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#rootedinpartnership

## Welcome from Roger Pope CBE

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

### Looking in the mirror.

Last week I met a nurse with some five years' experience.

She was a lovely, caring and intelligent person – exactly the kind of nurse we want. I asked her about morale in the NHS. She said she had handed in her notice six months' ago, and only returned when she was given a different role not based on a ward.

I asked why she had become ground-down and exhausted. She gave me some examples. Constantly changing and unreasonable shift patterns. Understaffing which meant she often started at 0800, but did not get her lunch break until 1630. Pressure of work meaning she could not give time to patients. And so on.

Good leadership and management motivate and retains staff. It includes, but goes beyond, taking a personal interest in people and occasional treats like cakes and chocolate (and fruit!).

More fundamentally, it is about how we structure timetables, meetings, duties, admin, marking so that staff know where they are and are not subjected to last-minute or inexplicable and unjustified changes. It might be about having the courage to stop doing stuff in order to release time for staff to do other stuff properly.

We can go on courses and learn the theory. But those NHS managers nearly lost a good nurse because they failed to realise the impact on her of their actual practices.

*The tighter the budgets become, the more necessary it is to look in the mirror and avoid the same mistake.*

## SWIFT Members' Contacts 2024 - 2025

**Help us to keep you and your teams informed with our communications.**

Thank you in advance for completing a quick contact details form.

We appreciate your time.



FOR OUR PRIMARY SCHOOLS [HERE](#)  
FOR OUR SECONDARY SCHOOLS [HERE](#)

# News Items

## Teach Like a Champion (TLAC) | Building Strong Classroom Culture

For those of you familiar with teaching technique guru, Doug Lemov, you will already have an understanding and appreciation of his compelling work and wisdom in the classroom.

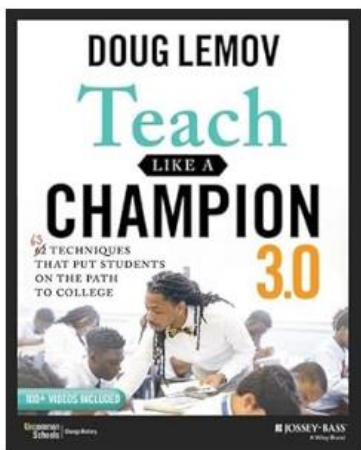
“When you want them to follow your directions, stand still. If you're walking around passing out papers, it looks like the directions are no more important than all of the other things you're doing. Show that your directions matter. Stand still.”

The more you read and reflect on Lemov learning, the more it makes perfect and practical sense to engage and empower the classroom practitioner.

Consider his “begin with the end” for unit planning, progressing to lesson planning by first defining the objective and then deciding how to assess and select the most appropriate lesson activities for the purpose.

Logical, convincing and clear.

This Autumn Term, SWIFT are champion-pleased to introduce the “Teach Like a Champion - Building Strong Classroom Culture Train the Trainer Training” programme for schools.



Led by the US-based Trainers from Doug Lemov's worldwide training team, this exciting new SWIFT programme will be using some of the strategies from his best-selling book, 'Teach Like a Champion 3.0' to train up your designated leader to be a Champion in your school.

By 'Building Strong Classroom Cultures' the programme is designed to build school cultures and practices that enable joy and academic achievement for your learners that aligns with your School Improvement Priorities to drive tangible high-quality teaching and learning outcomes. Your champion will master research-based pedagogical approaches and key skills in creating classrooms with strong and engaging cultures that lead to rigorous and engaging academic instruction so that your pupils and young people thrive (and by extension, your teachers too).

Structured as a series of five 90-minute online Tuesday train-the-trainer interactive training sessions with the following intentional and appealing titles: *Radar/Be Seen Looking, Least Invasive Interventions, What to Do and Do It Again, Systems and Routine and Strong Voice and Positive Framing and Precise Praise.*

It is perhaps a happy coincidence that TLAC is suggestive of the mnemonic TLC. True to our Teaching School Hub values, we understand that professional development is a financial commitment for schools and Trusts and an investment in your teachers and leaders and we believe in the benefits of this dynamic and carefully planned programme. SWIFT is committed to provide professional development programmes that are current and relevant to leaders and teachers in the classroom.

[FIND OUT MORE ABOUT THE TLAC PROGRAMME HERE](#)

## Teaching School Hub (TSH) Annual School Leader Satisfaction Survey for 2023 - 2024

The results are in from our annual Teaching School Hub (TSH) School Leader Satisfaction Survey for 2023 – 2024.



School leaders were invited to complete a short satisfaction survey on how they believe they have been supported by SWIFT on the Golden Thread programmes plus other Continuing Professional Development, including the High Prior Attainment training day led by The Colyton Foundation.

