

Regional Update: December 2019 (#3 2019/20)

Introduction

Welcome to the third 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.

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

"Welcome to our December newsletter."

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Lancashire and West Yorkshire's representatives for the national TSC

HEADLINES

School Improvement and Portal Update for NLEs

All NLEs should have received a Portal Update email from the DfE School Improvement Team last Wednesday, 04/12/19.

[This email and its attached Portal/RAF guidance resources can be accessed here.](#)

Once NLEs have been informed that they have been matched to a school please can they make contact with the school asap. and then enter the first visit date (within 10 working days of being matched) and subsequent dates of visits arranged [on the portal](#). **The entry of these dates is crucial to the process of making payments to NLEs.**

In addition, where possible, please could NLEs try to carry out a first visit before the Christmas break. Many thanks.

At a glance:

In this newsletter:

• School Improvement and System Leadership

- **SI and Portal Update for NLEs**
- 'Putting Evidence To Work' EEF guidance update
- Pupil Premium Guidance Refresh and New Templates
- SSIF Projects - Case Studies
- SLE Mapping – Teaching School request

• Professional and Leadership Development

- BBL Conference 2019 - "Working Together to Improve"

• Initial Teacher Training and Recruitment

- ITT Core Content Framework
- 'Get School Experience' Service
- Teacher Recruitment Pipeline Initiative
- Early Career Framework procurement outcome
- Coaching, Mentoring and Professional Learning
- ITT Providers - Skills Test Replacement
- November 2019 Teacher Recruitment Bulletin

Attachments included with LWY-TSC newsletter #1 2019/20

- Pupil Premium reporting templates and worked examples
- SSIF Projects - Case Studies
- ITT Core Content Framework
- Tom Bennett 'Beginning Teacher's Behaviour Toolkit' – summary guide
- 31/10/19 ITT provider letter - Skills Test Replacement
- Embedding fundamental English and Maths for ITT 2020
- November 2019 Teacher Recruitment Bulletin

Cont. overleaf

Dates for your diary – ensure you are up to date

Sub-Region	DfE/LWYTSC 'Wash-Up' Briefings for NLES	RAF writing workshops	Sub-regional TSC appointed Leader/Contact
BBL	14/01/20, 10am until 2pm St Patrick's RC High School New Lane, Eccles, Manchester, M30 7JJ	14/01/20 afternoon St Patricks High School, Eccles M30 7JJ	Cheryl Brindle - head@breck.lancs.sch.uk
GM			Michael Tonge - michael.tonge@prestoleetrust.org
LCR&W	16/01/20 10am until 2pm Wade Deacon High School Birchfield Rd, Widnes, WA8 7TD	22/01/20 afternoon Wade Deacon High School, Widnes, WA8 7TD	Yvonne Gandy - yvonne@ymgeducation.co.uk Jen Murphy - j.murphy@wadedeacon.co.uk
WY	16/12/19, 10am until 2pm BDAT conference rooms, Albion Mills, Bradford, BD10 9TQ	08/01/20 afternoon Rastrick High School, HD6 3XB	Liz Whetham - liz.whetham@holyltrinitycofe.calderdale.sch.uk

If NLEs are unable to attend LWYTSC 'Wash-Up' Briefings these can be attended in other regions:

Region	DfE/LWYTSC 'Wash-Up' Briefings for NLES
EENEL/SESL/NWLSC	08/01/20, Swiss Cottage, timing TBC
EMH	04/02/20, Nottingham, location & timing TBC
WM	10/01/20, Banks' Stadium, Walsall, 11am-3pm

School Improvement and System Leadership

EEF - 'Putting Evidence To Work: A School's Guide To Implementation – Dec. '19 UPDATE

The EEF have just published an updated and expanded version of their guidance report, '[A School's Guide to Implementation](#)'. As well as new material, they have also developed a set of free tools and resources to help teachers and senior leaders act on its six recommendations.



PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Summary of recommendations

Foundations for good implementation

1. Treat implementation as a process, not an event; plan and execute it in stages.
 - Allow enough time for effective implementation, particularly in the preparation and planning stages.
2. Create a leadership environment and school climate that is conducive to good implementation.
 - Set the stage for implementation through school policies, routines, and practices.
 - Identify and address barriers to implementation throughout the school.
 - Build leadership capacity through implementation teams.

EXPLORE

3. Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Identify a right area for improvement using a robust diagnostic process.

PREPARE

4. Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan.

DELIVER

5. Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial and ongoing implementation.

SUSTAIN

6. Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.

