Google founded

---

### 2000s

**2000** UK Broadband launched

**2001** Xbox launched

**2004** Facebook launched

**2005** YouTube launched

**2006** Twitter launched

**2006** Spotify launched

**2007** Apple Phone UK launch

**2007** Netflix streaming service introduced

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### 2010s

**2010** Instagram launched

**2013** New National Curriculum with revised Computing content

**2017** TikTok launched

**2022** OpenAI launch ChatGPT

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# *Unleashing the Potential of ChatGPT, Midjourney & beyond*

Lee Bebbington



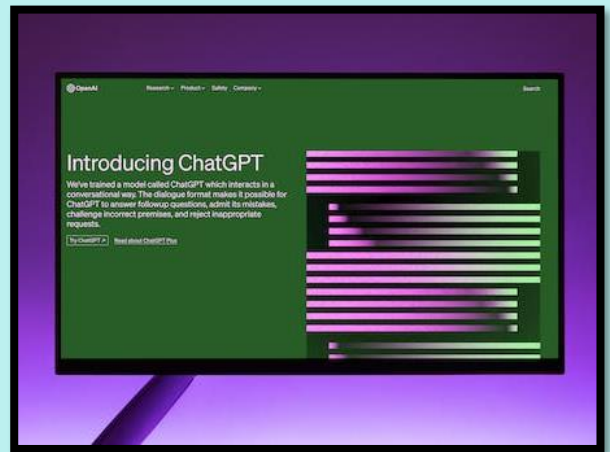
# AI Case Study

Over the last few months Lee Bebbington (Vice Principal and Computing Lead at Nantwich Primary Academy) has been experimenting with ways of using AI in his classroom. In this article he presents some of his findings.

*Can artificial intelligence (AI) revolutionise the realm of education?* In the whirlwind of 21st-century education, AI is no longer just a buzzword. It's a game-changer. From personalised learning platforms to intelligent tutoring systems, AI is reshaping the way we teach and learn which consequently has fuelled my quest for answers and led me to integrate AI tools into my teaching practice at Nantwich. Join me on a slightly terrifying, somewhat mind-blowing journey as I share my experiences with cutting-edge AI tools like ChatGPT, Midjourney and others. I will explore their potential to redefine the way we approach teaching and learning. Hold on tight, here we go!

## Demystifying AI and Its Revolutionary Tools

Artificial Intelligence, in simple terms, refers to machines or software that emulate human-like intelligence. This rapidly evolving field has found meaningful applications in various sectors. Education is emerging as a significant beneficiary. Leading the AI charge is ChatGPT, a language model meticulously developed by OpenAI. This versatile tool can answer questions, craft essays, summarise texts, and even generate creative content like poetry or stories. Another ground breaking tool is Midjourney, which leverages AI to generate lifelike human images or fantastical scenes from text descriptions. These new technologies have become a fresh set of indispensable tools in my teaching journey. They offer unprecedented opportunities for engaging pupils and enhancing personalised instruction, but it's up to me to learn how to use them properly in order to inspire and support pupils and colleagues alike. Let the learning curve begin.



## ChatGPT: The Game Changer in the Classroom?

The incorporation of ChatGPT in my lessons has sparked a significant transformation. It has made accessing information quicker, giving more room for discussion and creativity in return. In planning guided reading sessions, ChatGPT easily generates comprehension questions linked to Bloom's Taxonomy, tailored to each pupil's abilities. Well, it generates such questions if you *ask* it to, and that's the crux, isn't it? Careful prompt writing is the key to getting the results you want. Give ChatGPT a prompt to create a WAGOLL (What A Good One Looks Like)? First ask it if it knows what a WAGOLL is. It does. I asked. So during creative writing activities, it ignites learners' creativity by providing examples of WAGOLLs, story prompts, and even reimagining passages from different character perspectives. This interactive approach fosters student engagement and enhances their writing skills. A pupil can draft a story idea orally, and a carefully crafted prompt by the teacher can get ChatGPT to 'guide' the pupil into editing and improving the given text itself (rather than just getting ChatGPT to fix everything right off the bat). The number of examples of how it can be used is, well, huge. Is there anything to complement it though, as ChatGPT is all text-based as I write this article? The answer is yes. A lot, with more on the way.

# Using AI In English

## WAGOLL Animal: The Arctic Fox



An Arctic fox is a good example of an animal that has adapted to its environment. Arctic foxes live in the Arctic regions where it is very cold, and they have developed physical and behavioural adaptations that help them survive in this harsh environment.

