

Learn Sheffield Leaders' Briefing

Spring 1

Friday 1 February 2019, 8.30-10.30am

Sheffield Hallam University, Cantor Building Lecture Theatre

**Sheffield
Hallam
University**

Sheffield
Institute
of Education



**SOUTH
YORKSHIRE
FUTURES**

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Leaders' Briefing Agenda – Friday 1 February 2019

- Introduction / Welcome
- Key Issues for School Leaders – John Edwards – Regional Schools Commissioner
- Bring the world to your classroom with Lyfta – Serdar Ferit – CEO Lyfta
- Working with parents to support children's learning EEF Guidance Report – Alex Quigley – Education Endowment Foundation
- Learn Sheffield Update – Stephen Betts – Learn Sheffield

Key Issues for School Leaders – John Edwards – Regional Schools Commissioner

John Edwards

Regional Schools Commissioner - East Midlands and the Humber



Learn Sheffield - School Leaders

1 February 2019



“As Secretary of State for Education, my simple ambition is for all children, whatever their background, to go to a good school where they are inspired to learn and can fulfil their potential.”

- Damian Hinds, Secretary of State, NAHT Conference, 4 May 2018



“Increasingly, becoming an academy also means schools coming together in a Multi Academy Trust, sharing expertise, working collaboratively, driving improvements.

Hundreds of schools every year voluntarily choose that route – to become an academy and join a Multi Academy Trust. And I want this to be a positive choice for more and more schools”.

- Damian Hinds, Secretary of State, NAHT Conference, 4 May 2018

Academies are part of a diverse school system



Positive choice to become an academy / join a MAT because of benefits to schools and pupils

We will not pursue conversions, other than in instances of school failure as judged by Ofsted

We will only mandate academy conversion, leadership change or re-brokerage on grounds of educational underperformance if Ofsted Inadequate

We will continue our work supporting MATs to share their expertise and drive improvements

School improvement support offer for 2018/19

For the academic year 2018/19, the existing floor and coasting standards remain in place but are calculated solely for DfE to identify schools that might benefit from support.

There are two tiers of support:

Tier	Eligibility	Offer
1	<ul style="list-style-type: none">Below floor or coasting and not judged as inadequate.orJudged as requires improvement in most recent Ofsted inspection if floor or coasting standards do not apply (special schools, AP, PRU etc.)Free schools (including studio schools) judged as requires improvement in most recent Ofsted inspection if they do not have relevant performance data.	Up to 3 days of free advice from a designated national leader of education (NLE) or equivalent. The NLE will work with senior school or trust leaders to help them identify and access school improvement resources.
2	<ul style="list-style-type: none">Below floor or coasting and, in addition, judged as requires improvement in previous two Ofsted inspections.Judged as requires improvement in previous two Ofsted inspections if floor or coasting standards do not apply (special schools, AP, PRU etc.)Free schools (including studio schools) judged as requires improvement in most recent Ofsted inspection if they do not have relevant performance data.	Up to £16,000 of funded support to address the needs identified by the NLE

This is an **optional** offer and schools will make the final decision about the support they want.

What do we expect funded support to consist of?

NLEs will spend up to 3 days with the senior leadership team reviewing the current school improvement plan and making recommendations for any further support the school could benefit from. Improvement activities recommended by the NLE could include:

- Existing DfE programmes and particularly where recommended activities are to address need in:
 - Financial management
 - Behaviour
 - Leadership
 - Subject specific support
- Further system leader deployments
- CPD developed by the school, trust, local authority or diocese
- Other evidence-based SI programmes or activities in line with the DfE funding criteria



Ofsted Framework



- Ofsted launched a consultation on its proposals for changes to the Education Inspection framework on 16 January.
- The consultation is seeking views on new arrangements for its inspections of early years, schools and post-16 education.
- The new proposals include a stronger focus on **curriculum** and on **reducing workload**.
- The consultation closes on **4 April**.

State of the nation: where are we now?

National

- 85.4% G/O schools
- 1 in 10 sponsored academy predecessor schools were Good / Outstanding by Ofsted, compared to 7 in 10 now
- 83.3% academies in MATs (c.1400 MATs)
- 74% of MATs have between 1 and 5 schools
- 74.8% secondaries; 31.9% primaries are academies (c 7,900)
- 40.6% of schools are in the lowest 2 IDACI quintiles
- 13.7% of nursery and primary pupils known to be eligible and claiming free school meals
- 12.4% of secondary pupils known to be eligible and claiming free school meals
- Regional disparity

South Yorkshire

- 75.1% G/O schools
- 13.9% of Sponsored academy predecessor were Good/Outstanding by Ofsted, compared 62.1% now
- 86.3% academies in MATs (54 MATs)
- 57.4% of MATs have between 1 and 5 schools
- 92% secondaries; 50.4% primaries are open as Academies, FS, SS or UTCs
- 65.6% of schools are in the lowest 2 IDACI quintiles
- 17.9% of nursery and primary pupils known to be eligible and claiming free school meals
- 16.1% of secondary pupils known to be eligible and claiming free school meals



Partnerships of Schools

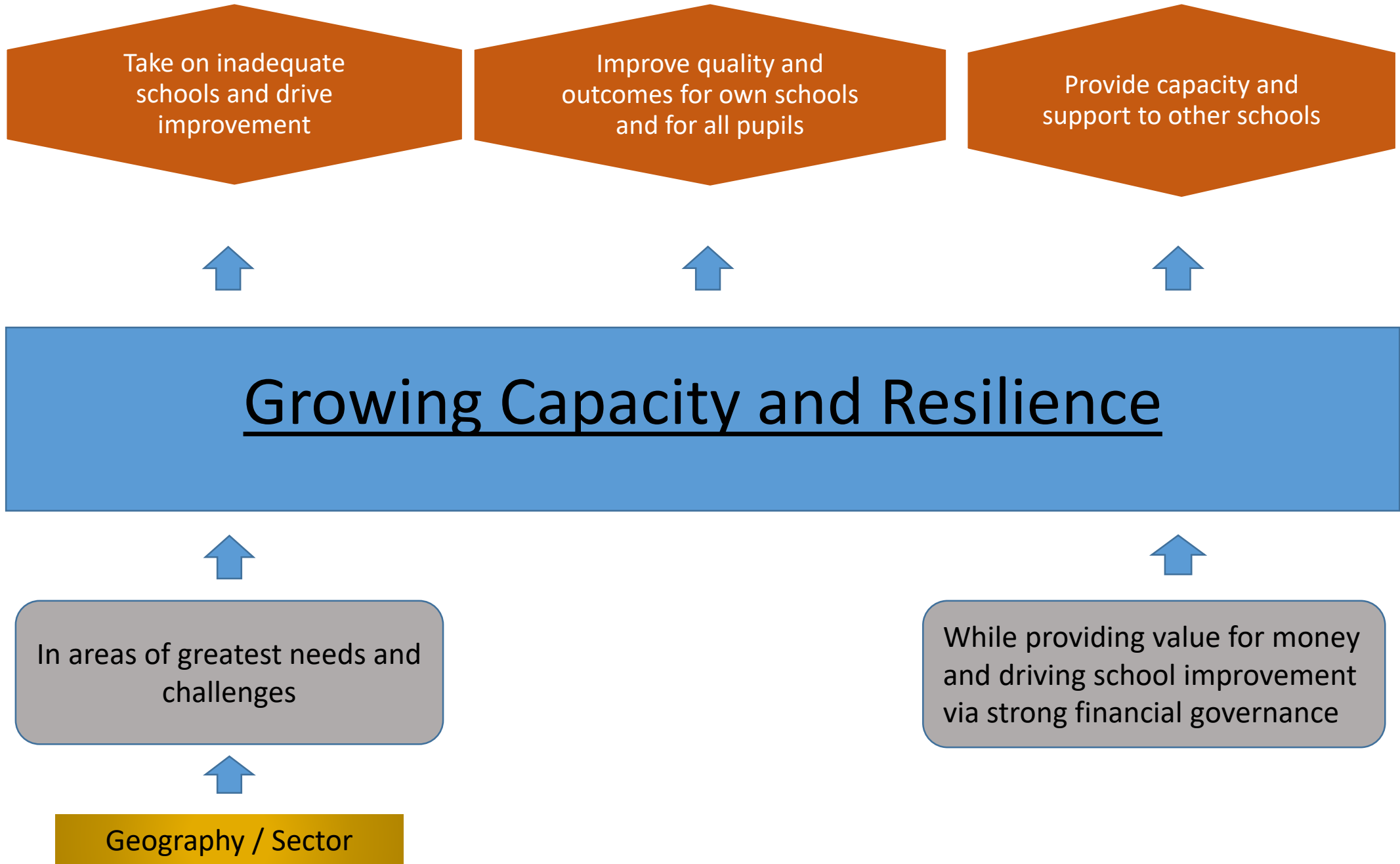
- Diverse and change over time
- Governance is changing
- Building school improvement strategies / plans
- Looking at 'collaborative convergence'
- Becoming more efficient
- Being scrutinised more
- Working in partnership locally
- Constantly exploring the benefits and 'dividend'



