

Regional Update: October 2020 (#4 2020/21)

Introduction

This newsletter focuses on the **new NPQ frameworks**, **Headteachers' Standards** and **ITT updates** plus provides essential system leader news, links and updates that have been recently issued.

Previous newsletters, attachments and other resources can be accessed at lwyts.org.

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HEADLINE UPDATES

Reformed NPQ Frameworks & Revised Headteacher Standards

The DfE has published [the reformed National Professional Qualification Frameworks](#) including the publication of 3 new NPQ qualifications in Leading Behaviour and Culture, Leading Teacher Development and Leading Teaching.

The reformed National Professional Qualification (NPQs) frameworks were developed in consultation with an expert advisory group to draw on a range of experience from across the school system. The changes to NPQs build on the evidence base and expert advice already established in the [new core content framework](#) for Initial Teacher Training and the [Early Career Framework \(ECF\)](#). These frameworks set out what participants should know and be able to do after completing an NPQ. Providers of NPQs will be expected to use these frameworks to design their course curricula.

The following frameworks are now available:

- [National Professional Qualification for Leading Behaviour and Culture](#)
- [National Professional Qualification for Leading Teacher Development](#)
- [National Professional Qualification for Leading Teaching](#)
- [National Professional Qualification for Senior Leadership](#)
- [National Professional Qualification for Headship](#)
- [National Professional Qualification for Executive Leadership](#)

The reformed suite of NPQs will have a different approach to assessment. More detail on the assessment of NPQs will be published in the invitation to tender. **The Teachers' Standards and Headteachers' Standards have been woven into the NPQ content to ensure coherency with the frameworks already used by the teaching profession.**

Right: The revised Headteachers' Standards can be found [here](#).



DfE Update for ITT providers

Teaching Schools that are currently accredited as ITT providers should continue to offer ITT and still assume full responsibility and accountability for all aspects of courses leading to QTS whether or not they become a Teaching School Hub. This includes responsibility for securing permission to recruit, recruitment and selection, all aspects of course design and delivery, management of the wider partnership, quality assurance and QTS recommendations.

The DfE will not remove accreditation from ITT providers simply because they are no longer a Teaching School. Removal of Teaching School designation has no impact on ITT accredited provider status. However, where such providers have the term 'Teaching School' in their accredited provider operating name, they will need to remove this reference. Any accredited ITT provider wishing to change its operating name should contact itt.accreditation@education.gov.uk.

School Improvement and System Leadership

Teaching Schools Hubs - Procurement closes 30/10/20

As per LWY TSC newsletters [2](#) and [3](#) procurement remains open for The National Teaching School Hub Programme [here](#). Eligible schools must register as follows, in order to access the tender documents, via the Jaggaer eTendering Portal: <https://education.app.jaggaer.com/web/login.html>

DfE Remote Education Support Products for Schools

The DfE have published a '[remote education support toolkit](#)' which is part of the wider support package set out on gov.uk. The toolkit aims to share good practice to support schools that are wanting to improve the quality of their remote provision in line with the expectations set out in the guidance for full opening.

The toolkit has been developed with schools and is based on what has worked for them in their experience of remote provision. It currently includes a good practice guide and webinars for school leaders, and by the end of the autumn term will also include:

- For teachers, examples of annotated lesson plans for remote ed and remote teaching webinars
- For middle leaders, case studies and webinars on curriculum sequencing and a resources signposting package

The aim of the toolkit is to share good practice, so we are keen to publicise it as much as we can in order that the widest possible range of schools are aware that this resource is available to them. We would therefore be very grateful if you could share the link to the recent [webinars](#) within your professional community.

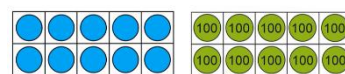
NCETM and Maths Hubs Covid Recovery Resources

Materials to support teachers and schools planning and delivering Covid recovery maths teaching at both primary and secondary level are available from the NCETM. All are accessible from the dedicated [Covid support page](#) on the new NCETM website. For primary schools and teachers, there are resources linked to the DfE guidance published in July this year.

These resources include [ready-to-use training materials](#), a '[getting started](#)' video and a [suite of 79 PowerPoints](#) focusing on the ready-to-progress criteria found in the new DfE guidance. The latter would be ideal for schools to use as part of the National Tutoring Programme or for any dedicated catch-up tutoring. The 180 [primary video lessons](#) produced during lockdown are also still available. Each lesson has an accompanying teacher guide and a teacher editable PowerPoint.

Right: [overview guidance videos for years 1 to 6](#)

Year group chapters:
Representations



10

1,000

For secondary schools, an [evidence-based guidance document](#) to support discussions about recovery curriculum content and pedagogy has been produced with a [one-hour training session](#) and accompanying materials to help KS3 teachers and maths departments understand the implications for Year 7 of the DfE primary guidance. More materials, including guidance videos and departmental training sessions, will be added soon.

Right: [Mathematical Prompts for Deeper Thinking videos](#)



For any schools and teachers wanting to get involved with the work of their local Maths Hub to support Covid recovery, [recruitment is still taking place for projects running in 2020/21](#).

Black History Month - TES Curriculum Resources

This October is Black History Month. To help you raise awareness and celebrate the achievements, history and contribution of black people with your students, [TES have selected some resources including lessons, worksheets, activities and assemblies focusing on key figures, movements and events in black history](#).

From the Civil Rights Campaign, Windrush and Apartheid to significant figures such as Mary Seacole, Martin Luther King and Nelson Mandela, there are plenty of resources ready for teachers to download.



