



## Headteacher Briefing

Tuesday 14<sup>th</sup> June 2022 – West  
Thursday 16<sup>th</sup> June 2022 – North  
Monday 20<sup>th</sup> June – East  
Wednesday 22<sup>nd</sup> June - South

# Today's Agenda



13:00	Arrival for demonstration of CATIE Dashboard Tea/coffee and networking	ALL
14:00	Introduction.	Christine McInnes
14:10 - 14:30	Schools Bill - Next steps for Kent	Christine McInnes
14.30 - 14:50	Table Discussion – Schools Bill next steps	ALL
14:50	Research Informed Practice EEF	Michelle Stanley Maria Cunningham EEF
15:30	Including Table Discussion	Laura Howling KARS

# **Introduction**

**Sarah Hammond ; Interim DCS**

**Christine McInnes; Director of**

**Education**

# **Schools Bill**

## **Next steps for Kent schools**

### **Christine McInnes**

# DfE White Paper Opportunity for all March 2022

## Schools Bill May 2022

Schools Bill Policy Statements

<https://www.gov.uk/government/publications/schools-bill-policy-statements>

## Inter-related policy changes

- **Levelling Up WP** - improving cross government working, regional development, devolution
- **Skills and Post-16 Education Act** – employers at the heart of technical education/training, quality, support for adult training, more apprenticeship, rolling out T Levels, ‘retiring’ some qualifications
- **SEND and Alternative Provision GP** – improve pupil outcomes, the SEND system and value for money
- **Independent Review of Children’s Social Care**
- **Opportunity for all: Strong schools with great teachers WP; Schools Bill**

# WP- Creating a fair and cohesive system, levelling up the country by 2030

Two guiding principles

- A rigorous commitment to using, building and sharing evidence so that every school knows ‘what works’ for all of their children; and
- A focus on enabling collaboration between teachers, schools and wider children’s services so that every child is supported to realise their full potential.

# The rationale for 100% academization

- The Government believes that all schools can benefit from being part of a strong multi academy trust
- MATs create the conditions for deep collaboration and a shared strategic vision across multiple schools, enabling clear accountability for pupil outcomes
- By working in partnership, schools within a trust can share curriculum expertise and effective teaching practices to deliver the best outcomes based on the needs of each individual school



# Change at a system level

- 'The current legal and regulatory system for trusts, based around individual contracts, was designed for a small group of disruptor schools. This has become increasingly unsuited to ensuring quality and fairness in a system that already educates more than half of all children.'
- Introduction of statutory 'trust standards'
- Introduction of a single regulatory system for trusts
- LAs have a role in establishing MATs

# Trust standards

The success of multi academy trusts will be judged against these standards including providing a basis for transparent assessments of their potential for growth

- **High Quality and Inclusive Education** – high quality education across their academies, including for disadvantaged children and children with SEND, and operates fair access. Effective central and school leadership teams, strong teaching, evidence-based curriculum design and implementation
- **Collaboration**- a new standard to be introduced

## Trust standards cont...

- **Financial Management** – strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience for children
- **Strategic Governance** – effective and robust governance that involves schools and exemplifies ethical standards. Utilises expertise and skills on its boards to oversee the strategic direction of the trusts and hold leaders to account. A strong local identity, effective engagement with parents & community

## Trust standards cont...

- **School Improvement** – works quickly to improve standards within all their schools, maintaining appropriately performing schools and transforming previously under performing schools
- **Workforce** – trains, recruits, develops, deploys, retains great teachers and leaders throughout their careers, including Initial Teacher Training. Provides evidence-based professional development and opportunities to progress. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing

# The Education Bill

## Academy Trusts

- Trust standards
- Intervention Powers
- Faith protections
- Grammar school protections
- Local Authority Academization powers
- Transfer of land by Local Authorities

## Other

- National Funding Formula reform
- Children not in school
- School attendance
- Registration, investigation & enforcement in independent institutions
- Teacher misconduct

# 'Enabling' the LA

- To plan and co-ordinate the move of maintained schools into strong multi academy trusts
- To consult governing bodies and/or obtain consent from trustees to join a multi academy trust
- To apply to the Secretary of State for an academy order
- To 'free up' LA resources used to maintain schools to deliver statutory duties (special educational needs and disabilities, for pupil place planning, school admissions and home to school transport)

# Direction of travel...

- It would be entirely up to individual LA to decide whether to make use of this opportunity
- We expect local authorities to develop their plans with their schools and to take account of schools' preferences as to **which** trusts to join
- Where agreement cannot be reached with individual schools, whether the LA includes such schools ... will depend upon whether **the LA is prepared to continue to maintain individual schools**

# The KCC position

- Taking a measured and managed approach to the academy agenda and any changes to school support - no cliff edges
- Welcome the proposed trust standards and a focus on trust values
- Supportive of school collaborations
- Talking with stakeholders including school leaders, Single Academy Trusts, MATs, Diocesan Boards, DfE to inform next steps



# Discussion

- What do you welcome about the White Paper and Schools Bill and what concerns does it raise?
- What do you see as the role for the LA in addition to the statutory functions as more schools academise?

