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IN THIS ISSUE

1 Welcome from Roger Pope CBE

Considers professional generosity in practice on a recent study visit.

1 Summer Conference 2025

2 National Professional Qualifications Framework Department for Education Review

2 SWIFT CPD | an ambitious new offer

3 Interview with Robin Scott, CPD & Marketing Coordinator with Exeter Consortium Schools' Alliance

4 Using Exam Wrappers to encourage Year 11 Students to Reflect on the Effectiveness of their Revision with Devon Research School

5 About Us and Keeping in Contact

6 – 8 Our Sponsors

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Welcome from Roger Pope CBE

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

Professional Generosity

I cannot be the only one to be profoundly depressed by the Trumpian culture of self-interest, bombast and rudeness that is the hallmark of his leadership style. For us in schools, who frequently use words like “mutual respect” and “kindness” in our vision statements, it serves only to underscore the importance of our work in shaping future generations.

It also places into sharp relief the generosity and relational culture of the two secondary schools visited by 30 leaders and teachers on the recent LSSW Connect Study Day. Court Fields has moved from RI to Good, and Castle has retained Outstanding. Both are part of the Blackdown Education Partnership Multi Academy Trust.

Both the schools and Trust build their culture on the relationships they build: whether with pupils, staff, parents or communities. Warmth and kindness, with of course, a toughness in the love that goes hand-in-hand with firm and high expectations, is clearly evident in everything the Trust and schools say and do.

As guests, we were welcomed warmly and with respect. Leaders were open in sharing the ups and downs of their journeys, and every aspect of their ideas and systems. They gave a great deal of time to ensuring that the visit was a worthwhile experience.

People left inspired and enriched not only by what they saw, but by this genuinely collaborative professional generosity.

Our leaders are setting a standard from which the present Oval Office incumbents could learn a lot.



Summer Conference 2025

Thinking about professional generosity, we are already looking forward to this year's Summer Conference on **Thursday 19 June 2025 at the Future Skills Centre.**

Join us for presentations from an internationally renowned AI guru, the Education Endowment Foundation, Regions Group + RISE Teams, ImpactEd, DEI Partnership Group, an inspiring Paralympic rowing champion and more besides.

Be part of the conversation. [#SWIFTConf25](https://twitter.com/SWIFTConf25)

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

News Items

National Professional Qualifications Framework Department for Education Review

As the pinnacle of what the Department for Education (DfE) terms the Golden Thread, National Professional Qualifications (NPQs) – to continue the sewing metaphor – have become a reputable part of the patchwork quilt of professional development for teachers and leaders (that should be noted and commended is entirely *voluntary*).

As Teaching School Hubs, we have a dedicated interest in delivering fit for purpose and high-quality NPQs and we are proud to work with Leading Schools South West (LSSW) who have been instrumental in this delivery role since their inception in 2012.



We currently work with Lead Providers: the National Institute of Teaching and Teach First who provide the teaching materials, which are delivered by our expert and experienced Facilitators, drawn from local schools and Multi Academy Trusts – all of which is co-ordinated by our hard-working SWIFT Central Team to ensure Programme Members keep on track.

As a suite of leadership qualifications, NPQs are based on the best available evidence and best practice of teaching and leadership in education. During the post-Covid recovery years, NPQs were effectively established as essential support for teachers and leaders, underwritten by scholarships for funded places.

This has helped to see a significant uplift in colleagues embarking on their NPQ journey. We celebrate NPQs for supporting career progression, improving quality and consistency of leadership, retention of teachers and leaders and quality of teaching (including impact on pupil outcomes).

You will understand from your own professional classroom practice, and your school and Multi Academy Trust improvement strategy that life does not stand still in education. Too much is at stake in our rapidly and ever-changing world with the need to equip our children and young people with optimal learning opportunities in line with evolving evidence to improve, enhance and progress.

With this educational evolution in mind, the DfE is undertaking a formal Review of the existing ten NPQs.

