

October 2019 Regional Update 2 (#2 2019/20)

Introduction

Welcome to the second Lancashire and West Yorkshire TSC news update for 2019/20. Our aim is to connect to all system leaders and TSAs across our region; to share, promote and progress school improvement in all its possible forms. This is a collaborative team process, please contribute your activities and thoughts via LWYTSC@gmail.com.

Please follow us on Twitter [@LWYTSC](https://twitter.com/LWYTSC) and [#LWYgetconnected](https://twitter.com/LWYgetconnected) - updates will appear here first.

Previous newsletters, attachments and other resources can be accessed at lwyts.org.

This newsletter is an update and connection to opportunities across the educational landscape. It includes pilots, EEF trials and promising project information alongside reminders on resources available to us all. We have targeted these in our second newsletter to keep everyone updated and connected. We look forward to seeing you all at our future meetings.

Amanda Bennett - a.bennett@greetlandacademy.org.uk *Angela Holdsworth* - a.holdsworth@theviewtrust.org

Gill Robinson (National SEND Rep) - gill.robinson@castlehillsschool.org.uk

Lancashire and West Yorkshire's representatives for the national TSC

At a glance:

In this newsletter:

News for NLEs: Portal Update

• School Improvement and System Leadership

- EdTech Innovation Testbed
- Curriculum Fund pilots
- EEF Updates to support System Leaders
- Flexible Working Resources
- Workload Reduction Toolkit update

• Initial Teacher Training and Recruitment

- Early Career Framework Programme

• Professional and Leadership Development

- Detailed list of national programmes

Attachments included with LWY-TSC October 2019 Regional Update 2

- Reminder re. **NLE School Improvement guidance paper**
- **Detailed List of national programmes**
- [Re-launched Pupil Premium Strategy](#) – new templates

Dates for your diary – ensure you are up to date

Your sub-regional leads will have been in contact with NLEs giving details re. times, venues and registration for their first meetings connected to the School Improvement 19/20 offer and links to bursary requirements.

LWYTSC Sub-Region	Sub-regional TSC appointed Leaders
BBL	Cheryl Brindle - head@breck.lancs.sch.uk
GM	Michael Tonge - michael.tonge@prestoleetrust.org
LCR&W	Yvonne Gandy - yvonne@ymgeducation.co.uk Jen Murphy - j.murphy@wadedeacon.co.uk
WY	Liz Whetham - liz.whetham@holytrinitycofe.calderdale.sch.uk

Communication regarding delay to the launch of the School Improvement reporting portal

“Dear colleague,

We are writing to provide you with an update on the roll out of the new ‘School Improvement reporting portal’ digital web service. We’d like to apologise that the launch of the portal has been delayed due to final development and testing over the previous fortnight. We’ve been working very closely with the technical team each day and whilst we appreciate the delay is undoubtedly frustrating, we want to have confidence in the quality of the portal to ensure you have a positive experience when you use the service.

We would like to extend our thanks for your patience to date and anticipate inviting you to use the portal in the coming days. We are aware that some users have been provided with the link to the portal. Please do not try to access the portal ahead of being officially invited to use it, as otherwise you may experience issues logging in and being able to report your support for schools under the offer.

Regards,

School Improvement Team”

School Improvement and System Leadership

EdTech Innovation Testbed

The [EdTech Innovation Testbed](#) is a new opportunity for schools and colleges to help to identify digital tools that can reduce teacher workload as well as trialling ‘best-in-class’ timetabling software to facilitate flexible working.

The programme is designed for busy schools and colleges with limited resources - but who want to get involved in the latest research, and want to experiment to see how technology could help them. Four key benefits:

- Try out technology for free to address a challenge in your school to support better student outcomes or reduce staff workload and find out whether it works.
- Improve how your school uses technology, as part of a community of participating schools/colleges.
- Receive support to reduce the time involved and resource burden to a minimum. Support can include funding to cover staff time plus support with implementing the EdTech tools through helplines and hands-on advice.
- Professional development for lead staff focused on implementation of educational technology.

[Expressions of interest can be made by schools to become EdTech Demonstrators](#) – providing peer-to-peer support on the use of technology, supported by a third party Delivery Partner (see [contracts finder](#) for further information).

Curriculum Fund Pilots

The nine [Curriculum Fund Pilots](#) are being extended for up to an additional two terms, after initial research showed almost half of teachers said that their workload had decreased, saving teachers time from creating schemes and lesson plans from scratch.

These Pilots have focused upon the benefits that complete curriculum programmes have, including whether they can improve pupil outcomes and reduce teacher workload, and how they can be effectively shared and implemented between a wide range of schools. Complete curriculum programmes are packages of resources that teachers need to fully deliver a national curriculum subject across a key stage. These programmes have also been designed to be knowledge-rich, and have teacher-led instruction and whole-class teaching approaches at their core.

Workload Reduction Toolkit update

The [School Workload Reduction Toolkit](#), which contains practical materials for schools to tackle teacher workload, is being made easier to use, with better navigation and simpler, reduced text. The DfE have produced [a short video](#) about this.