# What do we mean by evidence-informed practice?



**Kent Headteachers' Meetings  
June 2022**



## Why use evidence?

Think of an intervention or an approach that you have introduced...

- Why did you introduce it? (What was the change you were aiming to promote?)
- Who was it aimed at? (Whose behaviour or actions were you trying to influence?)
- What made you choose to do this in the first place?
- What (or who) influenced your decision?
- Were there any unintended consequences?

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## Why do we do what we do?

**To improve outcomes and help children**

But also... accountability, workload, financial constraints, regulations

## How do we make the choices that we make?

**Research and evidence**

But also... professional experience, views of others (colleagues, parents, other schools, media), experience of others

## Using evidence



Evidence provides 'best bets' to help teachers and leaders to make more informed decisions about what to do (and what to stop doing).

Research evidence *supplements* expertise, it does not supplant it.

**Where do you find the evidence?**

# Teaching and Learning Toolkit

The screenshot shows the Education Endowment Foundation's Teaching and Learning Toolkit. The page features a navigation bar with links to 'The Big Picture', 'Evidence summaries', 'Practical Tools', 'Projects and Evaluation', 'Scaling up evidence', 'News', and 'More'. The main heading is 'Teaching and Learning Toolkit' with the subtitle 'An accessible summary of the international evidence on teaching 5-16 year-olds'. Below this is a 'Filter Toolkit' section with three sliders: 'Cost' (set to 1), 'Evidence' (set to 1), and 'Months Impact' (set to +1). A 'Reset 0' button is also present. The main content area displays a list of interventions, each with a title, a brief description, a cost indicator (represented by pound signs), an evidence strength indicator (represented by padlocks), and an impact indicator (represented by a circle with a number).

Intervention	Cost	Evidence Strength	Impact (months)
Arts participation <i>Low impact for low cost, based on moderate evidence.</i>	£££££	🔒🔒🔒🔒🔒	+2
Aspiration interventions <i>Very low or no impact for moderate cost, based on very limited evidence.</i>	£££££	🔒🔒🔒🔒🔒	0
Behaviour interventions <i>Moderate impact for moderate cost, based on extensive evidence.</i>	£££££	🔒🔒🔒🔒🔒	+3
Block scheduling <i>Very low or no impact for very low cost, based on limited evidence.</i>	£££££	🔒🔒🔒🔒🔒	0
Built environment <i>Very low or no impact for low cost, based on very limited evidence.</i>	£££££	🔒🔒🔒🔒🔒	0



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## Critical engagement with evidence

Look for “red flags”

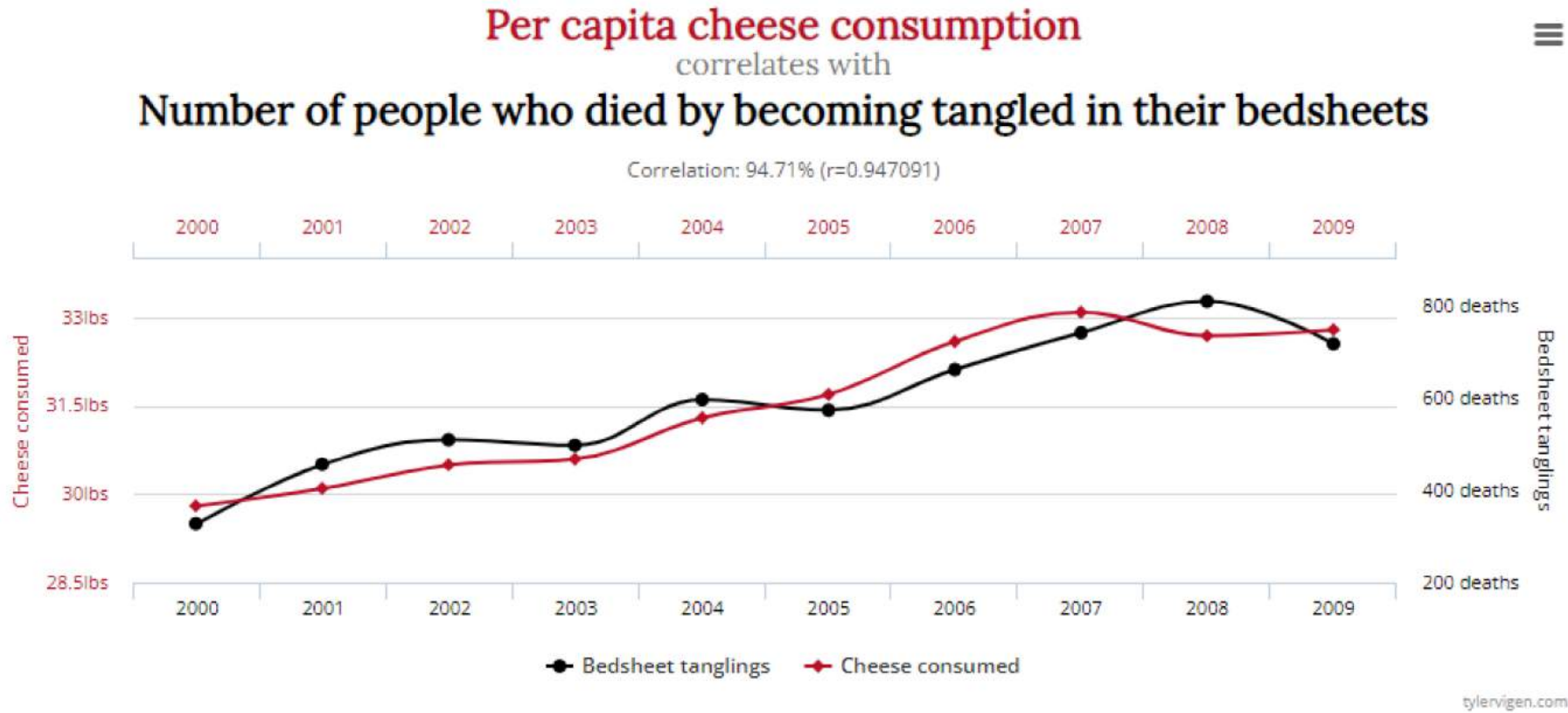
**Be sceptical and discerning when it comes to...**