"A School's Guide to Implementation has proved to be one of the EEF's most popular guidance reports – over 50,000 individuals have accessed the report since we published it in 2018. I think that's because we've tried to make it as practical as possible a guide to making and acting on evidence-informed decisions in the busy world of schools. Put simply, how to manage change well and make it stick."

Prof. Jonathan Sharples, report co-author
Read his EEF blog -

['How can schools manage change and make it stick?'](#)



PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Guidance Report



GOV.UK have updated their Pupil Premium guidance.

As well as including materials for parents and governors, and guidance for schools the Department have published templates to help schools meet their pupil premium reporting obligations.

The guidance and templates direct schools to the [Education Endowment Foundation's "Pupil Premium Guide" \(June 2019\)](#) that recommends a three tier approach to using the pupil premium –

- focusing most of the grant on recruiting and developing high quality teachers and
- dividing the rest between targeted academic programmes and
- wider “school readiness” initiatives.

The refreshed webpages reiterate the messages in the June update:

- a reminder to use proven, evidence-based approaches when spending the pupil premium;
- a prompt to consider the needs of all educationally disadvantaged pupils (like Children in Need, young carers) when arranging support;
- and a suggestion that schools might wish to plan their pupil premium strategy over the medium (e.g. 3 year) term.

The new templates are designed to make pupil premium reporting easier and quicker – completed templates run to about six pages instead of the 30 pages typically seen in the past – and include a section for the medium term plan.

Key links & guidance:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

<https://www.gov.uk/government/publications/pupil-premium>

The templates and worked examples – for Primary, Secondary and Special schools – were featured as an attachment in our last newsletter and are re-attached with this one.

SSIF Projects - Case Studies

Project leads have helpfully provided lessons learned from the nineteen SSIF projects which finished in March 2019, case studies have been produced and are attached ([also available on LWYTSC website](#)). The Strategic School Improvement fund (SSIF) provided £56 million to 171 projects in England, supporting over 3,100 individual schools. Projects had a variety of foci including maths, English, leadership and support for disadvantaged pupils.

SLE Mapping – Teaching School request

The Teaching School Council are increasingly involved in activities that require us to determine system leader capacity by designation category (NLE, NLG, SLE etc), specialism and location. We are provided with information by the DfE on NLEs and NLGs, but they do not hold the most recent information on designated SLEs.

We will need to come to teaching schools in the near future to ask you for details on SLEs by various specialisms and location. Under GDPR we are aware that while there will not be a problem with sharing numbers of designated SLEs you will need to get permission to share contact details with us for this purpose.

Can you please begin to collect the necessary permissions to enable you to share this information with us? It is important that we are able to respond to requests for information on capacity to ensure that we have an accurate view of our system leader resource to inform future decision making and activity.

Initial Teacher Training and Recruitment

ITT Core Content Framework

The [ITT Core Content Framework](#) was released recently and is attached. The initial teacher training (ITT) core content framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes.

The ITT core content framework aligns with the [Early Career Framework](#) to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers.

Also available on the ITT Core Content Framework webpage, and attached with this newsletter, is a helpful summary of Tom Bennett's '[Beginning Teacher's Behaviour Toolkit](#)'.

Cont. overleaf

‘Get School Experience’ Service

In order to improve the way schools can manage requests for experience from potential ITT candidates, the DfE have been working alongside a large number of schools to develop the [‘Get School Experience’ service](#).

The benefits to schools who sign up are:

- A central service through which to manage requests for school experience, reducing workload
- The ability to manage school experience on an individual school basis, or on behalf of a network of schools
- The ability to attract and meet potential ITT applicants and decision-making authority on booking requests
- The ability to set options such as subject and date of placements

The service provides schools with information about the candidate in an interactive dashboard, enabling easy management of booking requests. For example:

- Contact details
- What they are looking to get from their placement
- How far they have got towards becoming a teacher
- Qualifications

The service is now live and we are looking to increase the number of schools engaging with it in order to ensure they have access to potential candidates in their area. We also wish to ensure that candidates are able to access school experience that is local to them. Signing up is simple - just send the relevant schools URN to organise.school-experience@education.gov.uk and one of the team will be in touch to get you started.

Teacher Recruitment Pipeline Initiative

The DfE is looking to trial a new scheme that will help schools spot local teaching talent.

The scheme encourages teachers to invite a friend, whom they think would make a great teacher, the opportunity to join them for a day in school.

This idea has tested well with graduates and career finders who were not currently considering teaching as a career. Our testing found they would be more likely to consider teaching if they were invited into a school by a trusted friend to experience life in a school. If you would like to take part, please contact Jennie Chapman: jennie.chapman@education.gov.uk.