We are consistently committed to listening and responding to our school leaders and teachers and are grateful to those of you who took the time to feedback about what matters most so that we can improve our programme delivery.

Working together as SWIFT, Colyton and Kingsbridge Teaching School Hubs seek to deliver programmes intended to upskill staff in order to boost teacher recruitment and retention; ultimately, to promote better educational outcomes for all pupils in schools, especially the disadvantaged. Hence, it is important to us that our programme delivery is high-quality, relevant and adds value to the endeavours of busy schools in our constantly changing times.

A key survey question was whether leaders had been able to access professional development relevant to their setting's needs and development goals. Certainly, this has individual implications for us as a starting point – although future planning would benefit from more detail. However, a resounding 63% completed agreed, 31% somewhat agreed and a thoughtful and very honest 6% neither agreed or disagreed.

School leaders were also invited to note their satisfaction with their school's overall experience of working with Teaching School Hubs last year. 69% completed agreed, 30% somewhat agreed and 1% neither agreed or disagreed. The numbers speak for themselves. But clearly prompt a deeper thinking about the sometimes-subjective understanding of survey dynamics.

With opportunity for further comments, we are very grateful to those school leaders who took the time to share their thoughts. Overall, the prompt, supportive responses and smooth administration and organisation by our SWIFT Team was praised.

Several leaders praised our support for Early Career Teachers (ECTs) as part of the Appropriate Body Service and the guidance and advice provided for them to fully support the ECT and help them to make robust progress and they liked our platform to upload and provide evidence for their ECTs.

Particularly positive was a comment about benefitting from being part of our wider SWIFT network and appreciation of professionalism and core values. Partnership is at the heart of our SWIFT work and it is rewarding that is reflected back at us. **Reports by Jude Owens, SWIFT Executive Assistant**

[READ THE FULL LEADER SATISFACTION SURVEY REPORT HERE](#)

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

# Interview with Jon Eaton, Director of Kingsbridge Research School



*“The most rewarding part though has been working with schools to put it [the EEF implementation guidance] into practice in real-world contexts. The guidance itself is the tip of the iceberg - it's how school leaders make use of it and apply it that's really interesting. That in itself is a great source of insights.”*

Following his Literature degree and a stint working as a TEFL Teacher in Greece, Jon Eaton completed his PGCE in secondary English at Nottingham University before moving to the West Country. During his time in teaching, Jon has been especially active in staff training, and became involved with Kingsbridge Research School in 2016 when it was one of the first six Research Schools in the country. Jon was promoted to Director in 2019, a few months before COVID struck (no correlation!).

Based at Kingsbridge Community College and Education South West, and benefitting from the close working relationship with the Kingsbridge Teaching School Hub (one half of SWIFT), Jon has been increasingly engaged in the ITT programme and implementation work for SWIFT, and we are very pleased and grateful to work with him.

## 1. What do you find most personally rewarding from leading Kingsbridge Research School?

I find the opportunity to work with a wide range of great people to be the most personally rewarding. That's to say, school leaders, teachers from across Devon and beyond, and our great core team of Project Managers, Deputy Directors, other Research Schools and, of course, a wide range of colleagues at the Education Endowment Foundation (EEF).

It's great to work with so many experts and have your thinking challenged and advanced. It's very different role though. In teaching, you are obviously working to a timetable, and there is more predictability. My role with Kingsbridge Research School is much more varied, which brings its own challenges and rewards. While I do genuinely miss the opportunity to work directly with students, I've had the privilege to work with a much wider range of teachers and leaders.

## 2. And what has been the most challenging?

Probably the most challenging thing I've worked on was trying to extract and develop a school-facing resource from the extremely complex evidence review behind the implementation guidance.

I was fortunate to be part of the authorial team on that EEF resource, which involved working with a fantastic team of people -- including Dr Darren Moore from Exeter University, Professor Jonathan Sharples from the EEF and UCL, Jamila Boughelaf from the EEF, and a wide range of experts in the field of Implementation Science. It represents the combined efforts of about 40 people over a three-year period, so it was no small task.

The most rewarding part though has been working with schools to put it into practice in real-world contexts. The guidance itself is the tip of the iceberg - it's how school leaders make use of it and apply it that's really interesting. That in itself is a great source of insights.

## 3. What do you consider to be the most significant change in implementation?

The most significant aspect of change is the emphasis on implementation as a social process.

The previous guidance report centred around the four-phase process, which encouraged schools to be adaptive, but could still look quite linear. The new guidance shines a light on the social nature of change and encourages schools to enact the behaviours that drive effective implementation. If the previous guidance was about how to do implementation, this one is how to do it well.