Partnerships of Schools

- In summary:
 - Moral purpose: the point
 - Geographical issue / local context
 - Share practice and collaborate among schools
 - Sense of ownership of future
 - Develop leadership
 - Staff retention and recruitment
 - Economies of scale







John Edwards

Regional Schools Commissioner - East Midlands and the Humber



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Bring the world to your classroom with Lyfta –
Serdar Ferit – CEO Lyfta

LET THE WORLD COME TO YOU

Teach Global Citizenship with immersive human stories.

SERDAR FERIT
Co-CEO of Lyfta
[@LyftaEd](#) / [@SerdarFerit](#)



The children of today can build a more empathetic, peaceful and sustainable world.

It is our responsibility, as innovators in education, to help them prepare – in a way that is inspiring and accessible – for the societies and workplaces of the future.









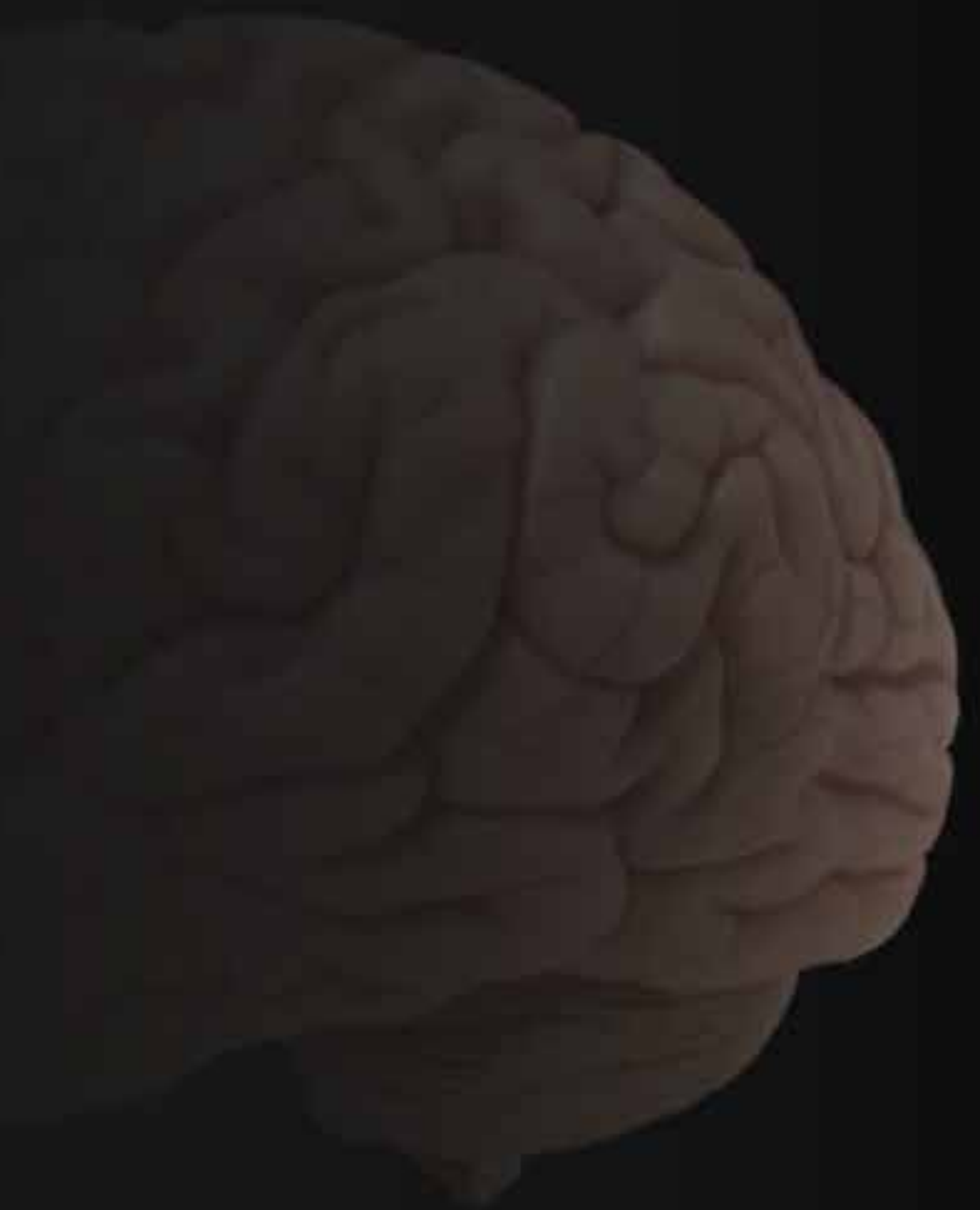
Luka, 13





THE WAY WE LEARN

- STORYTELLING
- OBSERVING OTHER HUMAN BEINGS AND APPLYING THE KNOW-HOW
- MULTI-SENSORY EXPERIENCES
- PROACTIVE ENQUIRY AND INDEPENDENT EXPLORATION
- PROBLEM SOLVING AND ANALYTICAL THINKING
- TRACKING ONE'S PROGRESS AND TRYING TO BETTER ONESELF



