

Learn Sheffield Leaders' Briefing Summer 2

Tuesday 2 July 2019, 8.30-10.30am
Sheffield Hallam University, Peak Lecture Theatre

**Sheffield
Hallam
University**

Sheffield
Institute
of Education



**SOUTH
YORKSHIRE
FUTURES**

Leaders' Briefing Agenda – Tuesday 2 July 2019

- Introduction / Welcome
- Five practical tips from the world's top performing education systems

Lucy Crehan – Author – 'Cleverlands – The secrets behind the success of the world's education superpowers'.

- English Hubs and how they can support schools

Lucy McKerrow – St Wilfrid's English Hub

- Safeguarding Board Update
- Learn Sheffield Update

Stephen Betts – Learn Sheffield

Five practical tips from the world's top performing education systems

Lucy Crehan –

Author– ‘Cleverlands – The secrets behind the success of the world’s education superpowers’.

Five top tips from 'top-performing' education systems

Sheffield Leaders' Briefing 6



Lucy Crehan

International Education Consultant and Education Explorer

@lucy_crehan



Underlying philosophy? Genuinely high expectations



- In 5/6 systems I visited, and 10 out of the 12 top-performers in 2012, students aren't tracked into different schools until later than 14 (which is the OECD average).
- In these five systems, they weren't selected into different classes based on ability until 15/16, either.
- Even within lessons, there is little differentiation *by activity*: England (63%), average (44%), Finland (37%), Japan (22%), Singapore (21%), Korea (20%), Netherlands (20%). (TALIS 2013)

Setting or streaming

Negative impact for very low cost, based on moderate evidence

1. Timetables that allow for specialisation and reduced workload

Day	Pre	P1	P2	Break	P3	P4	Reg	Lunch	P5	P6	Extend
	8.20-8.30	8.30-9.20	9.20-10.15	10.15-10.30	10.30-11.20	11.20-12.15	12.15-12.35	12.35-1.20	1.20-2.10	2.10-3.00	3.00-3.10
Mon		Science <u>9OP/Sc1</u> R219	Science 9OP/Sc1 R219		Science <u>11er/Sc2</u> R219	Science 11er/Sc2 R219					
Tues		Science 11er/Sc2 R219	Science 11er/Sc2 R219		Science <u>7G/Sc1</u> R219	Science 7G/Sc1 R219			Psychology <u>Y12</u> R219		
Wed		Science 10er/Sc3 R233	Science 10er/Sc3 R233							Science 9OP/Sc1 R219	
Thurs					Science <u>10er/Sc3</u> R__	Science 10er/Sc3 R__				Science 9OP/Sc1 R219	
Fri		Science 7G/Sc1 R219	Science 11er/Sc2 R219							Science 10er/Sc3 R233	

My timetable:

Teaching: 18 lessons

Planning: 18 lessons



1. Timetables that allow for specialisation and reduced workload

	Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai
08.00	7D HIS Opiskelijoita: 19 3.004		Varattu YT		
09.00	7C HIS Opiskelijoita: 23 3.004	8A HIS Opiskelijoita: 22 3.004	7D HIS Opiskelijoita: 19 3.004		
10.00	8A HIS Opiskelijoita: 22 3.004	7A HIS Opiskelijoita: 23 3.004	8B HIS Opiskelijoita: 20 3.004	8C HIS Opiskelijoita: 21 3.004	7B HIS Opiskelijoita: 22 3.004
11.00	7B HIS Opiskelijoita: 22 3.004		7C HIS Opiskelijoita: 23 3.004	9C YH Opiskelijoita: 18 3.004	8B HIS Opiskelijoita: 20 3.004
12.15	9B YH Opiskelijoita: 15 3.004	8C HIS Opiskelijoita: 21 3.004		9C YH Opiskelijoita: 18 3.004	
13.05	9C YH Opiskelijoita: 15 3.004		9A YH Opiskelijoita: 25 3.004		
14.10	7A HIS Opiskelijoita: 23 3.004	9A YH Opiskelijoita: 25 3.004		9B YH Opiskelijoita: 15 3.004	
15.00					

