

Learn Sheffield Leaders' Briefing

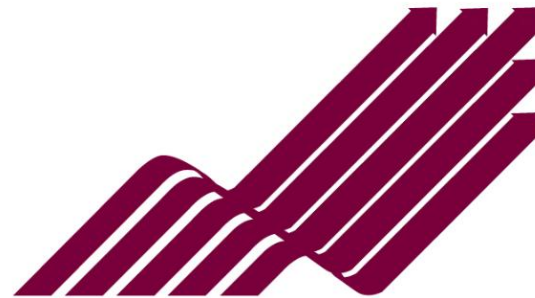
Spring 2

Friday 22 March 2019, 8.30-10.30am

Sheffield Hallam University, Institute of Education Lecture Theatre

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Leaders' Briefing Agenda – Friday 22 March 2019

- Introduction / Welcome
- School Funding Campaign Update – Ian Read – Watercliffe Meadow Primary School
- Maximising the Impact of Teaching Assistants – Rob Webster – UCL Institute of Education
- Learn Sheffield Update – Stephen Betts – Learn Sheffield
 - PESSPA – PE, School Sport & Physical Activity
 - Festival of Debate
 - SEND Inspection Update
 - General Update

School Funding Campaign Update

Ian Read – Headteacher, Watercliffe Meadow Primary

School Funding Campaign

- Thank you to everyone for their support in signing the letter (170+ signatures) - that was the most powerful statement.
- Nick Gibb conversation - he acknowledged Sheffield's position, confirmed that the increase pension cost would be covered in full and that the government were hearing what it is like on the ground.
- Sheffield MPs are going to keep balloting for the impact of the National Funding Formula to be debated.
- We didn't walk away with a cheque for £3.5bn but our voice has made a difference and contributed to a national shift in momentum.

School Funding Campaign

- ASCL 'The True Cost of Education' report

<https://www.ascl.org.uk/download.C24397F8-6E66-4248-84F0B37723157485.html>

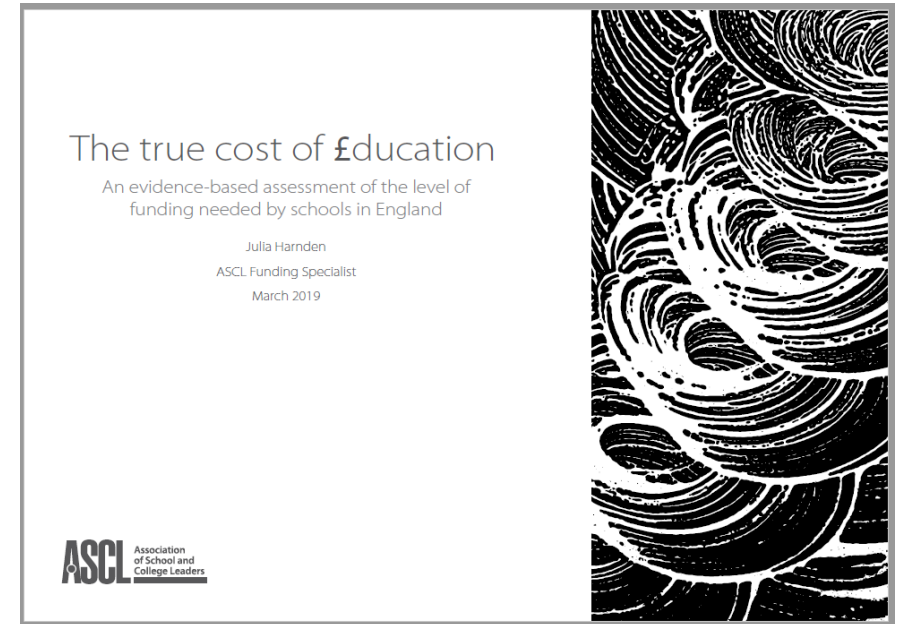
- Link in to the Worth Less? Campaign

Worth Less
@WorthLessFF



- @SaveOurSchools9 ... share the twitter link

SOS_Sheffield
@SaveOurSchools9 Follows you



School Funding Campaign

Schools have moved significantly up the political agenda – it is a while since we were in the top three issues let alone first!

"You are tired of the infighting, tired of the political games and the arcane procedural rows, tired of MPs talking about nothing else but Brexit when you have real concerns about our children's schools, our National Health Service, knife crime.



Maximising the Impact of Teaching Assistants – Rob Webster – UCL Institute of Education