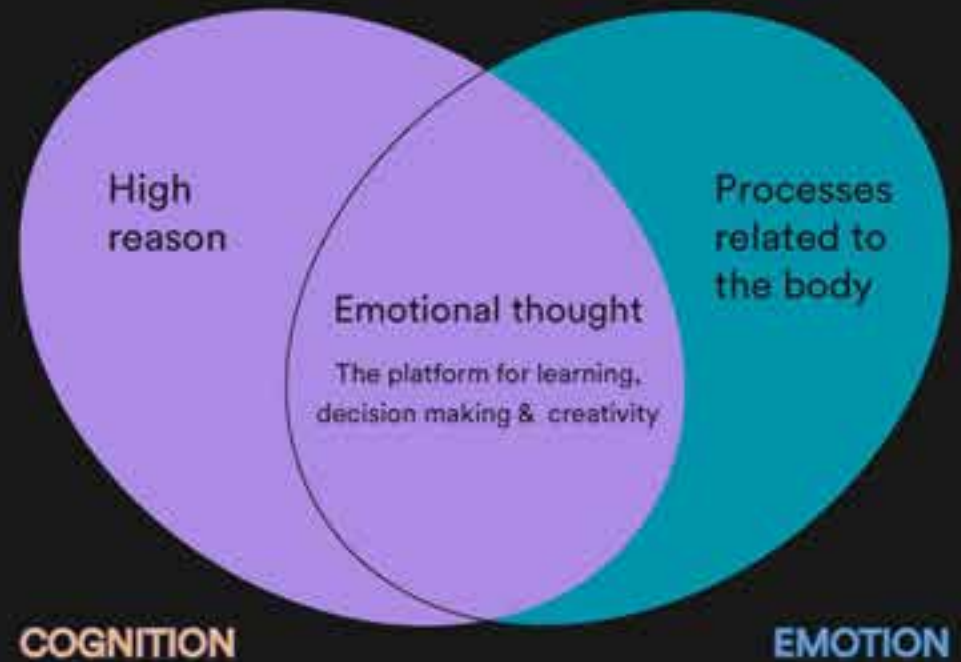
THE WAY WE LEARN

“Experiences that are multisensory, dramatic or emotionally strong are remembered far longer and in more detail. Most effective learning is either real-life learning or designed like real life.”

(Ginnis, 2007)

Cognition and emotion come together to produce learning, attention, memory and motivation. This combination is necessary for deep learning.

(Immordino-Yang and Damasio, 2007)



Dr Lesley Sylvan (Harvard) and Dr Immordino-Yang (USC), have found that **experiencing inspiring human stories** (e.g. stories of other people's accomplishments, moral fortitude and determination in the face of difficulties and obstacles) **triggers a powerful and intrinsic motivational force** in learners that inspires them to take action.

PEDAGOGICAL APPROACH

Teachers use Lyfta to deliver powerful learning experiences on a range of **curriculum** subjects and **core skills and values**, as well as themes including the **UN SDGs**.





25 IMMERSIVE
HUMAN
STORIES



90+ CROSS-
CURRICULAR
LESSONS



11 COVERING 11 OF
THE UN SUSTAINABLE
DEVELOPMENT
GOALS

LYFTA WORLD - A NEW WAY OF LEARNING





DISCUSSION

09:55

PROFESSIONS IN AWRA AMBA

Find the map of Awra Amba. Look at the different places and talk with a friend or in a small group about the different professionals that probably work in those places.

After the discussion, compare the professions you talked about with the ones around you:

The professions in Awra Amba are very similar to the professions in my town.



Cancel

Submit

DISCUSS (10 min)

Professions in Awra Amba

FIND OUT (20 min)

Meet Gebeyehu

CREATE (30 min)

Meet Marja-Leena at work

PRESENT (20 min)

Meet Tomi at work

DISCUSS (15 min)

Why do people work



GOOD WORK

you've almost completed the lesson.

Find out about your learnings and finally submit your work.



NAME

Name Surname

SCHOOL / GRADE

Name School
5b

RANK / TITLE

MY TRAVELS Click for bigger view.

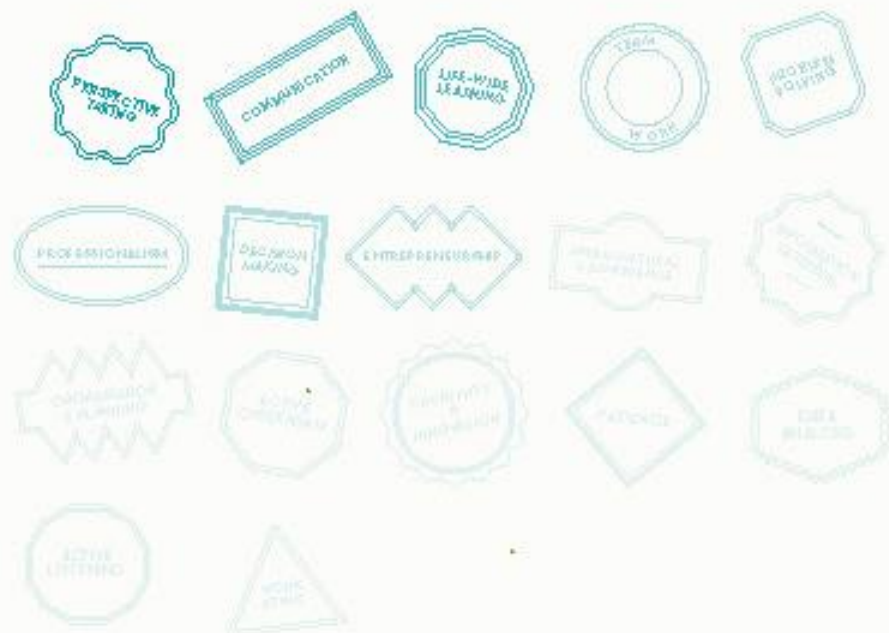


GLOBAL CITIZEN

MY SKILLS

Here you find all the skills and values that you have been touching by travelling through the storyworlds.

Click on the stamp to get more information and write down your own thoughts on them.



GLOBAL CITIZEN

PROFILE

LOGUE

SETTINGS



EVALUATION

After a thorough assessment by Kokoa Standard (a collective of teachers and education experts) Lyfta was awarded 92% for Educational Quality.

Download the full report here.



According to Kokoa Education Standard evaluation, Lyfta represents high educational quality and is proven to promote learning efficiently.

Lyfta High Educational Quality Aspects



1. Lyfta's strength are the stories of real people. Each experience offers insights to real people's lives, work and communities.
2. People's stories awake strong emotional engagement which guides learners to look at things from different perspectives and learning to understand characteristics of different cultures and respect people with different backgrounds.
3. All experiences show great professional video production quality.
4. Teachers are well supported with curriculum mapping and clear lists of learning goals which makes it easier to ensure the lessons alignment with the curriculum.
5. Solution provides alternative learning paths for users from different age groups, which are well guided with teacher's materials. Linearity helps to predict the learning outcomes and planning the learning paths.
6. The solution allows face-to-face interaction to be part of the learning experience and very many lesson activities guide to collaboration and also give guidance for constructive collaboration.

Pedagogical Approach **92 %**

Learning Engagement **4.3**





1



2



3



4



5



6

FLYFTA
L 2.0




Lyfta British Council Partnership:

- > Excellent CPD & support
- > Access to Lyfta for 3 years
- > £100 per teacher

email: penny@lyfta.com

LYFTA
LJ

 @LyftaEd

Serdar Ferit
Co-CEO
serdar@lyfta.com

THANK YOU!



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**Working with parents to support children's learning EEF
Guidance Report –
Alex Quigley – Education Endowment Foundation**



Putting Evidence to Work: Parental Engagement

Alex Quigley, Education Endowment Foundation
Learn Sheffield,
February 1st 2019



researchschool.org.uk



Education
Endowment
Foundation

Institute for
Effective Education
Empowering educators with evidence.

Education Endowment Foundation



- **The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement.**
 - Founded in 2011 by the Sutton Trust, in partnership with Impetus PEF.
 - Established with a £125m grant from the UK Department for Education.
 - Focuses on children aged 3-18.
- In 2014 the EEF's focus was extended to the early years.
- Since 2011 the EEF has awarded £90 million to fund 153 projects working with over 10,000 schools across England.