Kristiina's timetable:

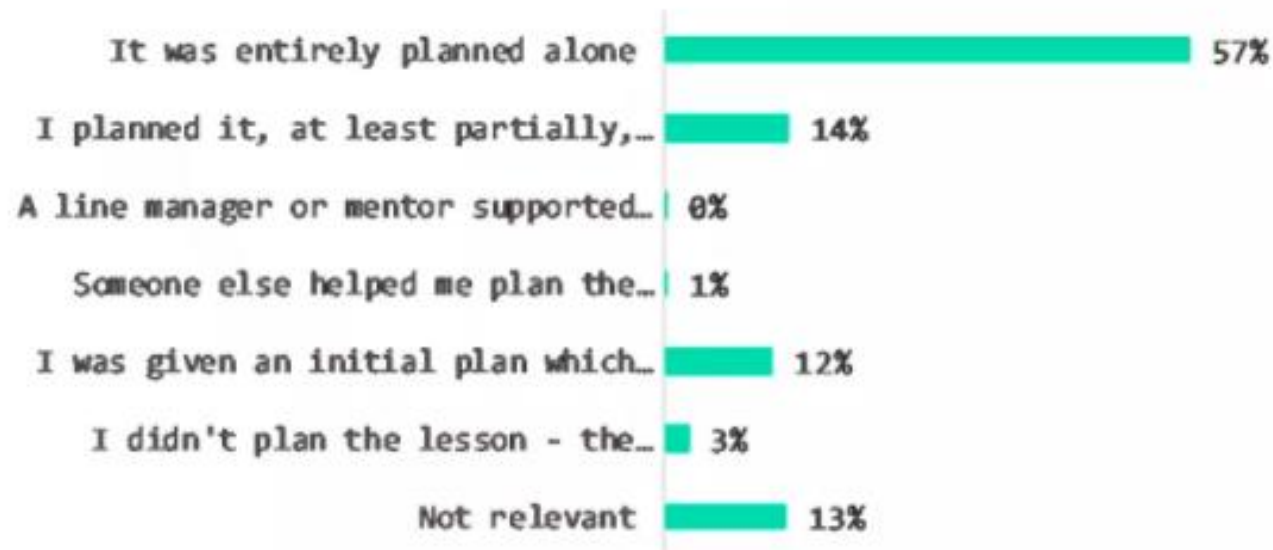
Teaching: 24 lessons

Planning: 6 lessons

Also specialisation in upper primary.

Problematising universal ‘autonomy’ and self-sufficiency

Think about the last lesson you've just taught. How did you plan for that lesson?



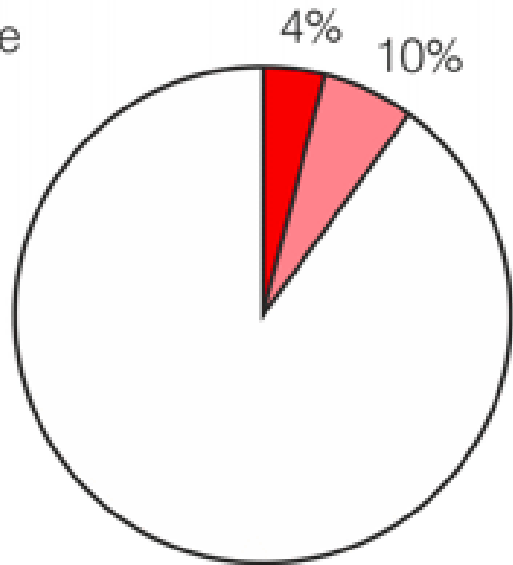
Teacher Tapp (2017) – UK

A recent study conducted in the USA found that for the 98-99 percent of teachers who draw upon “materials I developed and/or selected myself” in teaching English language arts, the most common online sources of materials are Google (96 percent) and Pinterest (74.5 percent). The results were similar for maths.

