

Sheffield Programmes & Opportunities 2021-2022

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

July 2021



This booklet contains a range of opportunities for Sheffield nursery settings, schools, academies and colleges.

Each programme is addressing a priority area identified in the Education Strategy which is funded by Sheffield City Council.

It has been designed to enable leaders to compare and contrast these opportunities side by side to identify the right opportunities to support their development planning for next school year.



This booklet contains information about the following opportunities:

Curriculum Project

Focus: **Teaching & Learning**

Pages: 4 & 5

Teaching WalkThrus

Focus: **Teaching & Learning**

Pages: 6 & 7

Embedding Formative Assessment

Focus: **Teaching & Learning**

Pages: 8 & 9

Sheffield CPD Excellence Hub

Focus: **Teaching & Learning**

Pages: 10 & 11

Making the Difference

Focus: **Overcoming Disadvantage**

Pages: 12 & 13

SEND Peer Networks

Focus: **SEND Improvement**

Pages: 14 & 15

Curriculum Project (new)

Teaching & Learning

20 settings

Sept 21 – Jul 23

Curriculum Project (new)

The project will work with 20 settings in the first cohort and each setting will receive the equivalent of 12 days of support across a two year period (i.e. an average of one per half term).

This overall value if the project is almost £7k per setting. Each participating setting will contribute £2k (£1000 per year) plus the cost of at least 5 licences for Myatt & Co (circa £250-300 per year).

How does it work?

Strategic objectives:

- Setting leaders, staff and those involved in governance can articulate the curriculum choices they have made for their setting.
- Each setting can describe how the unique curriculum they have designed enables their children and community to thrive and succeed.
- Each setting can articulate how successfully their curriculum is being implemented and evidence the impact it is having on a range of outcomes for pupils.

Outcomes:

- Improved provision leading to: raised attainment and improved life chances.
- Uniquely relevant curriculum offer leads to Improved community engagement.
- Setting/ leader improvement -culture, self-evaluation and implementation
- Improved local capacity (setting leaders, system leaders & research

Who is the project for?

This project would be effective for a setting at any stage of development with their curriculum, including those whose curriculum development is well advanced.

It would be ideal for settings for whom the further development of their curriculum is their main focus for the next two years.

Who will deliver the project?



Mary Myatt (Strategic Lead)

Learn Sheffield Improvement Partners
(Project Co-ordination & QA)

Learn Sheffield Curriculum Team (System
Leaders working with settings).

A diverse range of local and national
expertise as required.

What does the project involve?

Stage One – **Launch** (September 2021)

Settings receive an overview of the project from Mary Myatt and the project team.

Stage Two – **Enquiry** (Autumn 2021)

Each setting will be matched with a member of the project team.

They will work with setting leaders to plan support using two tools:

- Diagnostic conversation with setting leaders..
- Supported enquiry to understand impact alongside setting leaders.

Stage Three – **Support** (Spring 2022 to Spring 2023)

The setting will receive the equivalent of eight days of support across four terms (i.e. an average on one day per half term).

This may be used in a variety of ways:

- Follow-up support from project team.
- Brokered support from a diverse range of local and national partners to assist specific identified improvement priorities.
- Development work to mentor champions in each setting to support sustainability.

The setting will also be signposted to evidence informed curriculum approaches and effective curriculum models in actions, including universally available project events.

Stage Four – **Evaluation** (Summer 2023)



Teaching WalkThrus programme

Teaching & Learning

25 settings
Sept 21 – Jul 22

Teaching WalkThrus programme

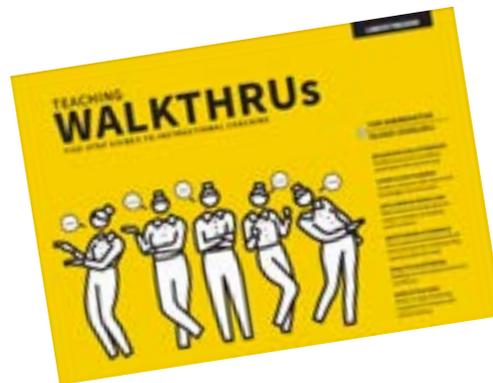
The **Teaching WalkThrus** books (the first two in a three part series are now available) seek to bridge the gap between pedagogical approaches with a strong evidence base and precise classroom implementation guidance.

Co-author Tom Sherrington will be the Strategic Lead for this programme which will use the professional development resource pack and provide wraparound support for 50 Sheffield settings over three years. This programme will enable settings to develop their CPD model using instructional coaching to improve teaching.

Who is the project for and what does it cost?

This project is for any setting who are seeking to build their CPD model around instructional coaching. It would be effective for settings at any most stages of development, including those whose teaching is already a strength.

The overall value if the project is almost £4k per setting and each participating setting will contribute £750 (under 500 pupils), £1200 (under 1000 pupils) or £1500 (over 1000 pupils) for access to the professional development resources for all three books/packs. Each setting will also receive one year of intensive support.