### Physical adaptations:

Arctic foxes have thick, white fur that helps them blend in with their surroundings and stay warm in the cold climate. They also have small ears and a short snout, which helps them retain heat and prevent frostbite. In the summer, their fur changes colour to brown or grey to blend in with the environment.

### Behavioural adaptations:

Arctic foxes are scavengers and will eat almost anything they can find, including berries, fish, and small animals like lemmings and voles. They also have the ability to store food in their dens during the winter months when food is scarce. They dig underground dens that protect them from the harsh winds and allow them to conserve body heat.

### Inheritance:

Arctic foxes pass down their adaptations to their offspring through their genes. This means that the offspring of Arctic foxes will also have thick, white fur and other physical adaptations that help them survive in the cold climate. This is an example of inheritance, where traits are passed down from one generation to the next.

Overall, the Arctic fox is a great example of an animal that has adapted to its environment through both physical and behavioural adaptations, and demonstrates how inheritance plays a role in the survival of a species.



NA

Create me some differentiated (LA, MA, HA) guided reading comprehension questions for children aged 7 and 8, and ensure the questions match Bloom's Taxonomy for reading. The text in question is 'Escape From Pompeii' by Christina Balit.



Low Ability (LA):

- Recall: What is the title of the book we just read?
- Comprehension: Where does the story take place?
- Application: Why did Tranio and Livia have to escape from Pompeii?
- Analysis: How do you think Tranio felt when he lost sight of his sister in the crowd? How did he try to find her?
- Evaluation: Why do you think Tranio decided to stay with Livia instead of going back to their home?

Medium Ability (MA):

- Recall: Who are the main characters in the story?
- Comprehension: How did Tranio and Livia escape from Pompeii?
- Application: If you were in Tranio's place, what would you do to stay safe during the eruption of Mount Vesuvius?
- Analysis: How did the author use illustrations to help tell the story?
- Evaluation: Do you think Tranio made the right decision to stay with Livia? Why or why not?

High Ability (HA):

- Recall: What were some of the signs that indicated that Mount Vesuvius was going to erupt?
- Comprehension: How did the people of Pompeii react when they realized the volcano was erupting?
- Application: Imagine you are a journalist writing an article about the eruption of Mount Vesuvius. Write a newspaper article describing the eruption.

Regenerate response

Send a message

ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT May 24 Version](#)

Lee has used a range of AI software to support the English curriculum.

Clockwise (from top left):  
Creating WAGGOL examples to model how to write a non-fiction report on animals.

Producing high quality visual interpretations of characters from studied texts.

Generating sets of differentiated questions matching Bloom's Taxonomy for guided reading books.

Images courtesy Lee Bebbington



# Using AI In Geography

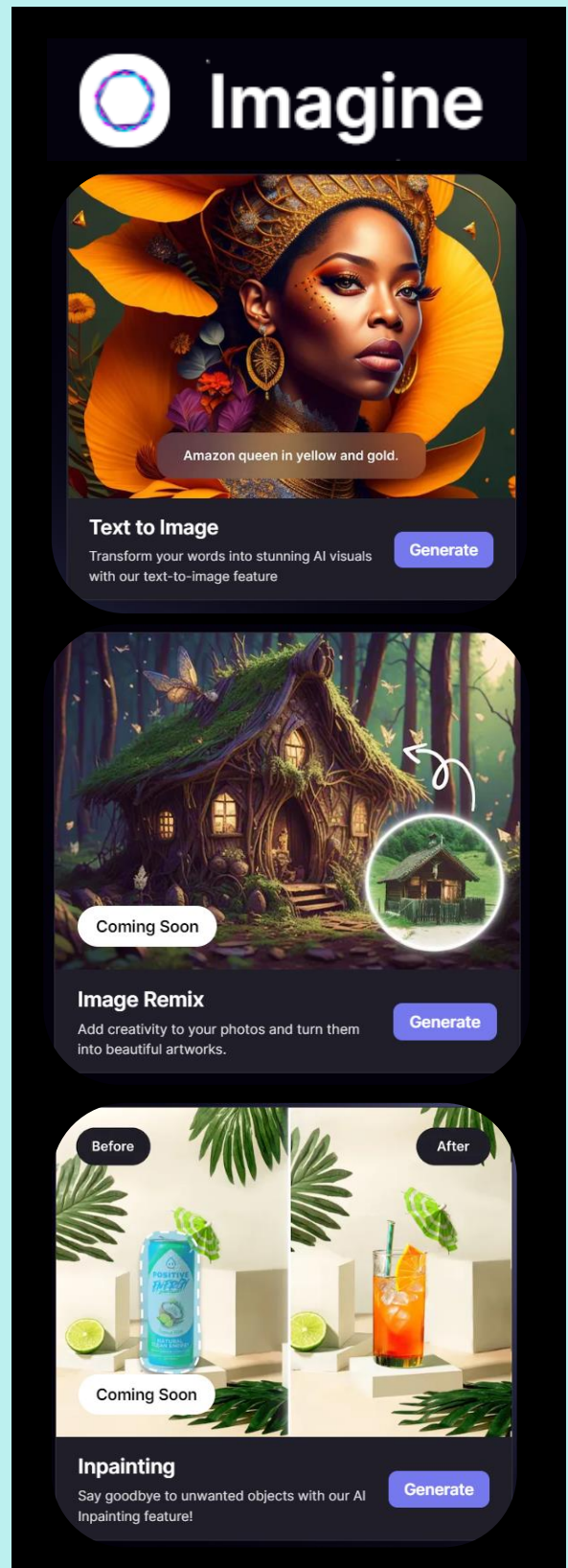
## Midjourney: Breathing Life into Geography