- The author or where the article was published
- Reviews of previous research
- Research methods
- Conclusions drawn





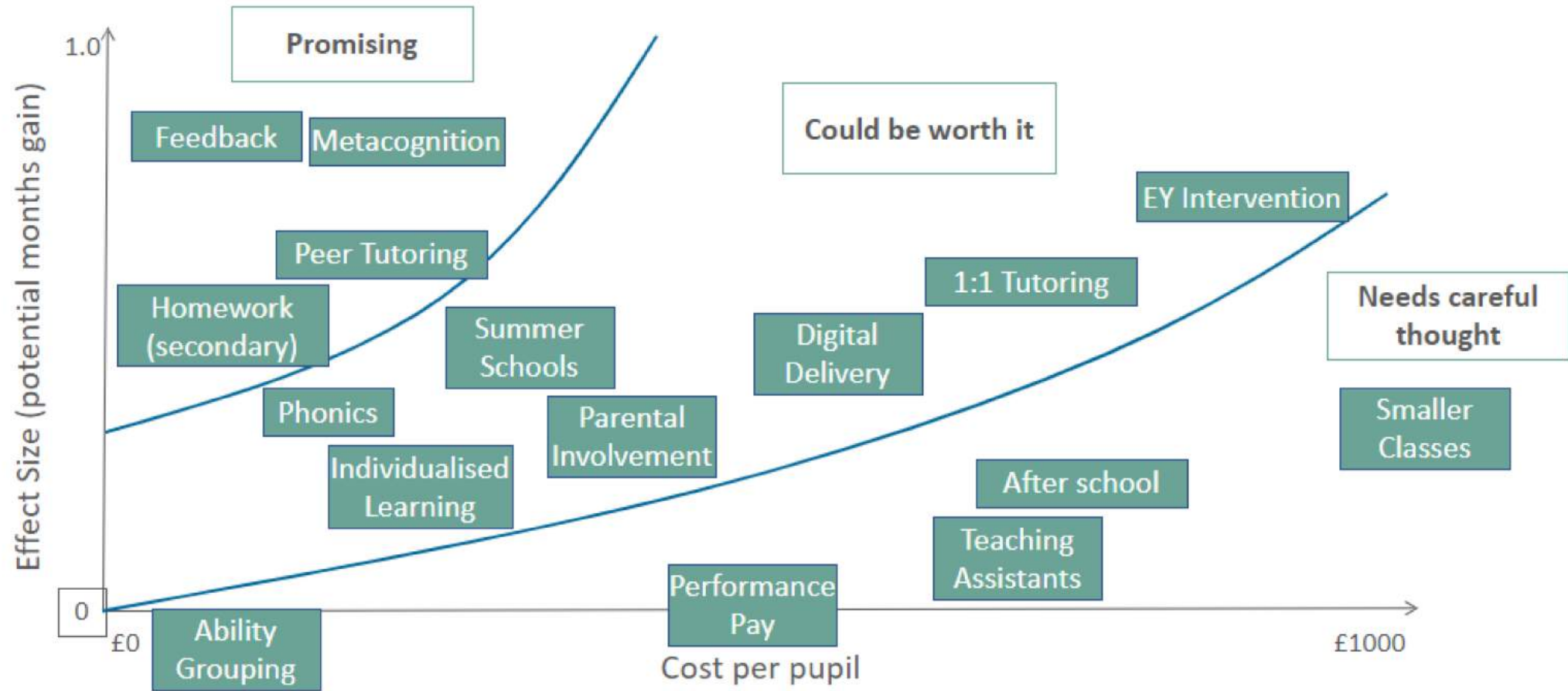
# Spurious correlations!



