

# Summer Term Governance Briefing

Wednesday 5<sup>th</sup> May 2021, 5:30 pm

*via Zoom*

# Summer Term Governance Briefing 2021: Agenda

- **The Sheffield Early years Framework 2021**

*Vicky Carr, SCC*

- **RSHE Consultation & Implementation**

*Sue Finnigan, SCC/Learn Sheffield*

- **Education Strategy**

*Sir David Carter*

- **Learn Sheffield Update**

*Stephen Betts*

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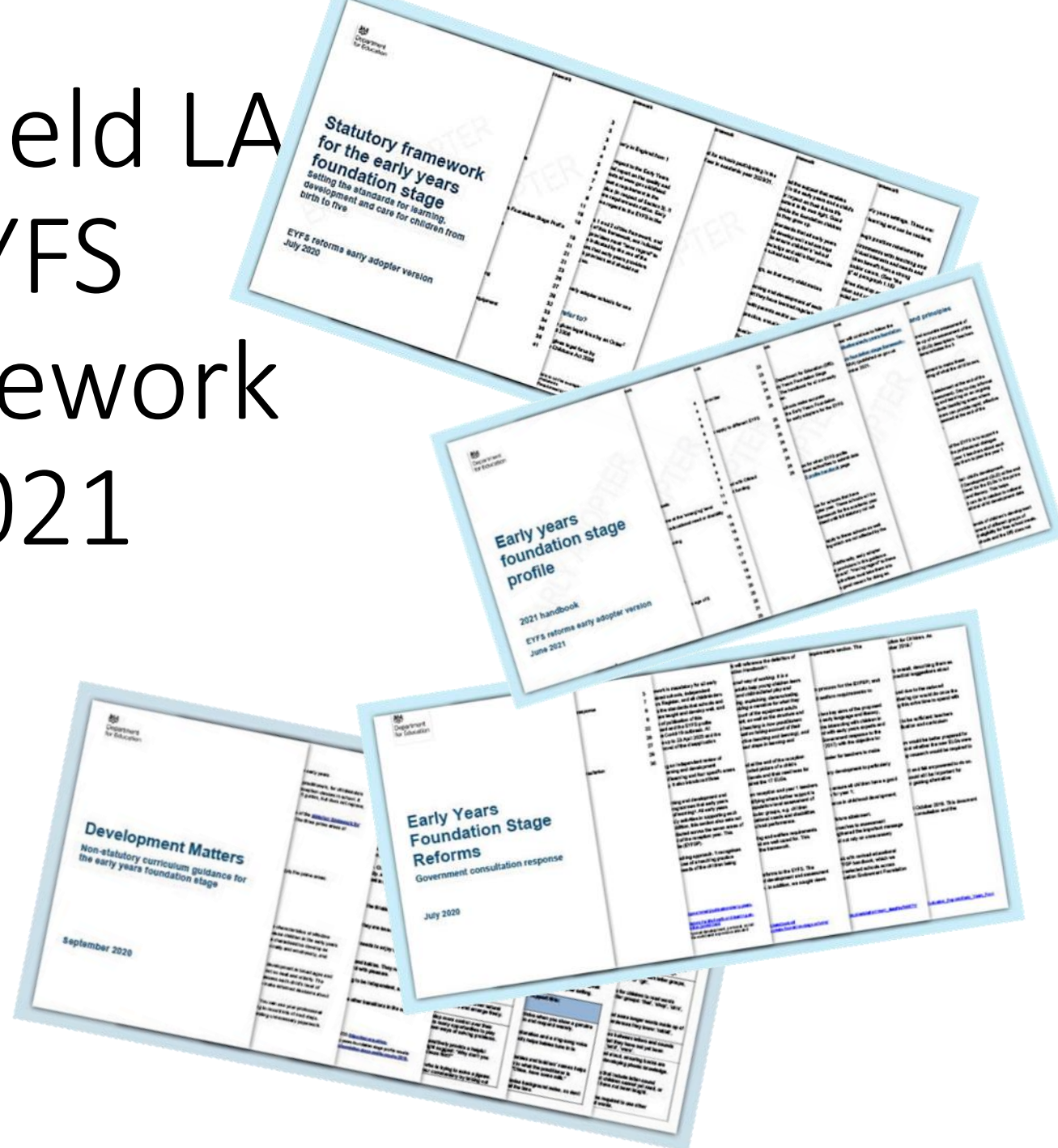
# Sheffield LA EYFS Framework 2021



**Statutory framework  
for the early years  
foundation stage**  
Setting the standards for learning,  
development and care for children from  
birth to five

Published: 31 March 2021

Effective: 1 September 2021



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From April 19<sup>th</sup> 2021

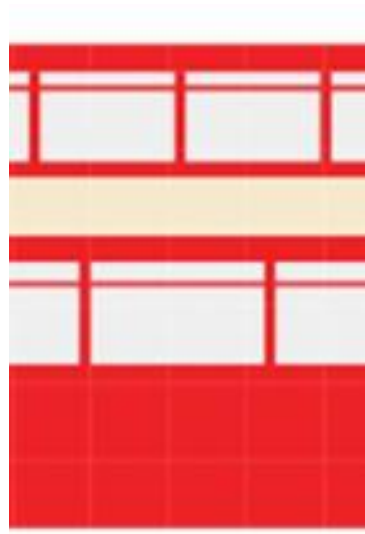
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We are all on a journey..

