



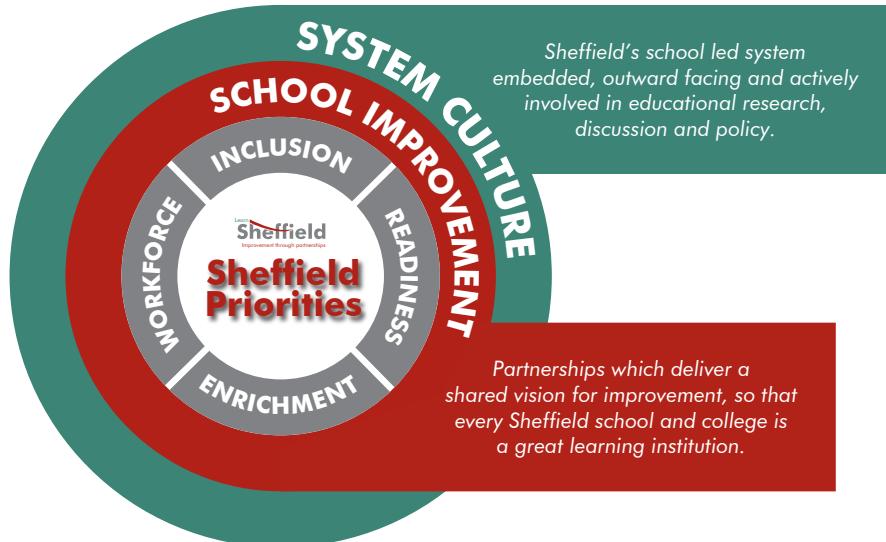
May 2017

Sheffield Priorities

A shared vision for education



Sheffield Priorities - A shared vision for education



Our expectation is that Sheffield children will receive the best education in England.

The achievement and readiness of our young people will enable them to be active citizens of a world class city.

This document sets out the priorities of Learn Sheffield in order to achieve these goals.

INCLUSION

To identify and overcome the barriers to learning for vulnerable learners and their families.

WORKFORCE

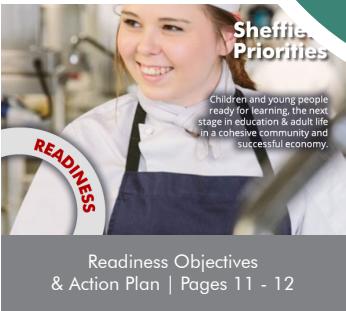
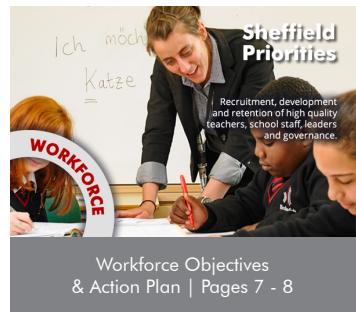
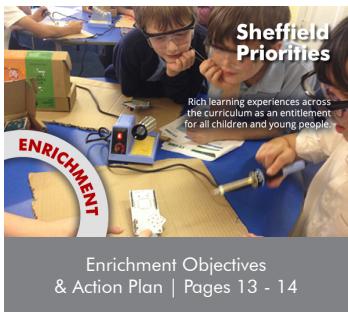
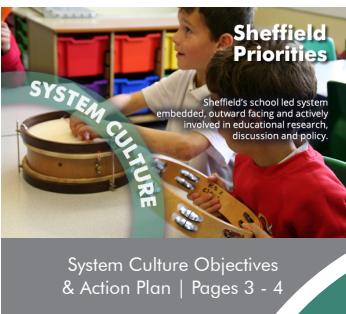
Recruitment, development and retention of high quality teachers, school staff, leaders and governance.

READINESS

Children and young people ready for learning, the next stage in education and adult life in a cohesive community and successful economy.

ENRICHMENT

Rich learning experiences across the curriculum as an entitlement for all children and young people.



