

Regional Update: July 2020 - (#16 2019/20)

Introduction

Welcome to the sixteenth 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 policy, teaching school hubs, blended learning, the curriculum and addressing challenges linked to schools fully reopening in September 2020.

This is the final newsletter of this academic year 2019/20, when we have seen normal school life massively disrupted by the pandemic and in response the extraordinary resilience and determination displayed by teachers and head teachers, system leaders, LA and diocesan colleagues, Trust CEOs, our curriculum hubs and TSAs across LWY. We send our warmest thanks and appreciation to you all for your leadership and your commitment. Enjoy a well-earned break this summer.

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

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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HEADLINE UPDATES

Teaching School Hubs: prior information notice (PIN)

The DfE has published a Prior Information Notice (PIN) to notify the system of early market engagement events relating to the national roll-out of Teaching School Hubs (TSH). For interested applicants slide sets are available via [this link](#).

Background:

TSH were referred to in the [DfE Recruitment and Retention strategy](#) in January 2019, where support for teachers, ensuring that they receive high quality training and development at every stage of their career – from Initial Teacher Training (ITT) through to leadership qualifications - was the key focus. Central to this programme are the ITT Core Content and the national roll-out of [the Early Career Framework](#), which sets out an entitlement to new, evidence-based support and training over the first three or more years of a teacher's career, as well as support for their mentors.

At the heart of this new system will be Teaching School Hubs (TSH):

The concentrated focus for TSH on teacher training and development recognises the importance of teacher and leader development as an essential form of school improvement. The TSH programme will create a network of 87 centres of excellence for teacher training and development, replacing the current network of around 750 teaching schools.

Successful TSH will provide high quality professional development to teachers at all stages of their career. They will be expected to play a significant role in delivering the Early Career Framework when it is available nationally from September 2021, and to seek to be involved in the delivery of new Specialist National Professional Qualifications (NPQ) and Leadership NPQs. They will deliver school-based Initial Teacher Training (ITT). TSH will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.

TSH will need to be amongst the best schools in the country, who will build strong partnerships with other schools and educational institutions to support teachers and leaders, in every phase and school, at each stage of their development.

TSH will be sustainably funded and will be accessible to every school in the country. TSH will receive an annual grant, subject to conditions. Each TSH will need to demonstrate progress against KPI, will operate within its own defined area and must serve all schools in that area, although this will not prohibit cross-border working.

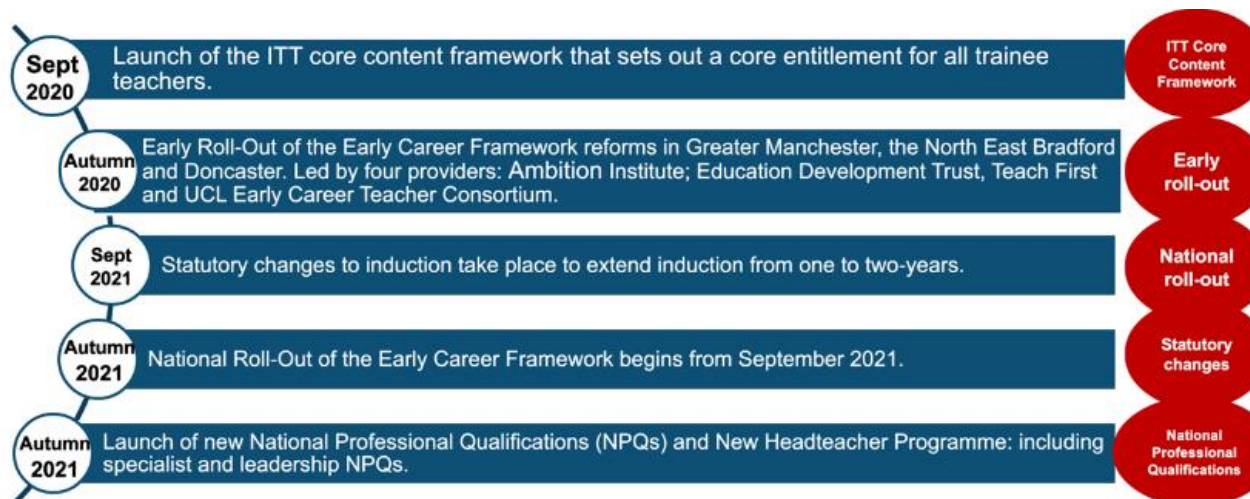
National Professional Qualifications: prior information notice (PIN)

The DfE announced in March 2020 that there would be a review of the current suite of Leadership NPQs to ensure that they covered the specific knowledge and skills that school leaders will need for the future, and the development of a New Headteacher Programme which will be closely linked with the National Professional Qualification for Headship and made available to headteachers in their first two years of headship.