The scope of the Review includes, but is not limited to, consideration of the following key areas:

- **SEND.**
- **Leadership progression.**
- **Workload reduction.**
- **Operational leadership.**

Working in partnership with the Education Endowment Foundation (EEF), the DfE are seeking to update the evidence-base underpinning the NPQs and an Expert Steering Group has been convened with representation from Headteachers, Trust CEOs, Lead Providers, and the Chartered College of Teaching, which will be complemented by other stakeholder engagement.

Report by Jude Baylis, SWIFT Executive Assistant

[READ THE FULL ARTICLE HERE](#)

SWIFT CPD | an ambitious new offer

We are proud to offer Schools and Trusts SWIFT CPD.

This is a unique, partnership-based offer of courses, conferences and events. SWIFT CPD sits outside the work of SWIFT Teaching School Hubs (Colyton and Kingsbridge) and SWIFT Teacher Training, which deliver the formal, national framework of professional development (sometimes referred to as the Golden Thread), of initial teacher training (ITT), Early Career Framework (ECF) and National Professional Qualifications (NPQs). SWIFT CPD enables us to go beyond the core training curriculum of the Golden Thread, meeting local needs and harnessing local expertise.

SWIFT CPD has evolved to become a key part of the teachers' and leaders' CPD experience. Looking at the key metrics for 2023 – 2024, we delivered:

171 CPD sessions were delivered with 2500+ participants.
25 Professional Communities with 750+ participants

We believe that SWIFT CPD continues to thrive because it delivers:

- Not-for-profit CPD, sourced directly from trainers and delivered locally.
- Sector leading programmes providing high-impact, evidence-informed CPD.
- School-led approaches, connecting us directly to the priorities teachers and leaders are facing today and preparing for tomorrow.
- Courses that offer blended in-person and online models, with time built in for planning.
- Connectively across the school system, bringing together teachers and leaders committed to same values, from diverse schools and contexts.
- Safe, supportive and no-risk environments for teachers and leaders to be honest, open and generous.

Looking to the offer for 2025 – 2026, we are very excited to be scaling up the CPD opportunities, which is set to include the following partnerships (with more to follow):

- **Teacher Engagement Programme** (part of the ImpactEd Group) which provides sophisticated pupil, staff and parents engagement tools and is gaining considerable traction with leading national trusts.
- **Dan Fitzpatrick**, a leading national trainer and author in AI in education, supporting school and trust leaders to build effective AI strategies.
- **Mr P ICT**, a leading trainer in how to apply technology effectively to support teaching and learning in primary classrooms
- **Charles Dickens Primary School**, a renowned Research School, Teaching School Hub and English Hub, focusing on their innovative and high impact approaches to Key Stage 2 literacy and Pupil Wellbeing and Behaviour.
- **Devon Research School** (formerly Kingsbridge RS), nationally recognised centre for excellence on evidence-based training, providing secondary programmes on metacognition and literacy.
- **Cabot Learning Federation** providing training on attendance.
- **Secondary specialists**, such as Craig Barton (Maths) and Amjad Ali (SEND), delivering termly briefing sessions.

You will have opportunity to hear more at the [Spring Leadership Forum](#) on **Thursday 20 March 2025** before the CPD Team launches full details in May.

Report by Martin Smith, SWIFT Executive Director

Interview with Robin Scott, CPD & Marketing Coordinator with Exeter Consortium Schools' Alliance



“Overall, I think it is most rewarding being part of the Teaching School Hubs network that is aiming for big improvements in education. I always feel the South West collaborates well and we want to work with and make our schools even better.”

If you ever have had any contact with Robin about one of our SWIFT courses or events, you will know him to be both highly effective, kind and calm, and welcoming with it.

Robin has been the CPD and Marketing Coordinator with Exeter Consortium Schools' Alliance for the past six years, working with SWIFT for over five of those years and he has a strong connection with the South West.

Robin studied Business Studies at the University of Plymouth with a placement year at Teignbridge District Council, which helpfully raised his awareness of the South West and local area and honed his general admin, communication and design skills.

Opting for further study, Robin went to Bournemouth University to undertake a Sport Management Master's Degree, drawing on his Business Studies degree. This eventually led to a job at the University of Exeter in the Sports Park promoting gym memberships, with responsibility for marketing graphics and general social media content. Robin's experience was further crystallised next working for a PR firm - including a special stand-out project on the Dawlish Seawall rebuild with Network Rail.

