

Sheffield Programmes & Opportunities 2020/21

Funded programmes for Sheffield schools and academies from Learn Sheffield, Sheffield City Council and a range of key local and national partners.

OCTOBER 2020

This booklet has been designed to enable school leaders to compare and contrast these opportunities side by side. It is a requirement of each programme (with the exception of the PESSPA options) that the school or academy makes it the main focus of the school's improvement plan for the duration of the project.



This booklet contains information about the following opportunities:

Making the Difference

Pages: 3 & 4

Focus: Overcoming Disadvantage

Partners: EEF / Learn Sheffield (Marc Rowland) / SCC / Research School Network / South Yorkshire Teaching School Hub

SEND Peer Networks

Pages: 5 & 6

Focus: SEND School Improvement

Partners: Whole Education / Learn Sheffield (David Bartram) / SCC / Inclusion Taskforce

Embedding Formative Assessment

Pages: 7 & 8

Focus: Improving outcomes through the development of teaching

Partners: SSAT / Learn Sheffield / Hunters Bar Junior School

Sheffield CPD Excellence Hub

Pages: 9 & 10

Focus: Improvement through evidence-based professional learning

Partners: Teacher Development Trust / Learn Sheffield / Hunters Bar Junior School

Improving PE Project

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Focus: Improved PE leadership and teaching

Partners: PESSPA Alliance / Learn Sheffield / Mercia TSA (DfE funded project)

Making the Difference Programme

Raising the attainment of disadvantaged pupils
in Sheffield- A long term approach.

Making the Difference

20 Schools (Cohort 1)
Jan 21 - July 22

What

- A partnership between Sheffield City Council, Learn Sheffield, EEF, Research School Network and South Yorkshire Teaching School Hub.
- A long term programme focussed on raising the attainment of disadvantaged and vulnerable pupils, taking an evidence informed approach. The relative underperformance of disadvantaged pupils is an entrenched issue in Sheffield.

How

The programme will improve capacity and expertise across the city to support better outcomes for all pupils, especially those from disadvantaged backgrounds. Ongoing evaluation will be part of the programme.

The programme will involve:

Stage 1: Launch, self-evaluation, collaborative working, evidence and best practice.

Stage 2: Research School professional development on improving outcomes for disadvantaged learners and evidence informed planning and decision making.

Collaborative diagnostic Pupil Premium reviews to help identify priorities, effective practice and priorities for development.

Stage 3: Agreement of school priorities and support (matched funding) for implementation.

Focussed Research School professional development on priority areas identified through reviews and training. Themes include literacy, numeracy, self-regulated learning and SEMH.



When

The programme will include two cohorts of 20 schools. The first cohort will launch in spring 2021 and the second in summer 2021. Both will conclude in summer 2022.

Who

- The programme is open to Primary, Secondary and Special Schools. Some places are reserved for schools with higher proportions of disadvantage pupils, and in the event of higher demand than places, we will work with the EEF to prioritise schools.
- Schools will be expected to commit £1000 (which will be matched by the project) to an implementation budget.
- Participating schools and academies will need to commit to the scale of this project and make this their principle development focus.
- Alongside the programme, there will be development of a group of system leaders that will be expert in addressing educational inequality in schools, and maximising the impact of the Pupil Premium. System leaders will primarily support the diagnostic Pupil Premium reviews.

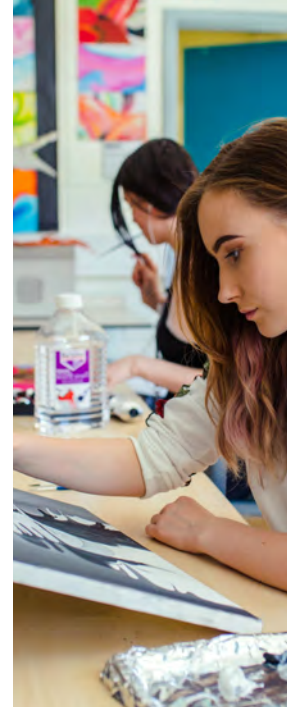
Impact

The programme will be expected to have an impact on outcomes for disadvantaged pupils over time. It is also expected to build better expertise and knowledge about addressing disadvantage across Sheffield Schools. The programme evaluation will be carried out by EEF.

How to get involved

- If you would like to find out more, please email mrowland@unitysp.co.uk. We will hold an online seminar about the programme at 4.30pm on Tuesday 3 November (details will be shared by Learn Sheffield and the session will also be recorded and made available).
- If you are interested in working on the project as a system leader please email stephen.betts@learnsheffield.co.uk. We will share more information about this opportunity and hold an online seminar after half term.

Marc Rowland & Stephen Betts



WE SEND Network

Virtual communities building national excellence through local collaboration

SEND Peer Networks

30 Schools (Cohort 1)
Nov 20 - July 21

Whole Education is committed to supporting schools to improve the quality and consistency of special education provision across local authorities.

