

Regional Update: May 2020 - (#13 2019/20)

Introduction

Welcome to the thirteenth Lancashire and West Yorkshire TSC news update for 2019/20. Our 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.

Many documents have been published recently on plans for the [phased wider opening of education settings](#). As you will be aware primary schools may be able to welcome back children in key transition years – Nursery, Reception, Year 1 and Year 6 from 1 June at the earliest. Under current discussion are secondary schools, sixth forms and colleges - working towards the possibility of providing some face-to-face contact for young people preparing for exams next year.

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

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- **DfE Covid-19 guidance documents**
- Covid-19 - Governance guidance
- Confederation of School Trusts 're-opening framework'
- CCT reviews and advice re. teacher wellbeing
- TeachTogether free text messaging service
- Children's mental health - support & counselling

- Home Learning – New EEF resources

ITT & Professional and Leadership Development

- Update links for ITT and NPQs
- NPQ updates from providers in our region - attached

HEADLINE UPDATES

DfE Covid-19 guidance documents for schools

Key guidance published by the DfE during this last week includes documents referring to how schools can begin to open safely for more pupils:

- [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
- [What parents/carers need to know about schools and other education settings during the coronavirus outbreak](#)
- [Safe working in education, childcare and children's social care](#)
- [Guidance for education and childcare settings on how to implement protective measures](#)
- [A planning guide for primary school leaders to help prepare them to open their schools for more pupils](#)
- [List of critical workers \(key workers\) who can send their children to school or other educational settings](#)

The DfE is intending to publish more guidance this week, including FAQ guidance relating to school governance during COVID-19 and a secondary school planning guide – [read more here](#).



headteacherchat.com offers [a thorough coverage of all guidance and information related to school reopening](#). This is a really comprehensive list of all aspects and resources for all educational settings, is regularly updated and is recommended for all school and system leader's reference.

System Leadership: Schools opening & CV-19 recovery

Governance matters: Covid-19

The NGA's latest [COVID-19 information briefing](#) aims to support governing boards to minimise the impact of COVID-19 restrictions on fulfilling their responsibilities as employers and carrying out important functions in relation to staffing at their school/trust. It also highlights how governing boards can lead the way as exemplary employers by prioritising the health and wellbeing of headteachers/CEO's and their staff teams during this difficult period and in the months ahead. The NGA continue to produce guidance and offer support to all governing boards, including non-members. You can read their full guidance on business continuity for governing boards and clerks [here](#).

Confederation of School Trusts 're-opening framework'



The Confederation of School Trusts (CST) has created a suggested [strategic decision-making framework](#) to support due process at trust board level.

The framework outlines a series of strategic actions for trust boards to take before decisions can be made about opening any school(s) more widely in the safest way. Please note it does not include all actions that could/should be taken in the specific context of your trust or your group of schools. The CST describes its purpose:

'The sections in the framework could be used as part of a board agenda. In each case . . . actions to mitigate risks should be identified and recorded formally by the trust board. This is because the trust board is the responsible body, legal entity and employer. Some of the actions identified in this framework may be delegated to school-level and/or your scheme of delegation may need to be amended for a specified period to give delegations or withdraw delegations, depending on your risk assessment and risk tolerance.'

CCT: research updates into school closure effects and teacher wellbeing

CHARTERED
COLLEGE OF
TEACHING

The Chartered College of Teaching [has published a new review](#) of research evidence on school closures and international approaches to education during the COVID-19 pandemic. Read the report [here](#) or by clicking on the image above.

Education in times of crisis: The potential implications of school closures for teachers and students

TeachTogether free text messaging service

TeachTogether will send free weekly wellbeing text messages to teachers: supportive quotes, advice and useful links. This is a partnership between the [Chartered College of Teaching](#) and [Behavioural Insights Team](#). Teachers are encouraged to sign up for this service launched to support their wellbeing. All of the TeachTogether messages are based on teacher interviews and the latest national and international wellbeing guidance and evidence. Sign up [here](#).



National Mental Health Awareness week - focus on children



[ChildBereavement.org](#) offers high-quality child bereavement support and information to all families and professionals. Their national helpline provides confidential support, information and guidance, they also respond to emails and offer live chat via their website.

Helpline, 9am-5pm Monday-Friday: [0800 0288840](tel:08000288840) Email: support@childbereavementuk.org

The following link offers guidance and support specific to worries that children may have currently:

<https://www.childbereavementuk.org/coronavirus-supporting-children-through-difficult-times>

TES have also published [a comprehensive guide to support bereaved children](#), giving school leaders and teachers links, advice and resources for support at this time.

IoE London has provided a useful discussion blog, helpful for SENCO and senior leaders:

['What should teachers be prepared for when young children return after lockdown: lessons from China and elsewhere?'](#)

Overall, in supporting children's mental health after they return to school, the key principles for practitioners are of course sensitivity, considering the experiences of the children in your group, listening to children and communicating with parents.

Home Learning - New EEF resources

The EEF has published new resources to support schools and parents make the most of home learning:

Click [here](#) or on the image to the right to explore all EEF Covid-19 resources.

Home Learning Approaches – EEF Planning Framework:

From the EEF website: *"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. We intend to draw upon the expertise of schools and further developing resources that can help everyone 'bounce back' when schools do re-open."* Available for download:

[The Planning Framework](#) [Framework - blank template](#) [Framework - worked examples](#)

[Supporting parents and carers at home](#) [Parents and carers engaging in home learning: A checklist for schools](#)

[7 top tips to help support KS2 children reading at home](#)

Covid-19 Resources

Supporting schools and parents to make the most of home learning

As a general principle the DfE ask where possible, that schools and providers continue to deliver their ITT courses. The DfE does recognise that there will be significant disruption to ITT courses due to the closure of schools and other institutions. Therefore, DfE will enable ITT providers to make judgements on trainees based on assessments already completed and each trainee's current trajectory of progress towards meeting the teachers' standards.

[Click here for detailed DfE COVID-19 guidance for ITT.](#)

Guidance

Coronavirus (COVID-19): initial teacher training (ITT)

NPQ updates:

Guidance

List of national professional qualification (NPQ) providers

Please note that we have written to NPQ providers in our region for updates on their offer and provision and will include these as they arrive, those received are attached to this newsletter. The websites for all NPQ providers are [here](#)

We attach a working paper for those staff currently engaged in NPQs to support their research and ongoing professional learning (with thanks from TSC LWY to Yvonne Gandy for this compilation).



[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.**