# Why the change?

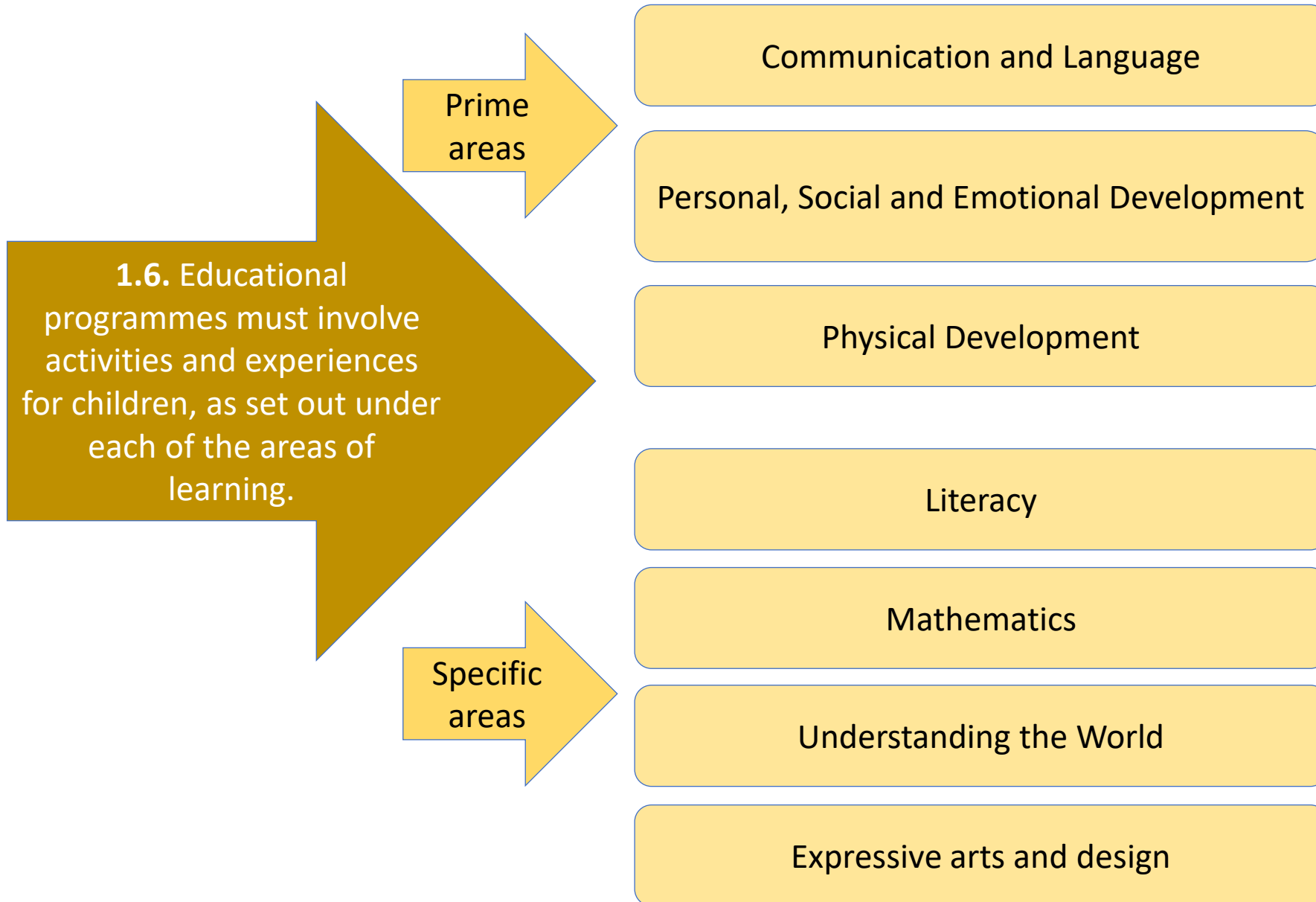
The two key aims of the proposed changes to EYFS Framework are

to improve outcomes at age 5, particularly in early language and literacy,

to reduce workload so that teachers can spend more time interacting with children in their care.

- 1 in 4 children who struggle with language at the age of five do not reach the expected standard in English at the end of primary school.
- Children with vocabulary difficulties at age five are 3 times more likely to have mental health problems in adult hood and twice as likely to be unemployed when they reach adult hood.
  - 60% of young offenders have low language skills.
- EYFS Profile results for 2019: 72.6% children achieved at least the expected level for Communication and Language and Literacy. (56.9% in 2013)

# Educational Programmes





Key changes –  
Schools (ELGs  
- end of  
reception)

17 new early learning goals

More emphasis on Communication and language across ELGs

Communication and language - focus on oral language and vocabulary acquisition

Personal, social and emotional – new ELG on self regulation and self-care

Physical – focus on gross /fine motor skills

Literacy – stronger focus on vocabulary and comprehension and links with reading and writing

Mathematics – focus on depth of number and understanding quantities

Understanding the world – removal of technology, linked to science, history, geography

Expressive arts and design – focus on communication and language, variety of tools and materials

# Early Learning Goals

**1.7** The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

**1.8** (draft) The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

**1.9** (draft) Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

**1.10** (draft) When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

# What stays the same?

The learning and development requirements of the EYFS – Seven areas of learning and development

Early Learning Goals – end of academic year children turn 5

Assessment for reporting to parents and carers

The principles of the EYFS –

Unique child

Positive relationships

Enabling environments (but now with teaching and support from adults)

Learning and development

- Safeguarding and welfare requirements (minor updates)
- How young children learn
- Importance of play
- Names of the seven areas of learning (Prime and Specific)
- Characteristics of effective **teaching and learning**
- Progress check at age two

# No particular teaching approach

**1.14** This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

# Development matters / Birth to 5 matters

As each Early Years setting prepares for September 2021 – it is time to think about how you plan to develop your curriculum, your vision and your pedagogy.

You have the freedom to choose what works for you, your children, practice and pedagogy.

There is no statutory DfE EYFS curriculum, Ofsted cannot tell you what you should be using. However, they will want to know that you and your team are confident about what you are doing, can talk about the curriculum you offer and most importantly – your children.

Whilst the EYFS Statutory Framework sets out the broad education programmes and the goals for the end of EYFS – what you use to shape your provision is up to you.

You may choose the new DfE Development Matters, you may choose Birth to 5 Matters or you may choose something else completely.

It is up to you.

You are the professionals, you know your children and you know what they need.