What are the existing barriers to parental engagement at your school?



Why use research & evidence?



Helps teachers and leaders make more informed decisions about what to do (and what to stop doing!) to improve outcomes (“*best bets*”).

Research evidence *supplements* expertise *it does not supplant it.*



Parental Engagement matters!



1. The home learning environment is associated with children's school performance at all ages.
2. What parents do with their children matters more than their income or educational qualifications.
3. Fostering better relationships with families is important for a wide range of school outcomes.

SPOKES (Supporting Parents on Kids Education in Schools)



- 10 week intervention for struggling readers in year 1
- Parents taught strategies to enhance reading
- Primarily based in Plymouth; 808 children from 68 primary schools

Impact:

- No short-term impact on standardised outcomes BUT outcomes for boys in the long-term were improved



What parents do can overcome part of the income gap in outcomes



A positive early home learning environment includes:

- Reading to child
- Songs and nursery rhymes
- Praise and answering questions
- Regular bedtimes and mealtimes
- Positive interactions
- Playing with letters and numbers

Table: Percentage of children achieving a 'good level of development' at end of Reception by parenting quality and family income. Millennium Cohort Study.

	Parenting Index Score			Total
	Low	Medium	High	
Poverty history				
None	42%	55%	73%	60%
Episodic	27%	47%	59%	40%
Persistent	19%	32%	58%	26%

Kiernan and Mensah (2011)



Working with parents to support children's learning



1
Critically review how you work with parents

Schools should be optimistic about the potential of working with parents

- There is an established link between the home learning environment at all ages and children's performance at school.
- Schools and parents have a shared priority to deliver the best outcomes for their children.

However, evidence on effective strategies that schools can use to engage parents in their children's learning is mixed

- If the aim is solely to improve academic outcomes, classroom interventions involving directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.
- Working effectively with parents can be challenging, and is likely to require sustained effort and support.
- Most schools say that they do not have an explicit plan for how they work with parents, and fewer than 10% of teachers have undertaken CPD on parental engagement.

Schools should start by critically reviewing their aims and current approaches

- Focus on areas that have better evidence (such as those summarised opposite) – different approaches are needed for different ages.
- Talk to parents who are less involved about what support they would find helpful.
- Plan and monitor to progress towards defined aims.

Page 9

2
Provide practical strategies to support learning at home

- For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.
- Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.
- Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.
- Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).
- Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.
- Consider initiatives to encourage summer reading; these have some promise but are not widely used at present.

Page 13

3
Tailor school communications to encourage positive dialogue about learning

- Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.
- Examples include weekly texts sent from school to parents, and short, termly letters.
- Insights from such approaches may appear small but they are generally low cost, and straightforward to introduce.
- Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, rewarding success.
- Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Quarterly around half of parents say that they have not been consulted.
- School communications may be particularly important for engaging some parents who would play an important role but may have less contact with school.

Page 18

4
Offer more sustained and intensive support where needed

- Start by assessing needs and talking to parents about what would help them support learning, targeting a reply to be needed to use resources effectively and avoid widening gaps.
- Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy—that they are equal partners and can make a difference.
- Encourage a consistent approach to behaviour between parents and the school, for example, by sharing worksheets with parents.
- Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater.
- Plan carefully for group-based parenting initiatives such as regular workshops. A convenient time and location, face-to-face recruitment, trusting relationships, and an informal welcoming environment are the most important factors for parents to attend group sessions.
- Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.

Page 25



1. Critically review how you work with parents



There is promising evidence of association – schools should be optimistic about the potential

But...it should be cautious optimism

- 1) the evidence on effective strategies is limited
- 2) It can be hard to implement well
- 3) If not done carefully, it can be a gap-widener

We know it matters, but we know less about how to influence it





1) The evidence on effective strategies is limited

A critical (harsh) interpretation:

“There is no good-quality evidence that parental involvement interventions result in improved educational outcomes, in most age groups and for most approaches.”

Gorard and See, 2013

There is more evidence for early years and primary than for secondary. But overall the quality of evaluation in this field has been quite weak, and even better studies (next slide) show small, mixed results.

Approaches working directly with children (e.g., class-level, small group) currently have more evidence of improving attainment than approaches working through parents.



6 EEF trials published to date show small or no effects (on attainment)



Project	Summary	Age	Impact	Security
Parenting Academy	Classes for pupils' parents focused on literacy and numeracy, with incentives for attendance	Key Stage 2	0 months	🔒🔒🔒🔒🔒
Texting Parents	Weekly texts sent to parents on upcoming tests, homework, & conversation prompts	Key Stage 3 and 4	+1 months	🔒🔒🔒🔒🔒
SPOKES	10 week intervention teaches parents strategies to support children struggling with reading	Year 1	+1 months	🔒🔒🔒🔒🔒
Mind the Gap	Teachers supported to involve parents, & use metacognitive strategies	Year 4	-2 months	🔒🔒🔒🔒🔒
Family Skills	10 weekly sessions for EAL families to support literacy & connection with school	Reception	0 months	🔒🔒🔒🔒🔒
FAST: Families and Schools Together	8 weekly sessions focused on improving parents' connections with the school, plus ongoing network	Year 1	0 months	🔒🔒🔒🔒🔒



2) Work with parents is hard to implement well

- Often, only 1/3 of invited parents attend even 1 session
- Barriers include: parents' work schedule and other time commitments, lack of confidence in communicating with school, language, health problems, poor experiences of their own education, negative learner identities.

3) And it has the potential to widen gaps if not done carefully

- Those that do attend may not be the ones that could benefit most
- Unlike most educational interventions, those focused on parents usually have a strong element of self-selection
- 'The Matthew effect' - those already engaged take most advantage of opportunities offered by school

Given these limitations: especially important to...



a. Critically review and plan your approach

In approaching parental engagement, you can start by:

- developing a clear plan for what you want to achieve;
- auditing your current practice to assess what is working well and what is not;
- focus on areas that have better evidence – different approaches are needed for different ages
- listening to what less-involved parents would find help helpful; and
- stopping activities without clear benefits.

Monitoring and targeting our effort



"Hey, Sisyphus, when you've got a minute I'd like to discuss this progress report with you."

What's working well,
and not, in your
current parental
engagement activity?

What could you stop?



2. Provide practical strategies to support learning at home



The evidence points to three areas particularly worth focusing on:

- supporting parents to have high academic expectations for their children;
- developing and maintaining communication with parents about school activities and schoolwork; and
- promoting the development of reading habits.



Focus on the skills you want children to develop at different ages – can you find simple ways that parents can encourage these at home?



