

Learn Sheffield Leaders' Briefing

Autumn 1

Friday 9 November 2018, 8.30-10.30am
Sheffield Hallam University, Peak Lecture Theatre

**Sheffield
Hallam
University**

Sheffield
Institute
of Education



**SOUTH
YORKSHIRE
FUTURES**

Leaders' Briefing Agenda – Friday 9 November 2018

- Introduction / Welcome
- Metacognition and Self-Regulated Learning: how metacognition can improve pupil progress in all stages and phases – Julie Watson – Huntington Research School
- National Funding Formula Update – John Doyle & Mark Sheikh – Sheffield City Council
- Our Voice Matters & Bright Spots Survey – Pam Smith – Sheffield City Council
- Learn Sheffield Update – Stephen Betts – Learn Sheffield

Metacognition and Self-Regulated Learning: how metacognition can improve pupil progress in all stages and phases –

Julie Watson – Huntington Research School



Unlocking the evidence: Mobilising Metacognition

Julie Watson
Assistant Director
Huntington Research School

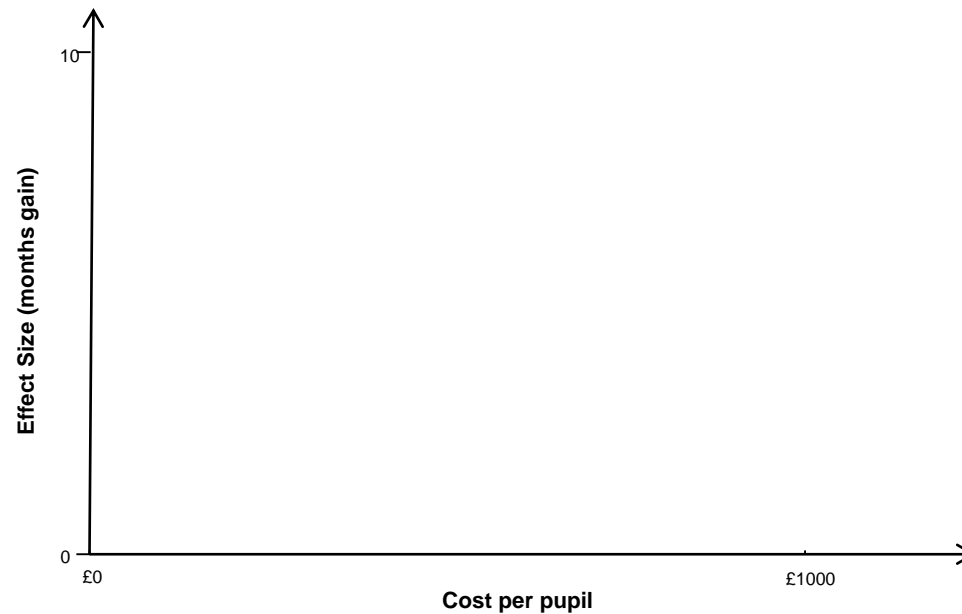


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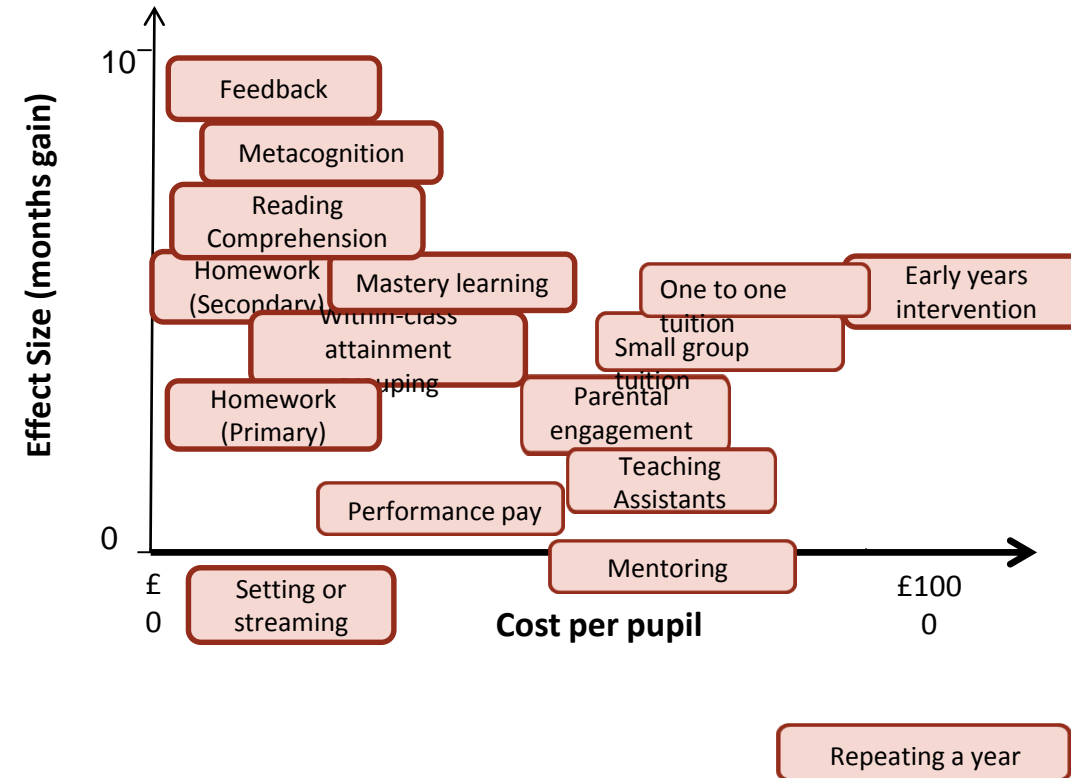