Data sources: U.S. Department of Agriculture and Centers for Disease Control & Prevention

<http://www.tylervigen.com/spurious-correlations>

# Dig beneath the headlines



## How to use evidence?



“Our leaders are more evidence-rich than a decade ago. But leaders face a clear choice about the ways in which they use it. Ironically, as the language of evidence proliferates, there is a risk that it loses its impact. **Surface-level compliance is the biggest threat to any change in education.**”

*Prof Becky Francis*

*CEO – Education Endowment Foundation*

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# A clear message?

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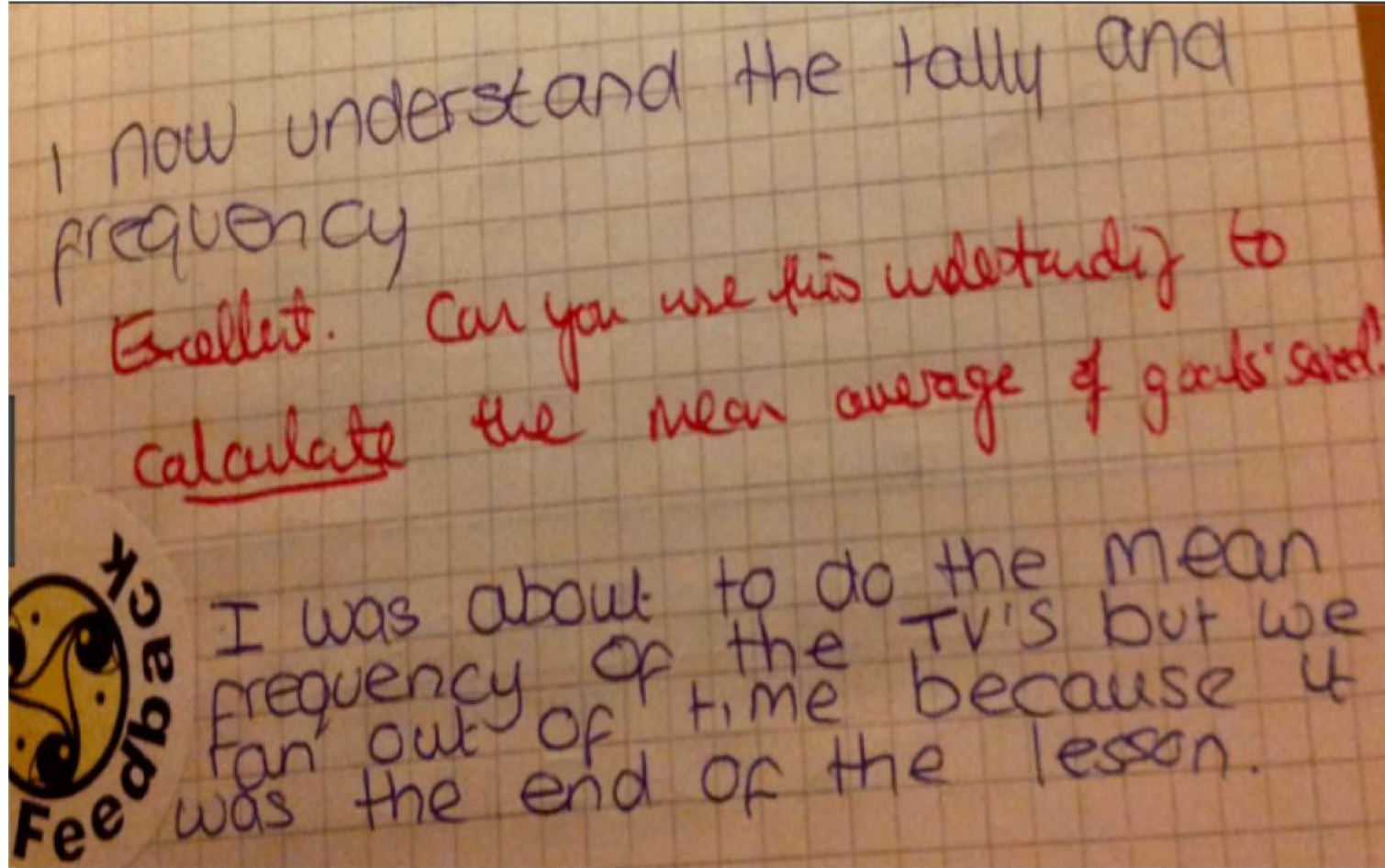
## Feedback

High impact for very low cost, based on moderate evidence.



## Feedback

Is it always better to do something?



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## Not all feedback improves performance



“A meta-analysis... suggests that feedback interventions improved performance on average ...but that **over one-third of the feedback interventions decreased performance.**”

**Kluger, A. N., & DeNisi, A. (1996)**

# Do we know what makes effective feedback?

## FLASH Marking

Meols Cop High School

Testing the impact of a new approach to feedback in English GCSE classes

Independent Evaluator

Durham University



Pupils	Schools	Grant
12,500	100	£355,300

## Review of evidence on feedback: call for proposals

The Education Endowment Foundation (EEF) is commissioning a review of the best available evidence on how to deliver effective feedback; and supplementary research to understand schools' current feedback practices.