We enjoy working with Robin and commend his dependability.

1. How has your background in Business Studies and marketing supported your role as CPD and Marketing Coordinator with Exeter Consortium Schools' Alliance?

Yes, I think my background has given me a strong foundation as the building bricks for my current role in enhancing my organisation and event management skills.

Whilst I have not done a degree in event management, I believe I understand the processes and I now have a good understanding of what teachers need and want, and what is or is not relevant for them, what does and does not work and how people like to be communicated with. All of which I think plays a big part, especially in today's society as people have very limited time. So, I take extra care in how I construct emails and communications that are straight to the point, but are also appropriately detailed – the success of which I think is reflected in receiving very few queries from my communications.

In terms of my marketing experience, I think it is helpful to communicate opportunities in the right channels.

In addition, I have always had a thing about and enjoy understanding and learning new technologies and figuring out new things; which I think is important as if you wish to have a role in marketing and to be successful, you have to stay on top of the latest trends.

2. What do you find to be most rewarding as a SWIFT delivery partner?

I like the fact that I have a direct impact on schools and teachers.

Although thinking about it, I do not *directly* see this impact, even if know that it has an impact, because as delivery partners, we obviously promote and run the courses. Hence it is rewarding when we receive such good feedback from courses. A slightly strange, but interesting concept!

I think the other thing is because I am not from a teaching background, unlike many other delivery partners, then it is good to work with the rest of the team who are former teachers and senior leaders and it provides a good mix with my marketing and business experience. I can learn from them what is going on in schools at the moment, and the key areas to be considering. But I ought to mention perhaps that my wife has been a primary school teacher for the past eight to nine years, so that is very helpful in providing insights for me.

Overall, I think it is most rewarding being part of the Teaching School Hubs network that is aiming for big improvements in education. I always feel the South West collaborates well and we want to work with and make our schools even better and our shared objective goes beyond any potential competition between us as delivery partners.

3. How does your involvement in the SWIFT Membership Services Team enrich your role?

As I have already mentioned above, it provides an insight into what schools want and their CPD needs and the direction of travel for education. It enriches my role because most of the other Team Members have teaching experience, which I do not have. Equally, when it comes to communication and marketing, they can look to me and seek my thinking and advice.

As a Team, we are excited that SWIFT Executive Director, Martin Smith is going to be presenting at the Spring Leadership Forum on **Thursday 20 March 2025** our bold new offer for the next academic year, which we have been busy working towards this year.

4. Knowing your special interest, how are you currently using AI in your work?

Yes, AI is exciting. But above all, what I have learned is that you cannot rely on AI, but it is definitely great to enhance on the side. I have used it a lot for graphic design and social media, and I also use it in Canva a lot that is great for content creation, and I use it for refining messages.

READ THE FULL INTERVIEW WITH ROBIN SCOTT [HERE](#)
FIND OUT ABOUT EXETER CONSORTIUM SCHOOLS' ALLIANCE [HERE](#)

Using Exam Wrappers to encourage Year 11 Students to Reflect on the Effectiveness of their Revision with Devon Research School

Prompting Student Reflection on Revision

Last October, my Year 11 GCSE Chemistry class sat their first mock exams.

When marking their papers, I noticed clear differences in the students' ability to answer the questions successfully by hitting the points on the mark scheme. I know from experience that the students who are the most successful in their exams are able to choose and deploy effective revision techniques at home and are excellent at self-directing their learning.

I wondered, how can I encourage students to be reflective about the revision techniques they use, and how can their reflections feed into the revision homework tasks I set?

The EEF Guidance Report on Metacognition and Self-Regulated Learning is an excellent starting point. Recommendation 6 from the Guidance Report states: "Explicitly Teach pupils to organise, and effectively manage, their learning independently". Reading the opening vignette of this recommendation, it is clear that Nathan has it nailed!

Nathan knew that to revise properly he would need a technology 'black out'. With a little help from his father, Nathan made his bedroom more like an office than a games room during his GCSE revision.