Theme System Culture Vision Sheffield's school-led system embedded and actively involved in educational research, discussion and policy.	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>
	Sheffield's education community is honest, constructive, positive and always looking to promote and celebrate Sheffield.	<ul style="list-style-type: none"> Analysis of partnership outcomes shows high engagement and increasing depth to strategic collaboration. Improved profile and perception of Sheffield – within the city and from outside.
	Sheffield is outward looking and influences policy-making at every level of the education system.	<ul style="list-style-type: none"> Learn Sheffield has a co-ordinating role within the city and provides a coherent voice for Sheffield education. Sheffield's work with other organisations regionally and nationally leads to positive outcomes.
	Sheffield's education culture enables all learning institutions to be self-improving, inclusive and sustainable.	<ul style="list-style-type: none"> Every school to make a contribution to school improvement. All schools are reflective, solution focused and always improving. Teaching and learning are prioritised over intervention and the focus is always on pupil need.
	Enquiry-based curiosity drives the strategic direction of schools and the city.	<ul style="list-style-type: none"> Sheffield schools are leading and participating in research-based activity. Sheffield is at the forefront of research-led professional development. The city is well represented on expert groups. The strategic planning of Sheffield schools reflects both current priorities and future challenges.

Key Strategies

All of the strategies outlined in this document support the further development of the education system culture in Sheffield. The 'School Improvement Strategy' is the most important example of this – see page 6.

- 'Research Led Sheffield' project
- 'Beyond MATs' group
- Sheffield Education Communication Strategy



System Culture Action Plan

Strategy	Notes	by July 2017	by December 2017
'Research Led Sheffield' project	<p>Learn Sheffield shared a project outline with the TSA Group in January 2017. The outline was based on discussions within the city and with Huntington Research School in York.</p> <p>The plan has three strands:</p> <ul style="list-style-type: none"> • School Culture – developing 'Research Leads' and 'Teaching and Learning Leads'. • System Culture – developing 'Research Facilitators' for partnership groups. • City Research – a network of research groups to provide the taskforce to lead research enquiries in the city. 	<ul style="list-style-type: none"> • Development programme for developing 'Research Leads' and 'Teaching and Learning Leads' planned and recruited to. • Professional learning programmes that involve Learn Sheffield will be planned to include research opportunities. • Learners without Labels project to include research opportunities. 	<ul style="list-style-type: none"> • Development programme for developing 'Research Leads' and 'Teaching and Learning Leads': <ul style="list-style-type: none"> • cohort one being delivered. • cohort two recruited. • Funding sourced for the Research taskforce and facilitators programme. • Independent review of research activity conducted – identification of next steps (December 2017).
'Beyond MATs' group	<p>'Beyond MATs' is the working title for a group of similar organisations who meet to share information, consider system leadership challenges and receive inputs.</p> <p>The group was convened in the spring term of 2016 by colleagues from the Birmingham Education Partnership (BEP).</p> <p>It is envisaged that the group will develop to seek to influence national policy debate through engagement with a wide range of system leaders and organisations.</p>	<ul style="list-style-type: none"> • Estelle Morris (BEP) speaking at Learn Sheffield Governance Conference (March). • Spring 2017 & Summer 2017 meetings held (both hosted by Birmingham Education Partnership). • 'Beyond MATs' development planning to inform future direction. 	<ul style="list-style-type: none"> • Partnership activities with other partners from Beyond MATs identified and under way. • 2017/18 meetings and conferences planned – Autumn event held.
Sheffield Education Communication Strategy	<p>Learn Sheffield has developed its communication platforms and established an approach which celebrates Sheffield and its education community. This has included a proactive relationship with local media organisations.</p>	<ul style="list-style-type: none"> • Media Workshop – inputs from Sheffield Star editor & Sheffield City Council communication Director. • 2017/18 Sheffield Education Communication Strategy developed. 	<ul style="list-style-type: none"> • Communication Strategy launched – celebration of Sheffield, Sheffield education organisations and learning opportunities.

Theme School Improvement Vision Partnerships which deliver a shared vision for improvement, so that every Sheffield school and college is a great learning institution.	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>
	To have an accurate and current evaluation of all schools and colleges, underpinned by robust self-evaluation.	<ul style="list-style-type: none"> School self-evaluations, Learn Sheffield categorisation outcomes and Ofsted Inspection triangulate.
	High quality of school leadership impacts on the outcomes of all schools and colleges in the city.	<ul style="list-style-type: none"> Improved Ofsted outcomes for Sheffield schools. Analysis of pupil outcomes shows improved attainment and progress outcomes for all learners, including vulnerable learners.
	High quality teaching impacts on the outcomes of all pupils.	<ul style="list-style-type: none"> Schools share data, expertise and engage in peer review (professional dialogue and challenge). School self-evaluation of teaching is a triangulation of observation, books and data. The accuracy of judgements is supported by external verification. Improved pupil outcomes for all learners, including vulnerable learners.
	Schools have a shared commitment to the vision for Sheffield school improvement and collective refusal to accept under-performance.	<ul style="list-style-type: none"> Analysis of partnership outcomes shows increasing depth to strategic collaboration. Improved school outcomes demonstrates the impact of targeted and timely support and challenge for schools.