We are seeking proposals from research teams able to complete this work. The review will be used to inform a guidance report on feedback.

# Do we know what makes effective feedback?

## Embedding Formative Assessment

A project to test a professional development programme, which enables schools to embed formative assessment practices.



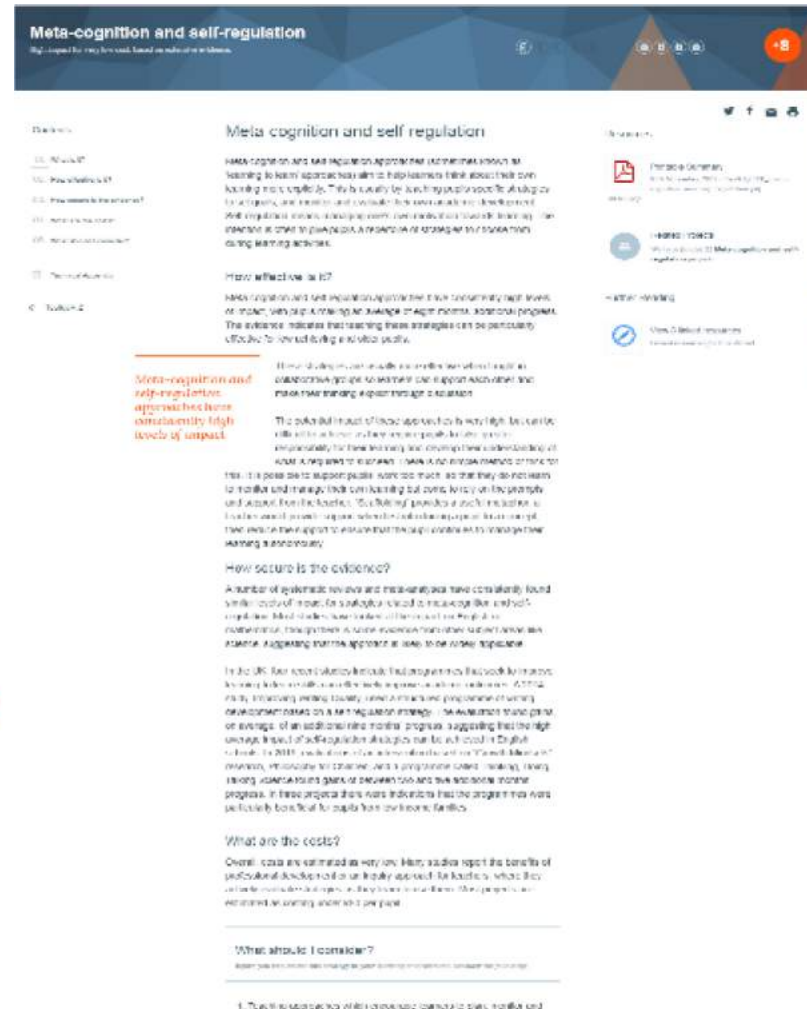
## Active ingredients:

- *18 monthly teacher learning community, with handouts/tools/agenda*
- *Teacher learning community (TLC) size between 8 - 14*
- *Teachers had to report back to colleagues about what they had done*
- *Each TLC had a colleague in the 'challenger' role;*
- *Shared, structured and sustained focus on formative assessment*



# Using the Toolkit effectively

- The Toolkit gives ‘**best bets**’ based on what *has* worked, and *what hasn’t* worked, through others’ experiences.
- It is not a substitute for professional judgement
- Consider cost, security and impact together
- Read the detail of the Toolkit entry, not just the headline figures
- It doesn’t tell you what *will* work – but is a good starting point for the evidence.



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## What is evidence-base practice?

## What evidence-based practice is not...

- Deciding to launch something new and finding some research evidence to back up that decision
- Proving that an intervention has successfully met its aims
- Political or policy-driven
- A “nice-to-have”

# Guidance reports



## Preparing for Literacy

Early Years & Primary

Seven recommendations to support improving early language and literacy

[Download PDF](#)



## Improving Literacy in Key Stage 1

Primary

Eight recommendations to support the literacy of 5-7 year-olds

[Download PDF](#)



## Improving Literacy in Key Stage 2

Primary

Seven recommendations to improve literacy teaching for 7-11 year-olds

[Download PDF](#)



## Improving Social and Emotional Learning in Primary Schools

Primary

Six recommendations for improving social and emotional learning in primary schools

[Download PDF](#)



## Metacognition and Self-regulated Learning

Primary & Secondary

Seven recommendations for teaching self-regulated learning & metacognition

[Download PDF](#)



## Improving Behaviour in Schools

Primary & Secondary

Six recommendations for improving behaviour in schools

[Download PDF](#)



## Improving Mathematics in the Early Years and Key Stage 1

Early Years & Primary

Five recommendations to support practitioners in developing the maths skills of 3-7 year-olds