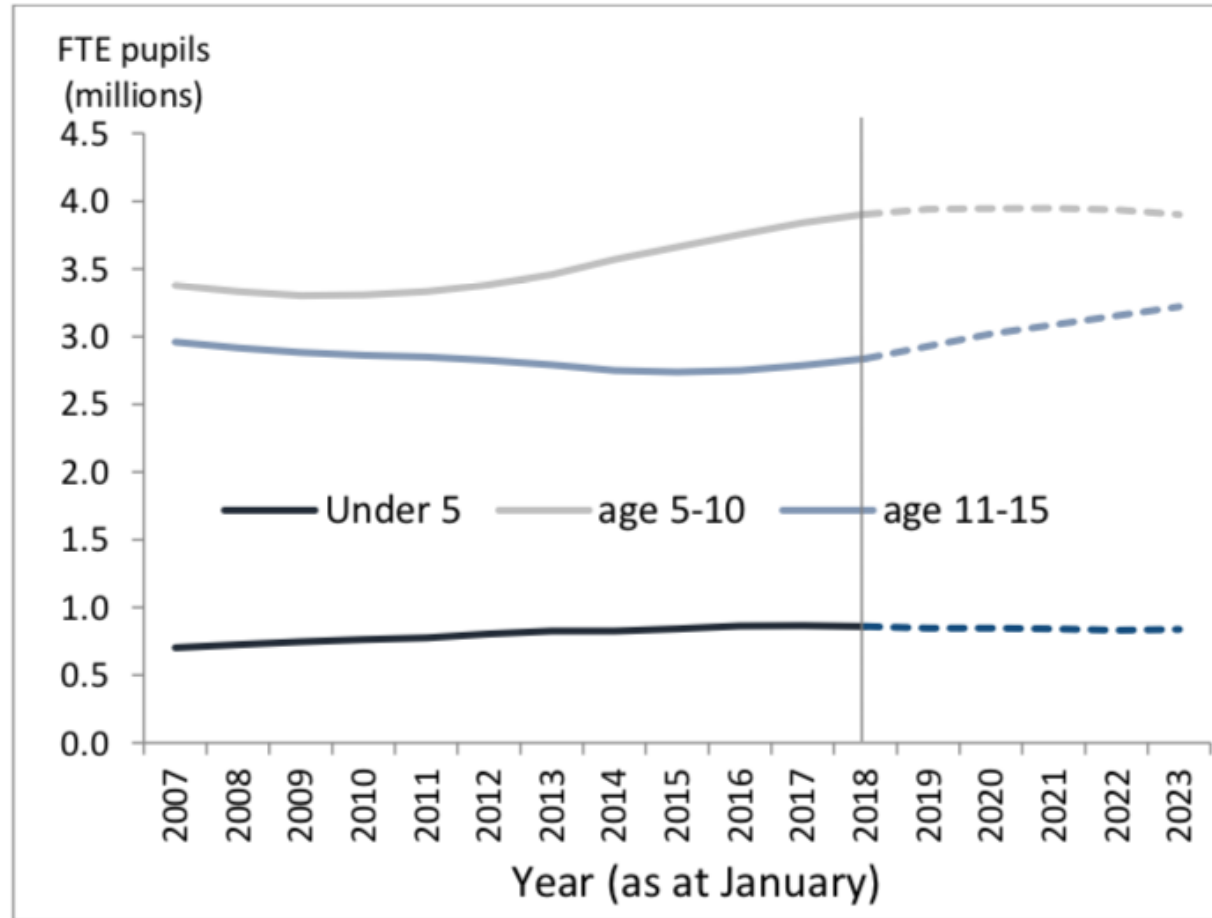
**Centre for
Inclusive Education**

Rob Webster, UCL Institute of Education

Some aims for this morning

- Context
- What the research says
- Evidence-based principles
- Taking action

The big picture



State-funded schools only

Source: DfE. National pupil projections: July 2018

The mortar in the brickwork



Teaching assistant numbers are declining

	Nursery & primary		Secondary		Special		All state-funded schools	
	TAs as % of workforce (FTE)	Year-on-year change	TAs as % of workforce (FTE)	Year-on-year change	TAs as % of workforce (FTE)	Year-on-year change	TAs as % of workforce (FTE)	Year-on-year change
2000	19%	-	5%	-	40%	-	14%	-
2005	29%	-	10%	-	44%	-	21%	-
2010	32%	-	11%	-	47%	-	24%	-
2011	32%	+7%	14%	+2%	49%	+5%	25%	+6%
2012	33%	+6%	15%	+1%	50%	+19%	26%	+5%
2013	34%	+6%	15%	-1%	48%	+7%	26%	+5%
2014	34%	+5%	15%	-3%	49%	+5%	27%	+3%
2015	35%	+2%	14%	-4%	50%	+5%	27%	+1%
2016	35%	-1%	14%	-5%	50%	+3%	28%	-1%
2017	35%	-	14%	-	51%	-	28%	-

Source: DfE. School workforce in England: November 2017. Published June 2018

The mortar in the brickwork

- **Reducing TAs has disproportionate effect on disadvantaged pupils**
- **Essential school leaders think carefully and act strategically**
- **Maximising resources**
- **Alongside improving teachers' confidence re SEND**

