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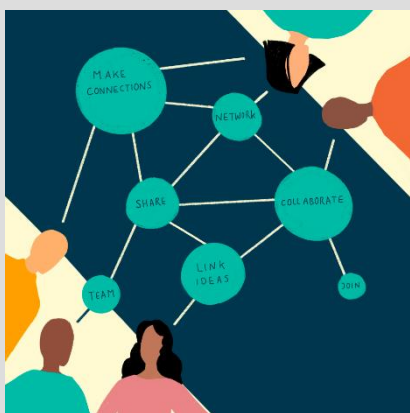
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[www.sw-ift.org.uk](http://www.sw-ift.org.uk)  
#rootedinpartnership

## Welcome from Roger Pope CBE

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

### Why be a teacher?

As stories continue to flourish illustrating the difficulties of recruitment and retention, and as ITT providers embark on enrolling candidates for next year, it feels a good time to ask the question, "Why be a teacher?"

Sometimes we can see the instant impact we have on a child. Occasionally we are privileged with a glimpse of the much larger and longer-term impact of our influence. Here's a simple story giving one answer to remind us of the great and noble job of teaching.

Avid readers of this newsletter learned last month of my love of opera. I grew up in a Bristol suburb, in a household with one small record player and a supply of George Formby and Glenn Miller records. How did I manage to clamber over that and get to Britten and Verdi?

The answer is Derek Lucas, my English teacher at school, who ran a general studies course in the Sixth Form called Opera and Literature. He played us music, encouraged us to learn more, and took us to see productions. It was with Derek that I first visited the Royal Opera House.

28 years after I last set eyes on Derek Lucas, I took a party of students of my own to see Carmen at the Hippodrome in Bristol. Six rows behind us, I spotted Derek. "See that group of youngsters in front of you?" I said to him. "They would not be here if it were not for you".

*That's why you are a teacher.*

## CoachBright Launch New Peer-to-Peer Primary Pilot

Social mobility charity CoachBright are looking for schools to pilot and help develop their new primary Peer-to-Peer coaching programme.

After the success of delivering high impact Peer-to-Peer coaching at both universities and secondary schools, CoachBright are now looking to develop the evidence base around peer coaching in two new ways.

The first is between primary aged pupils, specifically with Key Stage 2 pupils coaching Key Stage 1 pupils in the same school. And the second is with Key Stage 4 or 5 pupils coaching Key Stage 1 or 2 pupils in local primary schools.

This pilot is an ambitious attempt to add to an emerging evidence base around the power of the power of Peer-to-Peer coaching to improve attainment, attendance, and social and emotional development.

Please consider being part of this exciting pilot so that your pupils can benefit from this high impact coaching.

YOU CAN FIND OUT MORE ABOUT THE COACHBRIGHT PROGRAMME [HERE](#)  
AND/OR CONTACT [JOE@COACHBRIGHT.ORG](mailto:JOE@COACHBRIGHT.ORG)

# News Items

## AQA Feedback on the 2023 Summer Exams

The team of AQA specialist delivery leads will be back in Devon in early spring to begin their feedback on the 2023 GCSE and A Level exam papers.

**Face-to-face sessions begin on Monday 8 January 2024 and run until Friday 8 March 2024.**

Each dedicated subject-specific session will be led by AQA specialists using exemplar work from the 2023 GCSE and A Level examinations, and will provide detailed and relevant insights into student performance, and highlighting common areas in which students did well and not as well.

The in-person day sessions are designed for like-minded colleagues to share and network together (off screen!) in the true spirit of collaborative working with the intention of ultimately benefitting children and young people for the 2024 exams. Sessions begin in early January and are designed for Teachers and Subject Leaders and Early Career Teachers delivering the exam specs are also very welcome to attend.