Key Strategies

- School Improvement Strategy 2016-2018
(including the sector improvement plans - primary sector locality action plans, secondary sector action plan & special sector action plan)
- 2016-2017 Achievement Strategy



School Improvement Action Plan

Strategy	Notes	by July 2017	by December 2017
School Improvement Strategy 2016-2018	Learn Sheffield is commissioned by Sheffield City Council to deliver the statutory duties relating to school improvement. The new approach to school improvement, which is described in the School Improvement Strategy, was developed by working with the primary, secondary and special school sectors throughout the 2015/16 school year. Learn Sheffield published this school-led approach to school improvement in September 2016 and it has been in use from the beginning of the 2016/17 school year.	<ul style="list-style-type: none"> • Sector partnership action plans to be monitored by the Primary Improvement Board and the Secondary and Special partnerships. • Sector reviews of the strategy to take place, based on the first categorisation cycle, to inform modifications to the approach. 	<ul style="list-style-type: none"> • School Improvement Strategy 2016-2018 version two (including any modification to the categorisation process or national policy) to be published (July/September). • Sheffield School Performance Evaluation Report published (October). • 2017/18 Categorisation cycle to be completed (September/October).
2016-2017 Achievement Strategy	The Achievement Strategy has been developed to provide a range of school improvement activity which is designed to impact specifically on pupil and school outcomes. The content has been developed with support from sector partnerships and several programmes are led by Learn Sheffield Associates from within the Sheffield schools professional community.	<ul style="list-style-type: none"> • Primary moderation programme completed (school/locality/city moderation with specific focus on FS2/Y2/Y6). • Pupil Premium Project launched – secondary conference and follow up school recruitment to the programme. • Learners without Labels project planning and recruitment. 	<ul style="list-style-type: none"> • Pupil Premium Project under way in the secondary sector and recruitment extended to the primary sector. • 2016-2017 Achievement Strategy programme evaluation (July & October – two stages). • 2017-2018 Achievement Strategy published (October).



More information about the School Improvement Strategy can be found on the Learn Sheffield website ...

<http://www.learnsheffield.co.uk/Strategies/School-Improvement-Strategy>

Theme Workforce Vision Recruitment, development and retention of high quality teachers, school staff, leaders and governance.	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>
	A great teacher in every classroom.	<ul style="list-style-type: none"> System collaboration and clear/high quality routes into teaching supports successful teacher training. Available data demonstrate high quality of teaching. Staff data show sustainable pipeline of teachers, especially for schools in challenging circumstances.
	High quality leaders for every Sheffield school.	<ul style="list-style-type: none"> School performance outcomes improving. Retention, progression and vacancy data show sustainable pipeline of leaders, especially for schools in challenging circumstances.
	Sheffield schools have the right expertise to support learning.	<ul style="list-style-type: none"> Targeted and research-led professional development ensures that schools have access to education professionals with skills to enhance learning. Improved staff vacancy and performance data in schools identified as vulnerable. School and pupil performance outcomes improving, especially for schools in challenging circumstances.
	A positive, supported, informed, reflective and sustainable workforce.	<ul style="list-style-type: none"> Staff absence, retention, progression and vacancy data demonstrate sustainability of high quality staff whose diversity reflects the communities that they serve. CPD Standards audit and staff survey data show high quality of professional development. Engagement with CPD is high and sustained leading to improved pupil and school outcomes.
	All Sheffield professionals are accessing high quality professional development.	
	Sheffield schools have governance with the appropriate skills and knowledge.	<ul style="list-style-type: none"> High quality governance promotes school improvement and leads to improved school and pupil outcomes.