Skills that can be practised and developed in the home include:

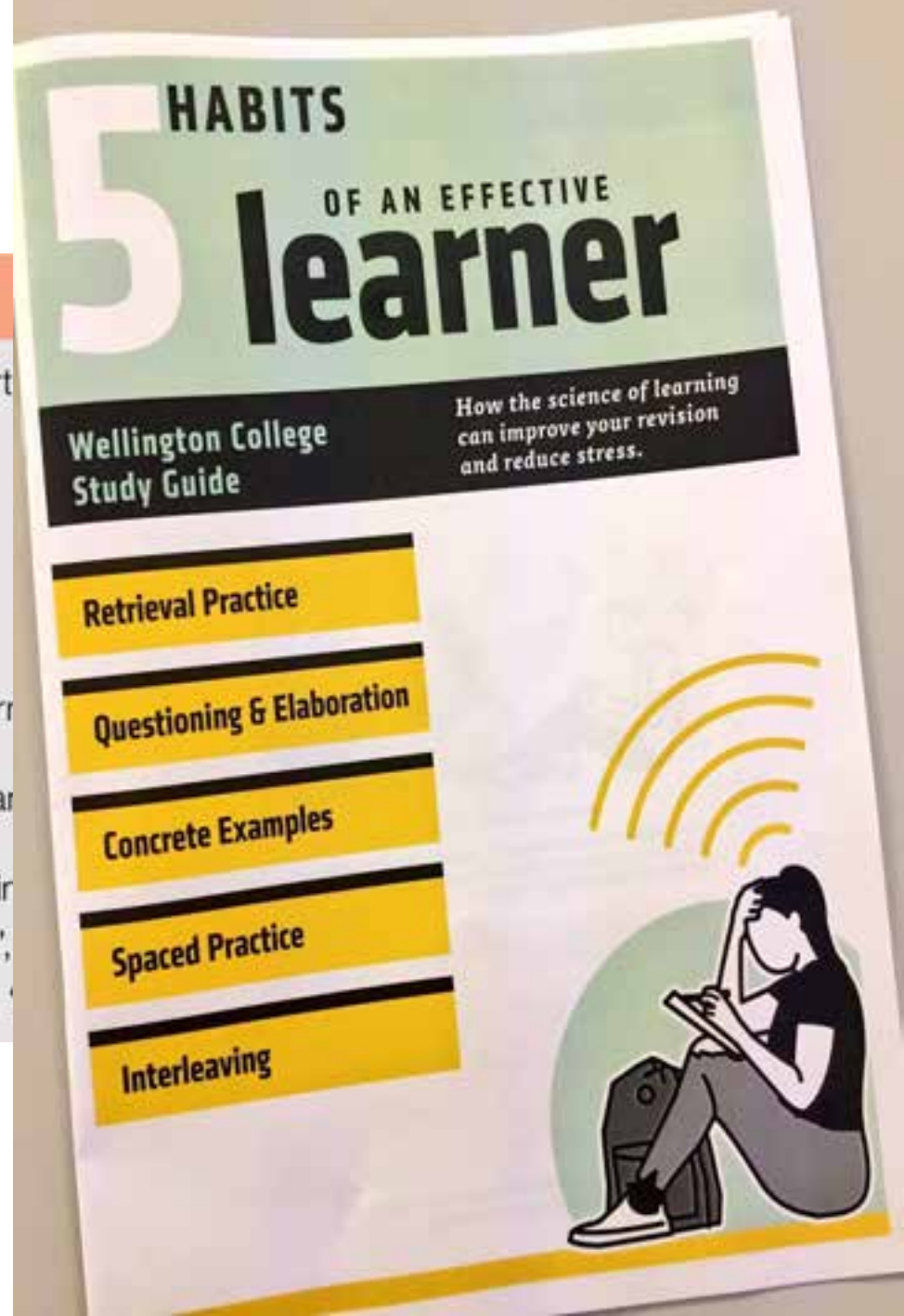
- in the early years, activities that develop oral language and self-regulation;
- in early primary, activities that target reading (for example, letter sounds, word reading, and spellings) and numeracy (such as learning numbers or learning the count sequence);
- in later primary, activities that support reading comprehension through shared book reading; and
- in secondary school, independent reading and strategies that support independent learning.

Box 3: The PEER framework

This is a simple sequence that can be used to support adults can pause and:

- **P**rompt the child to say something about the book;
- **E**valuate their response;
- **E**xpand their response by rephrasing or adding information;
- **R**epeat the prompt to help them learn from the expansion.

For example, if an adult and child were looking at a page in a book and say, 'What is that?' [prompt]. The child replies, 'zebra', black and white stripy zebra [the expansion]; can you say, 'zebra',



As children get older, it becomes important for parents to **listen to their children read**.

The strategy of '**pause, prompt, praise**' may help parents when listening to children read:

- ***pausing*** to let them work out words if they get stuck,
- providing a ***prompt*** or 'clue' to help (but not giving the answer), and
- ***praising*** them when they concentrate and problem-solve.





PACT (Parents and Children Together)

University of Manchester

Ey

Home learning activities to support early language development.

recruiting

PROJECT IN PROGRESS

A horizontal progress bar with a dark grey segment on the left and a light grey segment on the right, indicating the project is in progress.

Why was previous trial successful?

- **Reduced burden on parents to attend sessions;**
- **Attractive offer of books and resources;**
- **Clearly scripted & supported activities for home.**



How has Gary Lineker influenced education as a parent?





Gary Lineker ✓

@GaryLineker

Follow



Homework is a waste of time. Brings stress to the home, stress to the child, stress to the parents, stress to the parent - child relationship. Reading every night should suffice, imho.

rob delaney ✓ @robdelaney

Why do they give 7 yr olds so much homework in UK & how do I stop this. I want my kid frolicking & drawing & playing football. Who knows more about stopping this madness & can help me?

Show this thread

11:06 AM - 25 Sep 2018

3,753 Retweets 23,768 Likes



1.1K 3.8K 24K



for
ive Education
g educators with evidence

Homework



A contentious subject...

Tips for effective homework (and how parents can help)

- Quality matters more than quantity
- Tasks should be linked closely to main class teaching
- Provide timely and specific feedback
- Parents can help by encouraging a regular routine, and good study habits
- Parents can help by knowing about homework, showing interest and encouragement
- Be cautious about encouraging direct parental involvement in homework tasks (especially for older children)

<p>1</p> <p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p>  <ul style="list-style-type: none"> 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. 	<p>2</p> <p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>  <ul style="list-style-type: none"> 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 contexts. 	<p>3</p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills</p>  <ul style="list-style-type: none"> 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. 	<p>4</p> <p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p>  <ul style="list-style-type: none"> 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. 	<p>5</p> <p>Promote and develop metacognitive talk in the classroom</p>  <ul style="list-style-type: none"> 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. 	<p>6</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently</p>  <ul style="list-style-type: none"> 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. 	<p>7</p> <p>Schools should support teachers to develop their knowledge of these approaches and expect them to be applied appropriately</p>  <ul style="list-style-type: none"> 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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Effective learners use a number of strategies to help them learn well independently:

- setting specific short-term goals;
- adopting powerful strategies for attaining the goals;
- monitoring performance for signs of progress;
- restructuring one's physical and social context to make it compatible with one's goals;
- managing time-use efficiently;
- self-evaluating one's methods;
- attributing causation to results and adapting future methods.