Midjourney is AI that creates images from text prompts. A prompt can be simply a few (or more) words describing what you want. I had an idea to use it in the exploration of geography, along with ChatGPT.

Earlier in the year, we'd examined the question 'Why does Nantwich look the way it does?' In the summer term we were looking at the vast differences in human and natural geography across the United States. Midjourney and ChatGPT proved pivotal in our enquiry about whether there existed a locality like Nantwich, somewhere in the vast expanse of the USA.

ChatGPT, with its advanced capabilities, helped refine our search by using pupil-created criteria to conduct a comprehensive web search, identifying potential matches. It is important to note that we used the paid version of ChatGPT for this, as internet browsing isn't currently available for ChatGPT 3.5. Unfortunately, the free version only has knowledge up to 2021. Hopefully, these premium features will be rolled-out to all as time passes.

We homed in on a location in Pennsylvania, which then allowed us to construct a comparison table highlighting the similarities and differences between the two localities. This immersive approach made the subject of geography come alive, enhancing student curiosity, and deepening their understanding of different places and cultures. Pupils were scouring tourist brochures and converting Wikipedia pages into easy read versions. We were also using 'virtual citizens' to query AI about the location in question, via a rival to ChatGPT - 'Google Bard'. Now 'Virtual Tony' from Coney Island could literally answer all our questions about New York. There was a buzz, like a low hum, and it was AI that had facilitated this quicker than any Google search could have. Often, Google searches provide too much information and lead to frustration for pupils. This type of investigation is far more scalpel-like, more incisive.



# Using AI In Geography



For a unit of work focusing on the United States Lee used AI to generate a series of photographs of individual citizens that might live in specific states.

Courtesy Lee Bebbington.



# Using AI In Geography



Using a map of America (above) pupils were challenged to plan their own route from New York to Los Angeles. We used ChatGPT to create brief, visual descriptions of diverse individuals from across the States. This was then used to create the image of the person on Midjourney. After, pupils copied the description into Google Bard and asked the AI to take on the persona, which they then 'hot-seated' for information.



**New York:** Let me introduce myself. I'm Tony, a lifelong resident of Brooklyn, one of the five boroughs of New York City. My folks are of Italian descent, which is quite common in this part of town. I've got a hot dog stand near Coney Island and enjoy watching the Mets play baseball in my free time.



**Maine:** Susan "Sue" Pickett, a 58-year-old lobster fisherwoman from the picturesque town of Bar Harbor. Sue is lean and weathered from years at sea, with a twinkle in her eye that suggests a sharp wit. She often wears rubber overalls, a heavy-duty waterproof jacket, and a wide-brimmed hat. She's known for her love of "lobstah" and the local blueberry pie.



**Vermont:** Ethan Miller, a 30-year-old maple syrup farmer. Ethan's a stocky guy with a thick beard, always wearing flannel, jeans, and a warm smile. He spends his days maintaining his family's sugarbush and boiling sap into syrup in the spring.