Adapted (with permission) from Elaine Bennett – KEYU message



 Department  
for Education

## Development Matters

Non-statutory curriculum guidance for  
the early years foundation stage

# Key messages to take away from today

- New EYFS Framework is Statutory from September 2021 - Schools, settings, childminders MUST continue to implement the current EYFS until September 2021
- Revised Development Matters 2020
- Birth to Five Matters 2021
- New early learning goals to be assessed (June 2022)
- Schools – Reception - Early learning goals should NOT be used as a curriculum but assessment at end of reception

- EYFS Framework, **play based curriculum**
- Importance of **personal, social and emotional** - for children and practitioners! Especially after the year we have had – this will be vitally important in September as it is now
- How young children learn hasn't changed
- **Start with the child** (needs/interests)
- This is an opportunity to **celebrate the changes** ahead – review assessment systems – reduced workload!
- **Do what matters to the children** who attend your setting and makes the most difference
- **Keep on doing what you know is right for your children**



# Moving forward

Think about ...

What do you do well? Is there any area of the EYFS you would like to change or adapt? Why?

Your Early Years Curriculum and design coverage – what are you providing for the children, when and why? Cultural Capital link.

How are you delivering the learning to the children? Why?

Reflect/Discuss the changes to the assessment requirements (ELGs), the new Development Matters and the key messages for assessment.

Are you making sure children are ready for the next stage in their education?

What will this mean for you, your school and your everyday practice?

# Next steps

Discuss with your team - what are your priorities now and over the next few months?

What do you need to do? Do you have / need to put in place an Action Plan?

How are you going to inform your leadership team, school staff and parents of the changes that are happening?

Are you and your early years staff going to be given time to digest materials and information about the EYFS Statutory Requirements that do need to be in place for September 2021 as well as be given time to plan for the changes that will gradually take place?

Thank you

On completion of the training sessions we are delivering to schools, nurseries, childminder and LA Early Years teams, we will share the materials and develop further training opportunities based on feedback received.

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## Sheffield RSHE and PSHE Curriculum

Sue Finnigan  
sfinnigan@sheffieldclc.net

# Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

## Teaching online safety in school

Guidance supporting schools to teach  
their pupils how to stay safe online,  
within new and existing school subjects

June 2019

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# Keeping children safe in education (2020)

Statutory guidance for schools and  
colleges

Update - January 2021 (Post EU Exit)

# Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors,  
headteachers, principals, senior  
leadership teams and designated  
safeguarding leads

May 2018

## How to support and influence PSHE education

A guide for governing boards

April 2021



The expert organisation for school  
governors, trustees, deans and  
other governance professionals

## School Ethos

What is your vision for the school ?

What are you aiming to achieve?

What do you want the young people to be or know  
when they leave your setting?

*"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."*

Ofsted Chief Inspector Amanda Spielman, July  
2019 [speech](#)



The areas of personal development that Ofsted are particularly looking for include the following:

- developing responsible, respectful and active citizens
- promoting equality of opportunity
- promoting an inclusive environment
- developing pupils' **character**, giving them qualities they need to flourish in society
- developing pupils' **confidence** and **resilience** so that they can keep themselves mentally healthy
- preparing pupils for the next phase of education

In terms of evidence, inspectors will be looking for:

- the range, quality and take-up of **extracurricular** activities
- how the education provided develops pupils' character
- how curriculum subjects contribute to pupils' **personal development**
- the quality of careers information and guidance

# The Sheffield RSHE Curriculum

## **RSHE**

Relationship, (Sex), Health Education

## **PSHE**

Personal, social, health education

## **Citizenship**

# What is it?

## RSHE and PSHE Overview

A broad outline of the topics that are covered across the curriculum

Family		Friends		Community	
<b>KS1</b> <b>Y1 &amp; Y2</b>	<ul style="list-style-type: none"> <li>- Understand own family</li> <li>- Know that we should feel safe and receive kindness when with our families (although not everyone does)</li> <li>- Understand acceptable behaviour at home and at school</li> <li>- Understand that families change</li> <li>- Practice saying no (consent)</li> <li>- Know how to report concerns</li> <li>- Understand that families are diverse</li> </ul>	<b>KS1</b> <b>Y1 &amp; Y2</b>	<ul style="list-style-type: none"> <li>- Learn how to be a kind friend</li> <li>- Identify the features of good friends</li> <li>- Identify 'bossy' friendships</li> <li>- Identify bullying</li> </ul>	<b>KS1</b> <b>Y1 &amp; Y2</b>	<ul style="list-style-type: none"> <li>- Contribute to a happy school</li> <li>- Consider their wider community</li> <li>- Understand the equality of expectations for boys and girls</li> <li>- Learn about gender (boys and girls)</li> </ul>
<b>LKS2</b> <b>Y3 &amp; Y4</b>	<ul style="list-style-type: none"> <li>- Understand the way that families can change (including bereavement)</li> <li>- Appreciate that there are cultural differences between families in their communities</li> <li>- Know that boys and girls should be treated equally</li> </ul>	<b>LKS2</b> <b>Y3 &amp; Y4</b>	<ul style="list-style-type: none"> <li>- Choose healthy friendships</li> <li>- Understand that friends are diverse</li> <li>- Learn how to resolve conflict</li> </ul>	<b>LKS2</b> <b>Y3 &amp; Y4</b>	<ul style="list-style-type: none"> <li>- Consider their place within a happy and fair world</li> <li>- Explore feelings of belonging</li> <li>- Learn how to contribute to society</li> <li>- Learn about the way our country is governed</li> </ul>
<b>UKS2</b> <b>Y5 &amp; Y6</b>	<ul style="list-style-type: none"> <li>- Discuss the reason why people get married</li> <li>- Learn how to disagree and listen to opposing views with respect</li> <li>- Understand that families are highly varied and that the differences between people should be accepted and celebrated</li> </ul>	<b>UKS2</b> <b>Y5 &amp; Y6</b>	<ul style="list-style-type: none"> <li>- Appreciate the ongoing complexity of close friendships</li> <li>- Celebrate difference</li> <li>- Identify manipulation tactics</li> <li>- Learn to stand up for our own interests</li> <li>- Identify and challenge bullying and stereotypes</li> <li>- Accept and celebrate difference</li> <li>- Begin to understand gender identity and sexual orientation</li> </ul>	<b>UKS2</b> <b>Y5 &amp; Y6</b>	<ul style="list-style-type: none"> <li>- Understand the history of prejudice and discrimination</li> <li>- Learn how to stand up to prejudice</li> <li>- Learn about impairments and the way to treat disabled people with respect</li> <li>- Understand the importance of money and how to use it wisely</li> <li>- Explore the inequalities created by unequal distribution of wealth</li> <li>- Explore what does it mean to be British</li> </ul>