Key Strategies

- Wellbeing & Development Advisory Group
- Subject Networks
- Learn Sheffield Development Programme
- Teach Sheffield
- Government Improvement Action Plan
- Sheffield CPD Portal



Workforce Action Plan

Strategy	Notes	April 2017	December 2017
Wellbeing & Development Advisory Group	Informal discussions have taken place with stakeholders and potential contributors. Links have been made to link this work into the national policy context (CPD Standards, Teaching Assistant Standards & Research Schools).	<ul style="list-style-type: none"> Advisory Group established (ensuring partnership/stakeholder representation and open application routes are available). Advisory Group brief and terms of reference agreed. 	<ul style="list-style-type: none"> Wellbeing & Development Advisory Group action plan developed and shared (October). Wellbeing & Development Advisory Group Update (December).
Subject Networks	Learn Sheffield has funded Subject Networks, which are being delivered by a range of partners (including the Teaching School Alliance Group). There will be one round of networks each term during the current and next school year.	<ul style="list-style-type: none"> Spring & Summer Term rounds of networks to be promoted and held (March & June). Evaluation of networks and planning for 2017/18 (July). 	<ul style="list-style-type: none"> 2017/18 Professional Subject Specific Networks running each term within a wider development offer (see below).
Learn Sheffield Development Programme	Learn Sheffield is working with sector partnerships and strategic partners to develop a development programme of CPD opportunities and conferences. This programme will include the networks and briefings that started in 2015/16.	<ul style="list-style-type: none"> Learn Sheffield Development Programme planned (delivered in partnership with TSAs, universities & other partners) with reference to the Sheffield Priorities. 	<ul style="list-style-type: none"> Learn Sheffield Development Programme under way (from September onwards). Review of programme content ongoing to identify gaps/needs.
Teach Sheffield	Sheffield Hallam University have been developing 'Partnerships for Attainment – a Sheffield City Region Initiative' focused initially on Initial Teacher Training. Learn Sheffield, along with other partners, have been supporting this work.	<ul style="list-style-type: none"> On-going support for 'Partnerships for Attainment – a Sheffield City Region Initiative'. 	<ul style="list-style-type: none"> On-going support for 'Partnerships for Attainment – a Sheffield City Region Initiative'. Review of Teach Sheffield strategy to identify next steps.
Governance Improvement Action Plan	Learn Sheffield has delivered Governance training, delivered in partnership with teaching schools and both universities, since Sept 2016. A workshop on the Priorities Day developed a Governance Improvement action plan.	<ul style="list-style-type: none"> Governance Conference (March) Governance Training (2016/17) reviewed and (2017/18) new offer launched (May). Governance Improvement action plan published. 	<ul style="list-style-type: none"> Governance Training Offer (Sept 2017 to July 2018) delivery begun. Governance Improvement action plan reviewed (November).
Sheffield CPD Portal	Learn Sheffield and the Teaching School Group have been researching the possibility of jointly funding a platform, accessed through the Learn Sheffield website, to enable colleagues to search, research and book CPD from a single website.	<ul style="list-style-type: none"> Learn Sheffield and Teaching School Group to make final decision on viability of platform options. 	<ul style="list-style-type: none"> Learn Sheffield and Teaching School Group to work with identified partner to launch the portal (subject to agreement).

	What do we want to achieve?	How will we know if we have been successful?
<p>Theme Inclusion</p> <p>Vision To identify and overcome the barriers to learning for vulnerable learners and their families.</p>	<p>To maximise attainment and readiness for all vulnerable learners including, but not limited to:</p> <ul style="list-style-type: none"> • looked-after children. • disadvantaged pupils. • learners with Special Educational Needs and Disabilities. • learners with social and emotional mental health challenges. • learners with English as an Additional Language at all stages of language acquisition. • newly arrived learners. • children missing in education. 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Analysis of pupil outcomes shows improved relative outcomes for all learners, including vulnerable learners and vulnerable groups of learners. • Accurate identification of vulnerable learners and clear information for schools about the available resources and support (including universal, targeted and specialist support) impacts positively on outcomes.
	<p>To identify all young carers and provide them, and their families, with appropriate support.</p>	<ul style="list-style-type: none"> • Accurate and comprehensive identification of young carers in all Sheffield schools and colleges. • Clear and resourced pathway supports schools to maximise the attainment and readiness of young carers.
	<p>All children and young people entitled to:</p> <ul style="list-style-type: none"> • an inclusive education. • early intervention to address vulnerability and/or avoid exclusion. • a pathway to further education, employment or training. 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Inclusion data show exclusions are reduced and are always accompanied by a plan for reintegration. • NEET and post-16 destination data demonstrate that Sheffield young people are making informed and positive decisions about their future pathways.

