

## Regional Update: September 2020 - (#1 2020/21)

### Introduction

Welcome to the first Lancashire and West Yorkshire TSC update of 2020/21. As we have been writing this newsletter, all schools and colleges have been moving to full reopening and preparing to reduce the risk of the Covid-19 pandemic for school communities; we wish leaders, governors and school improvement colleagues in all education sectors and organisations, all the very best for the coming school year, when no doubt there will be further unexpected and challenging events. This year will also see the shift towards new NPQs, NLE re-procurement and the designation of the new teaching school hubs.

Our continuing aim is to connect to all system leaders and TSAs across our region and to share, promote and progress school improvement in all its possible forms.

We include new links to very recent updates, initiatives, and best advice currently around school re-opening during the pandemic and home learning, designing blended learning and relevant recent research. Included are important updates on the online Oak National Academy, LWY maths hubs support and current guidance from the EEF and CCT.

Previous newsletters, attachments and other resources can be accessed at [lwyts.org](http://lwyts.org).

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### *In this newsletter:*

#### Headline Updates:

- **Update on the 2019/20 School Improvement Offer**
- **National Professional Qualifications (NPQs) Reforms**
- **Oak National Academy support for 2020/21**
- **National Tutoring Programme**
- **Maths Hubs and Maths teaching 2020/21**
- **Early Career Framework**

#### Attachments:

Oak National Academy update

#### Schools re-opening, CV19 recovery and System Leadership:

- EEF links to a supporting school planning for 2020/21
- Children's Mental Health - NHS guidance links
- OECD CV19 globally on children's education

#### School Improvement:

- TSH: DfE market warming links July 2020 and Sept 2020
- CCT resources to support curriculum rational
- EEF: new guidance for SEND in mainstream schools

## HEADLINE UPDATES

### Update for System Leaders on the 2019/20 School Improvement Offer

As schools open this term, the School Improvement Offer 2019/20 remains suspended to give NLEs the opportunity to focus on their own schools, support other schools and to recover from the immediate impact of Covid-19.

The DfE are currently running a targeted support offer to help a number of schools deal with some of the challenges they have faced from the impact of Covid-19. Some NLEs feel that they have capacity to do more. The guidance regarding this, which we highlighted in our LWY newsletter 14 in June, is still the most current update:

1. **If you have a Grant Offer Letter from the Department for a Tier 2 or Tier 3 deployment** you can re-engage with the support outlined within the Recommended Action Plan (RAF) providing that both the NLE and the supported school are satisfied that it is safe to continue and that by undertaking the support you do not contravene Public Health England and Government guidance in regard to the coronavirus pandemic.
2. **If you have submitted a RAF to the Department but it has not yet been approved** and you do not have a Grant Offer Letter from the Department, then the work is to remain paused and the position will be reviewed over the summer break with a view to potentially recommencing in the Autumn Term.
3. **For any Tier 1 deployments this work remains paused**, even if the work has commenced.
4. **If your work on the SI 19/20 Offer is paused** and you have not already become involved in recovery support, we would ask you to consider if you could support schools during this challenging time when you are approached by the TSC/DfE.

**The DfE and TSC will communicate information on this year's academic School Improvement offer 2020/21 very soon, once the system is in a position to adjust to the usual support programme.**

## National Professional Qualifications (NPQs) Reforms

DfE webpage link [here](#)

The reformed suite of NPQs will help all teachers and leaders to continuously develop their knowledge and skills throughout their careers. From September 2021, reformed NPQs will be available.

These reforms will include introducing:

- a qualification focused on the leadership of teaching (for teachers whose role may include responsibility for improving teaching practice in a subject or phase)
- a qualification focused on behaviour and culture (for teachers whose role may include responsibility for behaviour management and pupil wellbeing)
- a qualification focused on teacher development (for teachers whose role may include responsibility for supporting the training and development of others, including early career teachers)
- reformed leadership NPQs to ensure aspiring and serving school leaders have the specific knowledge and skills they need to carry out their roles

## DfE extends Oak National Academy support for 2020/21

[Oak National Academy](#) has now launched a new teacher hub, where teachers can access nearly 10,000 free, high quality lessons and resources to help contingency planning and teaching pupils in school and at home. Created by teachers, for teachers, Oak's optional resources are designed to fit in with school plans and ease teacher workloads.