Zimmerman (2010)



3. Tailor communications



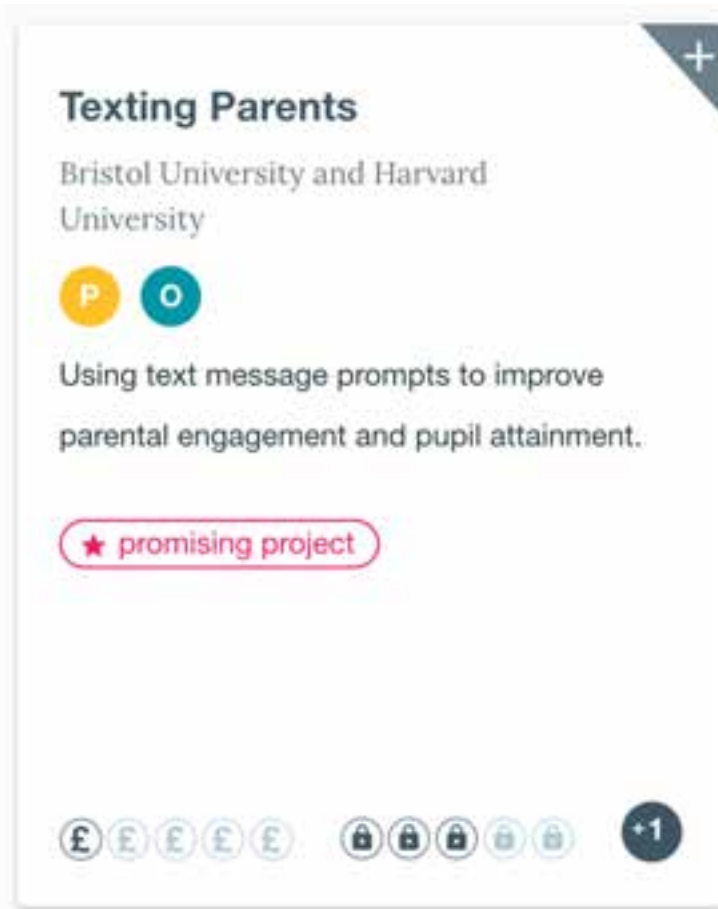
A programme for parents was advertised by sending flyers home with children.

Letters were sent to 3,740 families...

How many signed up?

**18 parents
(0.5%)**

Text-messaging is a promising approach



“parents receiving the texts were nearly three times more likely than those in the control condition to talk to their child about revising for an upcoming test.”

EEF trial currently recruiting primary schools in north-east



- Focus on texting parents in Reception classes
- Sends 3 texts per week: **FACT**, **TIP** & **GROWTH**
- Trial in US found positive effects on language development

'FACT: When children count objects one-by-one, they learn that we count to find out "how many". This is a big step towards learning harder maths skills'

'TIP: As you do the laundry, count the socks one-by-one with your child. When you're done, ask, "How many socks did we put in the wash?"'

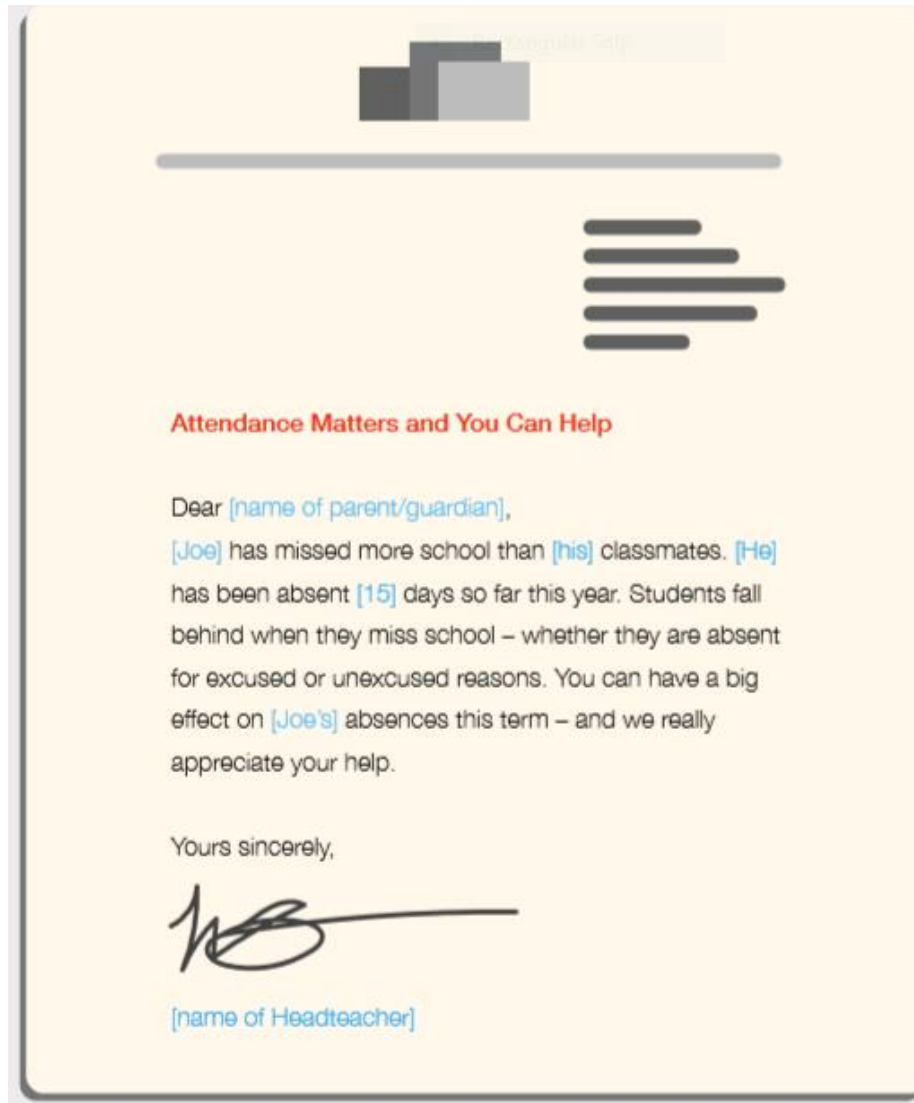
York, B. N., Loeb, S. and Doss, C. (2014) 'One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers'



Small changes matter

- 72% of parents with higher-than-average-absence students did not know that their children had missed more school than their classmates. When informed they make extra efforts to improve attendance.
- In a RCT in 203 American schools, sending a letter to parents stating the total number of days their child had been absent led to an average reduction in absences of one day per child (versus no letter).
- The study showed that the wording of the letter matters: a simple reminder of the importance of attendance helps a little, but the crucial piece of information was personalising the letter to give the total number of absences to date.





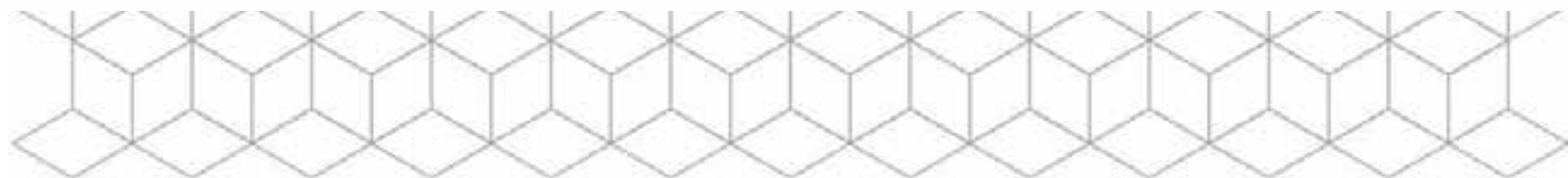
Be positive, personalise, and link to learning

Letter can be very simple (fewer than 50 words)

Promote parents' efficacy ('attendance is something you can help with') rather than blaming them.