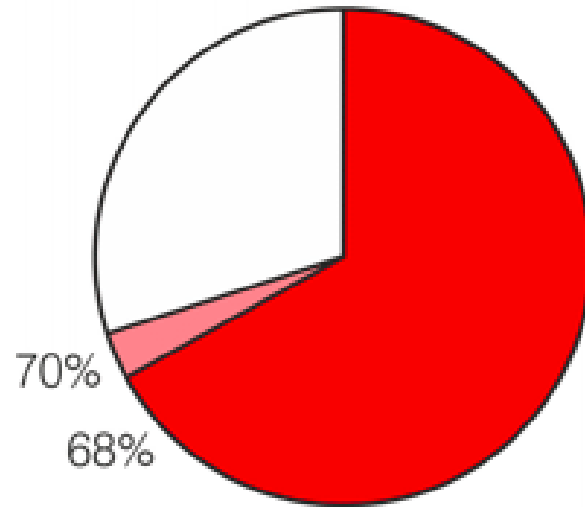
RAND (2017)

RAND (2017) – USA

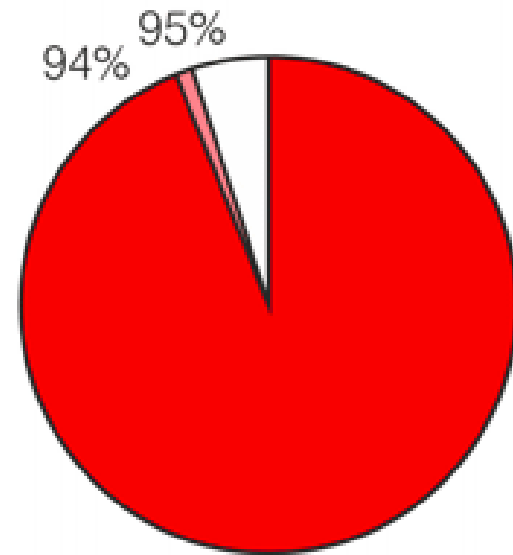
■ Science
■ Maths



UK



Singapore



Finland

Teacher-reported textbook use – TALIS (2013)

Image from EdTechNow.net

2. Regular planning and learning with colleagues

a) Weekly timetabled planning of lessons together with others who teach same year/subject (In Finland and East Asia)

b) Lesson study in Japan, Singapore and Shanghai includes:

- Observations of lessons they've planned together, focusing on impact on children
- Discussions of the strengths and weaknesses of these lessons, sometimes with input from an external 'expert teacher', and adaptation of ongoing plans.



3. Mastery curricula and approach

- Fewer topics are covered initially, but in greater depth.
- The vast majority of pupils' progress through the curriculum at the same pace, with subject matter broken into units with clear goals.
- Academically weaker pupils are supported to reach at least a basic standard in each unit before the whole class moves on to the next topic together.
- In the meantime, more able pupils are encouraged to explore the content in depth.



Mastery learning

Moderate impact for very low cost, based on moderate evidence.



Top-performing systems provide support from teachers to those who need it...



Finland and Canada – additional qualified teachers are employed to support students in small (flexible) pull-out groups during and after class.

Japan, Shanghai, Singapore – sometimes extra support from the class teacher during class. Most support between and after classes, from the class teacher. Then parental and tutor support where necessary.

4. Peer tutoring

In Japan, Finland and Shanghai, peer tutoring is a standard and expected part of mixed-ability lessons.



*'I think when you are very talented – I mean this is realism, there are more talented and less talented people, that's just the way of life, we are different, luckily – the thing is that when you are more talented you learn, whatever you do. If you stand on your head you learn, that's not a problem. But in the same time, you learn different things when you have to support someone who hasn't got that kind of talent. And if you are in the same group, sooner or later you are in that situation where you say, **“well, don't you see, it works like this and this.”** And then you have a different level of learning inside your head. In that sense you learn more, and differently, and the less talented student also learns; the basic things at least.'*

In Canada:

- An accredited elective course that you have to apply for and be selected on to.
- After initial training, students with strong academic records are assigned to a teacher and a particular class, and help small groups of students during the lessons.
- In other schools, voluntary peer tutors meet younger students at lunch breaks and in free periods for 1:1 support (~80hrs per year)
- In some Canadian schools, students are also trained in student counselling.



Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



5. Introduce 10-15min breaks between lessons



- Done in Finland, Japan and Shanghai.
- Allows children to maintain concentration
- Allows teachers to catch up with individuals

And/or have independent study lessons



- Done in Singapore and Shanghai
- Allows children to practice sustained attention in a quiet environment.
- Gives teachers the chance to work with individual students 1:1

Clever Lands

The secrets behind the success of the world's
education superpowers



'thought-provoking... a must-read'
Sir Clive Woodward

'a major breakthrough'
Sir Michael Barber

LUCY CREHAN

With a foreword by Tim Oates, CBE

Thanks for listening

If you have questions or would like to
find out more:

- Read the book!
- Tweet me at [@lucy_crehan](https://twitter.com/lucy_crehan)

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English Hubs and how they can support schools

Lucy McKerrow – St Wilfrid's English Hub

EnglishHubs

St Wilfrid's English Hub

2st July 2019



Department
for Education

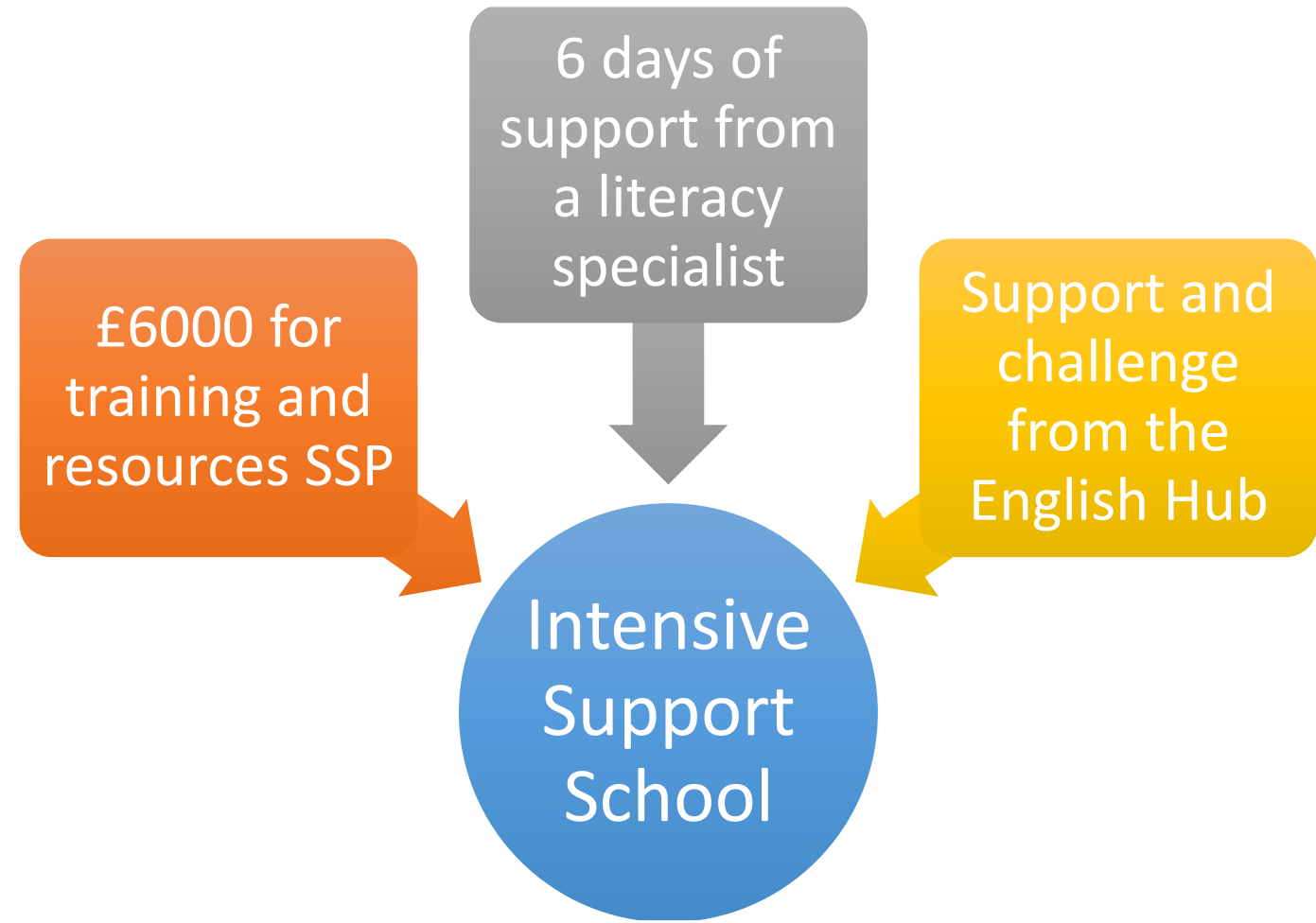
Aims of the English Hubs

- Get every child reading – age appropriate phonics provision
 - Close the word gap – early language development
 - Develop a love of reading – reading for enjoyment
-
- Focus on lowest 20%

Get every child reading

- 20 intensive support schools per hub for 2019-2020
- 600+ schools
- 55,000+ children

- Focus on 11,000 children



Why the focus on early reading?

- 1 in 4 children leave primary school unable to read well.
- **2** in 5 children from **disadvantaged** backgrounds leave primary school unable to read well.
Read on. Get on. NLT, 2014
- **18%** of children not passing PSC (2018) which equates to **119,000+** children nationally

Ofsted focus on early reading

‘The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.’

Deep Dive into Reading

‘During all inspections of schools, inspectors must focus on how well pupils are taught to read as a main inspection activity.

They should pay particular attention to pupils who are reading below age related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.’

Schools Inspection Handbook (SIH) May 2019 p87: 291

Ofsted on the side of the lowest 20% pupils

