

## Regional Update: April 2020 - 2<sup>nd</sup> edition (#12 2019/20)

### Introduction

Welcome to the twelfth Lancashire and West Yorkshire TSC news update for 2019/20. Our overall aim is to connect to all system leaders and TSAs across our region; to share, promote and progress school improvement in all its possible forms. During the COVID-19 crises we are also signposting useful information and essential updates from the DfE, TSC, and other partner organisations.

We do hope that you are keeping well in these very challenging times.

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

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#### School Support - specifically addressing learning at home

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- Safeguarding children online
- Virtual school leadership guidance
- Pupil Wellbeing at home
- Learning at Home: EEF advice to cascade
- Chartered College of Teaching Support

#### Initial Teacher Training and Recruitment

- Do let us know if you have any specific concerns around ITT recruitment at the current time, so that we can collate a regional view. Please email: [lwytscl@gmail.com](mailto:lwytscl@gmail.com)

#### Professional and Leadership Development during CV19

- Update: Maths and English Hubs support for ongoing teacher and leader development
- IT Computing Hub information & signposting from LWY
- UNICEF – International Research:  
5 key areas - responding to children's needs

## GENERAL UPDATES

### Our current context during Lockdown

As you are aware, the DfE and TSC have a necessary focus on school priorities: pupil and student safeguarding and all COVID-19 related work. As your regional TSC we are keen to remain in touch with you, offer guidance and signpost possible sources of support. Whilst policy activity has paused, we are however mindful of not introducing additional demands on your time. However, if you have a strong support offer for your school communities that you would like to share more widely we can pass this information on to the system leaders and stakeholders who receive this newsletter.

### Thank a Teacher Day, May 20<sup>th</sup> 2020

Please support [Thank a Teacher Day](#) on May 20<sup>th</sup>.

This is a national campaign that the education world, children and young people and the wider general public can engage with to show their appreciation to teachers for their incredible work – particularly since the lockdown.

There is a toolkit with all of the following information that you can [download here](#) (also attached). It includes:

- The day's star symbol, infographics and templated to use on your social media
- A [downloadable 'star' poster for children](#)

We hope that this is useful in the run up to the day, so that there are as many expressions of thanks for teachers as possible! Any questions about the toolkit or plans around the day please contact [Rebeccal@teachingawards.com](mailto:Rebeccal@teachingawards.com).



# SCHOOL SUPPORT - Specifically Addressing Learning At Home

DfE funded and other support for schools and families

## 1. The Oak National Academy

On Monday 20<sup>th</sup> April the DfE launched the Oak National Academy as a high quality resource for teachers and parents to access during this period of time. It includes curriculum overview, lesson plans and video lessons, via this link: <https://www.thenational.academy/>



From the Oak website: *“If you would like to know the full set of lessons we will be producing, we have published a [curriculum plan](#) up until half-term. If you’re a parent or a pupil, before you start, please talk to your teacher in your school about how best to use these resources and read our [information for parents and pupils](#). If you’re a teacher, before you start, please take a look at [our suggestions](#) on how to make the most of this resource.”*

Please note: SEND resources will be live on the Oak Academy from Monday 4<sup>th</sup> May. The resources will provide video lessons and curricular resources for parents and families to use as they wish. The video lessons will cover the following themes: Art, Early Cognition and Reading, Independent Living, Language and Communication, Numeracy and Therapy.

## 2. New major package to support online learning

On 19<sup>th</sup> April the Education Secretary [announced that vulnerable and disadvantaged young people across the country will receive free laptops](#).

Disadvantaged children across England are set to receive laptops and tablets as part of a push to make remote education accessible for pupils staying at home during the coronavirus outbreak. Devices will be ordered for children in the most vital stages of their education, those who receive support from a social worker and care leavers.

The government will also provide 4G routers to make sure disadvantaged secondary school pupils and care leavers can access the internet – where those families do not already have mobile or broadband internet in the household. The country’s major telecommunications providers will make it easier for families to access selected educational resources by temporarily exempting these sites from data charges.