Each session will focus on challenging thinking, in unpicking and drilling down into the 2023 exam papers, and working through specific questions to consider how pupils answered questions, along with the areas of strength and weakness. Using exam paper exemplars, you will discuss what is required to gain top marks, whilst considering common misconceptions in answering questions.

The AQA specialist delivery leads will provide support to ensure that you are well informed and confident in providing your pupils with the tools to answer effectively in the 2024 examinations, and how to aim for those top marks.

Here are a few feedback responses from our 2023 delegates:

***"This has supported my AQA marking and has helped me to consider my teaching and planning."***

***"Most useful- the philosophy behind how to respond to the questions"***

***"My understanding of and application of the mark scheme has improved."***

***"Excellent resources with full mark examples."***

***"Superb day – gave me time to reflect and to speak to a lead examiner."***

***"Discussing marks and why students hit certain assessment objectives in particular responses."***

***"Will help when applying marking comments and guidance when marking my cohorts."***

***"Challenged me to think about my marking techniques, breaking down where marks were awarded in the exemplar answers."***

***"Above all, feeling reassured in having an AQA expert in the room to ask direct questions and think through the exam questions."***

Sessions will be delivered either at Exeter College Future Skills Centre and/or Oldway Primary School in Paignton. Places are limited and differ depending on individual event and venue.

*Please note, the AQA face-to-face training days are very different to the two-hour free sessions delivered online by AQA, which only offer highlights from the summer exams; selecting a number of key aspects of student performance with example responses. The in-person feedback day sessions provide much more detail and networking.*

**By Lisa Toms, Partner Director, Riviera Training School Alliance**

TO BOOK YOUR PLACE, USE THE KEY WORD "AQA" TO FIND YOUR SUBJECT SESSION [HERE](#)

## 2023 – 2024 Leadership Forums

We take professional pride in providing high-quality conferences and Leadership Forum events for our school leaders, teachers and staff.

Mindful of the geography of our region, we strive to bring a broad range of high-profile national speakers to stimulate conversation about relevant and current educational issues that matter to you and are always open to your suggestions.

**FREE** for SWIFT members or a nominal charge to other colleagues, the following Forums are scheduled this year:

**Autumn | Thursday 30 November 2023 | Online**  
**Spring | Thursday 8 February 2024 | Online**  
**Summer Leadership Conference | Thursday 13 June 2024 | Futures Skills Centre, Exeter**

For the forthcoming Autumn Leadership Forum there will be a focus on social mobility. Professor of Social Mobility, University of Exeter, Lee Elliott Major OBE will outline the main arguments in his recent publication 'Equity in Education' - a new equity-based approach in education to help teachers improve the prospects of under-resourced and working-class pupils.

If you have a particular interest in this topic, you can read more about The Social Mobility Commission that publishes a wide variety of research, monitoring and promotes social mobility (see the link below).

The second part of the Leadership Forum will provide two session choices to suit your particular interest.

Either, you can learn more about approaches to SEND with Nick Walters, Assistant Principal (All-through Head of Inclusion) at King Solomon Academy, and consider key aspects, such as a graduated approach, use of zones of regulation and communication with parents and carers. OR learn about some of the key approaches developed at Reach Academy Feltham on progression in reading with Co-Headteacher (Primary), Matilda Browne.

We understand that time is limited in schools and our professional development events are intended to add value.

BOOK YOUR PLACE AT THE AUTUMN LEADERSHIP FORUM [HERE](#) AND READ ABOUT THE SOCIAL MOBILITY COMMISSION [HERE](#)



### SWIFT Reference Group

Thank you to those of you who have already expressed your interest in our proposed SWIFT Reference Group.

Please know that we wish everyone - regardless of your position or location – to know that you can have a voice. Group members will inform our Teaching School Hubs' Golden Thread programme delivery as part of our Diversity, Equity and Inclusion (DEI) commitment.

To find out more, we warmly invite you to complete the Expression of Interest form by **Monday 6 November 2023**.