MAXIMISING
THE PRACTICE OF
TEACHING
ASSISTANTS



MAXIMISING
THE IMPACT OF
TEACHING
ASSISTANTS



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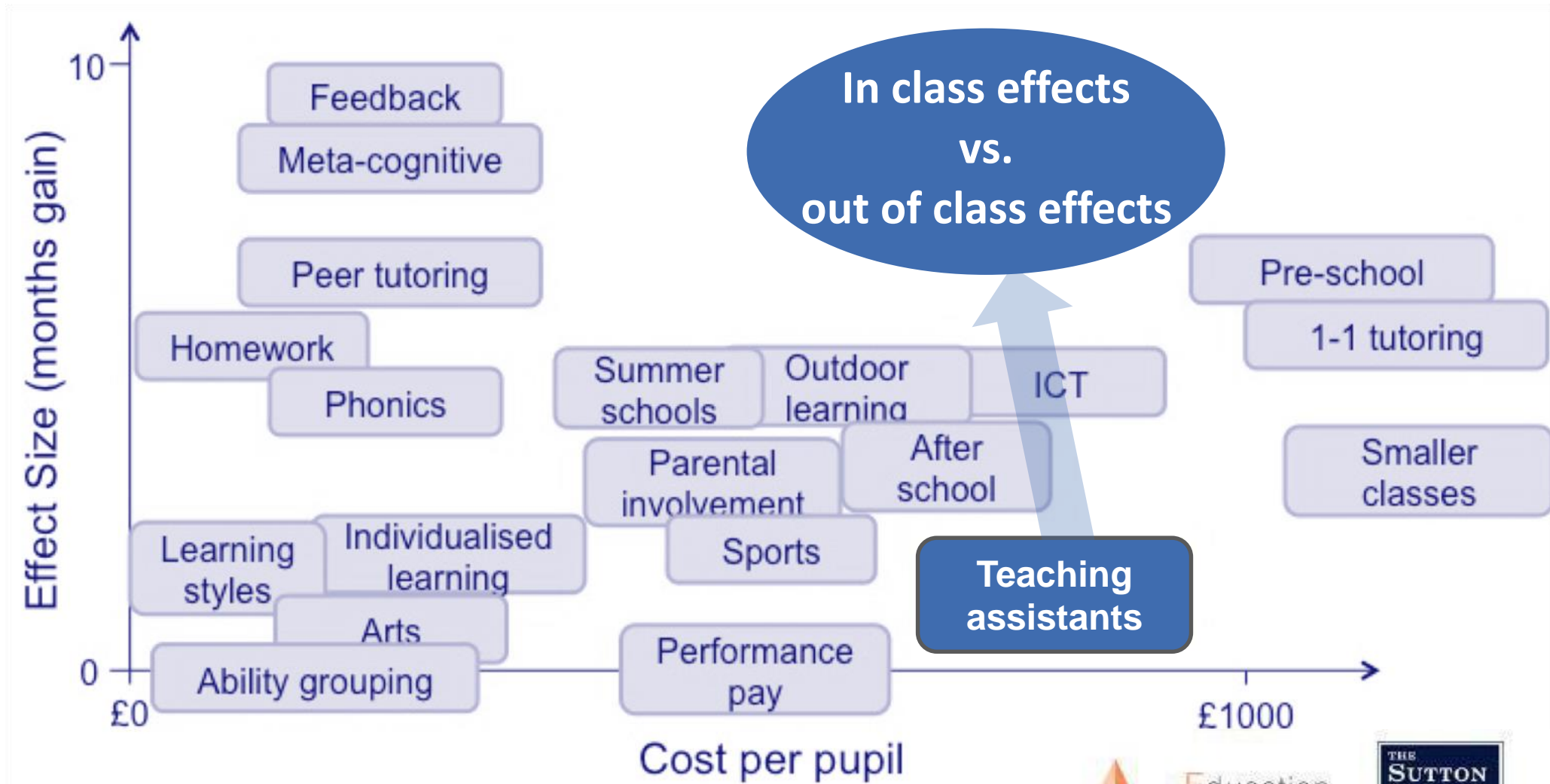
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ioe.mita@ucl.ac.uk

maximisingtas.co.uk

What the evidence says about TA impact



Source: Sutton Trust/EEF's *Teaching and Learning Toolkit*



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The impact of teaching assistants

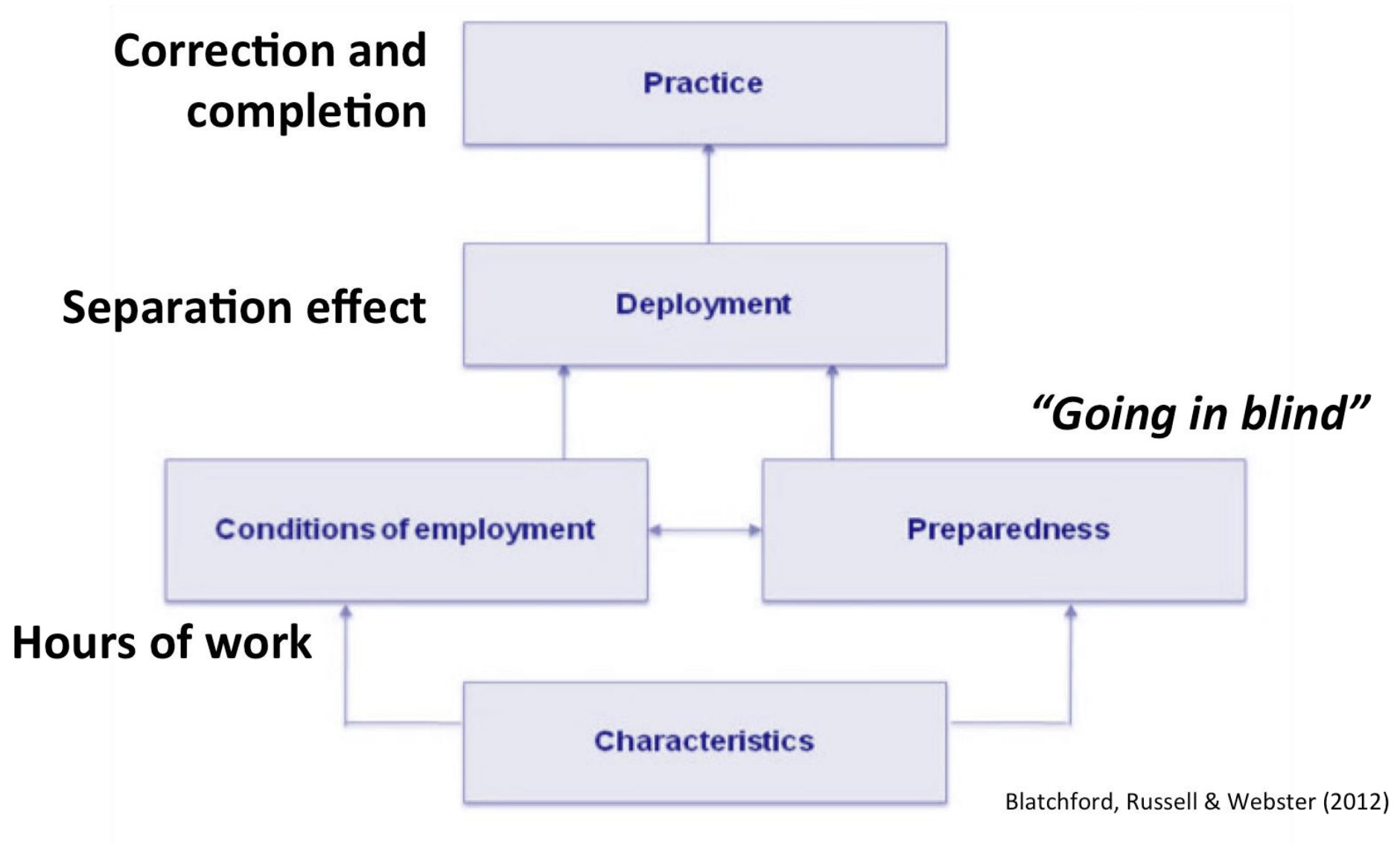
- Learning outcomes: in-class effects vs. out of class effects
- Deployment and Impact of Support Staff project
- 8,200 pupils. Negative impact, controlling for pupil factors
- Structured intervention ('catch up') programmes
- Mixed evidence on 'soft' outcomes (confidence, motivation)
- Likely to increase dependency
- Classroom disruption minimised
- Positive effect on teacher workload and stress