After listening to feedback the dedicated Teacher Hub will allow teachers and leaders to:

- Download and edit thousands of lesson slides and worksheets, wherever copyright allows, to tailor for pupils
- Find more lessons, in a wider range of subjects, teaching the most popular topics, covering early years to Year 11
- Access lessons covering the whole year in most subjects, easing planning
- Select and share lessons in any order that works for you
- Share units, lessons or individual resources with other teachers or pupils - via email or your existing learning platforms
- Support pupils with captions on all lessons, BSL for the youngest, and printable resources for those without devices

A wide-range of teachers, subject associations and sector bodies have collaborated to create an inclusive and flexible offer. Throughout the year ahead ONA will add more subjects, resources and functionality and looks forward to launching an expanded specialist offering in two weeks time.

**Useful ONA Links:** [Teachers FAQs](#) [Information about ONA 2020/21 Plans](#)

Receive more information about next year's resources by [signing up to the newsletter](#) which is sent to you on behalf of Matt Hood, Principal of Oak National Academy

See attached document with live links for ONA curriculum, lesson design and customisation of lesson content.

## National Tutoring Programme: Information for Schools

The National Tutoring Programme (NTP) will provide additional support to schools to help disadvantaged pupils whose education has been most affected by school closures. Find out more [here](#).

The NTP is being developed to support schools to respond to the immediate challenge of school closures due to Covid-19 and to provide a longer-term contribution to closing the attainment gap.

The NTP website has been created to support schools to access the [Tuition Partners](#) and [Academic Mentors](#) pillars of the NTP. Both pillars are funded as part of the Government's £1 billion coronavirus catch-up package, with £350 million allocated to support tutoring. Further information about catch-up funding, including for early years settings and post-16 providers, is provided on the Department for Education [website](#).

The programme has been designed and developed by a collaboration of five charities – the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First – working in partnership with the Department for Education. Additional support has been generously provided by KPMG Foundation, Bain & Company, and Freshfields.

**National Tutoring Programme - Tuition Partners:**

[Click here to access a copy of the NTP Tuition Partners application form and guidance notes.](#)

The application portal is now open, closing on Friday 18 September at 17:00. To apply [click here](#).

**National Tutoring Programme: [Best Tutoring Practice - Briefing for schools](#)**

This guide aims to help state schools in England make the most of tutoring opportunities available through NTP Tuition Partners, the delivery of which will be lead by the EEF.

A list of approved Tuition Partners (by region) will be available from Nov 2020.



## Teach First Academic Mentors

Schools need support, now more than ever. To become an academic mentor to support tutoring and help a generation of pupils bounce back from a national education crisis as part of the new National Tutoring Programme, [click here](#).

## Maths Hubs and Maths Teaching 2020/21

### Maths Hubs opportunities for 2020/21

The DfE and The National Centre for Excellence in the Teaching of Mathematics have published [a suite of new guidance on teaching Mathematics in primary schools](#). This guidance:

- identifies the core concepts that are needed for pupils to progress in mathematics
- demonstrates how pupils can build their understanding of key concepts from year 1 to year 6

[Short videos](#) that introduce and summarise this guidance are also available. Schools and trusts may find this guidance helpful in planning and prioritising the curriculum following the Covid-19 outbreak.

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 their dedicated [Covid support page](#). For primary schools and teachers, there are resources linked to the DfE guidance published in July this year. These include [ready-to-use training materials](#), [a short 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 PowerPoint of the lesson for teachers to adapt themselves.