READ MORE [HERE](#) AND EXPRESS YOUR INTEREST [HERE](#)

Find out more about SWIFT and our partners [here](#) | 2

# Interview with Andy Ogden, Director for CPD and Devon Training School Partnership at Tarka Learning Partnership



*“Working with SWIFT, I enjoy collaborating and creating high-quality CPD provision that fulfils our desire to do the best for our schools and children that comes through our programmes.”*

Proving the benefits of our SWIFT partnership model in motion, Andy Ogden is one of our valued Delivery Partners.

Developing people so that they can confidently and expertly carry out their classroom and office roles and benefit from professional and personal fulfilment and ultimately, provide the best education for children is a lifelong passion for Andy.

Based at Devon Training School Partnership at Tarka Learning Partnership, Andy has gained nearly 30 years' expertise and experience in education through a variety of roles, not least - Headteacher, School Improvement Advisor and National Strategy Consultant. He has designed the Subject Leader Apprenticeship for the Tarka Learning Partnership, led the Devon Teaching School Partnership and was previously Director of Devon Primary SCITT.

Working with SWIFT, Andy is hands-on in delivering high-impact CPD training opportunities as a Lead Facilitator for the National Professional Qualifications (NPQs), delivering the Teach First ECT programme and is a key player in the SWIFT Membership Services Team. We asked him to reflect on this positive working relationship.

## 1. What do you believe to be most important in supporting schools?

Fundamentally, I think it is starting from where schools are and empowering them to do the job that they need to do.

Clearly for schools this is making sure that the right environment, the right people, and the right training are in place so that children receive the best education.

I believe the role of SWIFT is in supporting schools to do their job in the way that is right for them and their children and communities as a service relationship in understanding the needs of schools, and how best to support them. Schools will then have choices available to them about the way in which they operate and this goes beyond professional development and includes the benefits of collaborative networks.

I would also hope that by listening to schools they feel the SWIFT offer is more bespoke to their needs, rather than simply generic training, and they are genuinely supported in their school improvement work.

## 2. What do you perceive to be the current challenges for schools in North Devon?

I think one of the biggest challenges that is probably true of all schools nationally, but particularly for Devon, is our provision for special needs children, and the training of colleagues who work with our most vulnerable children and the need to access services for alternative provision.

In North Devon, there is a shortage of specialist provision available exacerbated by funding restrictions and falling roles in some rural areas. Hence, we are having to source a lot of support from within our own schools and settings and make the best of what we have available to us and the importance of working collaboratively.

Given our North Devon location, we can feel isolated and sometimes because we are not near some of the major urban centres we need to look and reach outwards to ensure that we are abreast of the best that there is nationally in terms of education.

I think we recognise that for a long period of time there has not always been the infrastructure to support North Devon and therefore we have to do a lot of this work ourselves. Therefore, the challenge is how to form partnerships and to create an infrastructure that is sustainable in North Devon and meets our local needs; whilst still recognising that we have a lot to learn beyond North Devon.

Linked to this challenge is the recruitment of teachers, Teaching Assistants and support staff to the area; which is clearly another nationwide challenge.

But we like to think that North Devon is a lovely place to live and come and work; and although housing is expensive, we have a lot of new housing and would hope that this will bring more children to our schools.

In fact, I am sitting in a brand-new school as we speak that has an intake of 60 children a year. So, there are reasons to be hopeful!

But in some of the surrounding areas outside Barnstaple in particular, the pupil projections are of rolls beginning to fall off. Although I am not quite sure of the reasons. Possibly the increase in second homes common to the Devon area as a whole.

## 3. How does Tarka Learning Partnership benefit from working with SWIFT?

I am pleased to talk about this partnership and I would go back to the history of working with SWIFT when there were previously around ten of the original Teaching Schools across Devon and Torbay and Plymouth. I remember some of these first meetings where it was clear that the educational landscape was going to change.