*It won't be long before  
AI is everywhere,  
so it's time to  
understand  
what we're  
dealing with.*





# AI Case Study

## Venturing into the Expansive AI Tools Universe

Beyond the scope of ChatGPT and Midjourney, a universe teeming with innovative AI tools awaits exploration. Matt Wolfe's [futuretools.io](https://futuretools.io) website offers a comprehensive and regularly updated list of these trailblazing tools. I am genuinely intrigued by the educational possibilities they present. There are so many it's impractical to try them all out, and the AI landscape is changing so quickly it's difficult to keep up! I would suggest some notable alternatives to Midjourney that warrant exploration, and these include: Stable Diffusion, Dall-E, Runway ML, Adobe Firefly, and Night Cafe. For those who use Bing Chat, you can create images there too. Interestingly, Bing Chat uses ChatGPT to power it.

## AI: A Trusty Sidekick for Teachers

The appeal of AI tools like ChatGPT lies in their accessibility. With minimal training, teachers can incorporate these tools into their teaching strategies. My use of these tools has freed up precious time, reduced teaching-related stress to a degree, and breathed new life into my pedagogical approach. I feel I'm more innovative, exploratory and have an even more student-centric approach than before. Whether it's through text or image, or even speech or 3D video (though this takes a bit more time to learn) the curriculum and the environment are enriched. It's no surprise that familiarity with AI tools varies among educators. Some may be completely unfamiliar with it, while others have a basic understanding but lack hands-on experience. Some will be further down the road than me, and others will be on a totally different highway! The key to success lies in taking small steps, refining prompts, and gradually increasing reliance on AI as familiarity grows. The more you see what it can do, the more you will explore other options out there. It won't be long before AI is everywhere, so it's time to understand what we're dealing with.

The logo for Stable Diffusion, featuring the words "STABLE" and "DIFFUSION" in white, bold, sans-serif capital letters, stacked vertically against a dark blue gradient background.The logo for DALL-E 2 AI Image Generators, featuring the text "DALL-E 2" and "AI IMAGE GENERATORS" in white, bold, sans-serif capital letters, stacked vertically. To the right of the text is a small, square image of a woman in a blue headscarf and yellow dress, reminiscent of Johannes Vermeer's "Girl with a Pearl Earring".The logo for Runway, featuring a stylized green "R" icon followed by the word "runway" in a green, lowercase, sans-serif font.The logo for Adobe Firefly beta, featuring the text "Adobe Firefly beta" in white, sans-serif font. To the right of the text is a colorful, stylized bird with orange, yellow, and blue feathers, perched on a branch.The logo for NightCafe, featuring the word "NightCafe" in a white, cursive script font. The text is overlaid on a circular image of a sunset or sunrise over a body of water, with a blue sky and white clouds in the background.

If you are viewing this PDF online click on the images above to discover more.



Example of a STEM diversity poster generated by AI software.  
Courtesy Lee Bebbington.

# ENGINEER



# AI Case Study



## The Forthcoming Impact of AI on Education

The field of AI is advancing at a truly rapid pace, and many new developments hold the promise to redefine education. Khan Academy has integrated AI into its free online learning platform, and others are taking their own approach, such as Century Online Learning.

Scenario: Imagine writing a few words, and then in less than a minute you have a fully rendered 3D environment you can move around in? This is already possible through a company called Illumen AI on a site named Instaverse (not to be confused with the Bible search engine site). Despite being in the early stages, it offers broad potential, especially for crafting 'starting points' for writing assignments or recreating historical locations. Such applications can be applied to other mechanisms such as Virtual Reality for true immersion.

Time-travel really could soon become a reality for future generations in the primary classroom. Just type (or speak) a few words and put your viewer on: Ta daaa! You're there, in Roman times and what's more, there are people waiting to speak with you.

Elsewhere, integration of AI into school software is beginning to gather momentum. For instance, 'help me write' prompts are becoming a common feature in text applications. As the evolution of AI continues, we can anticipate the emergence of many more of these features, augmenting the power and utility of our educational tools. Dropbox recently revealed Dropbox Dash is in development, where all your apps and all your documents could be searched with a simple question, and answers given instantly. Will it be secure though? They say yes. Microsoft and Google are fully on board.

# *Using AI In History*



Roman inhabitant



Industrial Revolution  
inhabitant



Modern Day inhabitant



Future Nantwich

## **Nantwich Through Time**

AI generated images created for History. Courtesy Lee Bebbington.