## 4. What have been the benefits of working with SWIFT Teaching School Hub, and how do you see that work developing?

Lots! Again, I would say it's about working with a wide range of people, who once again, are all experts in their field.

In particular I am very pleased to be part of the SWIFT Teacher Training programme. Partly this is because it involves working collaboratively with a great team in developing the programme, but also because it means I have the chance to work with new teachers in delivering elements of it.

While the programme draws on a wide range of research evidence, working directly with new teachers helps keep it grounded in the reality of classrooms -- something it's important not to lose.

I also see this as an opportunity for the Research School to be more reflective of the populations it serves and am keen to think about how we can represent the voices and experiences of the SWIFT cohort. Likewise, there is opportunity for bringing those new teachers into the evidence space so that we are not simply teaching them -- we are learning with them and capturing and sharing their insights about what the evidence means in practice.

We thank Jon for his enlightening interview into his work as Director of Kingsbridge Research School and you can read his blog on the next page.

## Save the Date | Autumn Term Leadership Forum

Thursday 21 November 2024 from 1530 – 1715

Keynote speaker | Sarah McGinnis, Assistant Regional Director for Ofsted.

More speakers to be announced.

Watch out [here](#) and on our SWIFT socials.



# Kingsbridge Research School on Improving Writing in Secondary Schools | What does the evidence say?

Writing can place so many demands on working memory that, in terms of cognitive challenge, it has been compared to chess. There are a multitude of elements that we could focus on when thinking about how to support students' writing: the grammar, the structure, the spelling, the handwriting . . . all the bishops and pawns.

On the first day of a recent SWIFT and Research School programme, Improving Writing in Secondary Schools, we therefore decided to begin by exploring the evidence. Several themes emerged.



Firstly, an evidence review of writing programmes found that more successful programmes tended to provide extensive professional development to teachers, allowing them to experience the writing strategies they will employ first-hand. This seems especially important given research also indicated that teachers perceived current support for writing as minimal.

Several sources, including the Education Endowment Foundation's (EEF's) secondary literacy guidance report, talked about breaking writing tasks down and providing supportive writing cycles. This might involve, for example, providing word-level, sentence-level and text-level support, or breaking the writing process into manageable stages such as goal-setting, editing and improving.

Across the evidence, the need to address students' motivation to write was highlighted as an important factor. As one evidence review noted:

***"Perhaps more than any other subject, writing demands a supportive environment, in which students want to become better writers because they love the opportunity to express themselves, and to interact in writing with valued peers and teachers."***<sup>1</sup>

Recommendation 5 of the EEF's Improving Literacy in Secondary Schools guidance report, 'Combine writing instruction with reading in every subject' reflects another theme: help students see that reading and writing are connected and mutually supportive. This might involve reading a text by an expert historian to work out how to write like an expert historian ('reading as a writer'), or using writing as a way to reflect on a piece of fiction.

And there is more to explore: using oracy-led approaches, careful use of peer and teacher feedback, supporting struggling writers through targeted interventions. On days two and three of the programme, we will be working with school leaders across Devon to design an approach to improving writing that reflects their school setting and their students' writing needs. Stay tuned for more!

By Jon Eaton, Director of Kingsbridge Research School



Supported by the Education Endowment Foundation

READ THE EEF'S IMPROVING LITERACY IN SECONDARY SCHOOLS REPORT [HERE](#)  
FIND DETAILS OF THE IMPROVING WRITING IN SECONDARY SCHOOLS PROGRAMME [HERE](#)  
FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#)

<sup>1</sup> Slavin, E.R., Lake, C., Inns, A., Baye, A., Dachtel, D., Haslam, J. (2019). A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13. London: Education Endowment Foundation.

# Guidance on Biometric Data for MATs and Schools with SchoolPro TLC

Our sponsor SchoolPro TLC provides an update on recent updates from the Information Commissioner's Office (ICO) with valuable new guidance into the use of biometric data by organisations, including MATs and schools.

The guidance is relevant for leaders within educational institutions, as it outlines the legal and ethical responsibilities involved and helps you to navigate compliance with data protection laws, and provides best practices for implementing biometric technologies in a way that safeguards students and staff members personal information.

## What is Biometric Data?

Biometric data is a type of personal information. Article 4(14) of the UK GDPR defines biometric data as:

***“Personal data resulting from specific technical processing relating to the physical, physiological or behavioural characteristics of a natural person, which allow or confirm someone's unique identification of that natural person, such as facial images or fingerprint data.”***



This means that personal information is only biometric data if it:

- relates to someone's physical, physiological, or behavioural characteristics (e.g. the way someone types, a person's voice, fingerprints, or face);
- has been processed using specific technologies (e.g. an audio recording of someone talking is analysed with specific software to detect qualities like tone, pitch, accents, and inflections); and
- can uniquely identify (recognise) to whom person it relates.