[Download PDF](#)

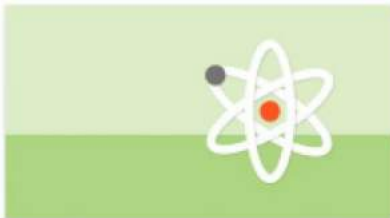


## Improving Mathematics In Key Stages 2 and 3

Primary & Secondary

Eight recommendations to improve outcomes in maths for 7-14 year olds

[Download PDF](#)



## Improving Secondary Science

Secondary

Seven recommendations for improving science in secondary schools

[Download PDF](#)



## Using Digital Technology to Improve Learning

Primary & Secondary

Four recommendations on using digital technology to improve children's learning

[Download PDF](#)



## Putting Evidence to Work - A School's Guide to Implementation

Early Years, Primary & Secondary

A guide to implementation applicable to any school improvement decision

[Download PDF](#)



## Making Best Use of Teaching Assistants

Primary & Secondary

Guidance to help primary and secondary schools make the best use of TAs

[Download PDF](#)

The **EEF**fective Kent Project  
A Kent County Council & Education Endowment Foundation Partnership

June 2022 Update



# Strand 1 : Promising Projects

The Effective Kent Project gave Kent schools the opportunity to access match-funding towards one out of a selection of 9 of the EEF's Promising Projects across three application rounds.

**93% of applications for Promising Project funding were successful, and there are 95 schools who are engaged.**

*'I just wanted to say that we are extremely impressed with the quality of training that we have received so far and are very much looking forward to getting started properly on this project. The resources are brilliant and appear to be age appropriate, and the Teacher's guide is extremely useful and informative. Thank you for providing us with such a positive and motivating start. We can't wait to see the results in Year 6!'*

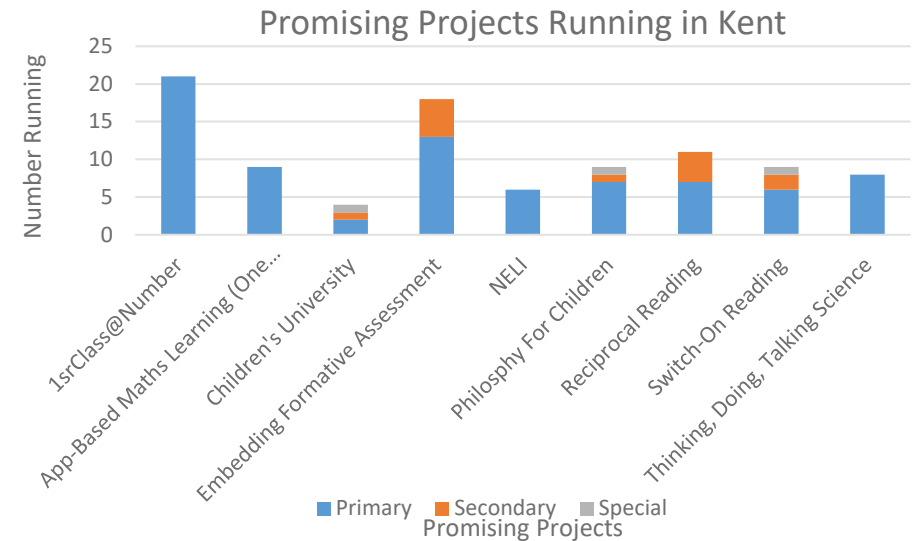
*- Feedback from a Kent school who took part in Reciprocal Reading*

*'I have really enjoyed this training course. Loved the programme and the children keep asking when they are coming out for this intervention.'*

*- Feedback from a Kent school who took part in 1stClass@Number*

## Next Steps & Sustainability:

We are currently identifying and supporting Kent professionals within the sector to become trained trainers for a selection of Promising Projects. In the final year of the project there will be a limited amount of funding that schools will be able to access towards these. The trained trainers will also be working to establish and set up champion networks to enable peer-to-peer support for schools who are considering, undertaking or have completed training .



# Strand 2 : Evidence-Based Training

The Effective Kent Project gave Kent schools the opportunity to access match-funding towards up to 2 evidence-based training courses per round.

In total there were **170 schools\*** who took part in Evidence-based Training across rounds 1 and 2, in total there were 6 different courses that schools could choose from across the two rounds.

**“Informative, good pace, excellent networking opportunities, lots of information to take back to school”**

**“It was well paced, no point was over laboured, research used was clear and linked to SEND and SEL”**

**“Well sequenced and explained encouraging discussion and self reflection of curriculum and planning within subject and school context”**

**“Really empowering and interesting. Lots of things to think about”**

## Next Steps & Sustainability:

The third round of evidence-based training is being planned and will be available next academic year, this round will be delivered by Kent’s Associate Research School, Kingsnorth CEP with three courses on offer: Effective Learning Behaviours; Designing Effective Professional Development; From Mitigation to Success. Further details will be provided next academic year.