# AI Case Study

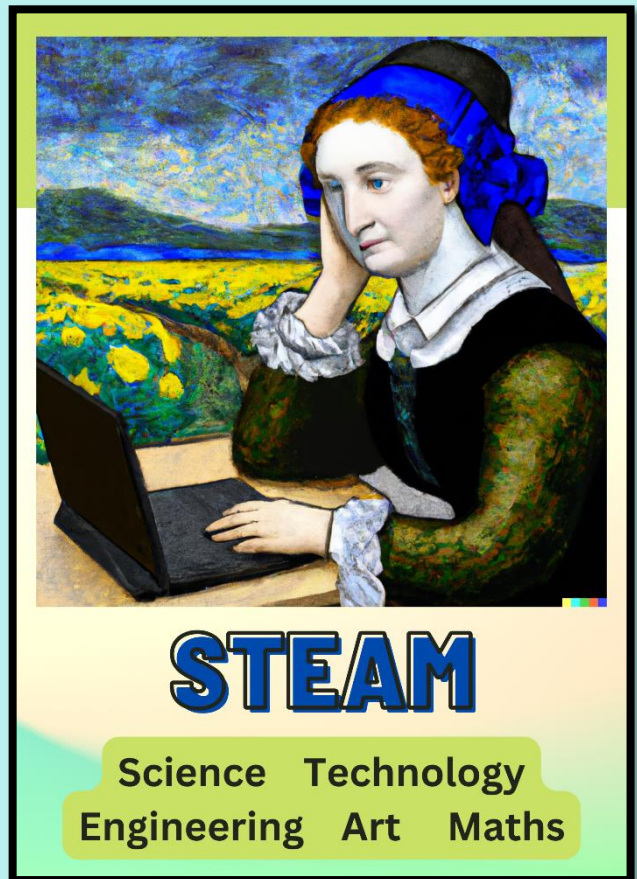
## Obstacles and Ethical Implications

AI's immense potential is not without its share of challenges. One of the prominent concerns centres around data protection. Currently, creating individual ChatGPT student accounts is not a feasible solution due to data protection and privacy considerations. Alternative platforms like Google Bard or Bing Chat offer a workaround but aren't without their flaws. There are smaller annoyances too - a lack of a simple 'default language' setting on ChatGPT can also prove to be a minor bugbear, necessitating users to specify in their prompts that all outputs must comply with UK English spelling and grammar conventions. If you don't, you'll get American English every time.

Another major concern is ensuring that teachers retain ultimate authority over any content generated by AI. Considerations such as GDPR and safeguarding of student and staff information must take precedence. The potential for the misuse of AI needs to be integrated into a school's e-safety education policy. As with anything to do with children, we must make sure we're using the tools safely and responsibly, for the good of the pupils. Regulation is needed from the top.

## The Future of AI in Education

The world of AI is changing at such a breakneck speed that the new developments have the potential to revolutionise education beyond any reasonable guesses. AI integration into most of the software being used by schools today is already beginning to arrive. For example, 'help me write' prompts in text apps are becoming more common. As AI continues to evolve, we can expect to see more of these features, making our tools even more powerful and useful. In my experience, these newly-integrated features 'just appear', so 'watch that space' so to speak.



Above: Example of an AI generated poster to promote STEAM subjects at Nantwich Primary Academy. Courtesy Lee Bebbington.

## Challenges and Excitement Ahead

While AI holds immense promise for education, it's crucial to remain cognizant of the challenges and ethical implications it presents. As educators, we must tread carefully, ensuring that AI tools enhance teaching and learning without compromising privacy, data security, or the essential role of human teachers. Staying updated with the latest advancements and developments in AI is key to harnessing its potential effectively.

"We don't talk  
enough,  
we should open  
up."

Harry Styles  
Sign of the Times



***Nervous or worried?***

**It's normal.**

***The solution?***

**Talk to somebody. It'll help.**

Mental Health poster featuring Harry Styles generated by AI software.  
Courtesy Lee Bebbington.