Ofsted Covid-19 briefing – ‘School visits so far’

During the autumn term, Ofsted is carrying out [a series of ‘interim visits’ to schools](#). Before beginning these visits, Ofsted piloted their approach. This briefing note reports on 121 pilot visits made between 14 and 18 September.

Ofsted: [COVID-19 series: briefing on schools, September 2020](#)

EEF - Latest Updates

SCIENCE - [Tackling misconceptions in science by using good diagnostic assessment](#)

"Preconceptions can influence how students understand (or misunderstand) something, before they even enter the classroom."

The EEF's Science specialist, **Dr Niki Kaiser** - a chemistry teacher in Norwich - highlights the role that assessment can play this year, and introduces a three-stage approach to planning around student misconceptions.

MATHS: [Three practical approaches to help pupils learn from mathematical mistakes](#)

"Addressing gaps and mathematical misconceptions might seem a daunting task this year. Here are three practical approaches, underpinned by evidence, that could help."

From the EEF's Maths specialist, **Simon Cox**, a teacher and Director of Blackpool Research School.

[Making Best Use Of Teaching Assistants: Visioning exercise](#)

Schools need to develop a clear vision for their TA workforce to inform the steps of their action planning.

One way of starting this process is to think about where you want to be in the future. Use this sheet to support discussions throughout your school about what differences you and your staff want to see as a result of improving your use of TAs.

Professional and Leadership Development

Oak National Academy: online CPD opportunities

Webinar:

[‘How teachers are making the most of Oak National Academy’](#)



In this webinar recording, **Alison Peacock** (Chief Executive, Chartered College of Teaching) is joined by **Tilly Browne** (Primary Headteacher at Reach Academy and Oak National Academy contributor), to explore Oak National Academy's Teacher Hub and discuss how teachers are using Oak's lessons to support remote and in-school learning.



Tilly Browne
Primary school Headteacher and Contributor
Oak National Academy

- Explore Oak's Teacher Hub with curriculum plans and lessons for the year
- Learn how other schools are planning remote learning around Oak
- Hear how schools are using Oak in innovative ways

[Sign up to the Oak National Academy newsletter](#) to keep up to date with the latest news

Initial Teacher Training, Recruitment & Retention

Reducing Teacher Workload - online DfE hosted events featuring school leaders & Ofsted

Reducing teacher workload in such demanding times may sound like an impossibility, but online events this week will showcase how a range of schools across the country achieved workload reductions and increased teacher wellbeing. These hour-long events from primary, secondary and special schools could be used as part of a training session or within a department or staff meeting and are timed for this purpose.

All of the sessions will be available to present after their delivery – links to the recordings will be in the next newsletter.

The effect of implementing simplified and reduced internal school communication on teachers' perception of workload and wellbeing.

[A report and posters from the schools are available here.](#)

Teacher Retention

[A new five-year DfE study](#) of 15,000 teachers will assess why staff drop out of the profession, the impact of Covid-19 and changing working conditions. The Department for Education says the longitudinal study will serve as its “flagship workforce research vehicle” and “fill key evidence gaps on a long-term basis”. In particular, the study will help officials understand the key drivers that influence teacher retention and recruitment through a “focus on exploring teacher career journeys”. Crucially, it will follow teachers who leave the profession, helping policymakers plug retention problems.

National Leaders of Governance

Academy Trust Governance: Structures and Roles

The DfE have published the [Academy Trust Governance: Structures and Roles](#). This document has been designed in consultation with the sector to provide a high-level, easily accessible introduction to the different academy trust governance structures, and the roles and responsibilities of each person within those structures.

The descriptors are a quick and accessible reference point for all those involved in academy trust governance. They complement the Governance Handbook, which provides detailed guidance about all facets of school governance, the Academies Financial Handbook, and the Department's model articles of association.

As well as illustrating how the roles within academy trust governance structures function, the role descriptors emphasise the limited but crucial role members play in safeguarding academy trust governance, and highlight the importance of this role to all those working in academy trust governance.

NGA Update: School Governance in 2020 - Survey Findings

Balancing the budget and addressing staff workload and wellbeing remain the two biggest issues facing schools according to governors and trustees, with ensuring a broad and balanced curriculum, improving attainment and pupil wellbeing tied in third place. [The NGA School Governance in 2020 report](#) - now published in full - reveals the views, experiences, practice and demographic of 6,864 governance volunteers in schools across all types, phases and regions.



Trust Journal for Trustees and Governors

The October edition of ['Trust - The Journal for Executive and Governance Leaders'](#) includes:

- **Steve Rollett**, Confederation of School Trusts Deputy Chief Executive, [Stronger Together](#)
- **Dominic Herrington**, the National Schools Commissioner, [Reflections on Covid](#)
- **Ed Vainker**, CEO of Reach Feltham, [Remining True to vision and values in a post-lockdown world](#)
- **Rowena Hackwood**, CEO of Astrea, [A Leadership Baptism of Fire](#)
- **Robbie Coleman**, National Tutoring Programme, [Providing a Sustained and Flexible Source of Tutoring Support](#)
- **Mandy Coalter**, Founder of Talent Architects, [Learning the Post-Lockdown Lessons of a More Agile Workforce](#)
- **Nick McKenzie**, Browne Jacobson's corporate and governance education team, [What to do about Members](#)
- **Robert Barham-Brown**, senior Customer Success Manager for Passageways, [Recovery and Rebuilding Better](#)



[The Teaching School Council](#) (TSC) is a national body representing all Teaching Schools in England. The Council is made up of membership with either a national or regional remit, who direct or shape the work of Teaching Schools through discussion with government ministers and senior officials. The Teaching Schools Council believes that **every child is entitled to be in a great school.**