# What is it?

Mental Wellbeing		Physical health		Growing up	
<b>KSI</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Talk about feelings</li> <li>- Consider the range of moods that we experience</li> <li>- Resolve arguments</li> <li>- Begin to gain a sense of self</li> </ul>	<b>KSI</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how to exercise</li> <li>- Identify healthy foods</li> <li>- Learn how to keep clean</li> <li>- Identify and avoid dangers</li> </ul>	<b>KSI</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how our bodies change over time (Linked to science)</li> </ul>
<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Manage feelings</li> <li>- Understand the causes and barriers to our own happiness</li> <li>- Identify positive and negative habits</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Appreciate the importance of exercise</li> <li>- Appreciate the importance of a healthy diet</li> <li>- Understand issues relating to hygiene and illness</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Be able to access to information about menstruation should they need to</li> </ul>
<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Develop empathy for other people in the world</li> <li>- Understand mental wellbeing</li> <li>- Resolve conflicts</li> <li>- Understand the causes of our emotions</li> <li>- Explore self-identity</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Critique beauty standards and expectations and the effect these have on mental health</li> <li>- Understand that we need to balance long term happiness with short term enjoyment</li> <li>- Have a thorough understanding of diet and exercise</li> <li>- Appreciate the significance to health of hygiene and illness</li> <li>- Learn about the dangers of drugs, alcohol and tobacco</li> <li>- Learn how to verify health information</li> <li>- Identify and manage hazards and risk</li> <li>- Learn key life-saving skills</li> </ul>	<b>UKS2</b> Y5 & Y6	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>- Understand physical changes including identifying body parts</li> <li>- Understand emotional changes</li> <li>- Understand the importance of hygiene during puberty</li> <li>- Understand the process of menstruation</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>- Learn how sexual reproduction can lead to childbirth</li> </ul>

# What is it?

KS1 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
<p><b>What makes a family?</b></p> <p><a href="#">Fa1) Who's in my family?</a>  <a href="#">Fa2) Do Families always stay the same?</a>  <a href="#">Fa3) How should families treat each other?</a>  <a href="#">Fa4) When should I say no?</a>  <a href="#">Fa5) Who owns my body? I do!</a>  <a href="#">Fa6) Are all families the same?</a></p>	<p><b>Keeping friendships healthy</b></p> <p><a href="#">Fr1) Who is my friend?</a>  <a href="#">Fr2) What makes a good friend?</a>  <a href="#">Fr3) Should friends tell us what to do?</a>  <a href="#">Fr4) How do we stop bullying?</a></p>	/	<p><b>Our Communities</b></p> <p><a href="#">C1) How do we make a happy school?</a>  <a href="#">C2) Who lives in my neighbourhood?</a>  <a href="#">C3) What makes a boy or a girl?</a></p> <p><b>Online Safety</b></p> <p><a href="#">Os1) Screen time [L1]</a>  <a href="#">Os2) Personal information [S1]</a>  <a href="#">Os3) Online strangers [P1]</a>  <a href="#">Os4) Fake News [N1]</a></p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
<p><b>Understanding my feelings</b></p> <p><a href="#">M1) Where do feelings come from?</a>  <a href="#">M2) Who am I?</a>  <a href="#">M3) What helps me to be happy?</a></p>	<p><b>Staying healthy</b></p> <p><a href="#">P1) How do I help my body stay healthy?</a>  <a href="#">P2) How do I decide what to eat?</a>  <a href="#">P3) How do we stop getting ill?</a>  <a href="#">P4) How can I stay safe?</a></p>	<p><b>Growing</b></p> <p><a href="#">G1) How bodies change as we get older (link with science)</a></p>

# What is it?

Section 3: Community		
Objectives / Questions	Discussions	Activities
<b>Our Communities</b>		
<p><b>C1) How do we make the world fair?</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- Understand what is meant by 'the rule of law' [link to British Values]</li> <li>- Understand the basics of how laws are made and enforced</li> <li>- Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)</li> <li>- Appreciate that the world is not fair and it is our responsibility to help those less fortunate</li> <li>- Identify our common values (Link to 'British Values')</li> </ul> <p><b>Key vocabulary</b> Rules, laws, government,</p>	<p><a href="#">Presentation - How do we make the world fair? #</a></p> <p><b>Key Question</b> Why do we have rules...</p> <ul style="list-style-type: none"> <li>- In families? [To help us live together. Rules help everyone know what is ok and what is not. Rules make sure things are fair for everyone. For example, so you all get an equal amount of food or so you don't get run over when you cross the road]</li> <li>- In school? [Lots of people work in every school. Without rules, some children would get hurt or be sad. Rules help us make sure that everyone is treated equally]</li> <li>- In countries? [We have to work together to make society a nice place. Adults have to pay tax, otherwise we couldn't pay people to help us, like doctors and street cleaners. The government makes laws to protect us, such as "Do not speed in your car" or "Do not hurt other people". The police make sure that everyone is sticking to the rules]</li> <li>- In the world? [We have to share our planet with each other and with other living things. To protect each other and the natural world, we need laws to make sure governments make good decisions, such as stopping criminals and preventing climate change]</li> </ul> <p>Why does this rule exist? - "Share the biscuits with your sister"</p>	<p><b>Starter Activity</b> <i>On post-it notes</i> Children write as many rules as they can think of</p> <p>Split the post-it notes into two groups: rules they agree with, rules they would change</p>