# AI Case Study

## In Conclusion

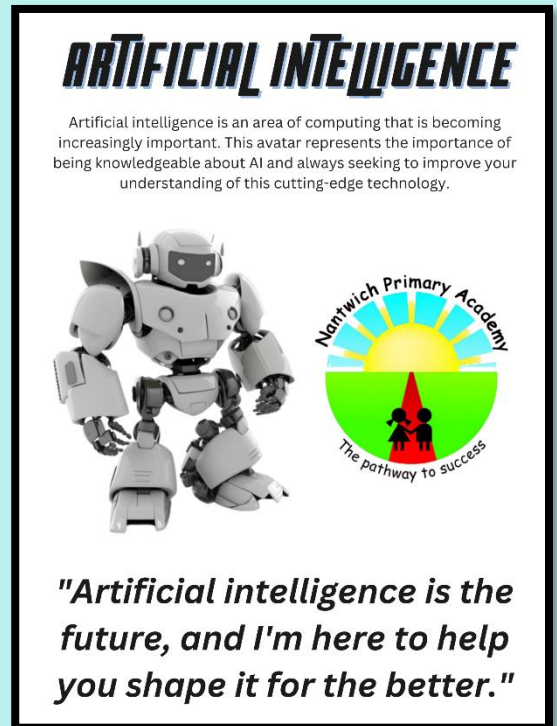
As we navigate the ever-changing landscape of education, it's clear that AI has a significant role to play. Tools like ChatGPT and those available on sites like futuretools.io or huggingface.co, offer a wealth of opportunities to enhance teaching and learning experiences, making education more personalised, engaging, and impactful. By embracing these ground breaking technologies, we have the power to unlock the potential of every student and teacher. If education is going through a revolution, then I want to be on the winning side, don't you?

Meanwhile, I'll be checking out Matt Wolfe's updates, helping my colleagues navigate the murky waters of AI surfing and waiting for the inevitable updates that will make everything you just read probably out of date.

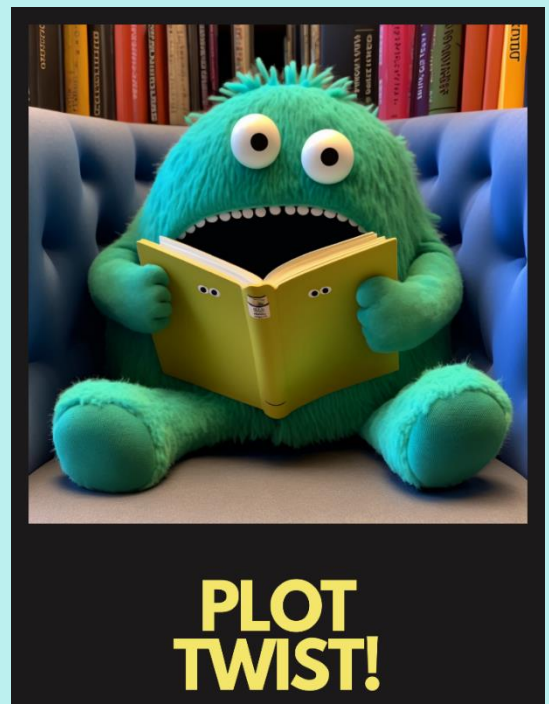
So that's it. That's my thoughts, and experiences, and worries, and hopes. There's so much more to discuss, but small steps is what we need for now. All that remains before you finish reading, is to work out whether I wrote this article, or whether AI did. Answers on a Midjourney postcard if you know.

## Lee's Three Top Tips

1. When creating prompts in ChatGPT coax it, and always be polite. Write as if you were conversing with another human. Be clear, but don't get frustrated if you don't get exactly what you want the first time - often it's the fault of how we phrased the prompt.
2. ChatGPT didn't always seem brilliant when creating math questions. However, with the advent of plugins such as Wolfram, and updates, this has improved.
3. We're only just scratching the surface. Companies are going to cash in on AI, but that shouldn't stop practitioners from becoming familiar with accessible apps like ChatGPT or Google Bard.



Lee has used AI to create a series of posters linked to the Computing curriculum (above) and to promote reading across the school (below).



# HEADlines

Welcome to our regular feature which profiles a different Principal from one of the St. Bart's Academy Trust schools.

**Name:**

Carly Wright

**Job Title/School:**

Principal, Woodcroft Academy

**Why did you choose education as a career?**

Teaching wasn't actually my first choice career. I initially wanted to be a dancer as I have danced since the age of 3! However, when an audition that I'd got my heart set on didn't work out, I had to re-think my career choice. Maybe it was fate that I was asked to take on a part-time teaching role in the dance department of a high school as this made me realise how much I enjoyed teaching and the journey continued from there.