## 3. Safeguarding children and young people online at this time

The above initiative is alongside [new guidance](#) (also published 19<sup>th</sup> April) for parents on how best to support their child’s education and development. While families stay at home to reduce the spread of the coronavirus, some children and young people may face increased risk of abuse or neglect at home - or from strangers online. [The Government is making funding worth £1.6 million available immediately for the NSPCC to expand and promote its national helpline for adults](#).

While schools and social workers remain at the forefront of work to protect vulnerable children, including by supporting them to attend school, expanding the NSPCC Helpline will mean many more adults know how and where to raise concerns and seek advice or support about the safety and wellbeing of any children they are worried about.

## 4. Resources and advice for leaders and governance on the virtual school

<https://schoolleaders.thekeysupport.com/leading-your-virtual-school-during-coronavirus-covid-19/>

## 5. Pupil Wellbeing at home:

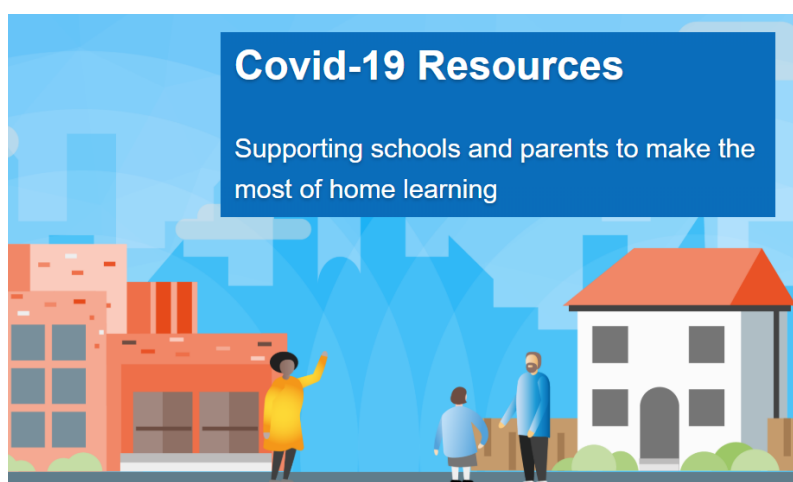
Please note the [Government Events](#) post ‘[Encouraging Children to Share Worries: How Can Schools Help?](#)’.

This blog contains many practical suggestions for parents to help monitor and support their children's mental wellbeing.

Learning at Home: EEF advice to cascade ([attached document for additional information](#))

The EEF has published a package of [evidence-based resources](#), as well as an evidence review to help schools to support their pupils, particularly those from disadvantaged backgrounds, and make the most of remote learning opportunities to mitigate the potential impact of school closures on the attainment gap. This includes advice on creating a routine through a ‘checklist’ that breaks down the day into manageable tasks, like reading in a quiet space, practicing a maths skill and spending time on a creative hobby.

The EEF has also launched a fundraising campaign with the Sunday Times, to provide additional resources to schools in these challenging times.



Professor Becky Francis, CEO of the Education Endowment Foundation, said:

*"Schools closures could have a potentially devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.*

*While nothing can replace the individual relationships between a teacher and their pupils in the classroom, our evidence review shows that there are some key steps that schools can make to make the most of the opportunity for online learning and the support the government is providing. One effective strategy is to encourage peer interaction between pupils. Another focuses on getting pupils to reflect on their learning and the progress they're making.*

*Our new resources are part of a huge collective effort across the sector, which we hope will go some way to alleviate the impact of school closures on the most disadvantaged pupils. But in the long-term, we need to focus on how best to help pupils bounce back when schools open again. Catch-up teaching targeted especially at those who have fallen furthest behind during this period will be essential."*

In response to the unprecedented closure of schools to most pupils, the EEF has produced a set of resources designed to be used by schools and parents/carers to support home learning.

These are all based on the evidence-based recommendations of the EEF's [Guidance Reports](#).