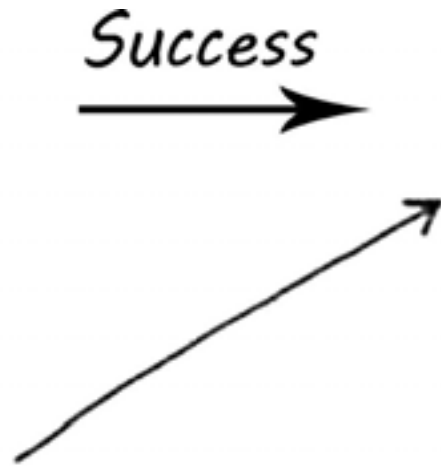
Make it EASY	Make it ATTRACTIVE	Make it SOCIAL	Make it TIMELY
Allowing people to 'go with the flow' by removing or reducing effort, steps, choices to make action simple and effortless	Presenting benefits in a way that maximizes perceived value. This includes increasing the salience of your offer	Harnessing social / peer 'pressure' by showing desired behaviours are supported by others in a social group and encouraging shared commitments	Prompting when people are likely to be most receptive and structuring/phasing benefits to make them more immediate



What are your
schools main
approaches to
communicating
with parents?



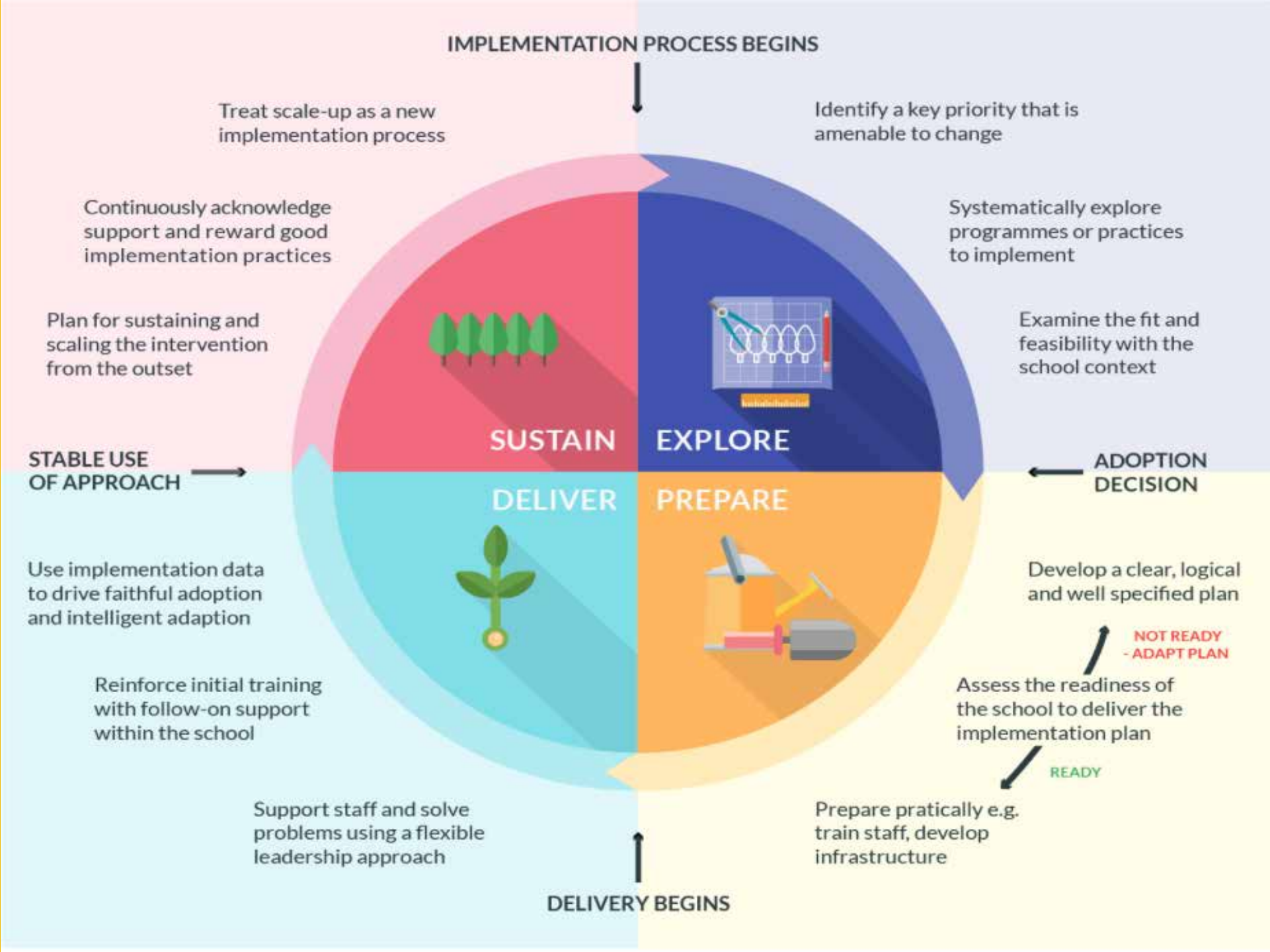
Making a change in school



what people think
it looks like



what it really
looks like



SUSTAIN



Education
Endowment
Foundation

school.org.uk

@EducEndowFoundn



Education
Endowment
Foundation

Institute for
Effective Education
Empowering educators with evidence.



Digital Technology

Primary & Secondary

Launching in one month



Early Maths

Primary

Launching in about 3 months



Behaviour

Primary & Secondary

Launching in 4 months



Leadership Lite

Carmel Education Trust



Testing a leadership programme aimed at reducing unnecessary workload and empowering teachers

recruiting

PROJECT IN PROGRESS



Focus4TAPS

Focus4TAPS



Focus4TAPS is a CPD programme designed to support teachers to improve their teaching and assessment of science in primary schools.

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PROJECT IN PROGRESS



Primary Science Quality Mark

Primary Science Quality Mark



The Primary Science Quality Mark (PSQM) is a whole school accreditation programme aimed at improving science teaching and learning.

recruiting

PROJECT IN PROGRESS



ASCENTS 121 support for science

University of Lincoln



One to one tutoring delivered by STEM undergraduates to improve KS4 science attainment.

recruiting

PROJECT IN PROGRESS



STARS: Incredible Years Teacher Classroom Management

University of Exeter



Testing the impact of a classroom management programme on children's mental health, behaviour and academic attainment.

recruiting

PROJECT IN PROGRESS



PACT (Parents and Children Together)