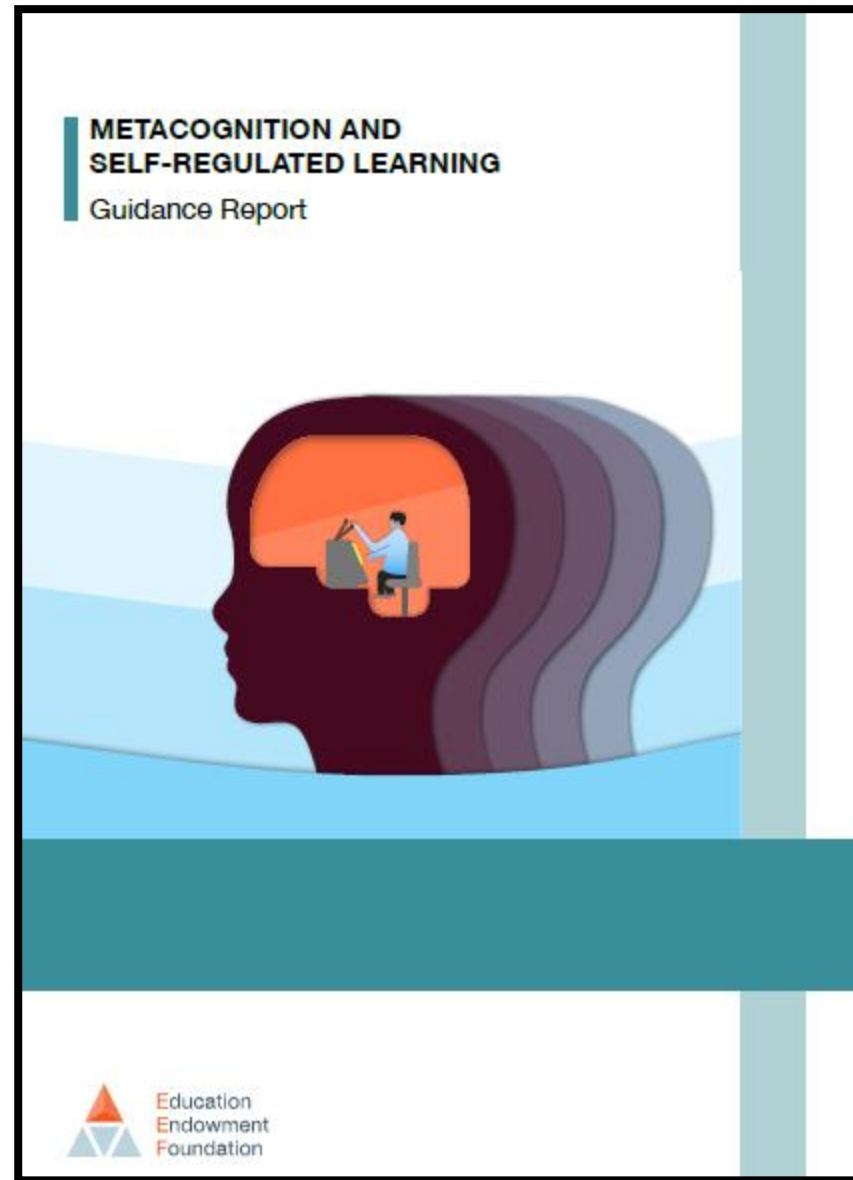
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The EEF Teaching & learning Toolkit





What is Metacognition?

Communication

Social cognition



Problem
solving

‘Metacognition
is about the ways
learners monitor and
purposefully direct
their learning’

Attention

Memory

Self-
control

Self-
instruction

Writing

Reading
comprehension

Personality
development

Language
acquisition


















Improving Mathematics in Key Stages Two and Three – Recommendations Summary

1 Use assessment to build on pupils' existing knowledge and understanding	2 Use manipulatives and representations	3 Teach pupils strategies for solving problems	4 Enable pupils to develop a rich network of mathematical knowledge	5 Develop pupils' independence and motivation	6 Use tasks and resources to challenge and support pupils' mathematics	7 Use structured interventions to provide additional support	8 Support pupils to make a successful transition between primary and secondary school
• Assessment	• Manipulatives	• If pupils lack a	• Emphasise the	• Encourage pupils to	• Tasks and	• Selection should	• There is a large dip

IMPROVING SECONDARY SCIENCE

Summary of recommendations

1 Preconceptions: Build on the ideas that pupils bring to lessons	2 Self-regulation: Help pupils direct their own learning	3 Modelling: Use models to support understanding	4 Memory: Support pupils to retain and retrieve knowledge	5 Practical Work: Use practical work purposefully and as part of a learning sequence	6 Language of Science: Develop scientific vocabulary and support pupils to read and write about science	7 Feedback: Use structured feedback to move on pupils' thinking
 <ul style="list-style-type: none"> 1a: Understand the preconceptions that pupils bring to science lessons 1b: Develop pupils' thinking through cognitive conflict and discussion 1c: Allow enough time to challenge misconceptions and change thinking 	 <ul style="list-style-type: none"> 2a: Explicitly teach pupils how to plan, monitor, and evaluate their learning 2b: Model your own thinking to help pupils develop their metacognitive and cognitive knowledge 2c: Promote metacognitive talk and dialogue in the classroom 	 <ul style="list-style-type: none"> 3a: Use models to help pupils develop a deeper understanding of scientific concepts 3b: Select the models you use with care 3c: Explicitly teach pupils about models and encourage pupils to critique them 	 <ul style="list-style-type: none"> 4a: Pay attention to cognitive load—structure tasks to limit the amount of new information pupils need to process 4b: Revisit knowledge after a gap to help pupils retain it in their long-term memory 4c: Provide opportunities for retrieval practice 	 <ul style="list-style-type: none"> 5a: Know the purpose of each practical activity 5b: Sequence practical activities with other learning 5c: Use practical work to develop scientific reasoning 5d: Use a variety of approaches to practical work 	 <ul style="list-style-type: none"> 6a: Carefully select the vocabulary to teach and focus on the most tricky words 6b: Show the links between words and their composite parts 6c: Use activities to engage pupils with reading scientific texts 	 <ul style="list-style-type: none"> 7a: Find out what your pupils understand 7b: Think about what you're providing feedback on 7c: Provide feedback as comments rather than marks 7d: Make sure pupils can respond to your feedback

1 Develop pupils' speaking and listening skills and wider understanding of language	2 Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills	3 Effectively implement a systematic phonics programme	4 Teach pupils to use strategies for developing and monitoring their reading comprehension	5 Teach pupils to use strategies for planning and monitoring their writing	6 Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling	7 Use high-quality information about pupils' current capabilities to select the best next steps for teaching	8 Use high-quality structured interventions to help pupils who are struggling with their literacy
 <p>A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in the classroom.</p>	 <p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of text)</p>	 <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised programme.</p>	 <p>Reading comprehension can be improved by teaching pupils specific strategies that they can apply.</p>	 <p>Pupils' writing can be improved by teaching them to effectively plan and monitor their writing. Teaching a range of writing strategies can help pupils to plan and monitor their writing.</p>	 <p>Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop automaticity in these skills to free up cognitive resources for higher-level writing tasks.</p>	 <p>Collect high quality, up-to-date information about pupils' current capabilities, and adapt teaching accordingly to focus on exactly what pupils need to learn next.</p>	 <p>Schools should focus on core classroom teaching strategies, which improve literacy for the whole class. However, even when excellent classroom teaching is in place, some pupils will struggle with literacy and need additional support.</p>