How do pupils feel about receiving TA support?

“I don’t like feeling that I need help and that everyone else thinks I need help when I don’t. It’s just sort of embarrassing.”

“TAs sometimes write in my book, which I don’t like so much. I do write really slowly, but they [TAs] make me feel rushed when they take over some of the writing at times. I think the teacher thinks that it looks like I haven’t done my own work. It feels like cheating if they are writing down everything for me.”

Explaining the DISS project results



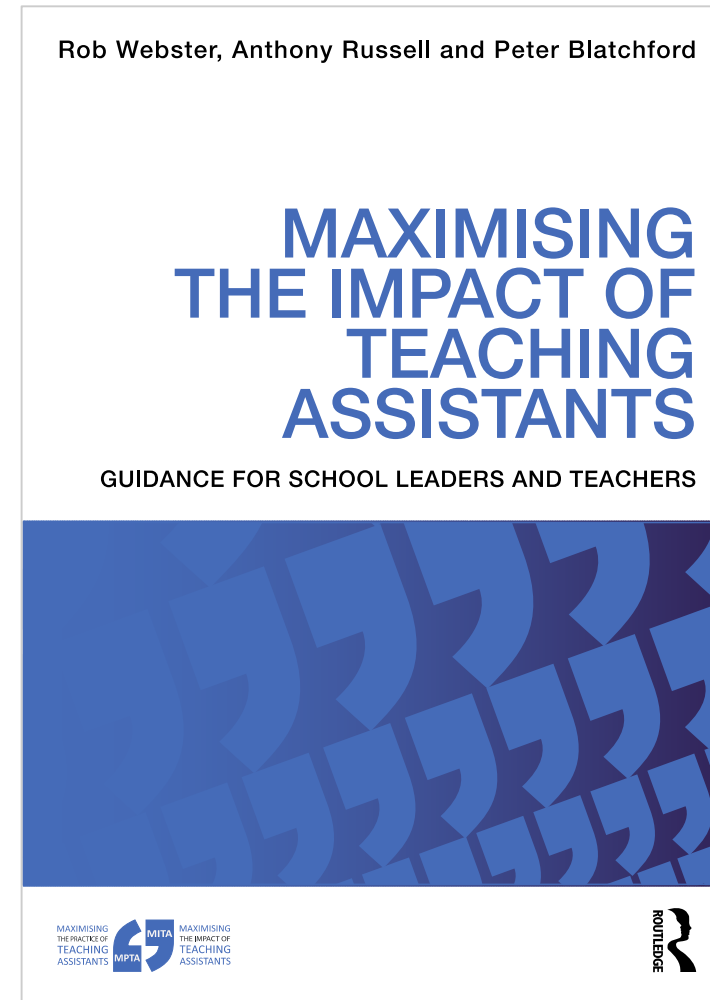
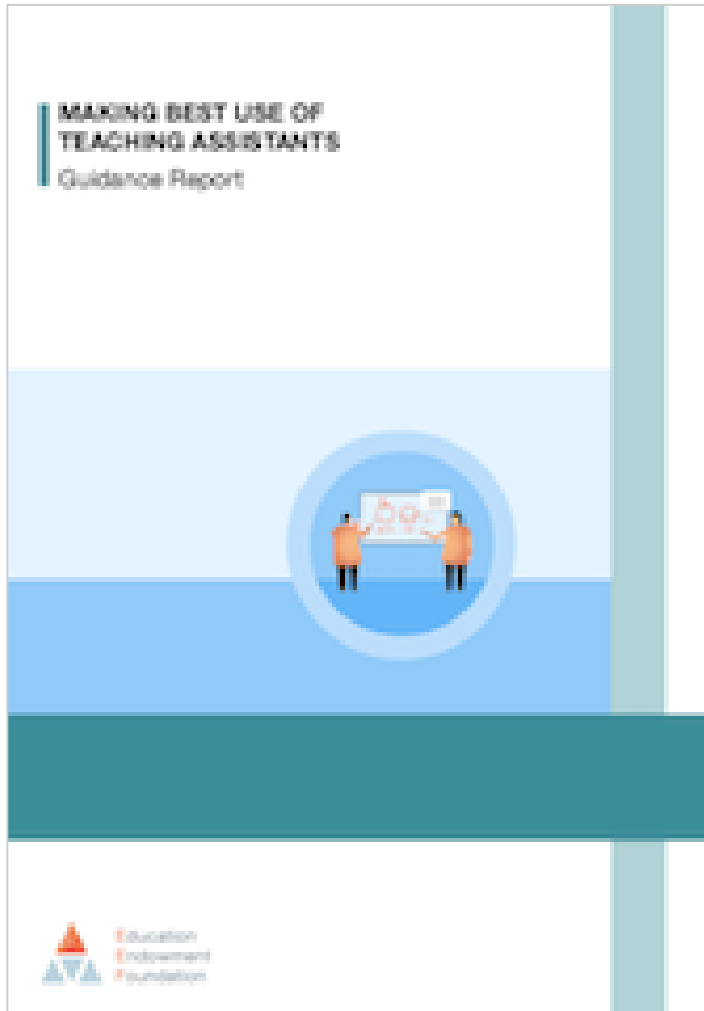
Making the best use of TAs is a leadership issue