University of Manchester



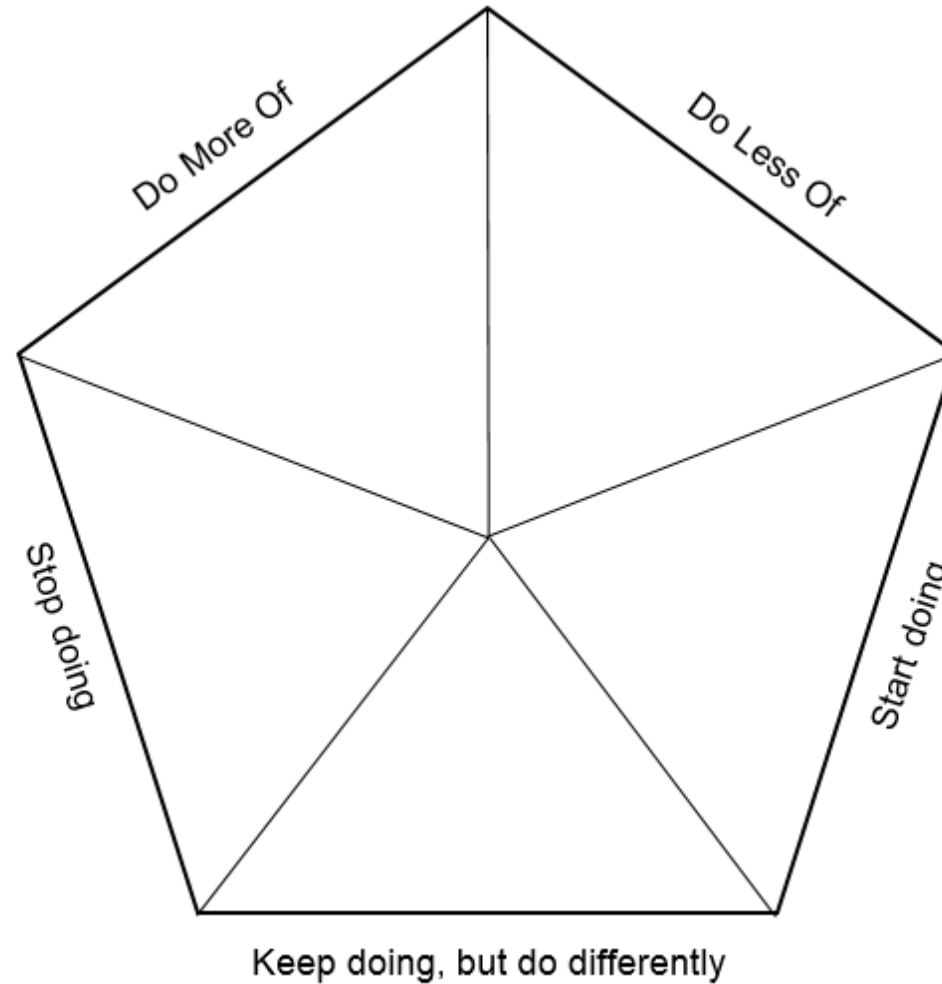
Home learning activities to support early language development.

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Making a change in school





Thank
you



Contact details



alex.quigley@eefoundation.org.uk



[@HuntingEnglish](https://twitter.com/HuntingEnglish)



researchschool.org.uk



Education
Endowment
Foundation

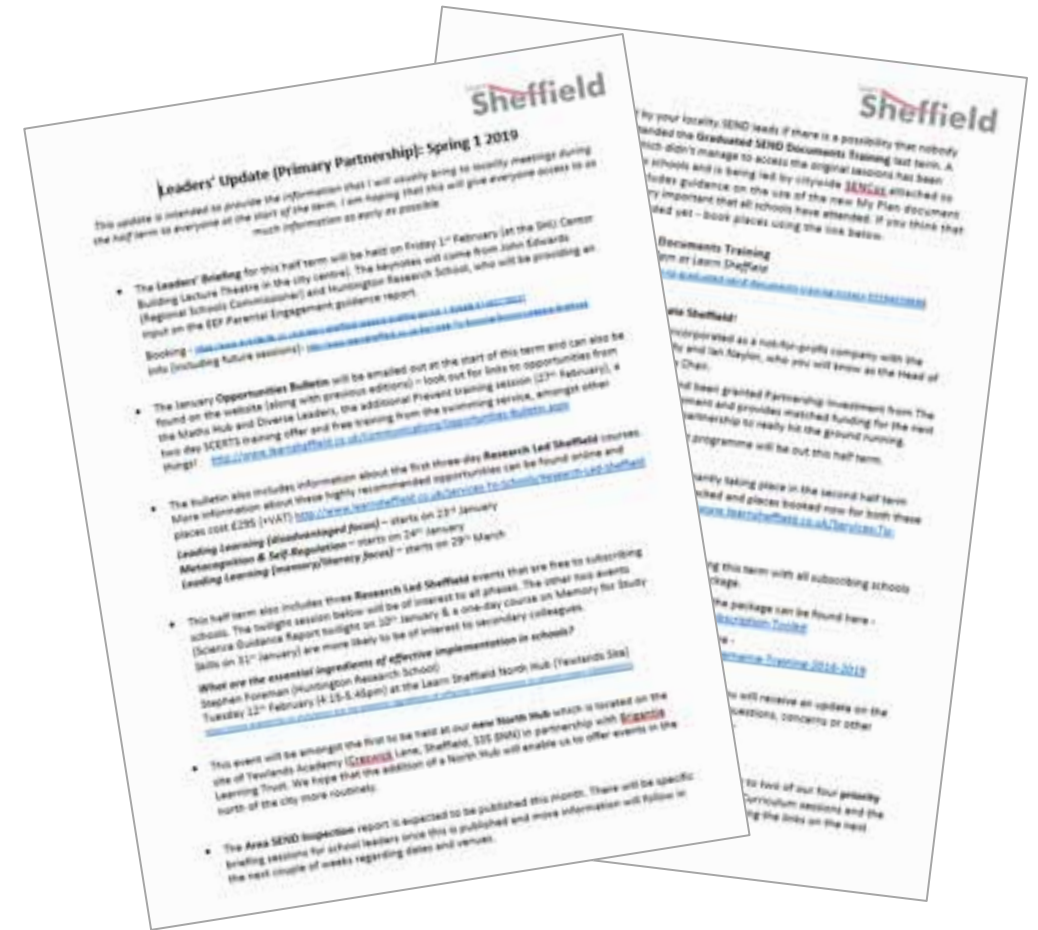
Institute for
Effective Education
Empowering educators with evidence.

Leaders' Briefing Agenda – Friday 1 February 2019

- Introduction / Welcome
- Key Issues for School Leaders – John Edwards – Regional Schools Commissioner
- Bring the world to your classroom with Lyfta – Serdar Ferit – CEO Lyfta
- Working with parents to support children's learning EEF Guidance Report – Alex Quigley – Education Endowment Foundation
- Learn Sheffield Update – Stephen Betts – Learn Sheffield

Learn Sheffield Update

- Opportunities Bulletin – out today (monthly)
- Leaders Update – out 25th Feb (half-termly)
- Next Research Twilight (Effective Implementation) – Tues 12th Feb (North Hub)
- Area SEND Inspection Workshop – date to follow (to discuss report & response)
- Learn Sheffield – AGM (Wed 27 Feb) & subscription updates/ satisfaction questionnaire
- Equality Act – School Toolkit – website review
- RSE Survey – forming an accurate picture of readiness and current expertise to inform the work of the task group (Emailed out 21st January – closes on 14th February!)





- Early Bird prices £65 Friday, £35 Saturday, £80 two day fully transferable tickets until the end of February.
- Dan Jarvis, Dominic Herrington and Sean Harford addressing the 1st all S.Yorks Senior Leaders summit as part of the Festival on Friday 14th June 2019 morning.
- Wide range of debate, discussion, learning and sharing.
- Celebration of education in South Yorkshire.
- Share with staff, governors, directors and partners.

Learn Sheffield Leaders' Briefing

Friday 22 March 2019, 8.30-10.30am

Sheffield Hallam University, Institute of Education, Lecture Theatre

- **Maximising the impact of Teaching Assistants – Rob Webster**
 - **Overcoming Educational Disadvantage – Marc Rowland**

**Sheffield
Hallam
University**

Sheffield
Institute
of Education



**SOUTH
YORKSHIRE
FUTURES**

Learn Sheffield Leaders' Briefing

22 May 2019

Keynote



'Ambitious Leadership'
Sir David Carter (Executive
Director of System
Leadership at ASL)

**Sheffield
Hallam
University** | Sheffield
Institute
of Education



<http://www.learnsheffield.co.uk/Services-To-Schools/School-Leaders-Briefings>

2 July 2019

Keynote



*'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')