# Key Stage 3

		Year 7 ( Year 7 – Scheme)	Year 8 (Year 8 Scheme)	Year 9 ( Year 9 Scheme)
Respectful Relationships	RR	All Change (7.1)	RR	Bullying: The Online World ( 8.1)
	RR	Anti-Bullying : Recap of KS1/2 with emphasis on Homophobic Language (7.2)	RR	The Equality Act (8.2)
			RR	Equality: Racism (8.3)
	RR	Equality - Disability (7.3)	RR	Good Friends: Good Partners (8.4)
IR	Science Only	RR	Love in the Media (8.5)	
			IR	Recap of Science Sexual Reproduction (Biological) Sexual Intimacy Not just Babies - Basic Contraception (8.6)
Living in the Wider World		Politics and the Equality Act ( Recap) (7.7)		Careers 1 (8.10)
				Responsible Digital Consumers (8.11)
Physical and Mental Wellbeing	PW	Puberty and Taking Responsibility for Our Own Health (7.4)	MW	Self-Harm and Eating Disorders ( 8.7)
			PW	First Aid and Healthy Lifestyles. First Aid around Alcohol etc. (8.8)
	MW	Mental Wellbeing and Unhelpful Coping Mechanisms (7.5)	P and MW	Gangs Gun and Knife Crime (8.9)
	PH	Keeping Myself Safe. ( 7.6)		
				Drugs ( 9.3)
				Mental Ill Health (9.4)

# Key Stage 4

		Year 10 ( Year 10 – Scheme)	Year 11 (Year 11 Scheme)	
Respectful Relationships	RR	Equality LGBT+ Including Marriage (10.1)	IR	Healthy Respectful Intimate Relationships (11.2) This includes information on the effects of Pornography.
	RR	Consent: In Relationships and also in Medical and Cosmetic procedures and Life Decisions. (10.2)		
	IR	Contraception Recap: STI's and HIV (10.3)		
Living in the Wider World		Careers (10.5)		The World Of Work – Including Online Reputation ( 11.1)
				Personal Finance (11.3)
				Understanding the Laws Covered in RSHE (11.4) This gives schools the chance to address any areas that students may not have covered for various reasons)
Physical and Mental Wellbeing	MW	Mental Wellbeing: Change and Bereavement. (10.7)	MW	Serious Mental Illness (11.5)
	MW	Mental Wellbeing: Gambling and Addiction (10.4)	PH	Checking your Own Health - Self Examination Where I find help for my health in Sheffield (11.6): Being a Responsible User of NHS Services,
	PW	Pregnancy (Including Unwanted Pregnancy) and Healthy Parenting. (10.8) (IR? )		
	PH	Saving Lives (10.6)		



# What is it?

This curriculum is made up of:

- Lesson plans
- Resources
- Activities
- Presentations
- Hyperlinks
- Example long term plan
- Book List

# What is it?

There is accompanying information and guidance for teachers where appropriate, especially for more controversial or unfamiliar topics

## Information for teachers

*\*Government statistics about stop and search in terms of ethnicity*

<https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/stop-and-search/latest>

*Background Information about the Transatlantic Slave Trade*

<https://www.britannica.com/topic/transatlantic-slave-trade>

*Amritsar Massacre*

<https://www.historyextra.com/period/20th-century/amritsar-massacre-india-british-empires-darkest-day-churchill-general-dyer/>

*The story of the Windrush Generation*

<https://blogs.canterbury.ac.uk/library/black-history-month-2019-the-story-of-windrush/>

# What isn't it?

A perfect end product for your school to use  
without consideration

A discrete subject with no connection to the  
wider curriculum and school ethos

# What are the key principles of this curriculum?

The health of our relationships underpins our entire lives:

Friendships, families, romantic relationships (as adults)

Essential for schools to be confident about the key principles of their curriculum



- Safe
- Kind
- Happy
- Emotions



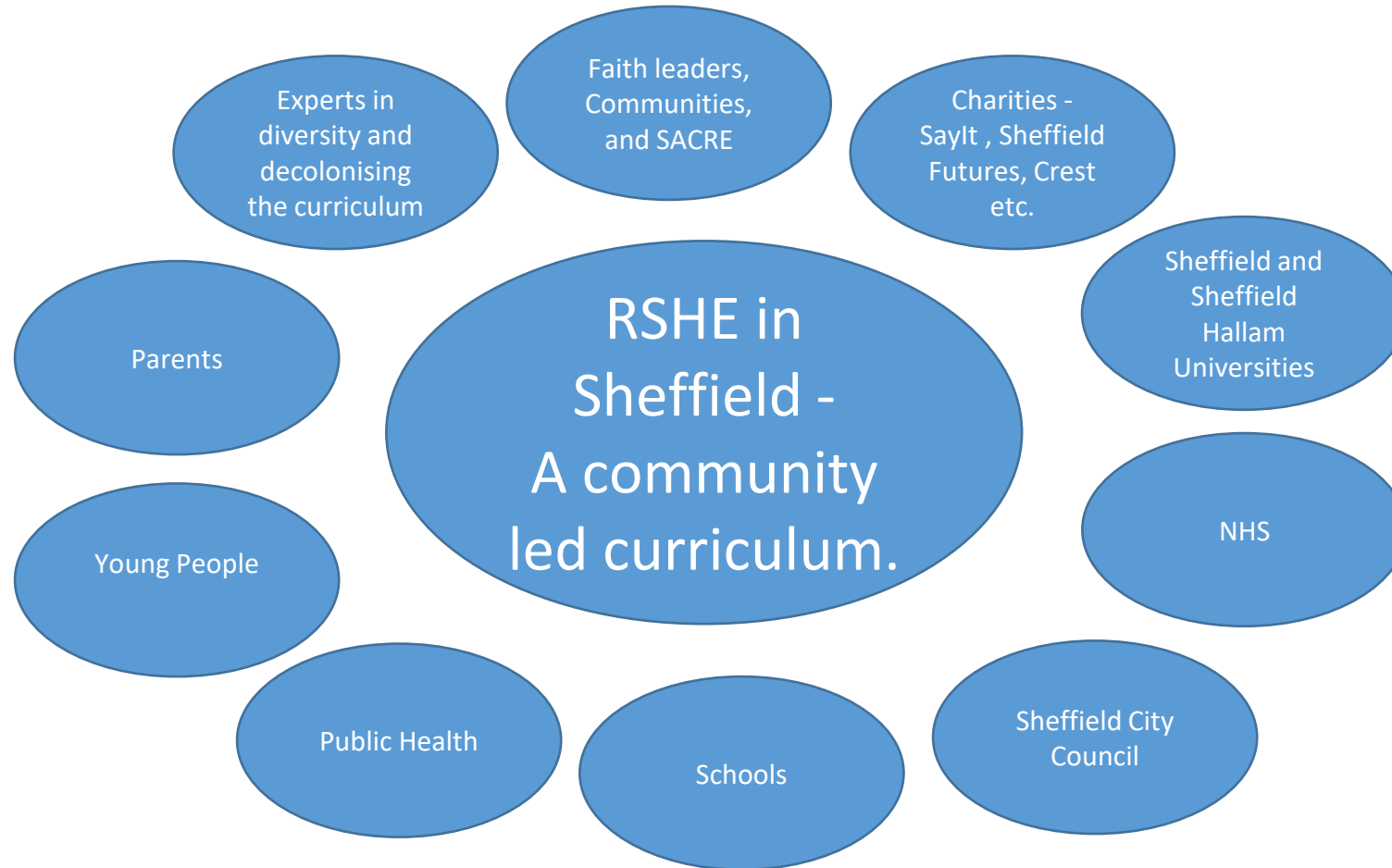
This is our only 'agenda'