We know that SENCOs are often isolated in their schools, dealing with some of the most vulnerable learners with complex needs. This virtual Network supports SENCOs to learn from national SEND experts, as well as other SENCOs in similar contexts.

A quality assured process of self-evaluation and peer review ensures that the level of rigour and challenge is appropriate and supportive, driving improvements in a positive and constructive way.

As this is a virtual project, all training and meetings take place online.



“

“This piece of work clearly links with other school priorities... It’s pulling things together for us.”

WE SEND Network Participant, 2019

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AT A GLANCE

What: Based on a tried and tested model of peer review developed in partnership with David Bartram OBE, the WE SEND Network builds capacity and expertise in individuals and across local authorities, improving the quality of SEND provision for vulnerable learners.

Following a launch & training event, SENCOs are put into triads to peer review each other using coaching techniques and based on a quality assured self-evaluation.

Why: The WE SEND network is all about shining a light on best practice, and supporting practitioners to work together on areas for development.

Improving the quality and consistency of special education provision across local authorities requires collaboration and opportunities to share and learn together.

Who: Whole Education works virtually with SENCOs across groups of schools in local authorities to build an online WE SEND Network.

What are the expected outcomes?

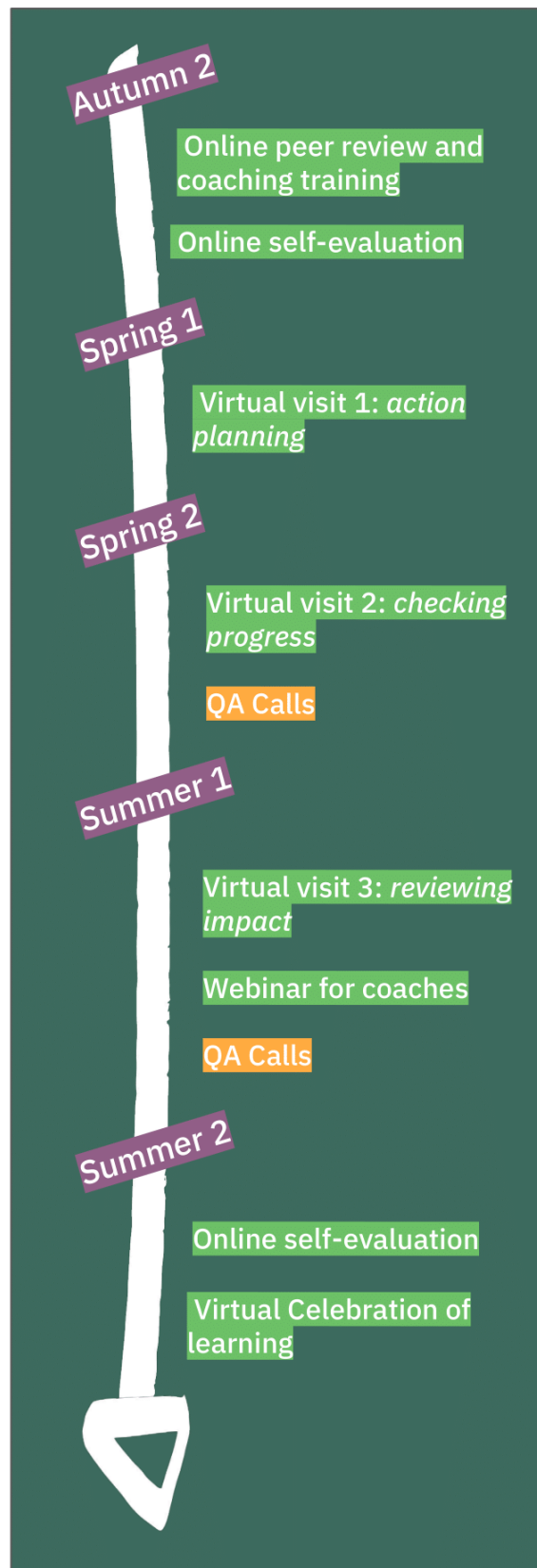
By participating in the project, SENCOs will:

- + Become more confident and accurate in SEND self-evaluations
- + Build professional relationships with other SENCOs
- + Use an action plan to map out and act on the areas for development in their school.

Self Evaluation

Self evaluation is completed by SENCos using an online platform called [EvaluateMySchool](#). Once completed, the self-evaluation will be shared with local authority lead and the Whole Education network. They will use your evaluation to pair schools and match you with a coach, forming a triad.

Project Timeline



The seven areas of self-evaluation

- + Intent
- + Implementation
- + Impact
- + Working with learners and families
- + Effective use of teaching assistants
- + Provision mapping
- + Identification

The Virtual Peer Virtual Process



Coaches **virtually meet with their participant SENCos** individually during half term two.