READ THE FULL INTERVIEW [HERE](#) WITH ANDY OGDEN, DIRECTOR FOR CPD AND DEVON TRAINING SCHOOL PARTNERSHIP AT TARKA LEARNING PARTNERSHIP

# Motivation and Self-Regulation | Insights from Kornell and Bjork



***“It is better to create short, pertinent tasks that reinforce learning succinctly than to create tasks that fill an allocated timeslot and thus impose a constraint that directs students towards the easiest option.”***

In the EEF’s Metacognition and Self-Regulated Learning guidance report, motivation is described as one of the three essential components of self-regulated learning (the others are cognition and metacognition). The report states that teachers need to know about motivation in order to ‘help their pupils to develop into successful learners.’

Yet as a teacher, how much do I explicitly know about motivating students? I might tell you that I need to make five positive comments for every critical one; I might tell you about the graduated responses that keep students attempting tasks. But if I am honest, if I asked myself how much I am imbuing the students with the tools and techniques to motivate them, the answer would be vague.

However, I am interested in learning about the part I can play, so I read with interest ‘The Promise and Perils of Self-Regulated Study’ by Nate Kornell and Robert A Bjork (2007), one of the papers referred to in the guidance report.

Looking at private, individual study away from the classroom – a situation in which motivation and self-regulation are necessarily foregrounded – Kornell and Bjork state that students confront three key decisions: knowing the processes to be used to study successfully (‘study strategies’), knowing how to allocate time effectively, and knowing when the learning has been successfully achieved and study can be terminated.

First the good news: if a situation allows studying to the point of mastery (i.e. there are no constraints), then it appears people will be motivated to choose to study the most difficult items. Unsurprisingly, when this is not the case – for example, in situations where there are time pressures – students will give higher priority to the easier items to gain a sense of achievement in a shorter span of time. In other words, they will be motivated, but time pressure will lead them to take an unhelpful shortcut.

This offers support to the EEF’s recommendation that home learning should have ‘planned and focussed activities’ that are beneficial. It is better to create short, pertinent tasks that reinforce learning succinctly than to create tasks that fill an allocated timeslot and thus impose a constraint that directs students towards the easiest option.<sup>1</sup>

Kornell and Bjork go on to show that the time a student allocates to studying a topic independently is governed by the rate at which they feel they are learning it. Notice the word ‘feel’ – again, this is a matter of perception and motivation. Students have a much higher tendency to stop learning when it appears the rate at which they are learning is dropping. This highlights the EEF’s comments in the Metacognition and Self-Regulated Learning guidance report that work needs the ‘right level of challenge’ (if it is too difficult it is much less likely to be attempted) to help ensure that students stay motivated throughout the task set and reach the end before terminating their study.

A final thought picked up from this paper was an interesting experiment conducted on students who were tasked with learning the styles of 12 different artists. The students were taught about six of the artists in succession (massed learning); the other six artists were presented in interleaved (spaced) learning intervals. Students were then tested. 78% of the students performed better answering questions about the artists they had learned about in the interleaved sessions. Interestingly – and here’s the motivation angle again – only 22% of students perceived they had performed better when they were in the ‘interleaved’ sessions, therefore showing a lack of awareness in which learning style was in fact more effective.

These findings are valuable for me as a classroom practitioner interested in developing students’ metacognitive awareness. I can explain these insights explicitly to students to help them resist the temptation to consider the ‘last minute cramming’ method as the best one for exams, or to encourage them not to take the easy path just because the clock is ticking. If we are more evidence-informed, we have the foresight to begin planning now how to assist students to timetable their revision in our subjects and to advise them on the most effective study methods.

These are small steps in the right direction, but every incremental step brings gains in self-regulated learning, which, in the brave new world of teaching we are living in, becomes ever more important. As the authors themselves noted in 2007 – and it is especially true in 2020 – there will be an increased emphasis on Web-based learning, remote learning, blended courses, and lifelong learning, all of which place an increased emphasis on the ability to manage unsupervised learning effectively.