- Short inspection: If early reading poor, expect full inspection
- Full inspection: If early reading poor, expect RI or below

English Hubs' Challenge

- A. Teach with fidelity to a single SSP programme
- B. Make a strong start in Reception
- C. Ensure cumulative progression of sounds and books
- D. Build a team of expert reading teachers
- E. Reach the lowest 20%
- F. Develop vocabulary through storytimes
- G. Get them talking

A. Teach with fidelity to a single SSP programme

‘The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.’

SIH p87: 293

- **One systematic synthetic phonics programme** in place
- **Continuity** and **progression** from YR to Y2, closely monitored
- **Consistency** between classes

Ofsted findings

‘The provision for phonics requires further development in the early years. One phonics scheme is used to plan learning for the Nursery children, while a second scheme is used in the Reception class and some Reception children are given books to read from a third scheme.’

B. Phonics from the start

‘Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception’

SIH p87: 293

- Begin teaching letter sound correspondence and blending immediately
- Recognise importance of oral sound blending
- Ensure extra practice matches school's SSP programme

C. Ensure cumulative progression of sounds and books

'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.'

• *SIH p87: 293*

Until the children are independent readers, the books that they read at school and home need to be **fully decodable**.

Is it enough for the books to be generally matched to the phase they are at?



Ofsted findings

'Books that pupils are asked to read aloud for practice commonly include words which they cannot yet decode phonetically and therefore require them to guess at unfamiliar words. This means that pupils cannot read the books they have recently finished with fluency.'

'Parents are keen to support their children at home but they are unsure of their role because pupils select books from 'banded' boxes that often do not match the sounds they know, parents are confused about how to help.'

D. Build a team of expert reading teachers

- ‘The school has developed sufficient expertise in the teaching of phonics and reading.’