“Addressing the current situation is a school leadership issue”.

“School leaders must rigorously define the role of TAs and consider their contribution in relation to the drive for whole school improvement”.

Sharples, Webster & Blatchford (2018)

Summary of the evidence and how to act on it



The effective use of TAs under everyday classroom conditions

1

TAs should not be used as an informal teaching resource for low attaining pupils



The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.

Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.

School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.

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2

Use TAs to add value to what teachers do, not replace them



If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.

Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).

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3

Use TAs to help pupils develop independent learning skills and manage their own learning



Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.

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4

Ensure TAs are fully prepared for their role in the classroom



Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential 'need to know':

- Concepts, facts, information being taught
- Skills to be learned, applied, practiced or extended
- Intended learning outcomes
- Expected/required feedback.

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5

The effective use of TAs in delivering structured interventions out of class

Use TAs to deliver high quality one-to-one and small group support using structured interventions



Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

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6

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction



Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

- Sessions are often brief
- (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7).

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7

Integrating learning from work led by teachers and TAs

Ensure explicit connections are made between learning from everyday classroom teaching structured interventions



Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

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Area for action: Deployment

The effective use of TAs under everyday classroom conditions

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4

Ensure TAs are fully prepared for their role in the classroom



Area for action: Deployment

- Least effective model of TA deployment and pupil support
- Separation effect: reduces time with teachers and peers
- Decisions *about* TAs, not by TAs
- Supplement, not replace
- Adding value

Review and rethink

- Systematically review teaching and support roles for disadvantaged pupils and those with SEND
- Take a wider view of how TAs can support learning throughout school
- Strategic rethink of TAs' role, purpose and contribution
- Clear and shared notions of 'support'

Area for action: Interactions with pupils

The effective use of TAs under everyday classroom conditions

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TAs should not be used as an informal teaching resource for low attaining pupils



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Use TAs to add value to what teachers do, not replace them



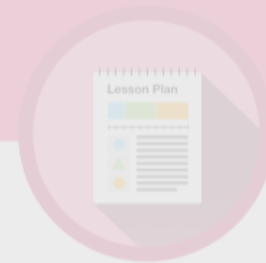
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Use TAs to help pupils develop independent learning skills and manage their own learning



