

Regional Update: June 2020 - 2nd edition (#15 2019/20)

Introduction

Welcome to the fifteenth 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.

We include new links to very recent updates, initiatives and best advice currently around school reopening during Covid-19 and home learning, designing blended learning and recent research.

There are important updates on the online Oak National Academy and LWY maths hubs support guidance from BPS and CCT.

Amanda Bennett - a.bennett@greetlandacademy.org.uk *Angela Holdsworth* - a.holdsworth@theviewtrust.org

Gill Robinson (National SEND Rep) - gill.robinson@icat.org.uk

Lancashire and West Yorkshire's representatives for the national TSC



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- **BPS Guidance and Framework for Schools**

School Improvement

- **Maths Hubs Updates**
- **Ed Tech Festival - Virtual Learning CPD for Teachers**
- **CCT Resources to Support Recovery and Catch Up**

Attached: EdTech Festival - Full Programme | Securing Good Transitions Inset | Maths Hub NCP 20-21 Overview

HEADLINE UPDATES

DfE extends Oak National Academy remit during 2020/21

[Oak National Academy's online classroom will remain open and free for the next academic year.](#)

Since lockdown, every school has adapted their teaching for pupils at home and in school. Despite the aim for all pupils to return in September, there's still potential for local lockdowns, continued shielding or classes on rotas. Oak National Academy is staying open to help leaders plan for uncertain times and provide pupils and students with a seamless transition, as far as possible, between learning in school and at home. There are plans to:

- Publish a broad, flexible curriculum map by early July for Reception to Year 11 that covers the most popular topics and gives schools the choice how to order the lessons
- Make available, before September, the majority of lessons in the curriculum map - that's around 10,000 free lessons
- Extend its specialist provision
- Make it easier to integrate Oak into school's existing learning management systems

In early July, the Academy will hold webinars for school leaders and teachers to explain their 2020/21 plans in more detail and to answer questions about the ways Oak could be used for teaching pupils in school and at home.

Register for a '**Making the Most of Oak**' webinar [here](#).

Receive more information about next year's resources by [signing up for the online Academy's newsletter](#).

System Leadership: Schools reopening & Covid-19 recovery:

SEND / NASEN – Year 11 Transition

The **Whole School SEND Consortium** brings together schools and colleges, organisations and individuals who are committed to ensuring that every child and young person with SEND can maximise their potential.

COVID-19 has increased the risk of poorer transitions for year 11 pupils with SEND in mainstream settings as many in-school opportunities and the work of education and training providers and employers have been disrupted, increasing the risk of these pupils becoming 'NEET'.

In response to this NDTi are delivering a virtual inset half-day for school staff on '**Securing good transitions and destinations for year 11 students with SEND**'.

There are two opportunities to access his inset: this Friday, June 26th and on Monday, June 29th 2020. A flyer is attached for more details including registration. [This SENDgateway blog also offers further information.](#)

[“A resilience and coping framework for supporting children going back to school”](#)

This guidance supports schools to help children go back to school in a positive way, focusing on strengths, hope and children’s ability to cope, rather than the language of risk, trauma, damage or illness. The current situation has been a collective experience and this may promote a sense of belonging for children and young people. Dr Dan O’Hare, lead author and co-chair elect of the BPS Division of Educational and Child Psychology, writes:

“There is no doubt that the Coronavirus pandemic has presented and will continue to present challenges for individuals, families, schools and local communities. Children and young people have been unable to attend school, see their friends or teachers and some will have experienced sudden and upsetting events such as serious family illness or bereavement.

However, it is important that we consider the different ways children have coped and encourage further optimism. As we move towards school transition, this new framework will help schools support individual children by considering their unique risk and protective factors, particularly those children that may be especially vulnerable.”

School Improvement

Maths Hubs Core Offer 2020/21

Maths Hubs opportunities for 2020/21 now available . . .

The 40 Maths Hubs across England are offering a range of professional development opportunities for teachers and schools in 2020/21. All school and college phases are covered. Projects enable teachers to collaborate in ‘Work Groups’ with colleagues from other local schools. As in previous years, projects will cover all aspects of maths subject knowledge and pedagogy, with many exploring teaching for mastery. This year, they will also give participants the chance to work together on approaches to curriculum recovery.

The flyer attached has more information about the projects, and how to contact your local Maths Hub

Cornerstone Academy Trust’s online EdTech Festival: Monday 6th and Tuesday 7th July 2020

The EdTech Demonstrator School team at Cornerstone Academy Trust are running an online EdTech Festival on Monday 6th and Tuesday 7th July 2020: ***‘The New Normal: Delivering Education in an Evolving EdTech World’***

The event is free and relevant to all who work in Education, from Early Years through to HE and from teachers, administrator, school business managers through to school leaders and governors. **Please see the attached programme.**

Across the two days there will be the opportunity for staff to choose from over one hundred sessions: comprising keynote speakers, presentations, panel debates and live lesson workshops. The sessions are organised into ten key strands: leadership & governance, safeguarding & wellbeing, computing & coding, learning platforms, devices & tech, SEND and inclusion, wider curriculum, STEM & science, Early Years & KS1 and business and admin. A key component of the festival is the showcasing of virtual ‘live lessons’ where delegates will be able to see the technology in use with children and will be able to interact with the teacher and children to ask relevant questions that will support their deployment in their own school.

[To register for the event, delegates need to click here](#), and they will then be sent a separate booking form for the individual sessions. The two days will allow everyone to create a personalised journey of relevant professional development.

Chartered College of Teaching – Resources to Support Recovery and Catch Up

The Chartered College of Teaching’s [‘catch up and recovery processes’ selected reading is available here](#).

Cat Scut writes:

“There is understandably concern about the learning that many pupils will have missed whilst unable to attend schools 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 that explore ideas relating to how we can support pupils as school sites are reopened to more pupils.”



[The Teaching Schools 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.**