• *SIH p87: 293*

- Reading lead to ensure consistency, continuity and quality of teaching
- All staff fully trained - SLT, KS2, KS1, EYFS
- Refresher training as needed

E. Reach the lowest 20%

‘The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately.’

SIH p87: 293

F. Develop vocabulary through story times

Does every class have a timetabled, sacred, daily high quality story time?

‘Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.’

G. Get them talking

‘The fact that early differences in vocabulary remain through the school years is understandable if little has been done to change that situation during the school years.’

Isobel Beck, Bringing Words to Life, (2013)

Quoting Stahl and Nagy

- Organise sustained one-to-one conversations.
- Organise partner talk in every lesson.
- Help children articulate their ideas and thoughts in well-formed sentences.
- Educate parents in the importance of talk.

The English Hubs' Challenge

- Get every child reading
 - Close the word gap
 - Develop a love of reading
-
- Focus on lowest 20%

What do we want Ofsted to be saying about our 20 intensive support schools?

This school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

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Safeguarding Board Update

- Stephen Betts (Learn Sheffield)

Sheffield Children Safeguarding Partnership

Launch of the Sheffield Children Safeguarding Partnership

- Sheffield Children Safeguarding Partnership came into place on 30th June – the remit continues to be to work with colleagues across agencies in Sheffield to keep children and young people in the city safe.
- Wood Review 2015 & ‘Working Together to Safeguard Children 2018’ both require all areas to review safeguarding arrangements.
- There is more information in [the summer 2019 e-bulletin](#) about the new partnership and the document can be found on the [website](#).

Sheffield Children Safeguarding Partnership

So what will change?

We are keeping

- The website address will remain the same; www.safeguardingsheffieldchildren.org
- Independent Chair – David Ashcroft started in April as our new chair and will perform the role of Chair and scrutineer
- The address and phone numbers for Business Support and other Officers will remain the same
- Officers will continue to support the Partnership and the training offer will remain with options for both online and face to face sessions. Work will continue to improve the Learning Cycle.

We are losing

- The email address will change to SCSP@sheffield.gov.uk
- The twitter name will change but you won't need to re-follow us that will happen automatically
- We have a new logo – please review any documentation you might have in use with the old name and logo and replace