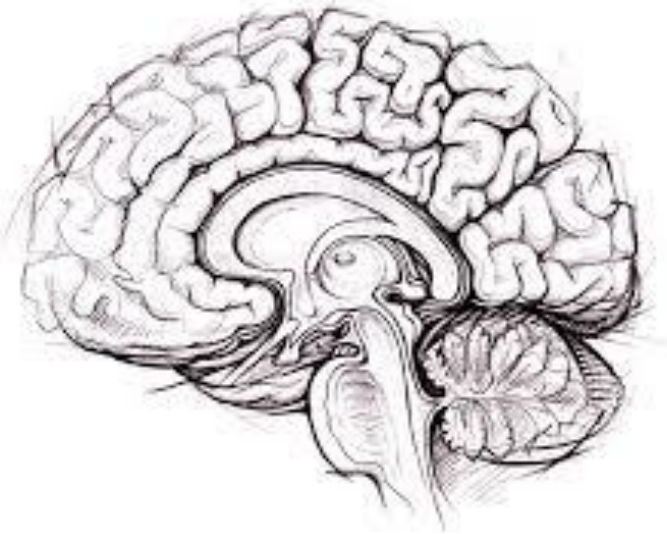
Flavell (1976)



“I am engaging in metacognition if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as fact.”



Veenman, Wilhelm & Beishuizen (2004)



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1

Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge



- Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- Developing pupils' metacognitive knowledge of how they learn—their knowledge of **themselves as a learner**, of strategies, and of **tasks**—is an effective way of improving pupil outcomes.
- Teachers should support pupils to **plan, monitor, and evaluate** their learning.

2

Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning



- Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.
- While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.
- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before ending in **structured reflection**—can be applied to different subjects, ages and contents.

3

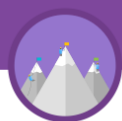
Model your own thinking to help pupils develop their metacognitive and cognitive skills



- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
- Teachers should verbalise their metacognitive thinking (*'What do I know about problems like this? What ways of solving them have I used before?'*) as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

4

Set an appropriate level of challenge to develop pupils' self-regulation and metacognition



- Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.
- However, challenge needs to be at an appropriate level.
- Pupils must have the motivation to accept the challenge.
- Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies.

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Promote and develop metacognitive talk in the classroom



- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.
- Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.
- However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.

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Explicitly teach pupils how to organise and effectively manage their learning independently



- Teachers should explicitly support pupils to develop independent learning skills.
- Carefully designed **guided practice**, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in **independent practice**.
- Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.
- Teachers should also support pupils' motivation to undertake the learning tasks.

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Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately



- Develop teachers' knowledge and understanding through high quality professional development and resources.
- Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.
- Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills.
- Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.

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Nathan knew that to revise properly he would need a technology 'black out'. With a little help from his father, Nathan made his bedroom more like an office than a games room during his GCSE revision.

Each evening at seven o'clock, just after dinner, Nathan would switch off his phone and go upstairs to revise. First, he'd check his revision plan and get out what he needed before steeling himself to do some hard work. Strategy number one was always a quick flashcard challenge, mixing up his cards from his different subjects, before testing himself. Then Nathan would test himself on different topics, with past questions or simply seeing what he could recall with a blank piece of paper, before ticking them off his revision plan.

Expecting his usual lull after forty-five minutes, Nathan would grab a drink and a biscuit (or three) before getting back to his revision. At the end of his revision session, he would end with the nightly ritual of returning to his revision plan to chalk up his victories and losses.

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Metacognitive Knowledge



- Knowledge of task
- Knowledge of strategies
- Knowledge of self

Complete this mental maths challenge:

$$155 \times 3 = 465$$



Complete this mental maths challenge:

$$155,463,332 \times 3 = 466,389,996$$



Callan et al. (2016)

‘Metacognition, Strategies,
Achievement and Demographics:
Relationships Across Countries’.