4

Ensure TAs are fully prepared for their role in the classroom

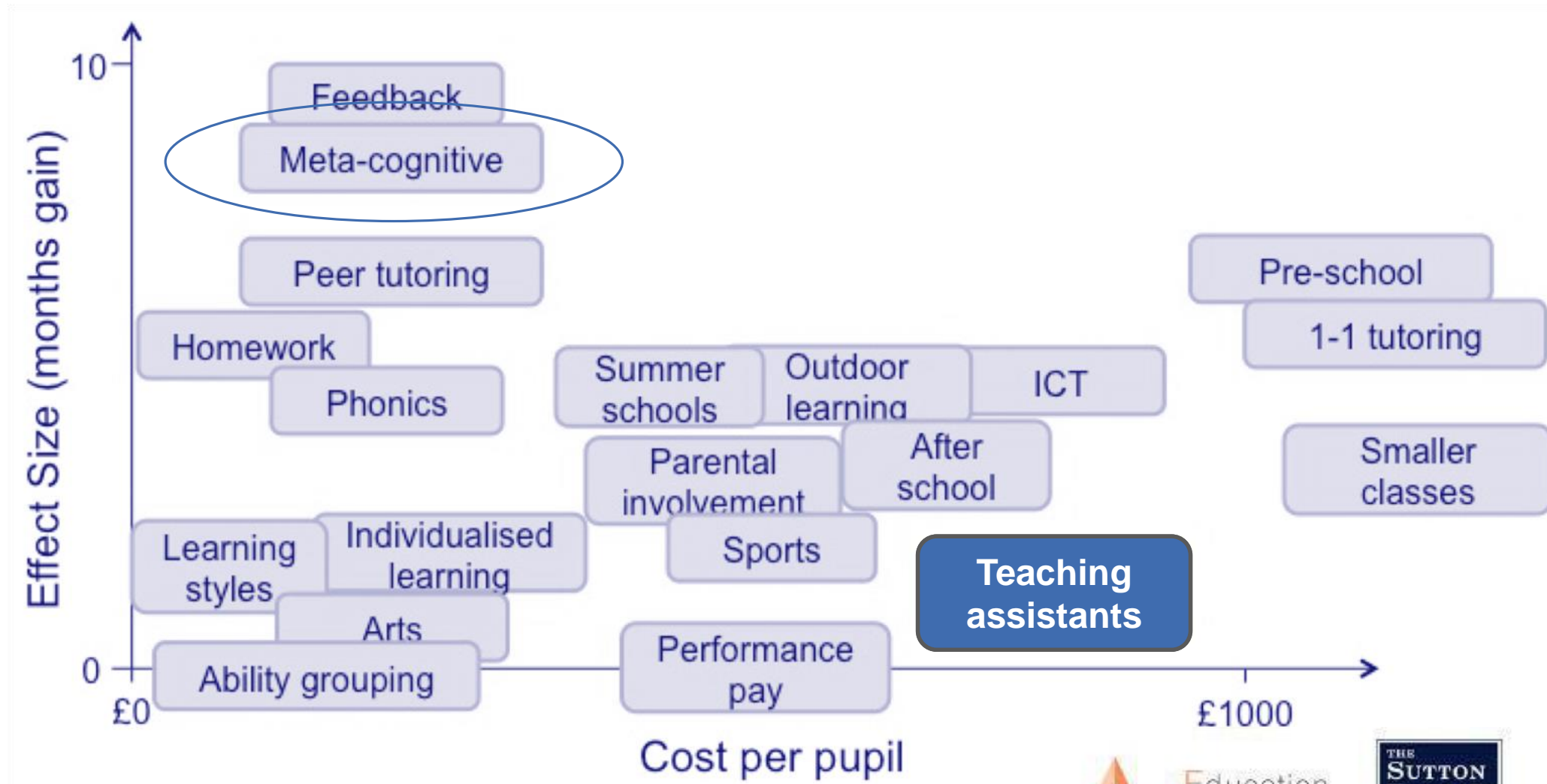


Area for action: Interactions with pupils

- Dependency and 'outsourcing'
- Completion and correction
- Stereo-teaching. Thinking time
- Developing independence
- Least help first



Rethinking TAs' interactions with pupils



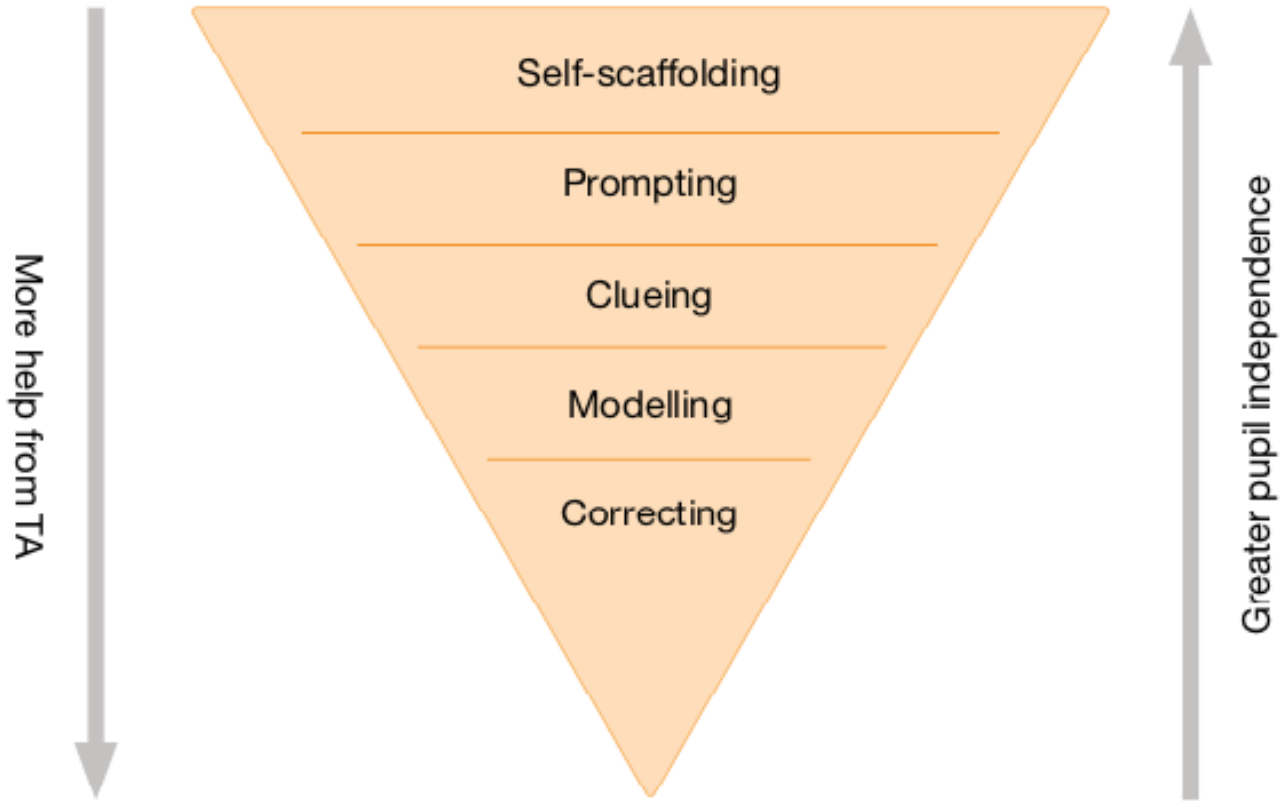
Source: Sutton Trust/EEF's *Teaching and Learning Toolkit*