Coach and participant will discuss the self-evaluation using **coaching techniques** shared at the launch.



Together, coach and participant draft an **action plan**, which the participant will send to Whole Education to quality assure.

Meetings two and three will bring the whole triad together virtually to **discuss progress** against their action plans.



These virtual visits provide an opportunity for the triad to **share ideas** and ask questions.

Together, the triad will become more **confident and accurate** in self-evaluating their SEND provision.



Contact verity@wholeeducation.org to find out more about WE SEND or visit www.wholeeducation.org to learn more about Whole Education.

Embedding Formative Assessment

A two-year professional development programme for all schools and colleges that has been independently proven to increase student achievement developed by SSAT.

This programme will embed formative assessment in your classrooms and across your entire school by changing your teachers' habits and behaviours.

Designed in collaboration with Professor Dylan Wiliam and Siobhan Leahy, this cost-effective, two-year programme - which is suitable for Primary, Secondary and Special Schools- will:

- Positively impact on learner outcomes, as evidenced by the EEF's report (February 2019) which found that learners in EFA schools made the equivalent of two months' additional progress in the Attainment 8 GCSE score.
- Improve teaching and learning across your entire school by empowering your teachers to develop their practice through trialling and refining formative assessment strategies.
- Increase engagement in your learners who will support each other and take responsibility for their own learning through peer and self-review techniques.

The Embedding Formative Assessment programme is focused on improving outcomes through the development of teaching. Learn Sheffield is working in partnership with SSAT and Hunter's Bar Junior School to support a group of six Sheffield schools and academies to access this two year programme.

Hunter's Bar Junior have devoted eleven years to the development of formative assessment in their school, using the Embedding Formative Assessment programme. They are now recognised as an EF Ambassador School through the SSAT and have two trained EFA Mentors who support other schools for the full two years of the programme.

Michael Watson (HT of Hunter Bar Junior) and Kelly Hersey (DHT) will support Sheffield primary schools and academies and SSAT will provide additional mentors if the group includes other sectors.

The cost of the programme to Sheffield Schools and academies is being heavily subsidised (by more than 50% of the usual cost) by Learn Sheffield. Any Sheffield school or academy will pay £1000 pa for the two years of the programme (i.e. £2000 in total).

Embedding Formative Assessment

6 Schools
Dec 20 - Dec 22



How does it work?

The programme builds on over 10 years of research by Dylan Wiliam and Siobhan Leahy who originally designed the Embedding Formative Assessment resource using evidence to show that formative assessment can improve students' learning. We know that many schools already prioritise formative assessment, but realise that it can be challenging to implement and difficult to effect a long-term change in teacher behaviour.

Through monthly workshops, known as Teacher Learner Communities (TLC), groups of teachers focus on key formative assessment strategies and techniques that could be implemented in their classroom and feedback on the impact of techniques previously experimented with. Plus, in between the workshop sessions, teachers are encouraged to conduct peer lesson observations and provide feedback to each other regularly.

Over a sustained period, this leads to whole-school impact as the TLC model provides support and accountability, and the regularity of the meetings supports a change in classroom habits which permeates throughout the school with conversations in staff rooms, classroom drop-ins and regular peer observation and review.



The Education Endowment Foundation (EEF) Project

In 2015, the EEF funded SSAT to implement the Embedding Formative Assessment programme in 140 schools over a two-year period. Research findings showed that:

- Learners made the equivalent of two months' progress in their Attainment 8 GCSE score.
- Learners in the lowest third for prior attainment made more progress than their classmates in the top third.
- Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with formative assessment strategies.

Visit the SSAT website to find out more – including the 'Trialled and Tested' podcast, case studies, sample materials and available support.

<https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/>





The Sheffield CPD Excellence Hub Programme



CPD Excellence Hubs

8 Schools
Dec 20 - Dec 22

About

The Sheffield CPD Excellence Hub is a two-year programme launched by the Teacher Development Trust (TDT) and Hunter's Bar Junior School (HBJS) that aims to transform teacher development in Primary and Secondary schools in and around the Sheffield area, helping schools to create a thriving, research-rich school improvement culture that sticks.

This project will draw on the TDT's world-leading research base and extensive experience of working with schools across England and Wales through the TDT Network. We believe in people-powered school improvement. **It's time to invest in the leadership of teacher development.**

"Our two year partnership with Hunters Bar and the TDT was incredibly successful and allowed us to make sustainable improvements to our CPD offer to all staff members resulting in improved teaching and learning, a CPD-focussed culture and a Good Ofsted rating. I cannot recommend the programme enough."

