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@SouthWestIFT

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[www.sw-ift.org.uk](http://www.sw-ift.org.uk)  
#rootedinpartnership

## Welcome from Roger Pope CBE

### ESW Associate & Strategic Leader of Teaching & Research Schools | Education South West

Whether it is the effect of a lack of daylight, or my post-Christmas brain still being a bit pickled, allow me a flight of fancy. Teachers would make great robins.

I have been doing a bit of clearing in the garden, and always within minutes there is a robin perching on a nearby twig or spade handle, avidly watching everything I do. It's very comforting, but also intriguing – why is it only ever a robin? Why do they come so close without any fear?

Apparently, they are opportunistic feeders who follow larger mammals knowing that they will disturb the soil and reveal a banquet of tasty grubs and insects that the robin can Hoover up. Their bravery has clearly paid off over the generations, and enabled them to thrive by feasting on what is revealed before others can get there.

So, teachers are not like robins because we look cute and cuddly on Christmas cards. But there must be a bit of a robin in you because you are engaging with SWIFT. I like to fancy researchers, academics and reflective practitioners as the mammals disturbing the educational soil, looking for new insights, approaches, tips and practices; and the teachers avidly picking all this over with sharp eyes and piercing beaks, nourishing both themselves, and future generations back in the nest.

We have always been like this as a profession. We carefully watch what the school up the road, or across the country or over the seas is doing, attend conferences and scour social media looking for the latest new ideas and making sure our own staff and pupils do not miss out.

The problem with that approach is a lack of quality assurance. How do we really know whether what we are picking up is any good or not? The beauty of SWIFT, and programmes like ECF and NPQ, is that what is on offer is informed by evidence, so we know the food we are finding is nourishing and will lead to growth.

A Happy New Year to all robins!



# News Items

## Building on Success

We are proud of the achievements of the SWIFT partnership so far this year. The metrics are extremely positive.

For Teaching School Hub based delivery we have 792 ECTs using our Appropriate Body Service, 1,518 ECTs and Mentors on our Early Career Framework (ECF) programme and 790 programme members on our National Professional Qualifications (NPQs) courses with LSSW. 205 schools have also signed up for our wider SWIFT membership services, leading to 1,608 course and event bookings for the Autumn Term.

These successes stem from our partnership model, enabling programmes to be led and delivered by outstanding practitioners from schools and Trusts in the area.

We take pride in our partnership.

You can find out more about the evolution of the SWIFT partnership on our website [HERE](#)

As our programmes and services grow, we are looking to evolve our partnership further. This will enable us to meet the demand of the ECF and NPQs support and training and the development of our new ITT programmes for first delivery from September 2024. During the Spring term we are setting out to engage with a wide range of existing and new partners to establish what SWIFT 2.0 will look like. Talk to us if you would like to be involved.

**Bv Martin Smith. Director of SWIFT**

FIND OUT MORE ABOUT SWIFT [HERE](#) AND YOU CAN CONTACT US ABOUT GETTING INVOLVED IN OUR PARTNERSHIP [HERE](#)

## Invitation to Lead a Curriculum Forum Workshop | Thursday 16 March 2023

Teachers and leaders involved in the design and delivery of curriculum are invited to submit a proposal to lead a workshop at our online SWIFT Curriculum Forum on **Thursday 16 March 2023**.

The termly SWIFT Curriculum Forum brings together Curriculum Leaders who have responsibility for building curriculums in Schools and Trusts and covers four aspects:

1. Design
2. Content
3. Equality, Diversity and Inclusion
4. Leadership

Workshops form Part B of the Curriculum Forum, and are for 30 - 40 minutes between 1500 - 1545.

We are seeking six workshop leads covering all school phases (from Early Years to Post-16) and all school types, including Special and Alternative Provision.

Please consider the following criteria when deciding to submit a proposal:

- The workshop relates to one of the four aspects of curriculum noted above.
- The presenter has relevant experience and expertise (e.g. Curriculum Leader).
- Workshop content links to a clear evidence base.

Please note we will be scheduling a short briefing for workshop leads in February 2023.

TO APPLY, PLEASE COMPLETE A SHORT APPLICATION FORM [HERE](#) AND CONTACT MARTIN SMITH FOR ANY QUESTIONS

## Making the Difference for Disadvantaged Pupils | support to develop an evidence-informed Pupil Premium Strategy

We are pleased to be working with the Education Endowment Foundation and Kingsbridge Research School on this Department for Education funded SWIFT 'Making the Difference for Disadvantaged Pupils' programme.