Key Strategies

- Learners Without Labels project
- Pupil Premium project
- Young Carers pilot project
- Inclusion Programme Board & the Inclusion Taskforce
- Inclusion Taskforce training programme



Inclusion Action Plan

Strategy	Notes	by July 2017	by December 2017
Learners Without Labels project	Learners Without Labels is a project which is focused on the achievement of vulnerable learners. A series of mini action research projects will link closely to the Achievement Strategy & the Research Led Sheffield priority.	<ul style="list-style-type: none"> Data analysis of outcomes for vulnerable learners to inform focus (historical data) – project scope agreed and shared (July). 	<ul style="list-style-type: none"> Data analysis of outcomes for vulnerable learners (July/Oct 2017). Research projects identified and agreed (November 2017).
Pupil Premium project	The achievement of Pupil Premium pupils is a significant priority in the secondary sector action plan. A research project will link closely to the Achievement Strategy and the School Improvement Strategy.	<ul style="list-style-type: none"> Secondary Pupil Premium conference & seminar (Feb/March). Secondary Pupil Premium project scoped – schools recruited (June). 	<ul style="list-style-type: none"> Secondary Pupil Premium project under way and recruitment extended to primary sector. Celebration of learning planned for 2018 (linked to Learners Without Labels).
Young Carers pilot project	Learn Sheffield has been supporting the work of Sheffield Young Carers and included the identification and support of young carers as a Sheffield Priority. A pilot project commenced in the summer term of 2016.	<ul style="list-style-type: none"> Pilot Interim Report (Jan 2017). Pilot Final Report (July 2017). Phase Two proposal (July 2017). 	<ul style="list-style-type: none"> Phase Two delivery (Autumn 2017) to include celebration of Young Carers (linked to communication strategy).
Inclusion Programme Board & the Inclusion Taskforce	Sheffield City Council is re-orienting its Inclusion delivery around a locality based model. Learn Sheffield is supporting this significant system change by facilitating work with schools, participation in working groups and through the development of additional capacity within the school sector.	<ul style="list-style-type: none"> Inclusion Taskforce – including the on-going deployment of primary Associate LSIPs and the funding of a secondary research project. <p>On-going support for working groups:</p> <ul style="list-style-type: none"> Inclusion Programme Board. Primary Inclusion Panel. Early Help and MAST workstreams. 	<p>On-going support for working groups:</p> <ul style="list-style-type: none"> Inclusion Taskforce. Inclusion Programme Board. Primary Inclusion Panel. Early Help and MAST workstreams.
Inclusion Taskforce training programme	Learn Sheffield has agreed, working with the Inclusion Taskforce, to develop a programme of activities which will support the development of inclusive schools. The offer to schools should include evaluation and development activities.	<ul style="list-style-type: none"> SENCo network launched (spring & summer terms 2017). Training programme content agree with the Inclusion Taskforce – offer developed/shared (June). 	<ul style="list-style-type: none"> Inclusion Development Programme delivery under way – initial evaluation (December 2017).

Theme Readiness Vision Children and young people ready for learning, relationships, the next stage in education, the workplace and adult life in a cohesive community.	What do we want to achieve?	How will we know if we have been successful?
	Sheffield children and young people have the resilience and support to flourish in the modern world.	<ul style="list-style-type: none"> Mental health data (including Healthy Minds Survey) show strong relative performance and impact of early intervention. Clear pathway information about universal, targeted and specialist support impacts positively on outcomes.
	Sheffield to have the fittest children in Britain.	<ul style="list-style-type: none"> Sheffield has active schools and active pupils. Sheffield health data show strong relative outcomes.
	Children's attendance and punctuality are maximised.	<ul style="list-style-type: none"> Absence, persistent absence and punctuality data demonstrate strong relative performance - including vulnerable pupils and schools in challenging circumstances.
	Children develop good executive function skills and self-regulation to be ready for school and learning.	<ul style="list-style-type: none"> Audit and analysis show that children in early years consistently experience high quality interactions and enriched learning environments. Early Years outcomes show strong relative achievement and readiness for Sheffield children.
	Children and young people are supported through the transitions in their education and into adult life.	<ul style="list-style-type: none"> A city wide strategic approach to transitions enables children and young people to make successful transitions – shown by pupil/parent/school opinion and in-year progress data.
	Young people have relevant information and equality of opportunity to meet their own high expectations and aspirations.	<ul style="list-style-type: none"> All young people receive independent and impartial guidance, within a relevant careers framework. Structured experiences of workplaces and further and higher education impact on outcomes.
	Every Sheffield young person to make a positive contribution to their community.	<ul style="list-style-type: none"> Every Sheffield child to access age appropriate citizenship programmes throughout their education. Relevant data suggest that Sheffield is more cohesive and engaged than other core cities.