Each evening at seven o'clock, just after dinner, Nathan would switch off his phone and go upstairs to revise. First, he'd check his revision plan and get out what he needed before steeling himself to do some hard work. Strategy number one was always a quick flashcard challenge, mixing up his cards from his different subjects, before testing himself. Then Nathan would test himself on different topics, with past questions or simply seeing what he could recall with a blank piece of paper, before ticking them off his revision plan.

Expecting his usual lull after forty-five minutes, Nathan would grab a drink and a biscuit (or three) before getting back to his revision. At the end of his revision session, he would end with the nightly ritual of returning to his revision plan to chalk up his victories and losses.

Flashcards

Students in Year 11 at my school have been taught how to use flashcards as part of our tutorial programme.

Dunlosky et al (2013) found that Practice testing and Distributed ('spaced') practice have high utility as learning techniques. The revision activity I set for students as homework in the lead up to their mock exam was to revise a topic a week, by producing a set of flashcards on key Chemistry content, and to use these to test themselves throughout the week.

I thought that students would find this useful as it helped them recap their knowledge weekly, in small chunks, and because it was a strategy, they were already confident with. Most students got on board with this revision activity and were completing the task every week.

Exam Wrappers as a Source of Student Feedback

Once I had marked their exams, I decided to develop and use an online exam wrapper.

This is a technique suggested in Recommendation 6 of the Guidance Report and examples can be found [here](#)

The guidance report states that:

"Teaching tools like 'exam wrappers' (a post-exam student self-evaluation feedback tool) offer teachers and pupils a way to evaluate and analyse errors, and revision patterns, for a given exam. This can help improve pupils' accuracy of judgement."

I made my own exam wrapper using Microsoft Forms and set it as a home learning task for students to complete. The feedback I received was really insightful. It helped me gain knowledge of students' perceptions of how worthwhile they found the revision tasks I had set for them weekly.

I asked them, "How effective do you think your revision (making and using flashcards) was at helping you prepare for your Chemistry mock exam?" 88% of my class felt that their revision was "Very" or "Somewhat Effective".

Positive, right?

But when asked a follow up question of why students thought this, these responses stood out:

- **I think it helped with vague understanding and doing past paper questions would have been more effective.**
- **Flashcards are only useful when you fully understand the topic and can help you consolidate it.**
- **I memorised the information but did not know how to actually apply it.**



Supported by the Education Endowment Foundation

Article by Hannah Cox, Co-Deputy Director of Devon Research School, Raising Standards Lead for Year 7 and Teacher of Science at Kingsbridge Community College

READ THE FULL ARTICLE ON USING EXAM WRAPPERS TO ENCOURAGE YEAR 11 STUDENTS... [HERE](#)
READ MORE ABOUT DEVON RESEARCH SCHOOL [HERE](#)

About Us

SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; Teaching Alliances; local teacher training providers; Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First, The National Institute of Teaching 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

You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners and/or you have asked to be added to our mailing list.

If we have not got your preferred email address correct, or should you wish to unsubscribe, then please email SWIFT Executive Assistant, Jude Baylis | Jude.Baylis@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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Data Protection Audit with SchoolPro TLC

SchoolPro TLC invites subscribers to their Data Protection Officer (DPO) service to book their **FREE** remote audit.

Send your preferred date/s and suitable times, and a DPO Team Member will confirm your virtual audit. The recommended 60-minutes audit meeting will allow you to focus on a few areas of the overall audit.

With expert SchoolPro TLC guidance throughout the process, you will be able to take away any actions in manageable amounts.

What is a Data Protection Audit?

A Data Protection audit is an assessment of whether you and your school/trust are following good data protection practice. Our audit has been designed using the Information Commissioner's Office's (ICO) accountability framework and uses a RAG system.

Why do I need to do an audit though?

You do not **NEED** to **BUT**, it is our recommendation, as part of your Data Protection 'hygiene', that you complete regular audits **AND**, they serve several really useful purposes. For instance, the audit report can be exported into a Word document that can be used for reporting in Governor's meetings or Trust Board meetings and this forms the annual reporting mentioned in our template Data Protection Policy.

What can I expect from the audit?