As we approach the final session, it is worth reflecting on the fact that although tackling educational disadvantage is a complex problem, adhering to some key principles can help. During the programme, we have distilled into eight principles.

1. Ensure there is a shared responsibility for improving outcomes for disadvantaged students. Is there a shared understanding of ambitions for disadvantaged students? Does everyone know and buy into their role in the strategy?
2. Ensure your Pupil Premium strategy and classroom responses are based on an accurate diagnosis of need, not assumptions based on the label 'PP'.
3. Supporting the last principle, ensure that effective assessment practices help to identify challenges that prevent pupils from attaining well.
4. Use quality evidence to inform decisions about what happens in the classroom and beyond. Take the time to understand fully and share the implications of evidence in order to avoid 'surface-level compliance'.
5. Ensure that activity within the tiered model (teaching and learning, academic interventions, wider strategies) specifically addresses challenges identified through assessment and observation. If existing (historical) strategies are not meeting the needs of your current cohort, decide whether to stop, adapt or replace them.
6. Be clear from the outset how you intend to monitor and evaluate your PP strategy and have an improvement mindset. The aim should be to improve provision, not 'prove' success based on weak evaluation.
7. Align your PP strategy, School Improvement Plan and SEND strategy. We do not want staff to feel that SEND and PP are 'intervention issues' tackled somewhere outside the classroom. Returning to principle 1, they are everyone's responsibility.
8. Follow the EEF's implementation guidance to 'do fewer things well'. Do not inhibit outcomes by trying to do too many things at once, and make sure that implementation is focused on supporting pupils to be better learners.

**Report by Jon Eaton, Director of Kingsbridge Research School**



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# Interview with How to Teach Boys to Succeed in School Programme Lead

Deputy Headteacher at Pilton Community College, Caroline Sherwood

*“We have a huge responsibility to make sure our classroom practice is effective, robust, challenging and rigorous.”*



Caroline Sherwood is currently Deputy Headteacher at Pilton Community College, and has taught at a range of schools across Devon and Somerset, as well as in Kent where she grew up. A passionate Teacher of English, Caroline teaches English and relishes her time in the classroom where she can share her love for literature.

An aspiring writer in her own right, Caroline is a regular contributor to educational magazine, SecEd; writing articles on subjects including Teaching and Learning and Leadership and she is currently writing her own book on leadership.

Caroline is excited to be leading our SWIFT How to Teach Boys to Succeed in School CPD programme with Mark Roberts, author of “Boys Don’t Try? Rethinking Masculinity in Schools” and “The Boy Question: How to Teach Boys to Succeed In School.”

## 1. How did you come to be involved in the SWIFT “How to Teach Boys to Succeed in School” training programme?

In 2017, I wrote an article for SecEd about the gender achievement gap, exploring how boys and girls assemble constructions of gender based on what they are exposed to in order to “fit” social norms.

I have been interested in the topic of gender constructions for some time, including how we give preference to particular behaviours, interests, and the school subjects that girls and boys are expected to like (see: Gender Issues in School: What works to improve achievement for boys and girls, DCSF, 2009). It is interesting how these behaviours based on gender construction can impact on achievement.

Recent studies suggest the environment we create for our children has the greatest impact on the way boys and girls learn and what they learn. So, as classroom practitioners, it is reassuring that teachers can play a positive role.

It is not simply a case of being at the mercy of our genetics or, significantly, being limited by our gender. Our cognitive ability, personality, interests and preferences are not only determined by our gender. Rather, our response, consciously or subconsciously, to the environment, including the gender stereotypes to which we are exposed can make a difference.

**Research shows that both nature and nurture help to shape us. An interaction which biologists refer to as epigenetic.**

As classroom practitioners, we understand that our pupils are not always armed, as we are, with the critical tools to analyse, challenge or scrutinise information and what is presented to children by adults as fact, is often absorbed by children and young people as irrefutable and incontestable.

As teachers in the classroom, we need to be careful not to pass on our inherited assumptions about gender to our pupils about what they are good or not good at learning. Children’s brains are significantly more pliable and malleable than adults’ brains, which means that what happens on a daily basis in your classroom shapes your pupils’ brains and ultimately their futures.

**We have a huge responsibility to make sure our classroom practice is effective, robust, challenging and rigorous.**

## 2. As the programme facilitator, what are your success criteria for the How to Teach Boys to Succeed in School programme?