Then they need to

APPLY

their

**METACOGNITIVE
KNOWLEDGE**



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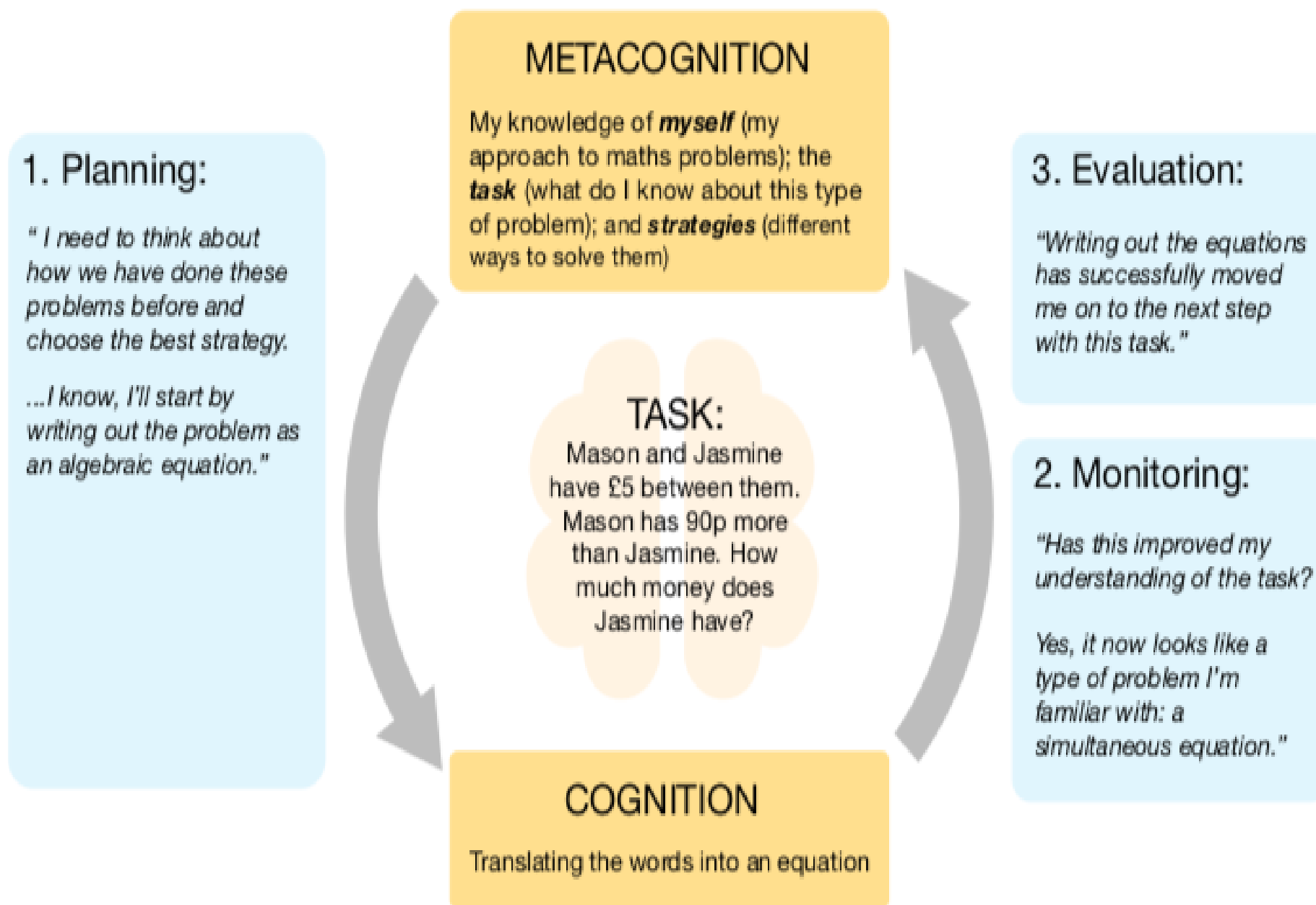
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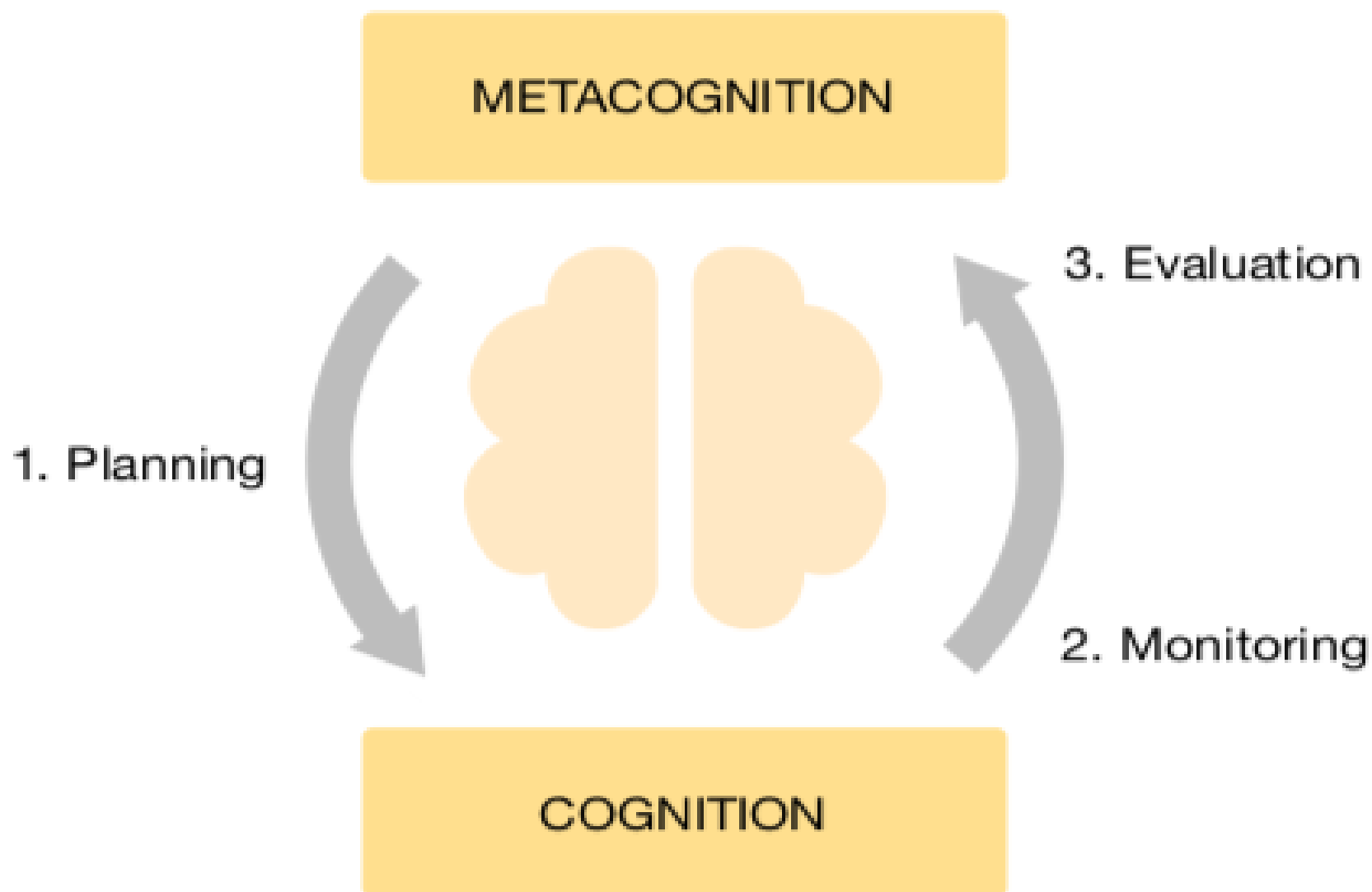
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Metacognitive Regulation



- Planning
- Monitoring
- Evaluating





THE METACOGNITIVE PROCESS



METACOGNITIVE KNOWLEDGE

Knowledge of task

Knowledge of strategies

Knowledge of self



METACOGNITIVE REGULATION

Planning

Monitoring

Evaluating



What would your students look like if they were acting metacognitively?

Assessing metacognition



- Traces
- Observation
- Self-report questionnaires
- Structured interviews
- Talk aloud protocols

Services To Schools

[Governance Improvement
Service](#)[Governance Training 2018/19](#)[School Leaders' Briefings](#)[Subject Networks](#)[Assessment & Moderation
Training 2018/19](#)

Research Led Sheffield

[Subscription Toolkit](#)[Data Analysis Service](#)[Free Tools](#)[School Improvement Services](#)[Commissions](#)

Research Led Sheffield 2018/19

This is the second year of the Research Led Sheffield Programme which is a collaboration between Learn Sheffield and Huntington Research School. The programme includes a training offer, a programme of 'twilight' information sessions, contributions to our briefings for school leaders and a half termly newsletter. This builds on the programme in 2017/18 and will include Sheffield colleagues (from the first year programme) involved in the delivery of this year's programme.

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- Science Guidance Report
- Effective Implementation
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- Parental Engagement Guidance Report
- Early Years Numeracy & Literacy
- School Culture & Disadvantaged Learners
- Literacy at the Transition Guidance Report

For more information about each aspect of the programme, including costs and how to book places - click on the buttons below.