For secondary schools, an evidence-based [guidance document](#) to support discussions about recovery curriculum content and pedagogy has been produced, along 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.

For any schools and teachers wanting to get involved with the work of their local Maths Hub this year to support Covid recovery, workgroups are still recruiting for projects running in 2020/21. Contact: Gaynor Bahan, Regional Lead – Lancashire and West Yorkshire, National Centre for Excellence in the Teaching of Mathematics [gaynor.bahan@ncetm.org.uk](mailto:gaynor.bahan@ncetm.org.uk)

## Early Career Framework

[Please follow this link for the publication of all resources linked to the Early Career Framework for teachers.](#)

### ECF Core Induction Programme Suppliers

The DfE has selected four expert teacher training providers who have each developed their own core induction programme based on the Early Career Framework:

- [Ambition Institute](#)
- [Education Development Trust](#)
- [Teach First](#)
- [UCL Early Career Teacher Consortium](#)

Each set of materials cover the five core areas of the ECF (**Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours**). Although structured differently, each programme contains approximately the same amount of self-study material in terms of hours covered. Schools can use or draw upon any of four core induction programmes published here in whichever way is most beneficial to them and their early career teachers.

## Schools re-opening, Covid-19 recovery and System Leadership

### The EEF's 'Guide to Supporting School Planning 2020/2021'



The EEF [guide to supporting school planning: A tiered approach to 2020-21](#) aims to support school leaders for this academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support (including tutoring approaches) and wider strategies to aid school leaders' existing school improvement planning efforts.

The EEF recognise that school leaders and teachers will face significant demands on their time as they manage a full-time return to school for all pupils. The needs of pupils and staff are heightened by the logistical challenges of providing safe school sites and more. This guide has been developed alongside [a range of EEF Covid-19 related resources](#). These include support resources for schools and resources to share with parents.

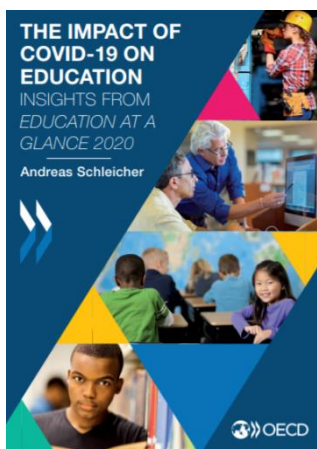
The EEF strongly recommend that school leaders consider how these additional resources can supplement their existing planning efforts.

[Please note this link for Supporting Children's Mental Health.](#)

Practical advice for schools, parents and carers on supporting children's mental health at this time.



### OECD Research: The effects of the CV19 pandemic on children's education worldwide



The Covid-19 pandemic is a stress test for education systems around the world. With hundreds of millions of learners forced to stay at home, education policy makers are working to ensure that learning continues, and that the most vulnerable don't get left behind.

With many different approaches being taken by countries worldwide, the coronavirus crisis is an opportunity for policy makers to learn from each other and co-operate to mitigate the effects of the pandemic.

Combining the expertise of the [Harvard Global Education Innovation Initiative](#), [HundrED](#), the [OECD Directorate for Education and Skills](#) and the [World Bank Group Education Global Practice](#), information has been gathered from around the world on the education response to the crisis.

[Read analysis from education experts about responses to the crisis, lessons learnt from implementing response strategies in different contexts, and find resources for educators, policy makers and learners to ensure education doesn't stop.](#)

## School Improvement

### Teaching School Hubs (TSH): DfE market warming links, July 2020

More information from the TSH market warming events:

National rollout of teaching school hubs market engagement slides: [NRO TSH market warming events.pdf](#)

[NRO TSH Prior Information Notice.pdf](#)   [TSH Map](#)

NRO TSH Eligibility Checker : [Teaching School Hubs NRO eligibility checker June 2020 amended 22072020.xlsx](#)

Market Studies Q&A: [Final TSH MW Q&A 2020.pdf](#)

Links to 4 market studies for all sectors (recordings of DfE webinars July 2020): [link1](#), [link2](#), [link3](#), [link4](#)

**We want to make you aware that the performance form and scoring criteria for special schools, alternative provision and maintained nursery schools to complete in order to demonstrate their eligibility to be a TSH is now available on the TSH Early Engagement notice on [Contracts Finder](#).**

The performance form must be submitted via the Jaggaer portal, as part of the TSH application process, and performance forms won't be accepted in any other format or that are returned to the department by any other means. The forms will be assessed for eligibility once the round closes at the end of October.