## Who Can Consent to Biometric Data?

Consent for biometric data needs to be treated differently than other consents and has specific, stringent criteria.

The Data Protection Act gives pupils rights over their own data when they are considered to have adequate capacity to understand. Most pupils will reach this level of understanding at around age 13.

However, the Protection of Freedoms Act 2012, which governs the use of biometric data in schools in the UK, has different requirements. Under this Act, the consent of at least one parent is required to process the biometric data of a child under 18. If the child or any parent objects, the school cannot process the child's biometric data.

Schools must notify each parent of a pupil or student under the age of 18 if they wish to take and subsequently use the child's biometric data as part of an automated biometric recognition system.

As long as the child or a parent does not object, the written consent of only one parent will be required for a school or college to process the child's biometric information. A child does not have to object in writing but a parent's objection must be written.

## Third Party Contractors

- Third-party contractors often play a role in managing biometric data within schools and MATs, providing systems and software to capture and process this sensitive information.
- Schools must ensure that these contractors comply with data protection laws, such as the Data Protection Act 2018 and UK GDPR. Responsibilities include conducting thorough due diligence on vendors, ensuring robust data processing agreements are in place, and maintaining oversight of how biometric data is managed. Due diligence, or compliance checks, should be conducted with the assistance of your Data Protection Officer.
- Schools must also ensure that third-party contractors implement adequate security measures, such as storing data securely, preventing unauthorised access, and using DPIAs to assess and mitigate risks.
- Regular audits and reviews of third-party compliance with Data Protection standards are crucial to safeguarding students' biometric data.
- It is also possible that you will have third-party contractors using a biometric system such as catering staff employed by a third-party catering company. Ensure that they have also had full training on the system and understand the key processes regarding biometric data and consent. They should also receive regular, up-to-date data protection training. Training is particularly important when new systems or changes to biometric technology are introduced.



By Soton Soleye, SchoolPro TLC Ltd

READ THE FULL GUIDANCE ARTICLE [HERE](#)  
FIND OUT MORE ABOUT 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 SWIFT Executive Assistant, 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

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## Our Sponsors

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Educatering's origins date back to 1957 and its Devon-based family business, Dart Fresh / Goosemoor Foodservice.

65+ years on, Educatering enjoys the reputation as leading provider of quality food products and produce across the South West.



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# ONVU Learning Rewards | A New Initiative!

## ONVU Learning Rewards

ONVU Learning Rewards is all about you, the educator. ONVU Learning is designed to enable educators as they hone existing and develop new teaching and learning skills. Whether you log into ONVU Learning to self-, co- or peer-reflect on teaching practice, you'll gain an 'Insight Day' which adds up to reward Badges and more.

### How do you earn ONVU Learning Rewards?

You get one insight day for every day you use the platform, so it's time to login and get using.

- ONVU Learning User Training Session Complete
- Initial Platform Set Up Complete
- 1 Insight Day

### What do ONVU Learning Rewards mean for you?

- **I - Insights** gained through reflection on ONVU Learning footage will empower you to make useful adjustments to your practice.
- **N - Notice** (and respond to) what would otherwise be missed during old-fashioned observations. Be Rewarded for noticing!
- **S - Strategic** development plans for your school can be underpinned by really great teaching that you can show off.
- **I - Inform** your colleagues, coaches, mentors and managers of just how well you know your practice.
- **G - Grow** your skills your way and be Rewarded.
- **H - High Five!** Who doesn't love to be recognised for great work.
- **T - Teamwork** is key. No one is an island. Share your best bits and ask for help on your terms.

### What to do when you earn a badge?

Share it with your colleagues, share it on your social platforms, tag us on LinkedIn. Just verify your credentials and show off your achievement with your network.



15 Insight Days



60 Insight Days



100 Insight Days



ONVU Learning is delighted to announce a brand-new initiative designed to recognise and celebrate the engagement and achievement of users within the ONVU Learning platform.

This initiative, known as ONVU Learning Rewards, is a tiered rewards programme that will provide various levels of recognition and rewards based on the level of engagement and performance metrics achieved.

As users progress through each level, they earn badges and certifications that helps to mark their achievements and showcase their dedication to personal and professional growth.

**Whether you are starting on your ONVU Learning journey or have been actively engaging with the platform, there is a level of recognition for everyone.**

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