The audit will look at whether your school are following policies and procedures and make recommendations for improvements, including any new guidance from the ICO. This remote audit will focus on one or two areas so as not to overload your schedule.

Who needs to complete a Data Protection audit?

The audits can be undertaken alone or in conjunction with your DPO to provide all the support you need.

On Site Audits and other Requirements

SchoolPro TLC also offer on-site audits.*

You can make contact on the links below to discuss your requirements and the SchoolPro TLC Team will be happy to help.

In-person training can also be provided, along with a range of bespoke options for the needs of your School or Multi Academy Trust.

**Additional costs may occur depending on your contract type.*

Not Yet Signed-Up to SchoolPro TLC?

To find out what this could mean for your school or Trust, including a **FREE** Data Protection audit, click on the links below and a member of the SchoolPro TLC Team will contact you.



BOOK YOUR DATA PROTECTION AUDIT [HERE](#) AND INCLUDE YOUR PREFERRED DATES/TIMES OR CONTACT [HERE](#) IF YOU WISH TO FIND OUT MORE ABOUT SIGNING-UP WITH SCHOOLPRO TLC. FIND OUT ABOUT OTHER SCHOOLPRO TLC SERVICES [HERE](#)

Exeter Supply Partnership



Exeter Supply Partnership works with Teachers and Teaching Assistants who are passionate about education and who wish to make a difference, however long or short their assignment with the school.

Benefit from the ESP not-for-profit ethos and be part of a service that is more than supply cover.

You can find out more below if you are thinking about supply teaching to suit your situation; or if you are a school and/or Multi Academy Trust who wish to sign-up to register for the ESP supply and recruitment service.

[CLICK HERE TO REGISTER YOUR SCHOOL NOW!](#)
FIND MORE INFORMATION ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#) | CONTACT [HERE](#) | PHONE 01392 927171 OPTION 1

Educatering Caters for Exciting Events

Chinese New Year 2025

Chinese New Year, also known as the Spring Festival, is a celebration of the traditional lunisolar Chinese calendar.

Marking the end of winter and beginning of spring, each year is associated with an animal from the Chinese zodiac signs, with each representing a different set of characteristics.

2025 is the year of the Snake, indicating people born this year will be enigmatic, intelligent and wise.



Pupils enjoyed experiencing a Chinese New Year lunch with a selection of Chinese delicatessen such as Dragon Fruit, Pomegranate Seeds, Physalis and Lychee Fruit.

They also got to try using chopsticks to eat the chicken noodle pots.

Chopsticks are thought to be as old as ancient China, originally used as cooking instruments before eventually being used as an eating instrument.



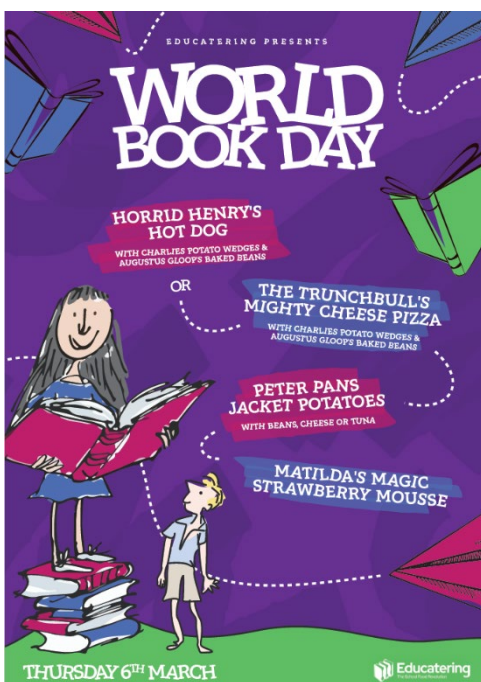
Chefs realised they could cook faster and conserve fuel by cutting food into smaller pieces before cooking, eliminating the need for knives at the dinner table and hence, the usage of chopsticks became more prevalent.

World Book Day 2025

Today is World Book Day and our feature menu for the day will be based on the multiple classic children's books.

You can see here the fabulous menu choices that our diners will be tucking into today.

Can you name all the classic books that inspired the menu choices?



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