Please do make those eligible schools in your area aware that the form is now available.

### Chartered College of Teaching: Curriculum guidance for the current climate

**Chartered College of Teaching: [Catch up and recovery processes selected reading is here.](#)**

A collection of articles, blogs and resources about how schools may approach catch-up and recovery. Cat Scutt from the CCT writes:

*"There is understandably concern about the learning that many pupils will have missed whilst unable to attend schools face-to-face due to the COVID-19 outbreak – both due to learning time they may have missed, and due to a possible extended 'summer learning loss' effect where learning prior to the lockdown may have been forgotten. There is also, rightly, concern about the impact of pupils from a socio-emotional perspective.*

*A number of proposals have been made about how schools (and other organisations) may seek to support pupils during a recovery period as schools reopen more widely, and / or how pupils may be supported to "catch up" on lost learning. Criticism has also been raised around the notion of "catch-up". This page (link above) includes links to a wide range of useful articles, blogs, research reports and resources from different sources (all freely available or available through Chartered College membership) that explore ideas relating to how we can support pupils as school sites are reopened to more pupils this September."*



# EEF: New guidance for SEND in mainstream schools

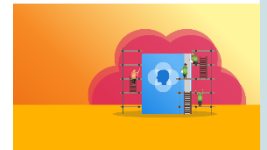
## [Five recommendations on special educational needs in mainstream schools:](#)

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

**The EEF offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.**

Click [here](#) for the summary recommendations poster

SPECIAL EDUCATIONAL NEEDS  
IN MAINSTREAM SCHOOLS  
Guidance Report



Education  
Endowment  
Foundation



## SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

### Summary of recommendations

|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>1</b></p> <p>Create a positive and supportive environment for all pupils, without exception</p>  <ul style="list-style-type: none"><li>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</li><li>promote positive relationships, active engagement, and wellbeing for all pupils;</li><li>ensure all pupils can access the best possible teaching; and</li><li>adopt a positive and proactive approach to behaviour, as described in the EEF's <i>Improving Behaviour in Schools</i> guidance report.</li></ul> | <p><b>2</b></p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p>  <ul style="list-style-type: none"><li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li><li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li><li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li></ul> | <p><b>3</b></p> <p>Ensure all pupils have access to high quality teaching</p>  <ul style="list-style-type: none"><li>To a great extent, good teaching for pupils with SEND is good teaching for all.</li><li>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li><li>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.<ul style="list-style-type: none"><li>flexible grouping;</li><li>cognitive and metacognitive strategies;</li><li>explicit instruction;</li><li>using technology to support pupils with SEND; and</li><li>scaffolding.</li></ul></li></ul> | <p><b>4</b></p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>  <ul style="list-style-type: none"><li>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li><li>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li><li>The intensity of intervention (from universal to targeted to specialist) should increase with need.</li><li>Interventions should be carefully targeted through identification and assessment of need.</li><li>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <i>Putting Evidence to Work: A School's Guide to Implementation</i>.</li></ul> | <p><b>5</b></p> <p>Work effectively with teaching assistants</p>  <ul style="list-style-type: none"><li>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li><li>TAs should supplement, not replace, teaching from the classroom teacher.</li><li>The EEF's guidance report <i>Making Best Use of Teaching Assistants</i> provides detailed recommendations.</li></ul> |
|--|--|--|---|---|



[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.**