[3-day Metacognition & Self-Regulation](#)[3-day Leading Learning \(Disadvantage focus\)](#)

Leaders' Briefing Agenda – Friday 9 November 2018

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National Funding Formula Update – John Doyle & Mark Sheikh – Sheffield City Council

National Funding Formula (NFF) Update and Review of Transition

School Leaders' Briefing

9 November 2018

(John Doyle/Mark Sheikh)

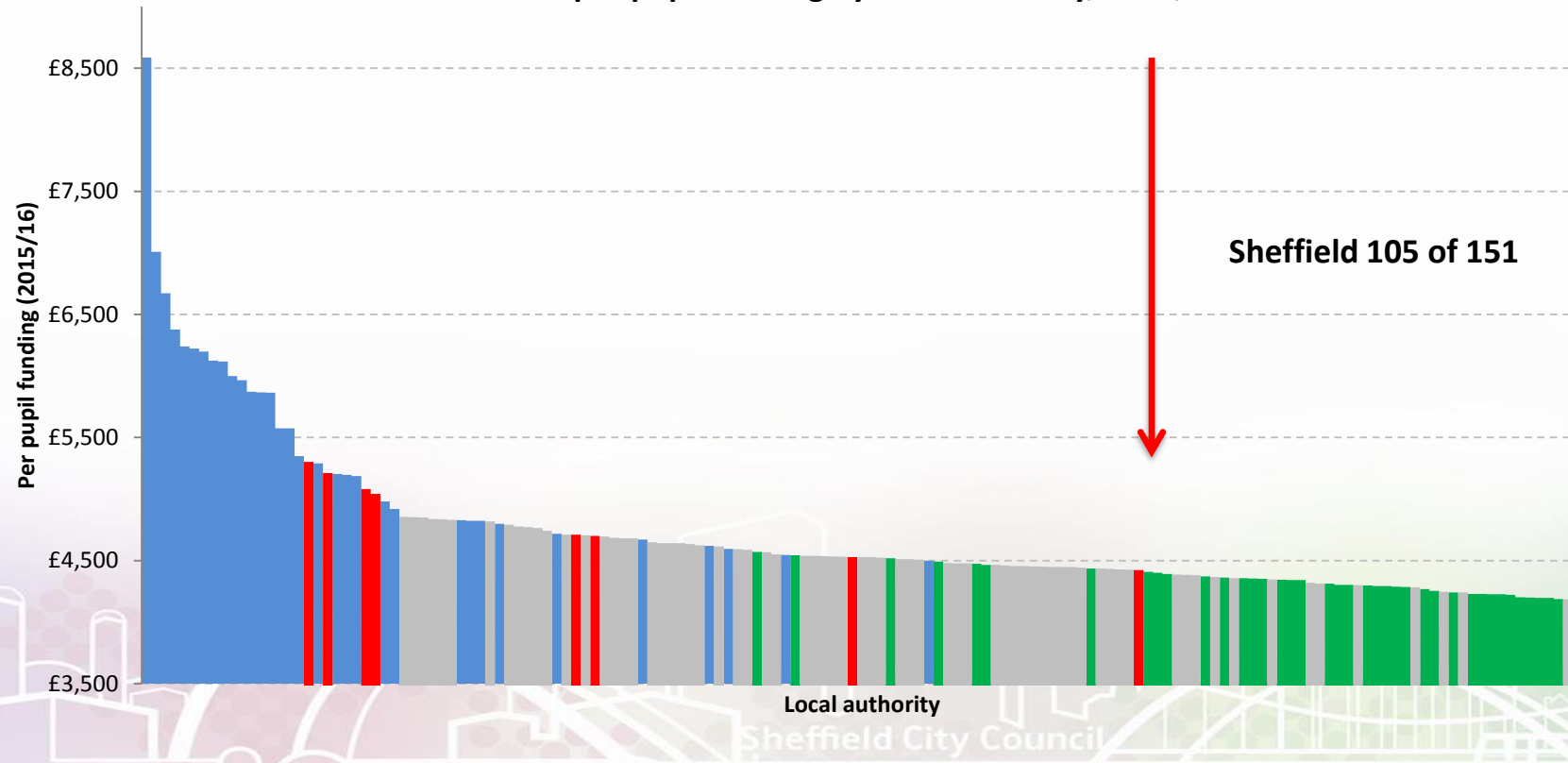


Sheffield City Council



Historically low settlement for Sheffield – Core Cities analysis

Schools Block per pupil funding by local authority, 2015/16



Implications of National Funding Formula for Sheffield

- We recognise that NFF is a **move towards greater fairness**.
- NFF tries to strike a balance nationally between **fairness and stability**. From a Sheffield perspective it appears **more focused on stability**.
- The way funding is distributed by National Government means we are **worse off** from our anticipated allocation (based on October 2017 baseline) for:
 - Schools Block by **£12.1m** (£170 per pupil) in 2018/19 and £5.7m (£80 per pupil) in 2019/20.
 - High Needs Block by **£6.7m** in 2018/19 and £5.2m in 2019/20.
- There is **insufficient funding** nationally in the school system.

Transitional approach to NFF agreed by Schools Forum December 2017

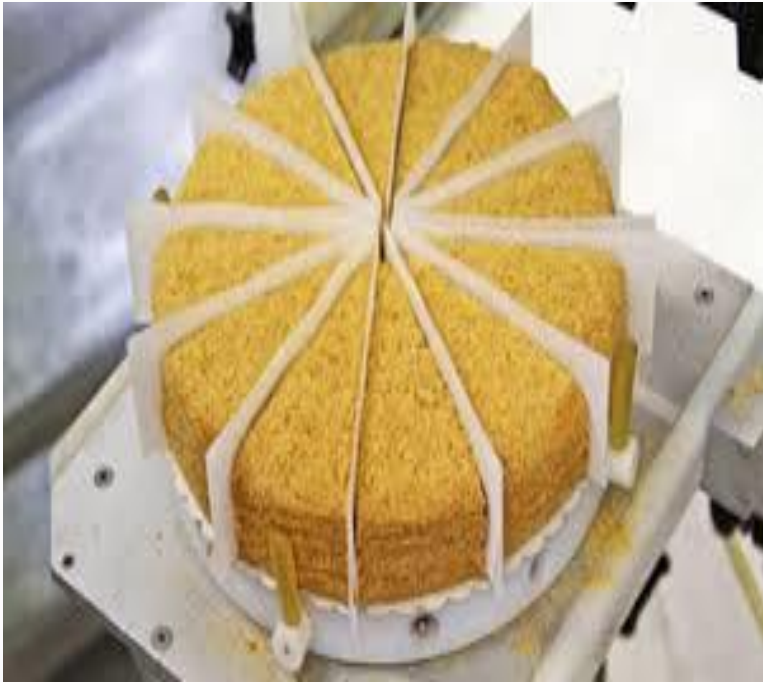
The rationale for this initial approach was to improve the overall Sheffield baseline in preparation for full implementation of NFF.