# Strand 3 : Developing Research Champions

This strand focuses on the ongoing legacy of the EEfective Kent Project and evidence-based practice within Kent. Successes to date have included:

- The appointment of **Kingsnorth CEP as Kent's Associate Research School (KARS)**
- Appointment of a number of Kent based Evidence Leaders of Education (ELEs)
- Launch of Evidence Champions, an in-school role

## Evidence Champions:

The EEfective Kent Project Evidence Champion offer includes fully funding training for up to two members of staff per school and a grant to support the Evidence Champion becoming embedded within schools.

In total **33 schools** formed the first cohort, they completed 3 training modules and attended their first Evidence Champion Networking session, hosted by **KARS** this term.

## Next Steps:

Further rounds of Evidence Champions training with the support package, will be made available in the next academic year.

### THE ACTIVITIES

Kent Associate Research School

Partnership with KAH Research Hubs

Evidence Champions

Evidence Leaders in Education

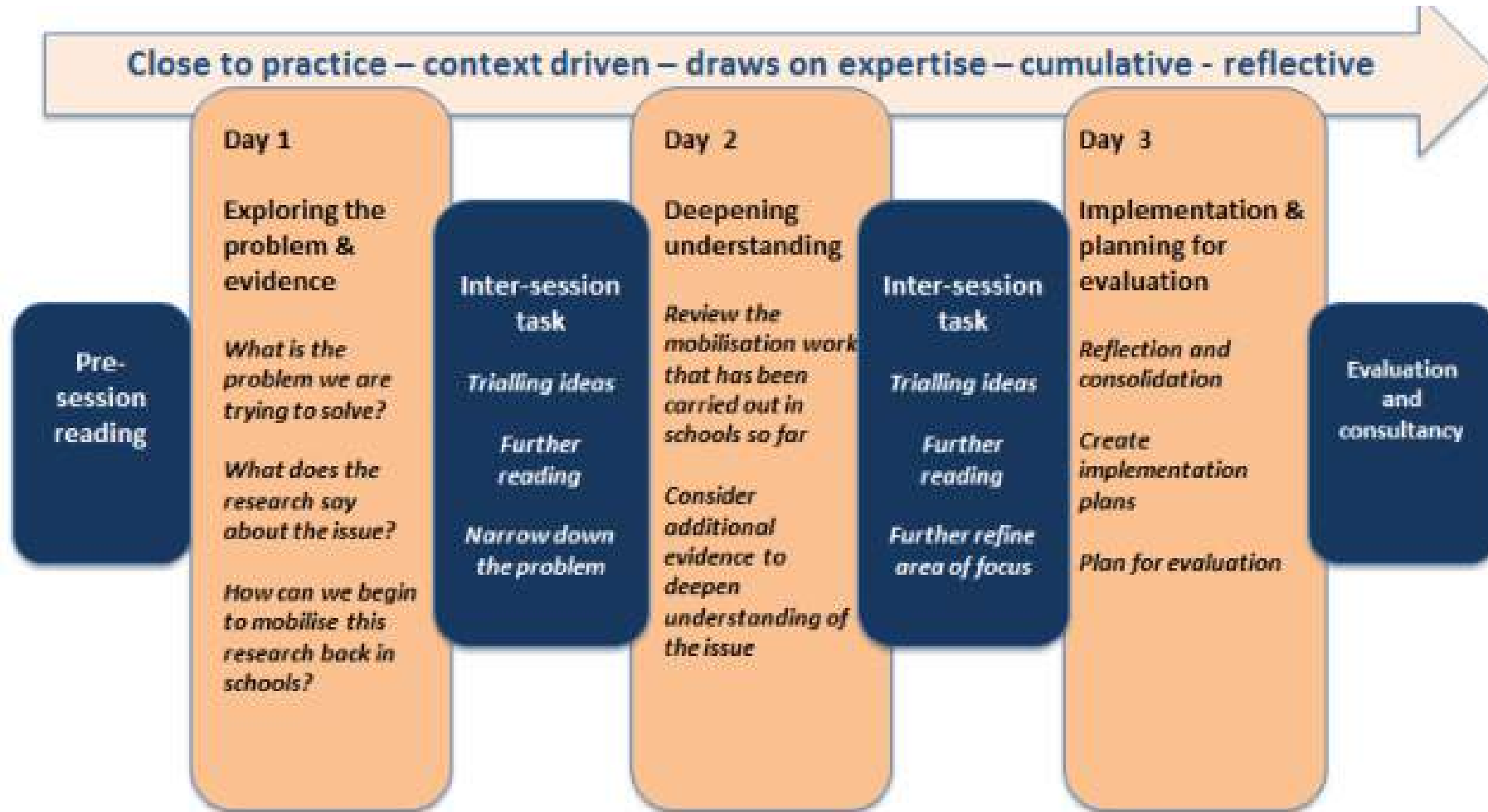
Train the Trainer



## Supporting the use of evidence to improve teaching practice Academic Year 2022 - 2023

- Three day training
- With a view to implementing sustained change in your school
- A focus on the impact evidence-based practices will have in your setting
- Wrap around support offered to support implementation







# Kent

## Associate Research School

### Effective Learning Behaviours



About the programme...