The sessions will follow the content of Mark’s book “The Boy Question”:

- **motivating boys to work hard**
- **instilling high expectations in boys**
- **improving boys’ literacy**

It is hoped that delegates will feel equipped to action sustainable change in their setting and we understand that this might vary from delegate to delegate depending on their context. A real strength of the course will be to provide space and freedom to ensure the learning and takeaways fit delegates’ context and this is where the experience of Mark Roberts will be valuable, given he is the expert and has invested time into research and his own personal experience. The programme will, I hope, answer some big questions including, how to get boys reading more; as well as considering a curriculum best placed to help boys to acquire powerful knowledge.

Running in parallel with the programme we will explore the EEF implementation guide and the foundations for successful implementation...

READ THE FULL INTERVIEW WITH CAROLINE SHERWOOD [HERE](#) AND FIND OUT MORE ABOUT THE HOW TO TEACH BOYS TO SUCCEED IN SCHOOL PROGRAMME [HERE](#)

# About Us

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SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; Education South West, Learning Academies Partnership SW, Ted Wragg MAT and Westcountry Schools Trust (WeST) Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First and the Chartered College of Teaching.

By creating a strong, mature partnership, SWIFT acts as a multiplier within the education system, meaning we are much more than the sum of our parts. By working together in the spirit of mutual support and towards common goals we can make this a reality. The more than principle is enshrined in our logo, which is a stylised more than sign. >

We have a clear vision: to be a trusted partner for schools. We are guided by a set of values that ensure we support teachers and leaders to improve the educational outcomes for all children and young people, especially disadvantaged groups. To achieve this vision in accordance with our values, we have developed clear aims that guide our activities, and a coherent theory of change to show how the issues facing schools, our activity and our aims all line up.

# Keeping in Contact

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You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners.

If we have not got your preferred email address correct, then please email PA to the SWIFT Executive Team, Jude Owens, who will be pleased to update our records [Jude.Owens@sw-ift.org.uk](mailto:Jude.Owens@sw-ift.org.uk)

Follow us on [Facebook](#), [LinkedIn](#) and [Twitter](#) for updates and links to offers and news from our partners.

# Our Sponsors

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YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS AND HOW TO GET IN CONTACT [HERE](#)  
YOU CAN ALSO READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

## SchoolPro TLC upgraded Data Protection Portal for Schools and Multi Academy Trusts (Version 2) | New functionality, more features, no extra cost

For users of our Data Protection portal, access is the same, but Schools and Trusts will benefit from more control and a number of new and upgraded features:

- **Better Data Mapping** to give school users more control of the templates.
- **Bespoke options** now allow you to change 'Purpose', 'Location', 'Obtained', 'Legal Basis' and 'Privacy Notice' for each category of data.
- 'Add SAR' pop-up upgraded to match the 'Add Breaches' pop-up.
- **Attachments** can now be deleted.
- **Easier to Navigate and Update Audits** from the Dashboard.
- **Additional 'Compliance' category** in the Data Processor section.

In addition, many of the upgrades are designed to improve the portal experience for Multi Academy Trusts to support your schools so that documents and Trust-specific templates are available with the click of a button for ease of access and download.

Enjoy the new user experience and if you have any feedback about this Version 2, please contact SchoolPro who will be pleased to add to their development plan for Version 3."

FIND OUT MORE ABOUT THE UPGRADED DATA PROTECTION PORTAL [HERE](#) AND CONTACT SCHOOLPRO [HERE](#)

## nasen Universal SEND Services Action Research & Lesson Study Project

Earlier this year the National Association for Special Educational Needs (nasen) launched the new 'Universal SEND Services' programme. Funded by the Department for Education and running until 2025, this important work includes various elements including a school/FE college Action Research and Lesson Study project.

Led by the University of Derby, the project is providing direct support to schools/FE colleges to help them develop their own bespoke small-scale research projects that focus on inclusion and removing barriers to achievement for children and young people with SEND.

Reasons to get involved:

- **Gain support** to address a *challenge* or put into place a *good idea* related to inclusion and SEND.
- **Directly address** the removal of barriers for individual learners.
- **Develop a research evidence base** for embedding good practice.
- **As a marker of esteem**, share your research findings locally and publicly.
- **Receive a £300 honorarium** as a thank you for sharing your findings with others.

The next deadline for school/FE college Action Research or Lesson Study applications is **Wednesday 15 February 2023 at 1700**.

Funded by



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FIND OUT MORE ABOUT THIS PROJECT AND HOW TO APPLY [HERE](#) OR CONTACT [DR GERALDENE CODINA](#)

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