- Reduce discrimination
- Protect the vulnerable
- Encouraging kindness
- Celebrate diversity
- Mental health

~~Agenda~~



# What Consultation Has Happened?



What about areas of controversy?

## Misinformation campaign

Misinformation has been spread, and sadly will continue to be, mainly by WhatsApp, mainly by people outside of our communities and our cities





If we don't teach this stuff well and engage in powerful conversations then where do our C&YP go?



## Engaging in powerful conversations

People have the right to their own beliefs, but not the right to control the beliefs of other people

Vulnerable groups are supported by the Equalities Act



The Equality Act 2010

# Conversations with parents

- Widespread support
- Concerns varied, with recurring themes
- Discussion about values
- Accusations of 'brainwashing' and 'pushing liberal bias'
- Forcing 'The LGBT+ agenda'
- Learn Sheffield providing ongoing support with this.

# What most parents want

- Know what is being taught
- Know when it is being taught.
- Have an opportunity to view materials first.
- Know who is teaching it.
- Have confidence that the teachers are well trained and confident.

# Implications for Staff Training

- Understanding shared values of the setting.
- Understanding their own privilege.
- Understand the landscape and language around race, gender, disability, sexuality etc.
- Specialist training e.g. Drugs, Online Safety, Gun and Knife Crime, Sex and Intimate Relationships.

Are your staff being supported to have those Engaging Conversations?

## Evaluating Impact

- How will the school know that they are being effective?
- What evidence will you be able to see. (or hear)
- How will this be balanced with workload.
- How will governors “see for themselves”
- Would a link governor be useful?
- How does RSHE fit in with scrutiny in other curriculum areas.
- Can governors support engagement with parents etc.

## 4. Questions governing boards can ask

The following are examples of the type of questions that governors and trustees might ask about PSHE education in their school or trust. Consider how you might use these examples to construct your own questions, specific to your context and the issue you are discussing.

- What are the relative strengths of our PSHE education curriculum: what are the areas we need to develop?
- Does our PSHE education curriculum include statutory RSHE content?
- How do we link PSHE education to subjects like science, citizenship, religious education and other subjects to complement the whole school curriculum?
- How are we supporting our staff (for example, through CPD) to stay abreast of the issues and help embed our approach to teaching PSHE education?
- In what ways do we engage with research, networks and expert organisations to build our capacity for teaching PSHE education?
- Can we point to examples of how our PSHE education curriculum benefits **all** our pupils?
- How is our PSHE education curriculum tailored and adapted to meet the needs of different groups of pupils, for example those pupils with special educational needs and disabilities (SEND)?
- What do our stakeholders, especially our pupils, think of our whole school approach to PSHE education? How do we know?
- Based on what we have learned, what should we be doing more of or doing differently?

Questions and comments?



# Summer Term Governance Briefing 2021: Agenda

- **The Sheffield Early years Framework 2021**

*Vicky Carr, SCC*

- **RSHE Consultation & Implementation**

*Sue Finnigan, SCC/Learn Sheffield*

- **Education Strategy**

*Sir David Carter*

- **Learn Sheffield Update**

*Stephen Betts*

A national perspective on the:



- state of partnership working
- impact of the Covid pandemic
- development of education strategy