Key Strategies

- Move More
- Healthy Minds / Pupil Wellbeing project
- Attendance Strategy
- Early Years Strategy
- Transitions pilot project / Early Risers
- Post-16 Strategy
- Vision for Young People



Readiness Action Plan

Strategy	Notes	by July 2017	by December 2017
Move More Strategy	Move More is an established city strategy which was created as part of the legacy to the London Olympics. Learn Sheffield supports the Move More education agenda.	<ul style="list-style-type: none"> Move More month (June 2017). Move More strategic education partnership group established. 	<ul style="list-style-type: none"> Move More education strategy developed/launched. Sports Premium collaboration project scoped (Sept 2017).
Healthy Minds / Pupil Wellbeing	Healthy Minds is a national initiative. Sheffield has developed the CAMHs School Link pilot which is now rolling out to schools. The development of wellbeing pathways and resources, to support schools to support vulnerable young people, was a focus on Priorities Day.	<ul style="list-style-type: none"> Healthy Minds workshop held (Jan 2017) and phase two roll out application process completed. Mindfulness Pilot recruited. Healthy Minds training offer developed (June 2017). 	<ul style="list-style-type: none"> Healthy Minds phase two schools supported (Autumn 2017) and phase three schools recruited. Mindfulness pilot commenced. Wellbeing pathways & resource material developed (Sept 2017).
Attendance Strategy	An Attendance Conference was held in the autumn term (November 2016). A LA peer review with an attendance focus also reported in 2016.	<ul style="list-style-type: none"> Review activity relating to Early Years in locality action plans (June). Pupil outcomes analysis (July/Oct) and Ofsted references (July). 	<ul style="list-style-type: none"> Support LA to write a new Sheffield Attendance Strategy (Sept 2017) and scope delivery (Nov 2017).
Early Years Strategy	Best Start is an established Sheffield strategy which is focused on pre-school development. The Sheffield Priorities objective relates to the development of skills to support readiness for school and learning.	<ul style="list-style-type: none"> Healthy Minds workshop – planning phase two roll out (Jan 2017). Wellbeing pathways & resource material development (Spring 2017). 	<ul style="list-style-type: none"> Strategy group terms of reference and membership agreed (Sept). Strategy draft (December) shared with stakeholders.
Transitions pilot project / Early Risers	Priorities Day included a presentation and a workshop on the 'Early Risers' project.	<ul style="list-style-type: none"> Audit – School starters, Y2/Y3 transition & Y6/Y7 transition. 	<ul style="list-style-type: none"> Transitions Seminar (September) to review current approaches. Transitions Strategy scoped - phase one under way.
Post-16 Strategy	The development of this strategy incorporates a number of components: progression pathways, place planning, curriculum, careers, etc. This work has been paused to enable participation in wider regional strategic reviews.	<ul style="list-style-type: none"> Regional strategic developments reviewed – approach confirmed (June/July 2017). 	<ul style="list-style-type: none"> Strategy group terms of reference and membership (September). Strategy group – theory of change planning process (October).
Vision for Young People	Sheffield's voluntary and community sector is developing a Vision for Young People. This includes an 'Education and Employment' section.	<ul style="list-style-type: none"> Contribute to the consultation process and drafting of this vision. 	<ul style="list-style-type: none"> Poverty Conference (November). Identify actions in the plan for Learn Sheffield to take forward.