You can adapt these resources to fit your school context. They can help you start to reduce workload, or can complement what you’re already doing to reduce workload.

**Explore how your
school can take action
on workload**

New EEF trials: 400 schools are wanted to test the impact of programmes aiming to support disadvantaged pupils.

The EEF have just announced [three new trials](#), including a large-scale trial of an EEF Promising Project and two focused on improving outcomes for children with special educational needs and disabilities (SEND):

[GET INVOLVED! Click here to view all EEF trials currently recruiting](#)

Children's University: one of 19 [EEF Promising Projects](#) – aims to improve the aspirations and attainment of pupils in 150 primary schools by encouraging participation in learning activities beyond the normal school day.

[Click here to find out more about the 'Children's University' trial](#)

SEND Review: this aims to help 150 mainstream secondary schools to evaluate the effectiveness of their SEND provision and then implement a bespoke improvement plan.

[Click here to find out more about the 'SEND Review' trial](#)

Headsprout is a targeted literacy programme aiming to build fluency in essential early reading skills for children with SEND in over 100 special schools.

[Click here to find out more about the 'Headsprout' trial](#)

RE-LAUNCHED - EEF's Families of Schools Database: described as "an essential pathway to collaboration."

The new version of the EEF's [Families of Schools Database](#) – a free, online database including 19,575 primary and secondary schools with the latest available attainment data, designed as a starting point for schools aiming to close their disadvantage gap – has recently been re-launched.

- It provides key data on the attainment of your school's disadvantaged pupils;
- Shows your school's position within a 'family' of 50 schools which have pupils with similar characteristics;
- Highlights schools to collaborate with and key EEF resources to support your school's improvement journey.

Pupil Premium: The 3 most common pitfalls to avoid

The Pupil Premium has helped sharpen focus on improving outcomes for young people from disadvantaged backgrounds, writes Robbie Coleman, author of [The EEF Guide to the Pupil Premium](#). But to make a real success of it, there are three common pitfalls to avoid.

[Read more here](#)

Guest blog: What is the best way to tackle maths at the primary/secondary transition?

Mari Palmer, headteacher of Settrington All Saints' Church of England Primary School and Director of our North Yorkshire Coast Research School, looks at the lessons learned from a maths transition project – and poses three questions for schools to consider.

[Read more here](#)

Teacher Choices: Learning more about how we can make research results more directly useful to teachers.

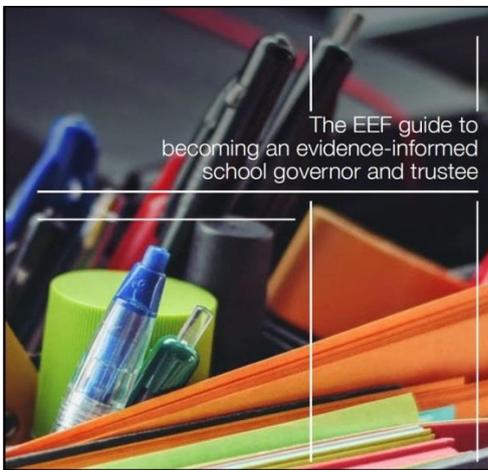
'Research results are rarely decisive, unequivocal or precise – but teachers need to make decisions.'

EEF senior associate, Prof. Rob Coe, explores how we're responding to the challenge of presenting nuanced evidence in ways that teachers can make practical use of it - and invites you to get involved.

[Read more here](#)

THE EEF GUIDE TO THE PUPIL PREMIUM





[ICYMI: top tips for school leaders and governing boards](#)

Earlier this year, we published [The EEF Guide to Becoming an Evidence-Informed School Governor and Trustee](#). To accompany it, we offered our top 10 tips, including:

Make closing the attainment gap a key part of your overall School Improvement Plan.

Invest first in the quality of teaching at your school.

Support effective implementation of new teaching and learning strategies in your school.

[Read more here](#)

Flexible Working Resources

The DfE is publishing [flexible working resources](#), including case studies to provide practical support for schools in implementing further flexible working for teachers and leaders. These include [a case study video](#).

Flexible working policies help to recruit, retain and motivate teachers and provide the basis for sound financial and personnel planning within schools. There is a significant amount of evidence that shows that effective flexible working arrangements deliver positive benefits, such as increased staff motivation, commitment, less absenteeism and better staff relations.

Initial Teacher Training and Recruitment

Early Career Framework Programme

The [Early Career Framework Programme](#) is being rolled-out in Bradford, Doncaster, the North East and Greater Manchester from September 2020.

The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.

The vision is for the ECF to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.

Professional and Leadership Development

Detailed list of national programmes

[School improvement support and guidance](#) and the [detailed list of national programmes](#) available to support this. These links offer routes to professional development and support to help schools develop their leadership, staff and curriculum, so they can improve their results and performance.



[The Teaching School Council](#) (TSC) is a national body representing all Teaching Schools in England. The Council is made up of membership with either a national or regional remit, who direct or shape the work of Teaching Schools through discussion with government ministers and senior officials.

The Teaching Schools Council believes that **every child is entitled to be in a great school.**