# Summer Term Governance Briefing 2021: Agenda

- **The Sheffield Early years Framework 2021**

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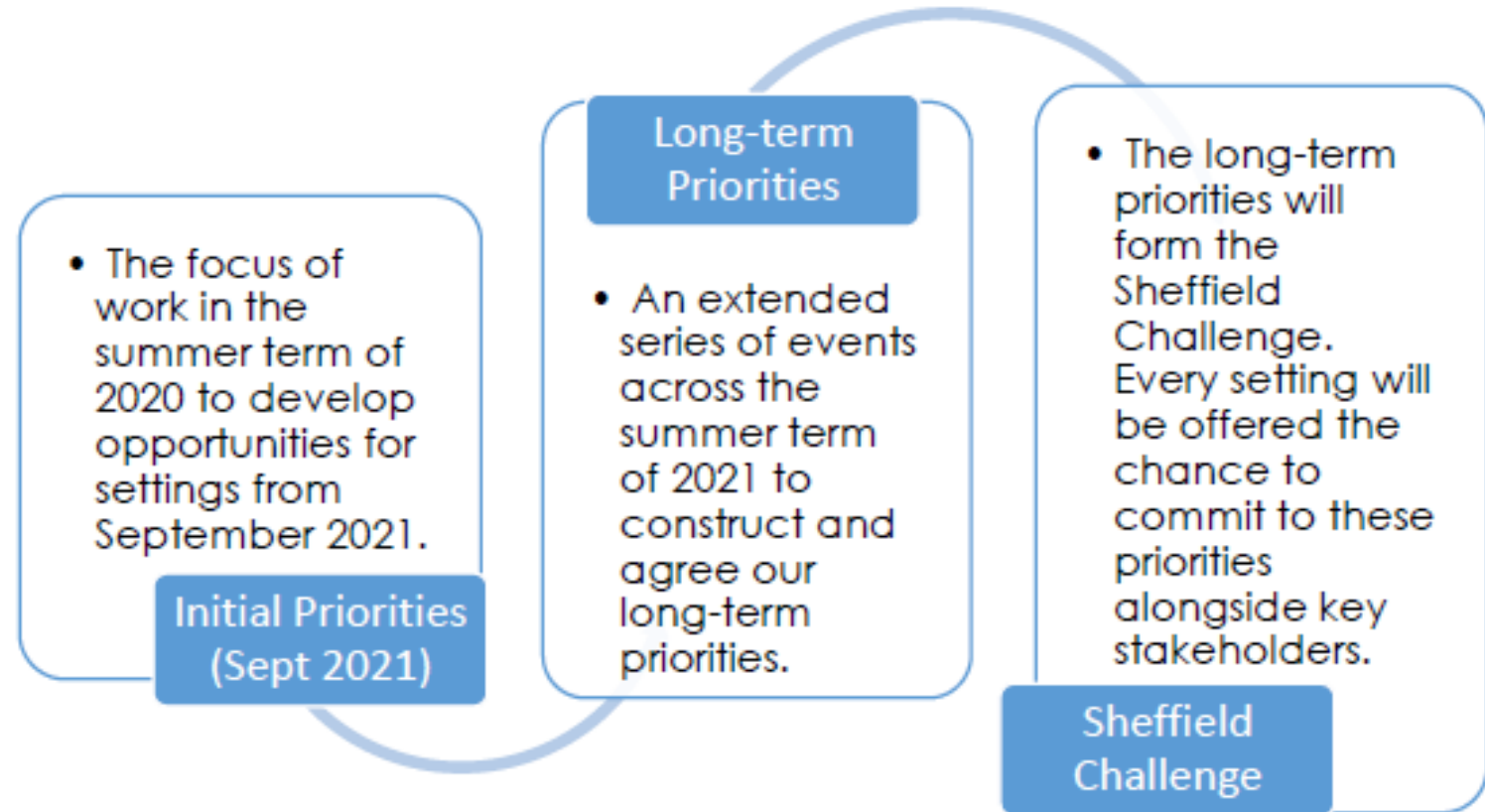
*Sir David Carter*

- **Learn Sheffield Update**

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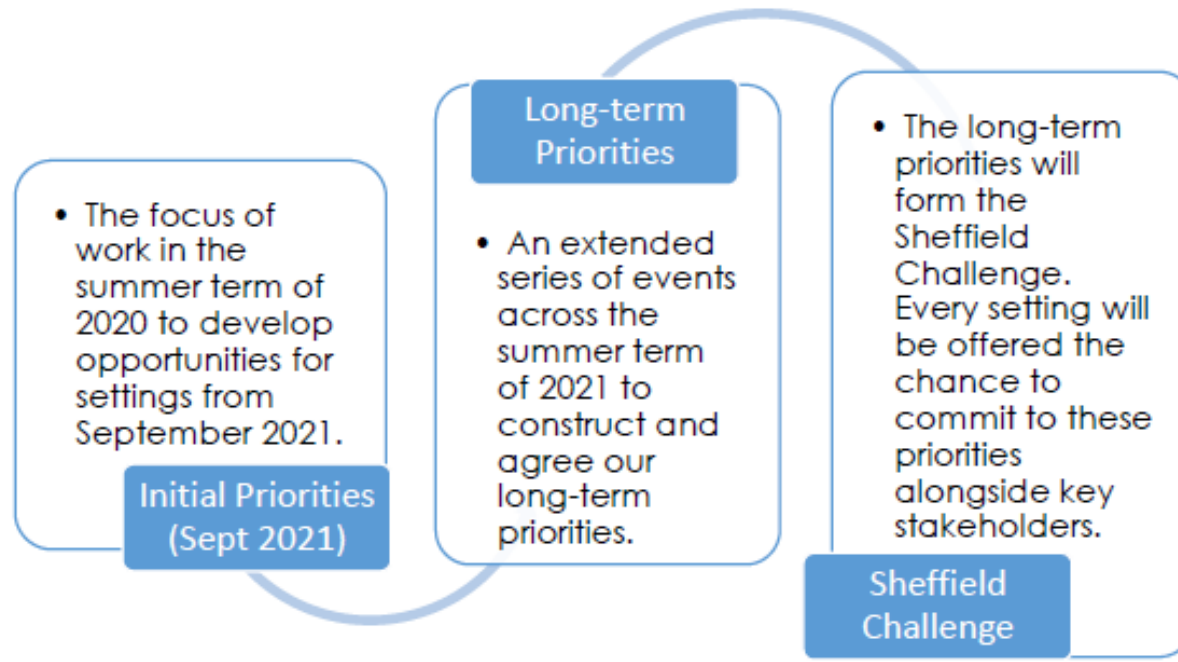
## Learn Sheffield Update

The new Sheffield Education Strategy has been developed significantly using the feedback received. It now has detailed plans for the initial priorities as well as the collaborative work to develop the longer term priorities. It will be shared as soon as possible.