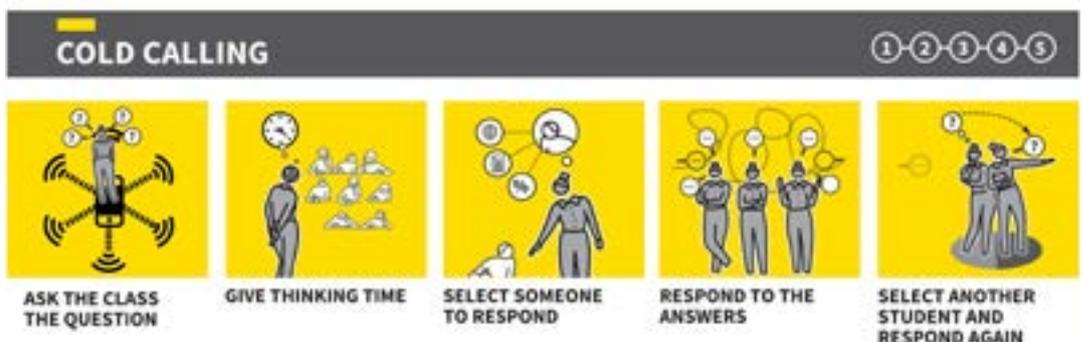


What are Teaching WalkThrus?



Teaching Walkthrus provide a resource to support professional learning...

WalkThrus are five-step guides to great teaching



What resources are used to support the programme?

The Teaching WalkThrus PD resource pack is a central set of connected resources to build your setting's professional development. These resources support settings to connect and personalise professional learning.

PD resources contain



Presentation slides

A development of the WalkThru book, these PowerPoint slides cover the 52 WalkThrus from the first edition, allowing your school or college to lead your own powerful CPD sessions.



Trainer notes

Activities, background information and new ideas for classrooms to support the presentation slides and help support the trainer leading the PD sessions.



WalkThru videos

Tom Sherrington talks through all the different WalkThrus, offering further advice and ideas to guide the PD training in your school.



Teaching WalkThrus book

Five copies of the Teaching WalkThrus book, with further copies available for subscribing schools at the heavily discounted rate of £5 per copy to facilitate each teacher having their own personal copy.



Teacher Workbook

A downloadable printout to allow space for personalised learning and for teachers to apply the ADAPT model to their own practice.



Webinars

Exclusive access to 'train the trainer' webinars, led by Tom and DL, to support those leading the PD.

What does the programme involve?

Each setting will receive access to the resource pack above for three years plus one year of intensive support:

- Launch and initial leader and setting champion training.
- Half termly input from Tom Sherrington and colleagues plus termly support from a coach (local system leader).
- Impact evaluation and next steps guidance.

Comments on Teaching WalkThrus



Dylan William

'Teaching is such a complex endeavour that the idea of a complete guide to teaching excellence is surely impossible, but this comes closer than anything I have seen to date. Anyone seriously interested in improving education needs this at their side.'



Mary Myatt

'The WalkThrus meet a real need because they bridge the gaps between, on the one hand, what we currently have strong evidence for in terms of developing pupils' learning and, on the other hand, precise guidance on how this might be brought to life in daily practice.'



Rob Coe

'I love the WalkThrus. If you want a practical and straight-out-of-the-box usable guide to specific classroom practices that are grounded in evidence, you'll love it too.'

Embedded Formative Assessment

Teaching & Learning

6 settings

Sept 21 – Jul 23

Embedding Formative Assessment (Cohort 2)

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 trained EFA Mentors who support other schools for the full two years of the programme.

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

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/>



Sheffield CPD Excellence Hub programme

Teaching & Learning

6 settings
Sept 21 – Jul 23

The Sheffield CPD Excellence Hub Programme

(Cohort 2)



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.

Rather than simply delivering training to leaders and teachers, we are taking an evidence-informed approach to change the way that schools design, implement and evaluate professional learning.

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.**

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 up 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 o an annual diagnostic professional learning review
- fortnightly leadership coaching conversations; and
- half-termly attendance at local forums to share best practice tailored to participant CPD needs and research-informed practice

"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 can not recommend the programme enough."

Matthew McArthur,
Reignhead Primary School

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.

How can schools 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 (THF). 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.



Making the Difference programme

Overcoming Disadvantage

20 settings (Cohort 2)
Sept 21 – Apr 23

Making the Difference programme

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

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. This second cohort will launch in September 2021 and conclude in the spring of 2023.

Who

- The programme is open to Primary, Secondary and Special Schools. Some places are reserved for schools with higher proportions of disadvantaged 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 contact stephen.betts@learnsheffield.co.uk who will be able to put you in touch with Project leads Marc Rowland and Julie Kettlewell (Huntington Research School) and share the recording of the online seminar from the first cohort.



WE SEND Network

Virtual communities building national excellence through local collaboration

SEND
Peer Networks

SEND Improvement

30 Schools (Cohort 1)
Sept 21 – Jul 22

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

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



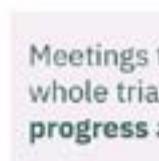
Coaches **virtually meet with their participant SENCOs** individually during half term two.



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



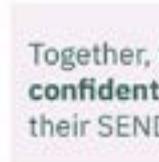
Together, coach and participant draft an **action plan**, which the participant will send to Whole Education to quality assure.



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.



What to do

If you are interested in one or more of the programme in this booklet then [click here](#) to access a short online form where you can express an interest.

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. You will need to respond for each setting if you are doing so on behalf of a group of schools.

As this form is coming out at the end of term it will stay open across the summer and into the start of term. It will then stay open until the places are allocated but settings should complete it by **4pm on Friday 10 September 2021** 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 enquiries@learnsheffield.co.uk

By phone: 0114 250 7417

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

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