The reformed suite of NPQs and New Headteacher Programme will be available to teachers and school leaders from Autumn 2021 alongside the Early Career Framework. Together they will help deliver improved teacher quality by creating a coherent, career-long, programme of development.

To ensure success the DfE is seeking national providers to lead the delivery of the NPQs and the New Headteacher Programme from Autumn 2021. Find out more [here](#).

Key dates:



School Improvement

Supporting Children as they return to School (EEF links)

1. **£350m National Tutoring Programme launched to support schools to address impact on pupils of Covid-19 closures:**

From the 2020-21 school year, the National Tutoring Programme will make quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures. [CLICK HERE for National Tutoring Programme FAQs](#).

The NTP has been created through a collaboration between four charities: the EEF, Sutton Trust, Impetus and Nesta, with support from the Department for Education and funders including the KPMG Foundation.

[SIGN UP HERE to receive updates on the National Tutoring Programme](#)

2. **The EEF have published a new guide to help teachers and school leaders support their pupils following the Covid-19 closures.** This offers an overview of relevant evidence and links to key resources. It is designed to support and inform schools' decisions about how to use the catch-up funding announced by the government last week.

[CLICK HERE to explore all EEF Covid-19 resources](#)

3. **EEF Research School Blog: 'Getting Transition Right' - [Part 1](#) & [Part 2](#)**

Practical, evidence-based strategies to support pupils moving from Year 6 to Year 7.

In this two-part blog focusing on primary-secondary transition, Kirsten Mould – a serving secondary school leader and SENCo on part-time secondment as the EEF content specialist for learning behaviours – explores how the evidence-based recommendations from five EEF guidance reports can be applied by schools to support transition following Covid-19 closures.

Virtual Learning: Oak National Academy update

The Oak National Academy will be available throughout 2020-21 as a free, optional, resource to support any school and Trust's contingency planning. They have published [curriculum plans](#) for most lessons in 2020-21 so colleagues can see in advance what resources will be available.

Oak has worked with a range of schools, school Trusts and nationally representative organisations (such as the National Centre for Excellence in Language Pedagogy and National Centre for Computing Education) to identify schools with the capacity to create these lessons over the coming month. The [full list of curriculum partners for 20/21 is available here](#).

Professional and Leadership Information

Ofsted: Guidance for education providers about Ofsted's phased return to inspection

Ofsted will focus on carrying out post school-opening visits. These will look at how leaders are managing the return to full education for their pupils, including considering 'blended learning' (on-site/remote education) and safeguarding.

[The guidance can be read here.](#)

ADCS: 'Building a country that works for all children post Covid-19'

[This highly insightful report outlining the intentions of local authority DCSs nationally can be read here.](#)

Workload Reduction / Workforce Development Report

The Education Development Trust report of the workload reduction project managed through the commission with the TSAs across the country was published this week:

- [Reducing teacher workload: Education Development Trust Report](#)
- [Reducing school workload](#) (Practical resources to help reduce workload, including the [school workload reduction toolkit](#))

Thank you to our TSAs who have contributed in LWY. The DfE consider the results to be 'tremendously impressive'. EDT combined all of their trial results to provide an overall view of effectiveness of the toolkit. This innovative approach found that a statistically significant reduction in teacher workload, and statistically significant improvements in teacher wellbeing and pupil outcomes. In nearly all of the individual projects, pupil outcomes either remained constant or improved. The project schools described the project as 'rejuvenating', 'rewarding', 'motivating', and 'inspiring'.

Plus . . . Tips from school leaders

This advice provides tips and links to case studies and resources for managing change and reducing workload, including the effective use of technology: [Ways to reduce workload in your school: tips from school leaders.](#)

Note re. Initial Teacher Education:

Principles, considerations and examples of practical support to help initial teacher education (ITE) providers reduce the workload faced by trainee teachers and their school partners: [Addressing workload in initial teacher education \(ITE\)](#)

Supporting early career teachers:

Advice for school leaders and staff who support teachers in the early stages of their career to help reduce their workload:

[Supporting early career teachers: reducing teacher workload](#)

NQT Support Webpages

Thank you to those who shared feedback on the NQT support webpage in early July. The NQT support webpage NQT Support and Induction / Information for Newly Qualified Teachers has been published and can be found [here](#).

Providers will already have been supporting trainees to transition to NQT and can now raise awareness of this webpage for both NQTs and their home / placement schools. When sharing the link, we would encourage you and your networks to add your own more detailed reflections on support for NQTs, particularly for specific phases, subjects and age ranges.

[The NQT alert on Teacher Vacancies Service](#) is now live. This service provides NQTs with alerts to vacancies which are suitable for the locations and subject/phase they specify. Please could you notify your partners of the service (link below) so they can pass it on to teacher trainees who are still looking for jobs. If you have any questions, please don't hesitate to get in touch with the **ITT Content and Quality Policy Team** - ITT.POLICY@education.gov.uk



[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.**