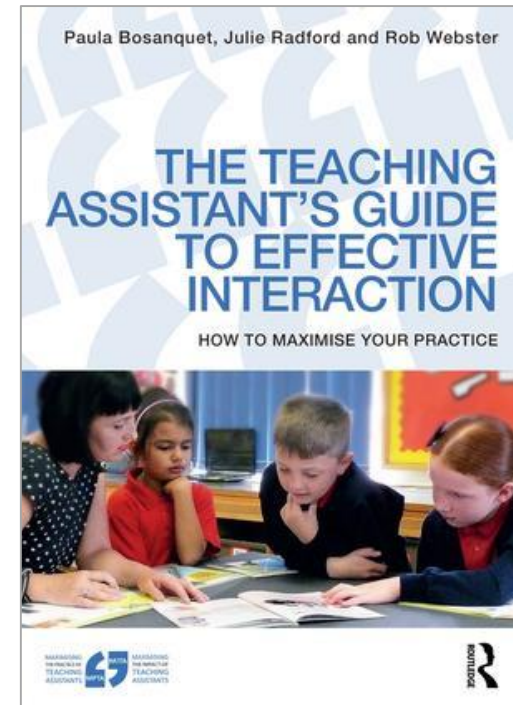
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Towards more effective TA-pupil interactions



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Area for action: Preparedness

The effective use of TAs under everyday classroom conditions

1

TAs should not be used as an informal teaching resource for low attaining pupils



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Use TAs to add value to what teachers do, not replace them



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Use TAs to help pupils develop independent learning skills and manage their own learning



4

Ensure TAs are fully prepared for their role in the classroom



“Going in blind”

“There is an assumption you should just know. You come into a classroom, you listen to the 20 minutes of teaching, and from that – if you didn’t know, you should know now. And then you’re to feed it to the children. It’s scary”.



Towards better preparation for lessons

- Standardise hours of work: make hours fit for purpose
- Set expectations and monitor: learning, not laminating
- Add value: supplement, not replace. 'Need to knows'
- Plan for feedback to fuel learning



Area for action: TA-led interventions

The effective use of TAs in delivering structured interventions out of class

Integrating learning from work led by teachers and TAs

5

Use TAs to deliver high quality one-to-one and small group support using structured interventions



6

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction



7

Ensure explicit connections are made between learning from everyday classroom teaching structured interventions



Area for action: TA-led interventions

“The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings”

Sharples, Webster & Blatchford (2018)



The strength of the evidence

Intervention	Eligible year groups	Effect size/ additional months progress	Padlocks	Cost
Catch Up ® Literacy Catch Up ®	Years 3-6	+0.12 (2 months)		£ 
Catch Up ® Numeracy Catch Up ®	Years 2-6	+0.21 (3 months)		£ 
Nuffield Early Language Intervention University College London and ICAN	Early Years	+0.27 (4 months)		£ 
REACH University College London	Years 7-8	+0.34 (4 months)		£ 
Switch-on Reading Nottinghamshire County Council	Years 5-7	+0.24 (3 months)		£ 
Talk for Literacy Greenford High School	Years 7	+0.2 (3 months)		£ 

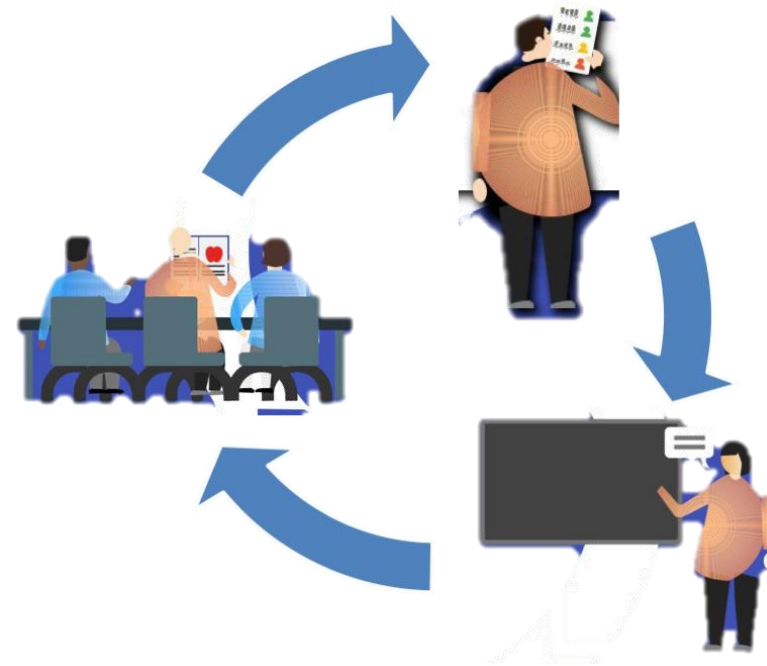
Towards better TA-led interventions

- **Keep up, not catch up:** *at least* compensate for time out
- **Be consistent:** pupils miss out when TAs get pulled
- **Review, reject...:** conduct a health-check
- **...and replace:** slim menu of programmes, judiciously used
- **Be faithful – stick to the script:** familiarise first, then adapt

Explicit connections between interventions and classroom teaching

“The key is to view the intervention from the pupils’ point of view, so when they return to lessons, teachers can ask questions that help them apply, demonstrate and consolidate new learning”

Sharples, Webster & Blatchford (2018)



Putting it all together

- A 'tight, but loose' approach
- Use MITA principles as a basecamp
- Contextualise for your school and your pupils
- Common, meaningful language
- Faithful adoption, intelligent adaptation

Lessons from MITA EEF schools

- Clear, coherent, whole-school strategic vision critical for buy-in
- Involve all staff in consultation; all views heard and respected
- Esteeming and professionalising the TA role
- Capture uniqueness/essentialness of TAs' role & contribution
- MPTA training gives ownership, empowerment & sense of value
- Well-specified aims and programme of work
- Trialling strategies on a small scale
- Maintain profile and momentum

Leadership and culture

- Shifting mindsets and challenging comfort zones
- *“More about changing teachers’ mindsets than TAs’ practice”*
- *“Impact because part of whole school culture NOT BOLT ON”*
- What does your school/classroom culture radiate?
- Open, honest assessments of areas of development

Bringing MITA to Sheffield.....