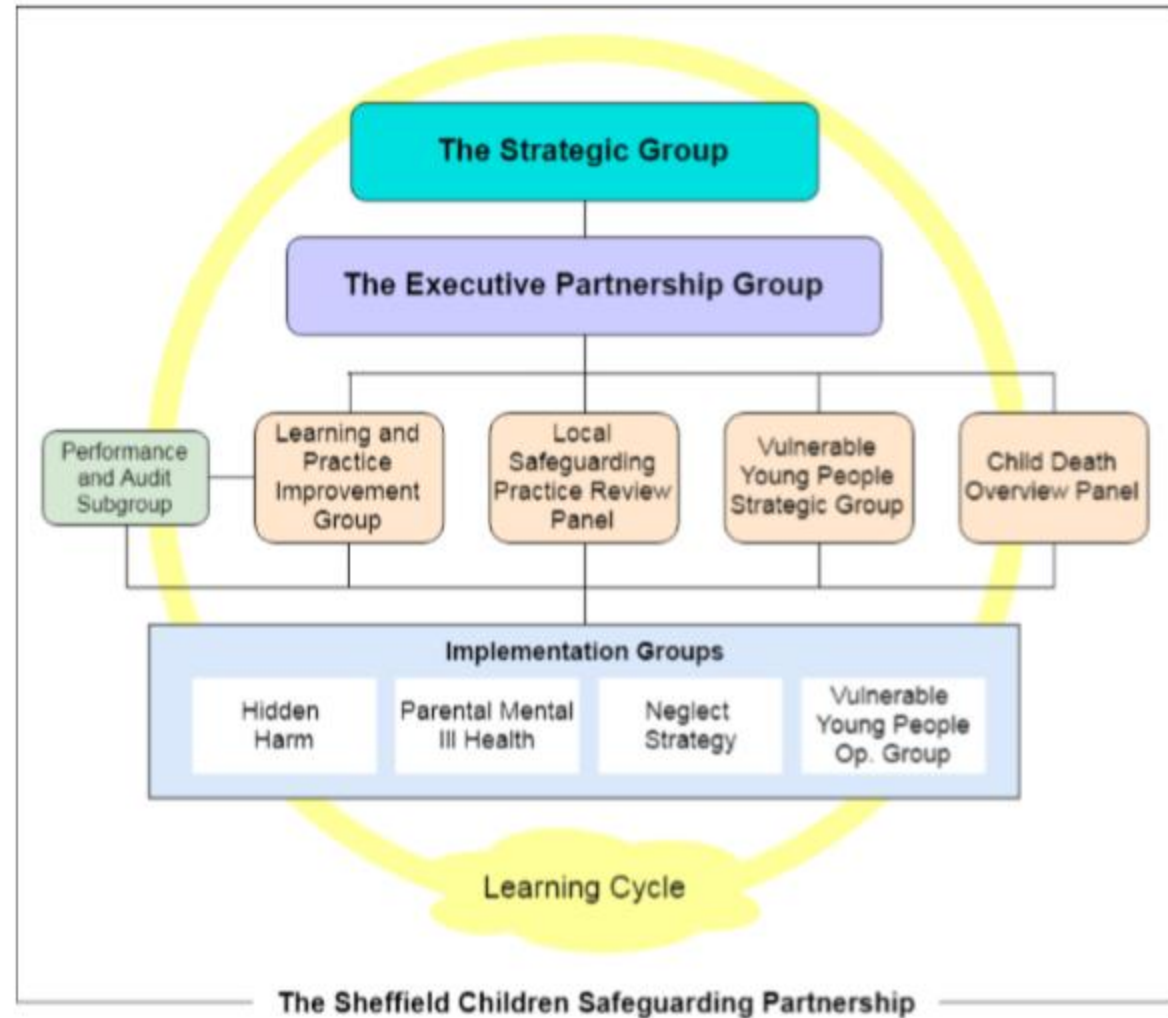


(taken from the summer 2019 e-bulletin)

Sheffield Children Safeguarding Partnership

- Strategic group contains the key partners – Sheffield City Council (SCC), South Yorkshire Police (SYP) & Clinical Commissioning Group (CCG).
- Executive Partnership Group contains representatives from all agencies (including education).
- Education representation being secured for the 'Learning & Practice Improvement Group' and the 'Vulnerable Young People strategic Group'.
- Objective for Learn Sheffield is better communication from and to the education sector.

Our new Partnership structure



How do we share information from other public services with school leaders?

There is an increasing need to share information from other public service partners with schools leaders and provide a forum for discussion. Current examples would include:

- Safeguarding Partnership
 - Annual audit information/ feedback
 - Learning from Serious Case reviews
- South Yorkshire Police
 - Strategic approach - Operation Fortify
 - Criminal exploitation / County Lines
 - Public health approaches in policing

2019/20 :

- Introduce a termly public service education forum which provides opportunities for colleagues to brief school leaders and discuss the issues that arise.
- Considering the timing of these events – minimise additional ‘things to attend’ for leaders but also recognise that the audience may be more varied.

Learn Sheffield Update

- Stephen Betts (Learn Sheffield)

Learn Sheffield Update

- **July Opportunities Bulletin** – out yesterday
- Primary **year-end data briefings** across the final week (Newfield & Yewlands).
- **Funding Campaign** – please reply to the email about the event in London on Friday 27th September.
- New **Learn Sheffield website** in the autumn – some disruption over the summer.

Leaders' Briefing Programme 2019/20

- 1st Half Term mini-conference ...
keynote / research focus / local briefing
- 2nd Half Term training offer ...
generally by sector and themed (for example new Ofsted framework, SEND for Leaders, etc.

We are reflecting on feedback about merits of central venue, timing, etc.

Subscription – Partnership Offer

Planning – 2019/2020

Partnership Core Offer

Subscribing Schools – delivered through the seven primary locality partnerships (linked by the Primary Improvement Board), the Secondary Partnership & the Special Partnership.