*Matthew McArthur,
Reignhead Primary School*

The TDT Expert Adviser, will work closely with CPD leaders from the eight participating Partner Schools, enabling them to implement high-quality professional learning for their staff. The project will impact hundreds of teachers across participating Partner Schools as they are exposed to higher quality professional development opportunities, including:

- Personalised guidance with CPD planning and evaluation
- An annual diagnostic professional learning review
- Fortnightly leadership coaching conversations
- Half-termly attendance at local forums to share best practice tailored to participant CPD needs and research-informed practice

Developing leadership, culture and CPD structures

Each partner school will benchmark against seven domains and reveal insights that unlock effective change. TDT's unique process brings together leaders' own insights with anonymous staff survey results, while the expert coach triangulates this with staff interviews and policy reviews.

Future action plans will be informed by need and tailored to context, but might include:

- building a developmental staff culture with high engagement in professional learning;
- supporting evidence-informed practice, where staff engage with high quality strategies and well-designed CPD processes;
- developing the way that CPD is evaluated and meets students' and staff needs; or
- reviewing and adapting the timings and structure of professional learning programmes.

What will be required of schools?

Each partner school will be expected to have a dedicated CPD leader to lead the programme, attend the forums, engage with the coaching conversations and feed back to their senior leadership teams.

We recommend that half a day a week is ring-fenced for CPD leadership time to enable CPD design, implementation and coaching conversations with the Expert Adviser.

Each Partner school will automatically become a member of the TDT Network.

The cost to schools is £695 per year (for a two year programme). This offers a significant discount on TDT's 'Impact Membership', with the remaining costs funded by Learn Sheffield.

How can our school get involved?

To learn more about the programme please email Alex at **alex.beauchamp@tdtrust.org** and to express an interest in taking part please contact **Learn Sheffield**. If the demand is greater than the number of places Learn Sheffield will select the schools by considering school improvement need and readiness to engage as their main criteria for selection.

Founded in 2012 by teachers and school leaders, the Teacher Development Trust is the national charity for effective professional development in schools and colleges. For more information please visit tdtrust.org

Alex Beauchamp is a TDT Expert Adviser and Lead Practitioner at Hunter's Bar Junior School. He led the CPD Excellence Hubs programme funded by the Teaching and Leadership Innovation Fund (TLIF). Alex has delivered at Sheffield Hallam University and written about professional development for publications such as SecEd, Headteacher Update and the Chartered College of Teaching journal, Impact.



Improving PE Project

The PESSPA (Physical Education, School Sport & Physical Activity) Alliance working in partnership with Learn Sheffield and Mercia TSA submitted a successful bid to DfE (in 2019/20) in relation to a project to improve the quality of PE teaching and leadership.

This partnership will recruit a team of Specialist PESSPA Leaders and Champion Schools to work with identified schools and share good practice across the city. This project has been delayed by COVID but the work will now take place between November 2020 and March 2021. There are three programmes available below:

Improving PE Teaching

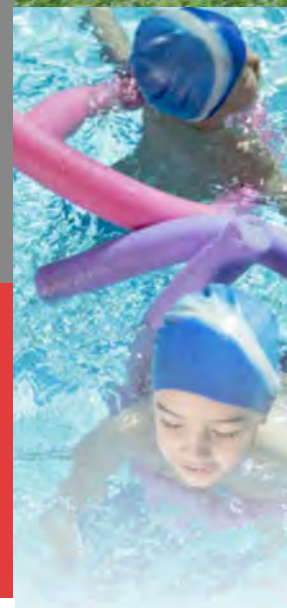
Support for 20 schools who will receive one day (generally in the form of two half days) of support from a PESSPA Champion plus a budget of £500 to broker additional bespoke support to improve PE teaching in the school.

Developing PE co-ordination

Support for 10 schools who will receive two days of support from a PESSPA Champion to support the development of their PE Co-ordinator to improve the quality of PE provision in the school.

Maximising the impact of Sports Premium

Support for 10 schools who will receive one day of support from a PESSPA Champion to support their PE Co-ordinator to maximise the impact of Sports Premium to improve the quality of PE provision in the school.





What to do

If you are interested in one or more of the programmes in this booklet then click on the link below to access a short online form where you can express an interest.

[Click here.](#)

At this initial stage, the form simply asks for your basic contact information, which programme(s) you are interested in and whether you have a preference or priority. We will begin contacting schools shortly after half term so whilst the form will stay open until the places are allocated, schools and academies should complete it by 4pm on Friday 6 November to be certain that they are considered for their preferred programme. If you would like to discuss any of the programmes then please use the contact details in this booklet or email stephen.betts@learnsheffield.co.uk.

Contact us:

By email using enquiries@learnsheffield.co.uk

By phone on 0114 250 7417

By post at Learn Sheffield, Suite 6, Albion House, Savile Street, Sheffield, S4 7UD

More information can be found on our **[Website](#)** & Twitter **[@learnsheffield](#)**