**Where did you first start teaching and in which year group?**

I remember the excitement of starting as an NQT and finally having my own class. My first teaching post was at Brookdale Primary school which is located in Merseyside. I had a Year 3 class which had 36 children in. Whilst working at Brookdale, I also taught in Year 2 and then Year 5. I absolutely loved working at this school and it was only due to relocating back to Stoke-on-Trent that I decided to leave.

**Describe your journey into leadership.**

My next teaching post was at Packmoor Primary school. I was initially appointed on a 2 term contract and ended up staying there for nearly 8 years. After my first term there, a TLR post became available for leading English and I was successful in securing the position. My leadership journey quickly progressed from there as I was appointed as the Assistant Head with a part time teaching responsibility.



During this time, I also started to complete SLE work for BTSA which gave me the opportunity to work in lots of different school settings. Following that, I had a leadership role at Nantwich Academy and then moved to Saint Nathaniel's as the Vice Principal. Headship was always part of my plan and after 5 years at St Nat's I was ready to take the plunge!

**What has been the standout moment of your career so far?**

I have had many special moments in my career, but I suppose the stand out one would be being given the opportunity to be Principal at Woodcroft. It gave me that familiar feeling I had as an NQT of having my very own class, but this time it was my very own school!

**How do you think colleagues would describe your leadership style?**

I would like to say driven with a clear vision, hands-on and fair. I'm definitely a 'do-er' and wouldn't ask anyone to do something that I wouldn't do myself.



# HEADlines

## WE ARE FAMILY

### **Describe your school using the title of a song.**

As a small school, everyone really does help each other out and will muck in where needed. The song that springs to mind is 'We are Family' by Sister Sledge.



### **Share a dream that you are yet to realise.**

From watching the film 'Top Gun' as a little girl, I always dreamed of being like Kelly McGillis's character 'Charlie' and zooming round in a Porsche. However, having two children under the age of 5 has put a stop to that...maybe one day!

### **What interests do you pursue when you are not at work?**

When I'm not in work, my family takes up most of my time which I wouldn't change for the world. Apart from that, relaxing with a good book (and maybe a glass of wine!) always goes down a treat.

### **What is your favourite staff room drink/biscuit combination.**

Without a doubt a good cup of tea – milk, no sugar, strong but milky! As for the biscuit, there's probably too many to choose from. My top 3... custard cream, chocolate and caramel digestive and a good old 'cow' biscuit!





# CONGRATULATIONS

## School Direct 2023



Well done to this year's cohort of BTSA/University of Derby *School Direct* Beginning Teachers. Over the last ten years we have successfully trained almost 300 new teachers, many of whom are now working in academies across the St. Bart's Trust.





# School Direct 2023

## A Year In Tweets

**BTSA** @TheBTSAHub · Sep 9, 2022

Wishing our brand new School Direct trainees a great day in the BTSA Hub as they begin their teaching journey. You are in safe hands with our wonderful @CerioniE 🥰 #releasingpotential



**BTSA** @TheBTSAHub · Sep 21, 2022

It's School Direct day in the BTSA Hub and our Beginning Teachers are focusing on Behaviour Management and Behaviours For Learning with SLE Matt Coupe 🥰 #releasingpotential



Ali Williams is now discussing Inclusive Practice and the role of the SENCO 🥰 #releasingpotential



This morning our School Direct trainees are working with @Kennyjon86 on creating their own book reviews using Adobe Spark. We can't wait to see the results! #releasingpotential 🌟



The fun in the Hub continues with @andybowlerict challenging our School Direct Beginning Teachers to compose jokes using Scratch! 🥰



Our afternoon session continued the theme of Maths. Huge thank you to Andrea Turkmen and all at @MHeathAcademy for showcasing Mastery Maths in action! 🥰



Thanks to @KingslandTweets for hosting our @DerbyUni School Direct Beginning Teachers yesterday as they explored R.E. with @kingsland\_sg and Geography with @stephenjenks 🥰



Our @DerbyUni School Direct Beginning Teachers have had a wonderful morning focusing on Art. Huge thank you to Mrs Dodd from @MHeathAcademy for facilitating the session 🥰



It's Super Science Day for our School Direct Beginning Teachers. Thanks to Luci Baker for her introduction. Looking forward to going into @BelgraveAcademy to see Science in Year 1 🥰



# Book Corner



For this issue's Book Corner we present a selection of summer reads recommended by W.H. Smith, Waterstones and The Guardian.

Whether you are staycationing on the Great British coast, venturing abroad, or simply chilling in your back garden soaking up the rays check out these lists to choose summer reads to devour whilst you enjoy some much-needed YOU time.