*Here, we might also reflect on the fact that GCSEs and A Levels are rigorous examinations that impose clear time pressures for students. The research casts a light on how students approach exams and we as teachers would do well to consider the student’s psychology when monitoring their progress. For example, we might ask whether time pressure leads students away from a more perceptive but perhaps ‘riskier’ response.*

By Helen Thorneycroft, Kingsbridge Research School

FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#) AND EEF METACOGNITION AND SELF-REGULATION [HERE](#)



# SchoolPro TLC on Reducing Your Risk | Practical Advice on Cyber Threats & Responding to Incidents

October was 2023 Cyber Month and in their role as Data Protection Officer (DPO), SchoolPro TLC support schools in reducing their risk of cyber-attack and are also there to support you if the worst has happened and you have suffered from an incident.

**The importance of understanding these threats and taking the appropriate steps to protect sensitive information cannot be overstated.**

SchoolPro TLC will look now at the possible consequences of a cyber-attack, how to respond if you have been affected, and consider some strategies for minimising the risk to your school or Trust.

## Cyber Attacks | A Grim Reality

Let's take a closer look at the harsh reality of cyber-attacks.

For instance, documents stolen from Pate's Grammar School were comprehensive, with hackers taking documents using generic search terms. One folder marked "passports" contained passport scans for pupils and parents on school trips going back to 2011. Whereas another marked "contract" contained contractual offers made to staff, alongside teaching documents on muscle contractions. Yet another folder marked "confidential" contained documents on the headmaster's pay, and student bursary fund recipients. See the BBC Report [here](#)



Such incidents raise several concerns. For instance, were records appropriately processed? Were retention schedules adhered to? Should all of the data been available for the hackers to access? Was appropriate access control in place for different levels and roles of users? Would multi-factor authentication on user accounts have prevented this attack? Had staff received Cyber Security training to help reduce risk against common threats?

Engaging with cyber security consultants to audit and enhance the school's cyber security posture is a prudent step towards fortifying the institution against future threats.

## What to Do When Things Go Wrong

Despite best efforts, there are times when things do go wrong, and it is crucial to know how to respond to a cyber-attack. In such cases, there are a number of steps you should take including reporting the incident to the relevant authorities:

### Incident Identification and Assessment

Prompt identification of the cyber incident, its nature, and the extent of the breach is crucial. Employing intrusion detection systems and monitoring the network for anomalies can expedite this phase.

If they are not already involved at this stage, bring in key support functions such as your IT Support and Data Protection Officer!

### Containment and Eradication

Once identified, efforts should be directed towards containing the incident to prevent further damage. This includes isolating affected systems and removing malicious codes.

### Notification to Relevant Authorities

#### ✓ Department for Education (DfE)

Especially if the Management Information System (MIS) is compromised, informing the DfE is a procedural necessity and you can report cyber incidents [here](#)

#### ✓ Action Fraud

The UK's national reporting centre for fraud and cybercrime. Reporting can be done by calling 0300 123 2040 (option 9) or [here](#)

#### ✓ Information Commissioner's Office (ICO)

As the national Data Protection authority, reporting a significant breach to the ICO within 72 hours is a statutory obligation under the GDPR. If the cyber-attack involves a personal data breach, it is likely this will meet the threshold for reporting to the ICO.

#### ✓ National Cyber Security Centre (NCSC)

The NCSC has a new Cyber Incident reporting tool that can be accessed [here](#). They also have a [Cyber Incident Signposting Service \(CISS\)](#) which can provide guidance on who else to report to, based on the specifics of your particular incident and your location within the UK.

#### ✓ Cyber-Security Insurance Provider

Notify your insurance provider to understand the coverage and the support they can provide in managing the incident.

#### ✓ Local Authority Designated Officer (LADO)

If the breach involves safeguarding issues, the LADO should be informed.