Early Career Framework Procurement Outcome

Following the invitation to tender for the procurement of the Full Induction Programme to support early roll-out of the Early Career Framework, the providers who were successful in this exercise have been announced.

The [Ambition Institute](#), [Education Development Trust](#), [Teach First](#) and [UCL Institute of Education \(IOE\)](#) have been appointed to produce a range of fully funded materials and training programmes that will offer best practice in delivering support to early career teachers against each area of the Early Career Framework. They will produce and deliver these programmes working with a range of regional partners.

This is a significant step forward in accomplishing the government’s priority to transform support for early career teachers, which was set out in the Recruitment and Retention strategy published in January.

The Early Career Framework represents the biggest teaching reform in a generation and will revolutionise the support given to new teachers. From September 2021, all early career teachers undergoing statutory induction will have an entitlement to a two year training and support programme underpinned by the Early Career Framework. We therefore wanted to engage suppliers to develop and iterate a range of products that are designed to support schools to meet this new statutory requirement. Further procurement activity will be undertaken for national roll-out, building on products developed at early roll-out.

Early roll out and how can I get involved?

Early roll-out will commence in Bradford, Doncaster, the North East and Greater Manchester from September 2020. From September 2020, schools within these areas who opt in will have the opportunity to have early access to this support. They will be able to help iterate and improve provision to ensure it meets the needs of early career teachers, their mentors and their schools. Over the coming months more information will be shared about how schools can opt in to early roll-out.

Statutory changes to induction will not be introduced until the reforms are rolled out nationally in 2021. The process to full national roll-out will also be one of iteration, with on-going engagement with the profession.

Further information can be found on at <https://www.gov.uk/government/publications/supporting-early-career-teachers>

Coaching, Mentoring and Professional Learning

The importance of coaching, mentoring and professional learning conversations can be seen as a theme running through current developments. The recently released ITT Core Content Framework highlights ‘Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.’

This highlights opportunities for mentoring and the transition into the Early Career Framework. The EEF are pulling evidence around coaching together for the update on their Implementation Guidance. Additionally, as TSC reps we have presence at the 'CollectivEd Advisory Board' which has useful links to working papers, resources for coaching in Education and networking events such as 'The Centre for Mentoring, Coaching & Professional Learning.' You may also be interested in their twitter updates and blogs - @CollectivED1

"CollectivED was established in October 2017, and is led by Rachel Lofthouse, who was appointed as Professor of Teacher Education in the Carnegie School of Education at Leeds Beckett University in the same year.

CollectivED is a network of teachers and other professionals, academics and students as local, national and international friends, partners and practitioners. Our shared interests include mentoring and coaching as well as other professional development activities, such as lesson study, supervision and supported action enquiry which draw on similar reflective and dialogic principles and educative professional relationships with learning conversations at their heart.

We are interested in how coaching and mentoring can be used to support all learners, whether they are teachers, other professionals, children and young people, leaders, governors or other partners. We are also fully aware of the difficulties that can exist in developing and sustaining mentoring and coaching practices and cultures that fully support professional learning and practice development. CollectivED offers opportunities to shape future practices and co-create knowledge, and we aim to positively influence educational policy at institutional and national level."

<https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/collectived/>

ITT Providers - Replacement for the Skills Tests

Please find attached, a copy of a letter sent to all ITT providers in relation to the replacement of the skills tests.

Also find attached some ideas (case studies) being used by some ITT providers with regards to managing this change in process.

November 2019 Teacher Recruitment Bulletin

Covered in this month's attached bulletin:

ITT Core Content published
Fundamental English and mathematics skills
Case Study appeal
Train to Teach events - provider spaces still available
Get School Experience Service
Increase your teacher recruitment pipeline
Marketing webinars to support recruitment to ITT2020

Essential information and requirements for ITT providers
Golden Hello reimbursement claims
DfE Apply for Teacher Training
Teaching Vacancies - save money on recruitment costs
Free support for non-specialist teachers
Update on workload reduction resources and survey
Teachers' Pension Scheme

Professional and Leadership Development

BBL Conference 2019 - "Working Together to Improve"

The BBL Conference 2019, "Working Together to Improve" - A Spotlight on Good Practice, took place on 12/11/2019 at Deepdale Football Ground, Preston. We had in excess of 130 colleagues accessing keynote speakers Jo Olsson, SHMI and Pauline Brown, Regional EEF lead. In addition, colleagues were able to choose from a carousel of presenters including Headteachers from both primary and secondary schools who shared recent positive Ofsted Inspection experiences. This was an opportunity for colleagues to develop a better and clearer understanding of the school led system and networks across BBL. Thank you to all presenters and attendees.

The Teaching Schools Council



[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.**