## Learn Sheffield Update

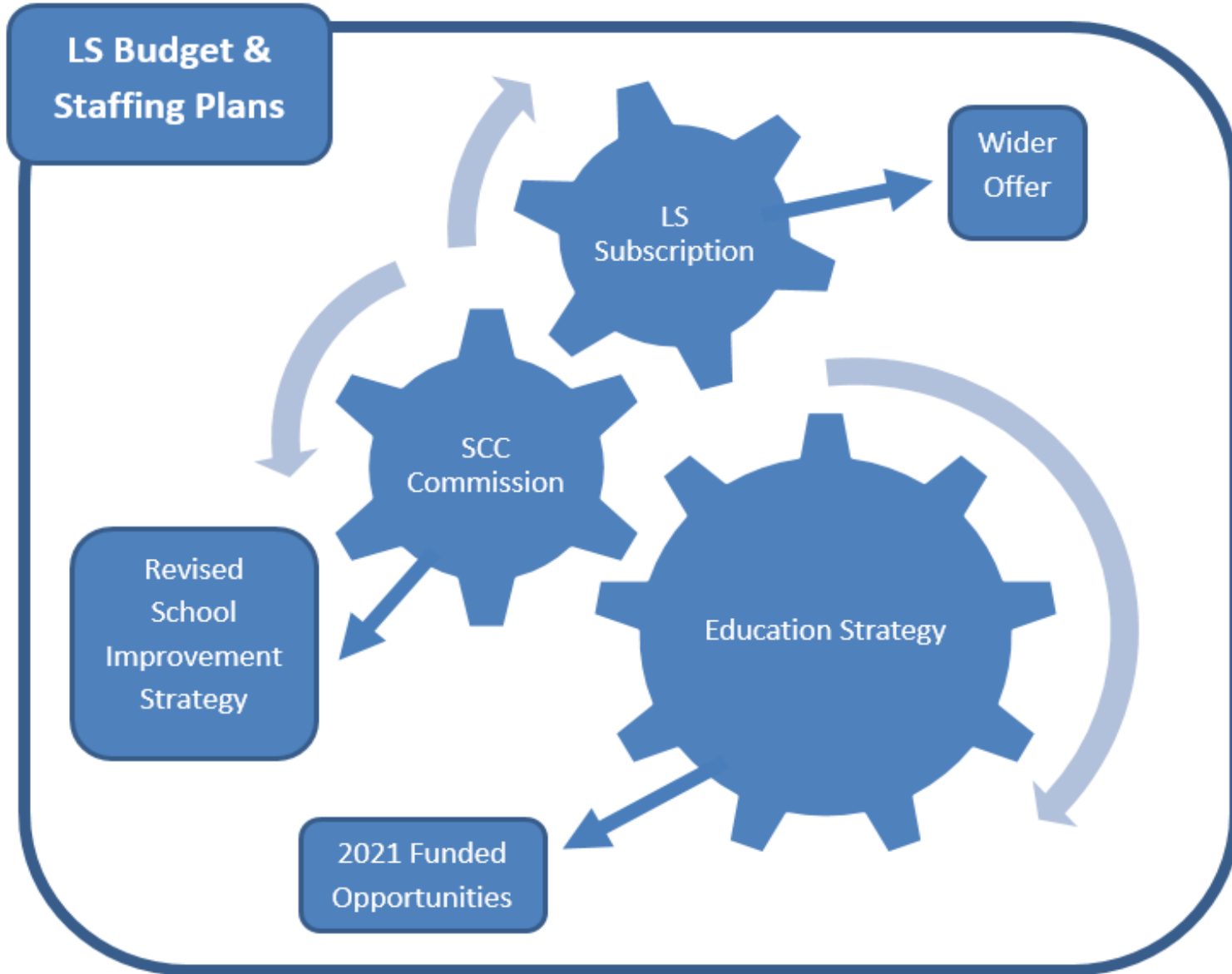
The development of longer term priorities is likely to begin this term and be completed in the autumn term.



## Sheffield 2030 Challenge



## Learn Sheffield Update



- We are starting briefings for our primary localities and sector partnerships later this month and into early June.
- We will also share recorded versions and other information with governors and trustees:
  - Education Strategy
  - Funded Programmes
  - SCC Commission
  - Learn Sheffield Subscription



## Learn Sheffield Update



- The Spring 2 Leader Briefing came out just before the Easter holiday. The briefings continue to be an online newsletter with presentations linked or embedded. The next briefing will be just before half term (late May).

- The May Opportunities Bulletin is the latest one to be shared. Previous examples of the monthly bulletin (also now in the form of an online newsletter) can be found on the website... <https://www.learnsheffield.co.uk/Documents/Opportunities-Bulletins>



- The Summer Term Eat Smart Sheffield newsletter has also been shared. More information can also be found on the website: <https://www.learnsheffield.co.uk/Partners/eat-smart-sheffield/>

## Learn Sheffield Update

Summer term:

- **Governance Conference – Saturday 26 June**

[Book here](#)

Sheffield Governance Conference  
Saturday 26 June 2021, 10.00-12.30pm

# 'What is the role of governance in high quality outcomes for pupils with SEND?'

*A conference to consider the priorities for Governing Bodies and Trust Boards at this pivotal time in education.*

*What is the role of high quality governance in ensuring that every child receives a world class education?*



Keynote speakers:  
**Maria Constantinou**  
&  
**David Bartram**





# Governance Improvement Service update

## Governance Service Subscription offer out soon

- Advice & Guidance
- Clerking Service
- **NEW** Governor Hub Included in the package
- Subscription add-ons
  - The Key for School Governors (discounted price - £250 p.a.)
  - The School Bus (Hub for Leaders)– discounts dependent on take-up
  - NGA membership – 5% discount

## NGA Survey

- National NGA survey – will include a ‘Sheffield’ option to enable you to identify yourself as a Sheffield governor - Sheffield only data will help us to focus on key issues for Sheffield governors

## Governor Training 2021/22

- Included in subscription offer, programme for 21/22 out soon