By Ben Craig, Director of SchoolPro TLC



READ THE FULL ARTICLE [HERE](#) AND FIND MORE INFORMATION ABOUT CYBER-SECURITY TRAINING [HERE](#)  
CONTACT SCHOOLPRO TLC [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; 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, or if you wish to unsubscribe, then please email PA to the Executive Team and Governance, Jude Owens | [Jude.Owens@sw-ift.org.uk](mailto:Jude.Owens@sw-ift.org.uk)

**Connect with us on our socials** for more updates and links to offers and news from our partners

[Facebook](#) [LinkedIn](#) [Twitter](#)

## Our Sponsors

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YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS [HERE](#) AND READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

“

I was ready to give up on supply teaching until I happened to come across an advert for ESP, quite by chance. I've really appreciated you asking, and completely accepting, which schools and year groups we're happy to work in, it really does make a huge difference. It's also been great having access to training courses and network meetings, and it's a lovely opportunity to talk to other supply teachers.

Thank you also for being such a friendly and approachable team, and a very organised and efficient one too!

- Jill, Teacher



### Office Hours

0700 – 1700  
Monday to Thursday  
0700 -1600 on Friday.

### Out of Hours

1700 – 2100  
Monday to Thursday  
and Sunday for next  
day cover.



CONTACT EXETER SUPPLY PARTNERSHIP [HERE](#)  
FIND MORE INFORMATION [HERE](#)  
PHONE 01392 927171 OPTION 1



## Enhancing the curriculum through immersive storytelling

27 Nov, 16.30 - 17.30

Online Event

- For school leaders with a responsibility for curriculum development and enhancement / personal development



**Monday 27 November 2023 at 1630**

Join Senior Leaders at the Link Academy Trust for an online twilight event.

Learn how Link Academy Trust are using Lyfta's immersive human stories to engage students more deeply with their learning and improve oracy and inclusion of students in all lessons.

FIND OUT MORE & BOOK YOUR PLACE [HERE](#)

## Take your Class on a Virtual Trip to LA with a **FREE** Lyfta Live Lesson



### LIVE LESSONS

**Festive traditions:  
Hanukkah in LA**



**Wednesday 6 and Thursday 7 December 2023 at 1115 and at 1400**

The Lyfta live lessons will take place on Zoom and will be exploring a festive theme, ideal for the run up to the end of term! Students will be transported to the USA to meet Mackie and her family as they prepare for and celebrate Hanukkah in LA.

The live lesson will be an opportunity for students to discuss and share their own family traditions for the festive season, and learn more about how others around the world celebrate.

The session will bring together schools from across the UK and beyond for an exciting shared Lyfta experience.

FIND OUT MORE AND BOOK YOUR PLACE AT THE LYFTA LIVE LESSON [HERE](#)

## Volt Entrepreneurs Professional Skills Training



Find out more about Volt Entrepreneurs with this short video and learn how to increase your capacity for delivering focused professional skills training for your students.

Volt Entrepreneurs practise what they preach and work with young people wherever possible.

In fact, this video was filmed at the Exeter Phoenix and produced by students of the UAL Diploma in Creative Media Production at Exeter College and their Media and Performing Arts Lecturer, Dean Ferris.



WATCH THE NEW VOLT ENTREPRENEURS VIDEO [HERE](#) CONTACT [HERE](#) AND FOLLOW ON INSTAGRAM @voltentrepreneurs



### Exciting, Child-Led, Nutritionally Balanced Meals

Educatering supports schools to use the best in locally sourced, highest quality, restaurant-quality fresh food.

They work with your school to plan a two or three-week rolling menu for your school catering team, which is updated every term/ twice a year based on seasonal produce to create healthy and exciting meals for your pupils.

FIND OUT MORE ABOUT EDUCATERING [HERE](#)





Colyton  
TEACHING SCHOOL HUB



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