	Y1 - 2018/19	Y2 - 2019/20	Y3 - 2020/2021
Lump Sum	£150k	£150k	£110k
Sector ratio primary : secondary	1:1.24	1:1.25	1:1.29

Latest Updates

- 2020/21 is no longer the first year of the hard National Funding Formula (implementation of the ESFA's national formula).
- The date for hard NFF implementation is not known – subject to the next National Spending Review/Legislative changes - current discussion is “**hardening the soft formula**”. The debate going forwards:
 - Cost pressures – pay inflation, recruitment and retention **against**
 - Levelling up of differentials and real terms pupil protection
- Teachers' Pay Grant - £187m in 2018/19 and £321m in 2019/20.
- Teachers' Pensions Grant - c£800m 2019/20 £1,371m in 2020/21.
- SCC shared updated indicative individual school budget allocations in May 2018.
- £400m national allocation for “little extras” - £10k for primary and £50k for secondary.

BUT, there's only so much cake...



We can slice it any way,
but there's still only
one cake to go around

The good news is we will receive an
additional **£5.7m** for 2019/20, so the cake
is getting slightly bigger.

Our Transitional Principles

Approach to transition models is based on the following principles - to:

1. Ensure all schools receive a minimum of **0.5% increase** in 2019/20 (as per national announcement).
2. Maintain **stability** in the system by maintaining Age Weighted Pupil Unit (AWPU) levels
3. Achieve **minimum per pupil funding** levels of £3,500 in primary and £4,800 in secondary.
4. Ensure a **stable transition** towards NFF.

Indicative School Budget Share Modelling 2019-20: Analysis of DSG Allocation

		£m
DSG	2018-19	316.22
	2019-20	324.50
	Increase of:	8.28
Pupil Numbers	2018-19	71,327
	2019-20	71,846
	Increase of:	519
Total <u>expected</u> increase :		8.28
Cost of additional funding for new pupils in 2019-20:		-2.53
Additional DSG		5.75

*Indicative allocation based on October 2017 Census.
Final allocation to change based on October 2018 Census.*

Indicative School Budget Share Modelling 2019-20

Summary Options – Models 1 and 2

	Ratio 1.25 - MFG 0.5% -			Ratio 1.255 - MFG 0.5% Enhanced Transition		
	Model 1			Model 2		
	£,000			£,000		
	Primary	Secondary	Total	Primary	Secondary	Total
Cost of Protection/AWPU	2,579	2,180	4,758	2,252	2,226	4,478
Minimum Funding Level	55	204	259	64	155	219
Sector Balance Change		636	636		954	954
Total	2,645	3,104	5,749	2,327	3,423	5,749

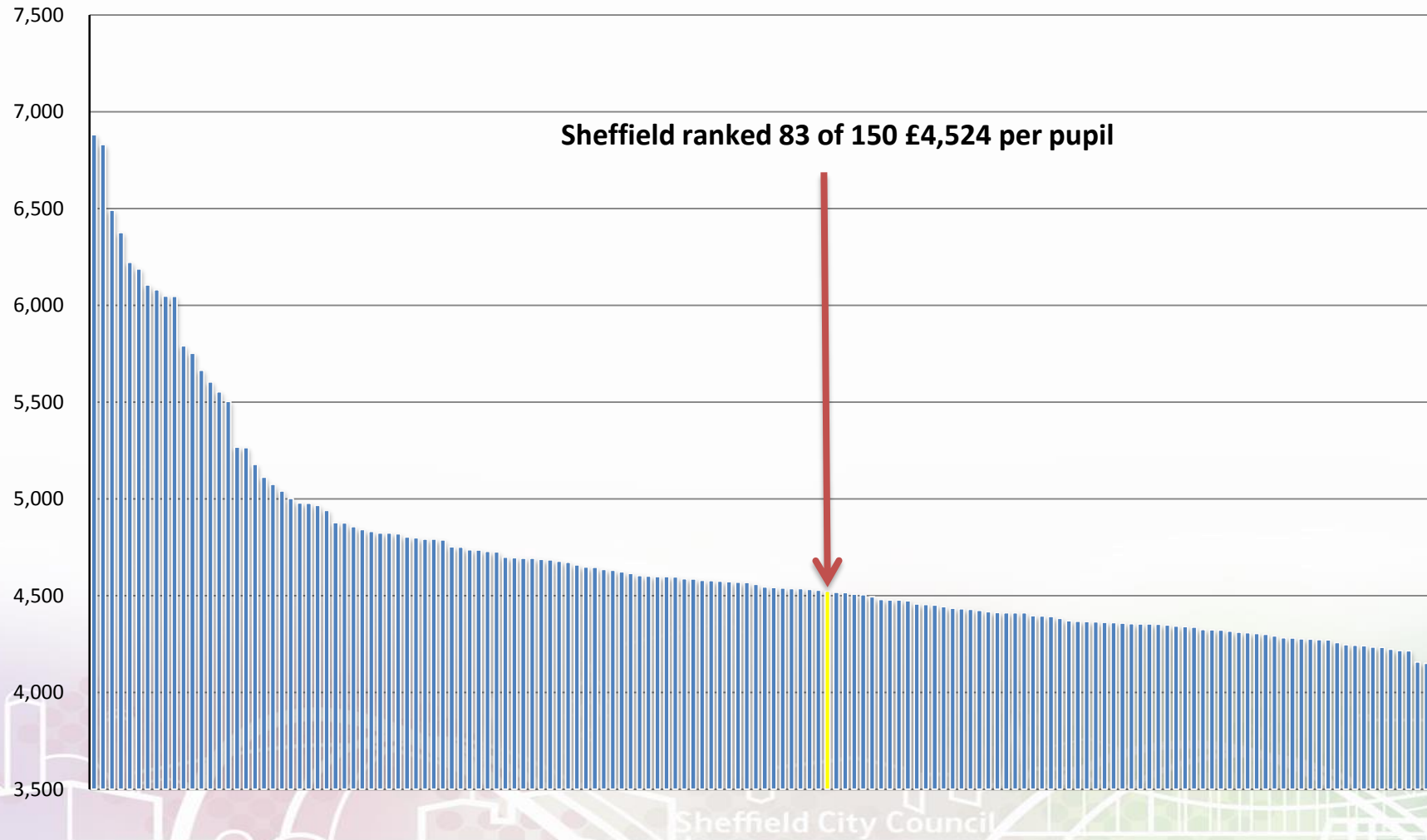
Indicative School Budget Share Modelling 2019-20