- LSIP Partner*
- Data Analysis – partnership package*
- eLearning & Online Safety - partnership package
- Assessment networks
- Research Led Sheffield – partnership twilight*
- Governance Training – partnership twilight*
- Business Support (Secondary Partnership, Special Partnership, Primary Improvement Board & PLP)
- Action Plan budget* (including focus on support for key issues and vulnerable schools)

Locality Partnership – Key Actions

- eLearning – computing scheme plus four staff training sessions ... incorporate within action plan/schedule?
- Online Safety – curriculum plus two staff training sessions ... schedule and link to wider work?
- Research twilight – when? what?
- Governance training twilight – when? what?
- £5k budget – what are you spending it on?

Subscription – School/Academy Offer

Planning – 2019/2020

Early Priority Programmes

- Early Reading & Phonics – LSIP Team
Leader Training & school visit (1 day/£550)
- SEND – David Bartram
School Review (2days/£1100)
- Pupil Premium – Marc Rowland
School Review (2 days/£1100)
- Curriculum – LSIP Team
Leader Training & school visits (1.5 days/£850)

Each can be done as group/MAT with group reports (SEND/PP) and/or feedback.

Summary of the Offer				
Universal Offer	Partnership Core Offer	School Improvement Core Offer	Sheffield System Core Offer	Bespoke Menu
Available to all schools – including non-subscribing schools (most elements available only to maintained schools).	Subscribing Schools – delivered through the seven primary locality partnerships (linked by the Primary Improvement Board), the Secondary Partnership & the Special Partnership.	Subscribing Schools have the opportunity to access the elements of the programme below.	Subscribing Schools also have access to the following services, support & opportunities.	Each subscribing school has a 'credit' (£850 primary/ special £1650 secondary) as previously which they can use to 'purchase' from the menu of school improvement services below.
<ul style="list-style-type: none"> • Categorisation • Data Analysis – School/Locality Dashboards • Statutory Entitlements (for maintained schools) • Headteacher recruitment • Attendance at Inspection • Safety Net – diagnostic 'support and challenge' meeting • Statutory Moderation • Point of need leadership signposting support • System Co-ordination (opportunities open to schools meeting external criteria)* 	<ul style="list-style-type: none"> • LSIP Partner* • Data Analysis – partnership package* • eLearning & Online Safety – partnership package • Assessment networks • Research Led Sheffield – partnership twilight* • Governance Training – partnership twilight* • Business Support (Secondary Partnership, Special Partnership, Primary Improvement Board & PLI) • Action Plan budget* (including focus on support for key issues and vulnerable schools) 	<ul style="list-style-type: none"> • 2 days of LSIP support (can be used for health check, performance management, etc.) • Data Analysis – School Package (suite of reports) • Ofsted Preparation (additional day) • School Leader Briefings* • Leadership Training Programme • Subject Networks* • Assessment & Moderation Enhanced Programme • Research Led Sheffield programme* • Governance Training Package (including conference & briefings) • School Leader Recruitment support (Headteacher, Principal, etc.) • School Improvement Safety Net* (1-3 days of additional support allocated following categorisation through the Sheffield Gateway) 	<ul style="list-style-type: none"> • System Co-ordination* & Sheffield Identity (including Sheffield Gateway and the Sheffield Priorities Development Programme) • Communication • Point of need leadership support (including crisis, consultancy, advocacy & brokerage) • Crisis Communications Package • Create Sheffield subscription • Annual Subscriber Planning Session 	<ul style="list-style-type: none"> • Additional LSIP or Associate LSIP Days (scoped to the needs of the school) • Bespoke Data Analysis • Bespoke Training (on-site options for leaders, governance, etc.) • Priority Training sessions* – addressing priorities which develop through the year • Multi-Academy Trust packages • Service Discounts* (on other Learn Sheffield and associate Services)
New content is indicated by bold/italics and amendments include a * – more information can be found on the next page.				

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