Theme Enrichment Vision Rich learning experiences across the curriculum as an entitlement for all children and young people	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>
	Pupils to have the experiences to enable them to attain well and be ready for the next stage of learning.	<ul style="list-style-type: none"> Analysis of pupil outcomes demonstrate improved outcomes for all learners, including vulnerable learners and pupils with high prior attainment. School outcomes demonstrate consistently positive references to the curriculum offer of schools and colleges. Pupil feedback and data reflect positively on the quality of teaching, the curriculum and learning experiences. A clear set of commitments to every Sheffield child and young person impacts on outcomes.
	All Sheffield children and young people experience a broad, balanced and relevant curriculum.	
	All Sheffield children and young people to benefit from a consistently high quality cultural education offer.	<ul style="list-style-type: none"> Sheffield children actively participate in and experience cultural education, including widening successful completion of formal qualifications. Cultural education impacts on both the attainment and readiness of pupils.
	All Sheffield schools and colleges to capitalise on Sheffield as a resource and stimulus for learning.	<ul style="list-style-type: none"> The Sheffield curriculum enhances the civic pride, learning opportunities and achievement of all Sheffield children and young people.
	Pupil voice to have a genuine impact on provision.	<ul style="list-style-type: none"> Established and new structures ensure that pupil voice impacts on provision at a school and system level, leading to better strategic decision-making.
	Parents, families and communities supported to enhance the learning of children and young people.	<ul style="list-style-type: none"> Collaboration and communication support all schools to develop effective parent and carer partnerships, which impact positively on the achievement of pupils.

Key Strategies

The 'School Improvement Strategy 2016-2018' and the '2016-2017 Achievement Strategy' are directly relevant to this theme – see page 6.

- Sheffield Cultural Education Partnership
- Sheffield online collection of learning resources
- SACRE development support
- Sheffield Priorities working group
- Curriculum subject specific strategy development



Enrichment Action Plan

Strategy	Notes	April 2017	December 2017
Sheffield Cultural Education Partnership	Initial workshops and extensive 1:1 stakeholder meetings with colleagues from both the cultural and education sectors have informed planning. Research into LCEPs (Local Cultural Education Partnerships) has been carried out with CapeUK support and a booklet has been launched to summarise the six months of task and finish groups which lead into a September conference.	<ul style="list-style-type: none"> • S-CEP booklet (March 2017). • Task & Finish groups (Mar-Aug 2017). • Governance. • Finance. • Resources. • Communications. • Research Collective. • Training. 	<ul style="list-style-type: none"> • Sheffield Cultural Education Partnership (S-CEP) Conference (Sept 2017). • S-CEP Plan (2017-2019) finalised and shared.
Sheffield online collection of learning resources	The potential for a Sheffield themed online collection of learning resources has been discussed alongside the development of the LCEP. The development of the resource will be part of the initial Sheffield CEP action plan.	<ul style="list-style-type: none"> • Commissioning of purpose built online home for resources. • User research to support planning. • Design/publishing of initial resource development commissions. 	<ul style="list-style-type: none"> • Transition to purpose built resource collection with search facility and communication strategy (Sept). • First round of commissioned resources added (Autumn 2017).
SACRE development support	Learn Sheffield support for SACRE has included the development of a website page and the organisation of Primary and Secondary RE conferences.	<ul style="list-style-type: none"> • Primary & Secondary RE Conference (Jan 2017 & Nov 2016). • 2016/17 RE CPD offer launched (June 2017). 	<ul style="list-style-type: none"> • Recruitment of new members from school settings (Autumn 2017). • Resource development plan shared (Sept 2017).
Sheffield Priorities working group	Priorities Day included a workshop to discuss key pledges and commitments that the education community could consider which would support the Sheffield Priorities.	<ul style="list-style-type: none"> • Support primary PE pledge (Spring 2017). • Convene task and finish group to develop proposals/pledge. 	<ul style="list-style-type: none"> • Task & finish group initial report and proposal (Oct 2017). • Proposal consultation (Nov 2017).
Curriculum subject specific strategy development	Learn Sheffield is committed to support school leaders in determining the appropriate curriculum approach for their school. The development of strategies, with key partners, to support will be in this context.	<ul style="list-style-type: none"> • Sheffield Curriculum strategy audit – review of policy and strategic approach within the city linked to data review. 	<ul style="list-style-type: none"> • Further data review (October). • Maths Strategy development in partnership with the Maths Hub. • Reading Strategy refresh in partnership with ESCAL.

How can I find out more about Learn Sheffield?

Please contact us to find out more. We look forward to hearing from you.

By Phone: 0114 250 7417

By Email: enquiries@learnsheffield.co.uk

In Person: Learn Sheffield,
Training and Development Hub,
Lees Hall Road,
Sheffield, S8 9JP

Online: www.learnsheffield.co.uk

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Learn
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Improvement through partnerships

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