- Based upon the rich and diverse evidence base gathered in the EEF guidance reports: improving behaviour / metacognition and self regulation / SEND in mainstream schools / working with parents / social and emotional learning
- To develop a deep understanding of the best evidence available around learning behaviours
- To examine own school culture and practice, then have opportunities to plan for positive and sustained change



## From Mitigation to Success:

### Improving outcomes for disadvantaged and vulnerable learners

About the programme...

- To examine what the evidence says about supporting disadvantaged and vulnerable learners
- To examine how to use Pupil Premium to have the best impact
- To look at specific, research-based strategies to take to your school and implement



**Kent**  
Associate Research School  
**Effective Professional Development**

About the programme...

- Leaders gain an understanding of how to use evidence critically when approaching PD
- Leaders identify and create effective PD programmes, scrutinising how to implement for impact.
- Explore the theory of behaviour change in adults.

# Thank you

Keep in touch:

[karsadmin@kingsnorth.kent.sch.uk](mailto:karsadmin@kingsnorth.kent.sch.uk)

[karsdirector@kingsnorth.kent.sch.uk](mailto:karsdirector@kingsnorth.kent.sch.uk)

[www.kingsnorth.kent.sch.uk](http://www.kingsnorth.kent.sch.uk)



## Our Partnership



# Countywide Approach To Inclusive Education



Developments to date

Direction of travel

Siobhán Price

Alison Farmer

# Countywide Approach To Inclusive Education



- Special School Admission Criteria
- SEND re design
- Transition/Phase Transfer
- CATIE Dashboard
- Locality Based Resources

# Special School Admissions Criteria



Conversations with Special Schools to review admissions criteria

Process to be followed

KSENT fully involved in the consultation and co production



Consultation on new structure has gone out to KCC staff. End of May 2022.

## Key developments

Capacity for placement panels rather than individual placement officers

Capacity for The Balanced System to provide S&L support in schools

Capacity for EHCP assessment panel.

Customer Service

# Phase Transfer/Transition



Problems with KS2/3 transfer Spring Summer 2022.

Thank you to schools.

Analysed all feedback from schools. Transition team are working with KCC officers to improve the timelines for 2023. Expectation that this will be available in autumn 2022.

Recruitment to post 16 representation on Transition team for KS4/5 transition for 2022/2023.

Green Paper suggests standards for transitions which KCC will support with.

# Countywide Approach To Inclusive Education



## **Direction of travel**

SEND/AP Green Paper

‘effective and sustainable SEND system..... the vast majority of children and young people should be able to access the support they need to thrive without the need for an EHCP or a specialist or alternative provision place.....Those children and young people who require an EHCP or specialist placement would be able to access it with minimal bureaucracy’.

.....improved mainstream provision.....

.....local inclusion plans....

..... inclusion dashboards.....

# Countywide Approach To Inclusive Education



## CATIE Dashboard

- Demonstration on the big screen on arrival
- This is what it will look like. There are additions to be made (e.g P8/removed from roll etc)
- All schools will have access to the district data.
- You gave your email address on arrival. You will receive an email with links and logging in instructions.
- This will be freely available in the autumn once attainment data is validated and will be updated every autumn thereafter.
- Data sharing protocols being developed with KCC MI team to ensure confidentiality.

# Purpose of CATIE dashboard



## 2. Support, empower, challenge. (Page 3 of CATIE document)

The success of an effective inclusive education system is dependent on all stakeholders collaborating with their shared aims. We aim to support and empower schools and settings, incentivising and motivating engagement by:

- Ensuring processes and priorities are based on school-led evaluation using a robust framework with evidence from a variety of sources.
  - **Using data and information to support impact analysis that is contextualised and presents a richer and realistic picture.**
  - Providing a high level of training and support with an equitable core offer for all providers.
  - **Supporting the development of locality collaborations with collective control over resource to meet the local needs.**
  - Supporting the development of a school-to-school system of continuing professional development and improvement support.

Collaborative working enables transparency between providers and other stakeholders. Accountability and challenge are the responsibility of all stakeholders and it is incumbent on all parties to work together to eradicate weaknesses in the system for our children and young people.

# Locality Based Resources



Planning begins end of June 2022

Peter Gray – DfE Advisor to support

Meetings being scheduled with HTs, SENCOs, KCC officers,

Review of LIFT executive functions and membership

Pilot districts being selected and plan to start pilot on January 2023.

Devolve HNF to districts to allocate resources according to local need.

HNF sub group have given approval in principle.

# Round Table Discussions



## Locality Based Resources

What structures need to be in place?

What is currently working well that we can capitalise on?

What is not working well which needs to be reviewed?

# Thank you attending

Please continue to visit the Kelsi website for key legislation, guidance and latest news and events available to educational professionals.



[www.kelsi.org.uk](http://www.kelsi.org.uk)