Summary Options – Models 3 and 4

	Ratio 1.25 - MFG 0.5% - LS £130k			Ratio 1.255 - MFG 0.5% - LS £130k		
	Model 3			Model 4		
	£,000			£,000		
	Primary	Secondary	Total	Primary	Secondary	Total
Cost of Protection/AWPU	4,795	2,531	7,325	4,418	2,594	7,012
Minimum Funding Level	44	207	251	49	154	203
Sector Balance Change		636	636		954	954
Other (Lump Sum; Mobility; Split Sites)	(2,194)	(269)	(2,463)	(2,140)	(279)	(2,420)
Total	2,645	3,104	5,749	2,327	3,423	5,749

Funding Comparison 2018/19

Schools Block Unit of Funding Per Pupil by Local Authority 2018/19



ESFA Changes to Growth Funding

- New formulaic national approach, based on population growth not popular growth.
 - Lagged funding.
 - Growth measured on Middle Layer Super Output Level.
 - £1,370 for each primary pupil and £2,050 per secondary pupil.
 - £65,000 for each brand new school.
- LAs to continue to allocate using local policy.
- **Current method:**
 - 2017/18 we top sliced £3.5m from the schools block.
 - 2018/19 we received £3.4m from the ESFA.
- 2019/20 could be £1.9m – still investigating. We will need to revise our current growth policy as it may not be affordable following the revised ESFA allocation methodology.

Any questions/comments?



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Our Voice Matters & Bright Spots Survey – Pam Smith – Sheffield City Council

Our Voice Matters Survey 2018/19



Our Voice Matters Debate – March 2019



Bright Spots Survey



Sheffield City Council

Our Voice Matters Survey 2018/19

- Formerly the Every Child Matters (ECM) Survey, completed by over 50,000(!) children and young people in Years 2, 5, 7 and 10 since 2006
- Renamed the [Our Voice Matters Survey](#) – ECM was outdated; one pupil told us the survey made him realise that his voice mattered
- Principles and topics (health, safety, school, spare-time activities and aspirations etc.) haven't changed dramatically, however, we have worked closely with colleagues, partners and schools to produce up-to-date, timely and relevant questions that reflect issues and priorities for children and young people
- We have written to all primary and secondary schools, inviting them to take part. You can register at www.sheffield.gov.uk/ovm.

Benefits of taking part...

- It's **free!**
- You receive a confidential summary report of your students' results (usually within 10 days) **and** the overall data (when the survey has closed) so you can compare your results with the city average
- Can be completed anytime between November and February
- Data can inform your development work and be used as examples of pupil voice for Ofsted
- Findings are useful to services when planning what they provide for children and young people
- Online surveys are an efficient and effective way to hear your pupils' views and have been trialled with young people
- We are working on accessible versions of the survey for children and young people with SEND or EAL pupils (these versions will be available later)
- Snap Surveys (who host the questionnaires) are so secure they were awarded the gold standard for information security systems by the International Organisation for Standardisation (ISO)

Our Voice Matters Debates 2019

- We are holding two debating sessions (one for primary schools, one for secondary schools) in March 2019
- Similar debating sessions held in November 2016 and March 2018 were very well-received
- The debates allow a group of pupils from one school to debate a current key issue with another school in the Town Hall's Council Chamber
- We have written to all primary and secondary schools, inviting them to express an interest in taking part. You can do this online at www.sheffield.gov.uk/ovm
- For further information on anything Our Voice Matters-related, call 0114 205 3902 or email ovm@sheffield.gov.uk

Bright Spots Survey

- Bright Spots is a joint project between Coram Voice and the University of Bristol.
- Their questionnaires give insight into what Children Looked After and care leavers think about their happiness and wellbeing.
- Our survey for Children Looked After – ***Your Life, Your Care*** - runs between Monday 5 November and Sunday 25 November.
- It asks children and young people aged 4-18 about their lives and how they feel they are doing in four areas: Rights, Resilience, Recovery, Relationships.
- Responses show us where our children and young people are flourishing and doing well and highlight areas for improvement. We will use the information to improve the care and leaving care systems.

We want your Designated Teacher to perform a 'trusted adult' role and support your Children Looked After to complete the survey before 25 November.

About the Bright Spots Survey...

- anonymous
 - voluntary – if a child doesn't want to complete it, they don't have to
 - lets children skip any questions they don't want to answer
 - is done online without a login
 - takes about 10 minutes
 - made up mostly of tick boxes rather free text
 - designed to be completed with support by a trusted adult
-
- Three surveys, one for each age group (4-7yrs: 16 questions; 8-11yrs: 31 questions; 11-18yrs: 46 questions)
 - Younger children, children who cannot read or write, children who speak English as a second language or children with learning difficulties may need questions reading and explaining and their free text responses entering on their behalf
 - Important to record children's comments exactly, without interpreting, explaining or paraphrasing what they have said
 - Older children may not need as much support – this is up to your discretion

If you have any questions regarding the survey, email virtualschool@sheffield.gov.uk.

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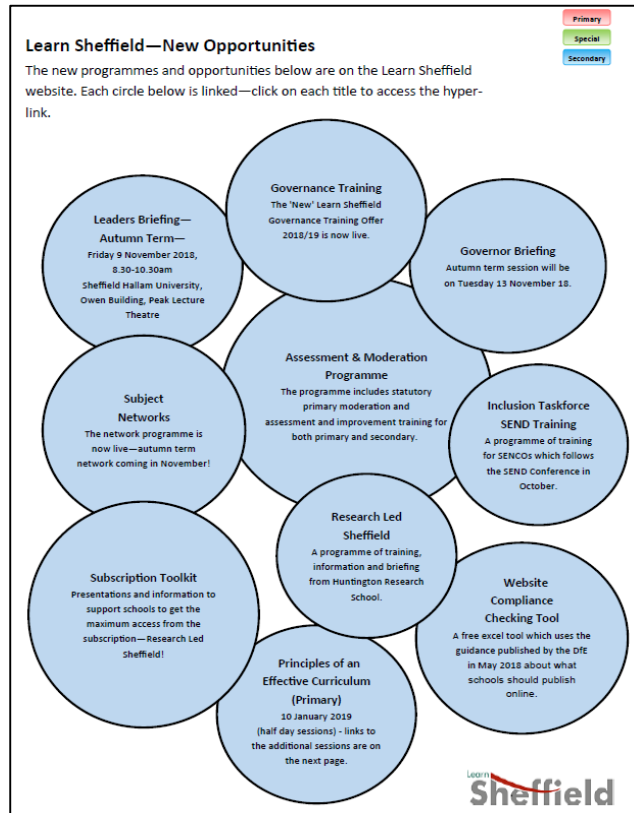
Learn Sheffield Updates

Lots of opportunities to be aware of – quickest ways to do this ...