- 3 x ½ day sessions over 2 terms
- 2 x members of SLT
- Package of tools and resources
- Access to MPTA training for TAs

www.maximisingtas.co.uk | @MITAproject

rob.webster@ucl.ac.uk | @RobWebster_

Leaders' Briefing Agenda – Friday 22 March 2019

- Introduction / Welcome
- School Funding Campaign Update – Ian Read – Watercliffe Meadow Primary School
- Maximising the Impact of Teaching Assistants – Rob Webster – UCL Institute of Education
- Learn Sheffield Update – Stephen Betts – Learn Sheffield
 - PESSPA – PE, School Sport & Physical Activity
 - Festival of Debate
 - SEND Inspection Update
 - General Update

PESSPA – PE, School Sport & Physical Activity

Stephen Betts (Learn Sheffield)

PESSPA (PE, School Sport & Physical Activity) Toolkit

- Working group has brought together colleagues from a range of partners ... PE HT Group, SHU, Move More, Sports Partnerships, SCC, PESOL, Learn Sheffield and others.
- We have revised the 'Primary PE Pledge' statements ... including more PA.
- We have developed guidance relating to PE, School Sport and PA.
- We have developed descriptors relating to the pledge statements to support schools in understanding the quality of their provision and identify next steps.
- The toolkit is also being developed to support self and peer evaluation.
- We are seeking funding to include research capacity in the roll out of the toolkit – this will support the PESSPA group to understand impact and identify future priorities.
- The next stage includes adapting the toolkit for secondary and special school contexts.

Festival of Debate

Stephen Betts (Learn Sheffield)

Learn Sheffield Update

Festival of Debate

Learn Sheffield (in partnership with Create Sheffield and Cohesion Sheffield)...

- Sharing the whole programme with the education community – possibly supplemented with some special offers
- Sharing a summary of things that may interest them professionally – possibly supplemented with some special offers
- Sharing a summary of events that may be of interest in terms of young people attending (accompanied or by signposting) – possibly supplemented with some special offers
- Adding three ‘youth events’ – now likely to come later in the summer term linked to other events and at a more suitable time for attendance.

<https://www.festivalofdebate.com/>



SEND Inspection Update

Stephen Betts (Learn Sheffield)

Learn Sheffield Update

SEND Inspection

- Inspection
(12-16 November 2018)
- Report (25 January 2019)
- Statement of Action
(by 30 April 2019)
- **Education Workshop – review response & progress since the conferences (Monday 10th June 2019)**

○ Recommendations

1. The lack of a co-produced, coherent vision and strategy for SEND.
2. Communication, clarity & consistency in the relationship between the local area leaders, parents, carers, children and young people.
3. Poor strategic oversight of SEND arrangements by the CCG.
4. Weakness in commissioning arrangements.
5. The quality and timeliness EHC plans.
6. Inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream schools.
7. Weaknesses in securing effective multi-agency transition arrangements for children and young people with SEND.

Learn Sheffield Update – Stephen Betts (Learn Sheffield)

Learn Sheffield Update

- Opportunities Bulletin – out next week (April edition)
- Leaders' Update (each sector) – out at the start of next half term
- Research Twilights – dates review
- Other issues – let us know if any RSE Curriculum issues arise?

Parent speaks out over Birmingham school's LGBT equality teaching



A Muslim mother has said she is upset about LGBT lessons at her daughter's school in Birmingham.

The woman, who did not want to be identified, said Parkfield Community School is "planting ideas" in children's heads and "forcing" the lessons upon them.

The school's programme, known as 'No Outsiders', has been defended by the school and Ofsted.

© 20 Feb 2019

Parents complain to Manchester schools about LGBT lessons

Complaints to seven primaries follow suspension of lessons at some Birmingham schools



▲ Andrew Moffat, assistant head at Parkfield community primary school in Birmingham and author



Parkfield community school, in the Saltley area of Birmingham, recently **hit the headlines** after it became the scene of weekly protests over "No Outsiders" lessons, which parents claimed were "promoting LGBT ways of life". The programme, which is designed to challenge homophobia, was **suspended indefinitely** until a resolution can be reached with protesting parents.

Learn Sheffield Leaders' Briefing

Wednesday 22 May 2019, 8.30-10.30am

Sheffield Hallam University, Owen Building, Peak Lecture Theatre



KEYNOTE - Ambitious Leadership – Sir David Carter

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Learn Sheffield Leaders' Briefing

Summer 2nd Half Term – 2nd July 2019



 <http://lucycrehan.com/>

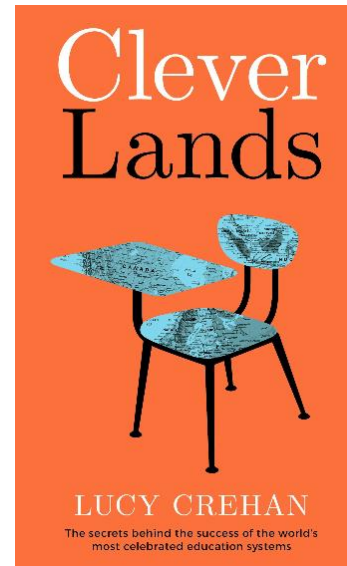
Lucy Crehan

@lucy_crehan

Former teacher, education explorer and author of 'Cleverlands - The secrets behind the success of the world's education superpowers.' Paperback out now!

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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')

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



- 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.

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