## Ten Best Beach Reads 2023

1. The Summer Place – Jennifer Weiner
2. Malibu Rising – Taylor Jenkins Reid
3. The Guncle – Steven Rowley
4. Beach Read – Emily Henry
5. The Unsinkable Greta James – Jennifer E. Smith
6. An Italian Girl in Brooklyn – Santa Montefiore
7. Happy Place – Emily Henry
8. The Rising Tide – Ann Cleeves
9. An Island Wedding – Jenny Colgan
10. Run Rose Run – Dolly Parton

# Summer Reads

## Waterstones



### Best New Summer 2023 Paperbacks

1. The Bullet That Missed – Richard Osman
2. The Satsuma Complex – Bob Mortimer
3. Fairy Tale – Stephen King
4. The Escape Artist – Jonathan Freedland
5. Diddly Squat – Jeremy Clarkson
6. Demon Copperhead – Barbara Kingsolver
7. House of Sky and Breath – Sarah J. Maas
8. Good Pop Bad Pop – Jarvis Cocker
9. The Theory of Everything Else – Dan Schreiber
10. A Heart Full Of Headstones – Ian Rankin

## The Guardian



### Top Ten Page-Turning Paperbacks

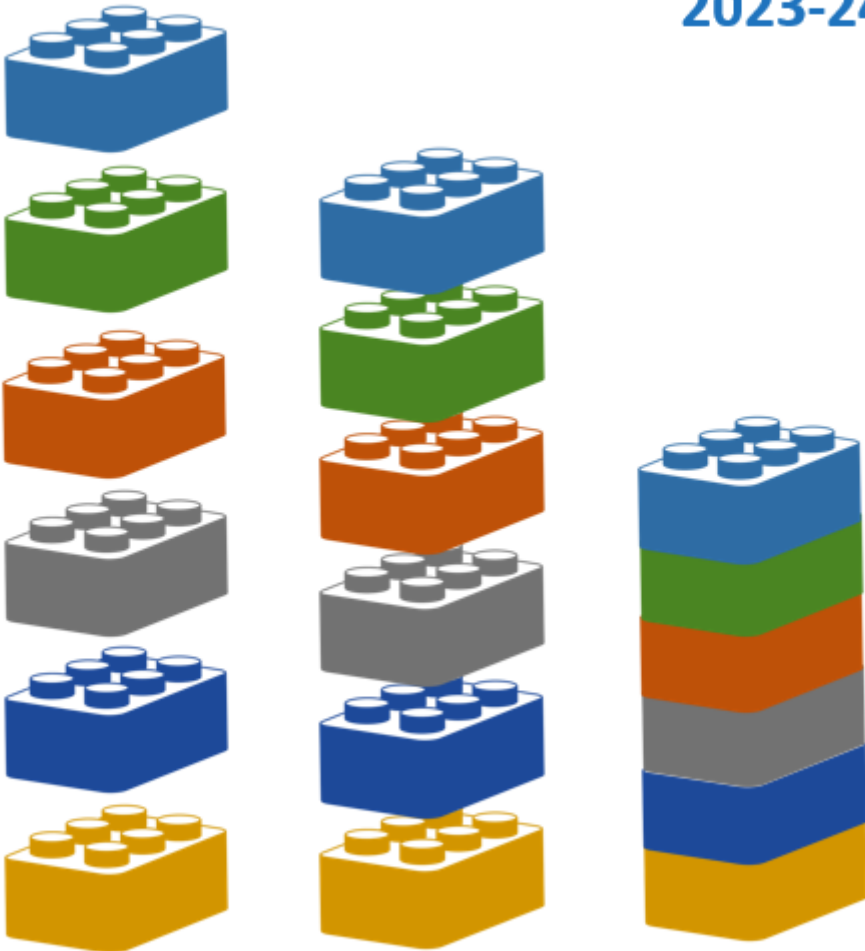
1. Demon Copperhead – Barbara Kingsolver
2. Tomorrow, and Tomorrow, and Tomorrow – Gabrielle Zevin
3. Trespasses – Louise Kennedy
4. Bad Actors – Mick Herron
5. Send Nudes – Saba Sams
6. Madly, Deeply: The Alan Rickman Diaries
7. Constructing A Nervous System – Margo Jefferson
8. Landlines – Raynor Winn
9. The Lost Rainforests of Britain – Guy Shrubsole
10. Spare – Prince Harry







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