Opportunities Bulletin 'bubbles'

Half Termly Partnership Update

Website – Services to Schools



Learn Sheffield

Primary Partnership Update – November 2018

Last updated: 7th November 2018 (Stephen Betts)

This update is intended to provide the information that I will usually bring to locality meetings during the half term to everyone at the start of the term. I am hoping that this will give everyone access to as much information as early as possible.

• The N below places This is

Learn Sheffield

- You may want to note the following opportunities aimed at leaders this half term:
 - Friday 9th November – **Leaders' Briefing** (Metacognition & Self-Regulation, National Funding Formula & updates)
<https://www.eventbrite.co.uk/e/learn-sheffield-leaders-briefing-autumn-1-tickets-51452913048>
 - Tuesday 13th November – **Autumn Governance Briefing** (Virtual School, Young Carers, Sports Premium & City Performance)
<https://www.eventbrite.co.uk/e/autumn-term-governance-briefing-tickets-498807474769>
 - Tuesday 20th November – **Research Led Sheffield Twilight** (Metacognition & Self-Regulation – unlocking the guidance report)
<https://www.eventbrite.co.uk/e/metacognition-self-regulation-unlocking-the-guidance-report-tickets-5005730510>
 - Monday 3rd December – **Research Led Sheffield Twilight** (Investigating the evidence for effective CPD)
<https://www.eventbrite.co.uk/e/investigating-the-evidence-for-effective-cpd-tickets-52060244191>
 - Thursday 13th December – **Leaders' Briefing** (Memory Research, Adverse Childhood Experiences & updates)
<https://www.eventbrite.co.uk/e/learn-sheffield-leaders-briefing-autumn-2-tickets-51453126687>
- A second free Prevent training session (which repeats the previous one and is designed for new leaders only) has been added on Monday 3rd December after the session in October became full. If you are interested then please contact bookings@learnsheffield.co.uk to book places.
- Note the following opportunities aimed at other colleagues (access links via the website):
 - Thursday 8th November – Graduated SEND Approach training (locality G)
 - Friday 9th November – KS1 Statutory Assessment Training (teachers new to Y2)
 - Monday 12th November – Graduated SEND Approach training (locality A)
 - Tuesday 13th November – Graduated SEND Approach training (locality C & E)
 - Thursday 15th November – KS1 Statutory Assessment Training (experienced Y2 teachers)
 - Friday 16th November – Graduated SEND Approach training (locality D)
 - Friday 16th November – KS2 Statutory Assessment Training (teachers new to Y6)
 - Monday 19th November – KS1 STA Statutory Moderation Training (KS1 external moderators)
 - Friday 23rd November – KS2 STA Statutory Moderation Training (KS2 external moderators)
 - Friday 23rd November – Graduated SEND Approach training (all localities)
 - Wk Beg.** Monday 26th November – most subject networks held
 - Monday 26th November – KS2 STA Statutory Moderation Training (KS2 external moderators)
 - Tuesday 27th November – KS2 Statutory Assessment Training (experienced Y6 teachers)
 - Wednesday 28th November – KS1 STA Statutory Moderation Training (KS1 external moderators)
- The Inclusion Taskforce SEND training programme (some of which is above) is also now online for booking places ... <http://www.learnsheffield.co.uk/Document-Archive/Inclusion-Taskforce>
- The full Research Led Sheffield programme (summary over-page) is available online <http://www.learnsheffield.co.uk/Services-To-Schools/Research-Led-Sheffield>

In addition to the menu of twilight information session from Huntington Research School there are also three three-day courses available (places cost £295):
Metacognition & Self-Regulation – starts on 12th December
Leading Learning (disadvantaged focus) – starts on 23rd January
Leading Learning (memory/literacy focus) – starts on 29th March

Learn Sheffield

Home Communications About Us Strategies Partnerships **Services To Schools**

Services To Schools

- Governance Improvement Service
- Governance Training 2018/19
- School Leaders' Briefings
- Subject Networks
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For more information about each aspect of the programme, including costs and how to book places - click on the buttons below.

also ...

emails

Website News

Twitter (@learnsheffield)

Learn Sheffield Updates

- Autumn Governance Briefing next Tuesday (13th Nov – 6:30-8:30pm at Charles Street) ... Virtual School/CLA, Young Carers, Sports Premium, City Performance & updates.
- Review of SEN Information Reports – more in half-termly partnership update.
- Update on Local Area SEND Inspection (next week).
- Exclusions workshops and focus in partnership groups.
- Director of Strategy and Delivery role advertised – please share!
- Create Sheffield – 2019 CPD Programme being developed – also note...
 - Free Artsmark briefing for schools: 4:00-5.30pm on Monday 12th November (The Showroom Cinema)
 - Free 'Arts Award in schools' briefing: 4:00-5.30pm on Thursday 29th November (St Mary's Conference Centre)
 - Primary Cultural Education Commission – Museum Sheffield Leonardo da Vinci exhibition

Create Sheffield 2019 CPD Programme – first draft!

Education strand currently includes:

- Artsmark & Arts Award programmes/networks
- Quality Principles (Leaders) – 3 half day sessions
- Quality Principles (Teachers) – 3 half day sessions
- Diversity & Inclusion Lab (includes Unconscious Bias training) – 1 day & 2 half days
- Developing Creative Confidence in the Classroom
 - *‘how art forms can support and enhance the curriculum’*
- Developing Independent Learners
 - *creative activities to give teachers new tools, methods and strategies to improve the independent learning capacity of pupils. 4 modules (stand alone twilights or as a series)*



We are working on delivery arrangements, costs, etc. Hoping to confirm in December.

Learn Sheffield Leaders' Briefing

Thursday 13 December 2018, 8.30-10.30am
Sheffield Hallam University, Cantor Building Lecture Theatre

**Sheffield
Hallam
University**

Sheffield
Institute
of Education



**SOUTH
YORKSHIRE
FUTURES**

Research Evidence on Memory –
ACEs (Adverse Childhood Experiences) -
Ofsted Update – Ambition School Leadership - Updates