For schools, there are helpful planning prompts and other practical tools. There are also useful resources for schools to share with parents who are looking to support their children's learning - from establishing home learning routines to shared reading help, to handy tips for supporting maths in the home.



### **Support Resources for Schools:**

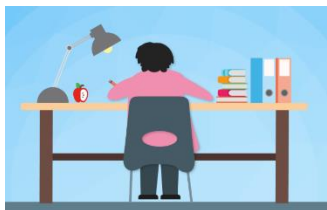
The Covid-19 crisis has seen schools having to respond rapidly to a host of new challenges. To help support home learning and maximise the impact of work set, the EEF has produced some [initial planning and reflection tools](#). EEF intend to draw upon the expertise of schools, further developing resources that can help everyone 'bounce back' when schools do re-open.

### **Support Resources to Share with Parents**

The Covid-19 crisis has meant that schools are having to maintain communications with parents and families in very challenging circumstances. Here are some [EEF resources to help schools communicate with parents/carers, as well as resources schools can share with families](#) to support home routines and valuable learning opportunities, such as shared reading.



### **Best Evidence on Supporting Students to Learn Remotely**



Pupils can learn through remote teaching, but there are some key steps to take to make sure it is as effective as possible.

A [new review of the evidence on remote learning](#) finds that the quality of remote teaching is more important than how lessons are delivered. For example, teachers might explain a new idea live or in a pre-recorded video, but what matters most is whether the explanation builds clearly on pupils' prior learning.

The review also highlights the importance of access to technology and finds that getting pupils to interact with each other in online learning environments – for example through peer marking – can boost the impact of remote learning. Monitoring the progress pupils are making during remote learning is also key and the report suggests that it can be helpful for teachers to provide support and strategies to enable pupils to work independently.

## Chartered College of Teaching Support

The Chartered College of Teaching is here to support you and your colleagues through these challenging times. If there are particular resources you would find beneficial, please [email](#) the CCT or let the CCT know via [Twitter](#) or [Facebook](#).

Professor Dame Alison Peacock:

*"While the lockdown has been extended, discussions regarding when and how schools will reopen will soon begin again. As an evidence-informed profession, any decision must be steered by scientific advice. As the professional body for teaching, we will push to ensure any decisions take into consideration the evidence that is emerging from across the globe."*

My College.

COVID-19 support

Supporting and connecting you and your colleagues

[CCT CPD resources](#) include: online distance and learning at home, teacher well-being articles, feedback and peer assessment in an online context, leading a school through this challenging period of lock-down.

## Professional and Leadership Development

NCETM and Maths Hubs support (see [attached document](#))

### NCETM – Support for parents and teachers during school closures

Visit [www.ncetm.org.uk](http://www.ncetm.org.uk) to find two new areas of the website designed to support parents/carers and teachers of primary and secondary school children throughout the period of school closures. All the resources are free to access and do not require a login.



### NCETM Learning activities and games

NCETM's pages of learning activities and games are organised into primary activities and secondary activities. These lists of resources detail a wide variety of online organisations offering daily maths lessons, videos and activities, one-offs and games. They also give detailed explanation of how parents can make the most of each of them.

There is also a page of video tips offering a variety of short videos made by NCETM staff. They provide ideas for activities and games that parents can do with their children in addition to, and to complement, any work provided by school.

## English Hubs - Signposting Support (see [attached document](#))

Please find attached [an overview of support offered by the LWY English Hubs](#) currently. We will continue to update this information in subsequent newsletters.

## West Yorkshire and North West Computing Hub (see [attached document](#))

Please find attached the information for online training linked to subject coordination, online networks, GCSE IT, generic support for teacher training and the Primary IT curriculum.

## UNICEF - International Research: 5 key areas - responding to children's needs

[This link to UNICEF initiatives](#) provides the broad range of evidence needed to inform their work to scale up rapid assessment, develop urgent mitigating strategies in programming and advocacy, and preparation of interventions to respond to the medium and longer-term consequences of the COVID-19 crisis.

The research projects cover a rapid review of evidence, education analysis, and social and economic policies.



[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.**