

Regional Update: September 2020 - 2nd edition (#2 2020/21)

Introduction

Welcome to the second Lancashire and West Yorkshire TSC update of 2020/21. This newsletter provides you with links to the procurement process for Teaching School Hubs which is now open. Also included are essential system leader links and updates for leaders that have been issued in the last week.

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

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- NLE guidance document & NLE resources for STSS
- DfE Behaviour Audit Tool
- NW3 Early Career Development

HEADLINE UPDATE

NLEs Covid-19 School To School Support

Please note that with reference to the more recent CV19 School to School Support programme, all NLEs have been sent specific resources, (see the attached presentation with links) in line with the programme's intentions as follows:

The leadership support NLEs provide should focus on helping schools overcome challenges they may be facing in ensuring all pupils are able to return to school and effectively resume their learning in line with current DfE guidance. This includes establishing a plan for the school to overcome and recover from the issues they are facing as a result of Covid-19:

- **What** – an initial offer of up to 5 days support delivered flexibly, drawing upon capacity from within your own school/trust if appropriate
- **When** – support can be offered until the end of the autumn term (2020) in response to school need
- **Who and How** – support from a system leader who may draw upon or signpost to additional expertise, guidance or support. This offer will provide up to 5 days of support from the assigned system leader and their school

Please note that due to the Covid-19 pandemic we are unable to provide any face-face NLE training for the year ahead.

As an alternative we offer a support package of materials, videos, webinars, guidance and links to a range of resources to assist you when supporting schools over this academic year, particularly in relation to the impact of Covid-19. We have included contributions from the Oak National Academy, Education Endowment Fund and National Centre for the Excellence in Teaching of Mathematics. These materials can also be shared directly with school leaders when providing support.

Please also find attached the Behaviour Audit Tool, designed to support system leaders and school leaders to work in partnership to undertake a school level assessment of behaviour culture, to recognise good practice and to identify those areas which need further attention. This tool can be used if the school you are working with are facing challenges with behaviour. Referrals to the [Behaviour Hubs Programme](#) can only be made when supporting a school through the school to school recovery offer.

We would expect all NLEs to review and digest this information and make use of it through the support they offer. In recognition of the time involved in studying this support package, your school will be able to claim £250 in payment for this activity. Further information on how you can claim this payment will be issued in due course.

Schools re-opening, CV19 recovery, School Improvement and System Leadership

Teaching Schools Hubs - National Roll-Out and Procurement now underway

Procurement is now open for The National Teaching School Hub Programme [here](#).

In the DfE's Recruitment and Retention strategy, January 2019, the DfE are committed to improving 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. Central to this programme are the ITT Core Content and the national roll-out of the Early Career Framework, which set out an entitlement to new, evidence-based support and training over the first 3 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 recognise teacher and leader development as the most important 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.

The DfE would like to invite high performing schools, rated Good or Outstanding by Ofsted, to apply for up to 81 competitive area grants. A further six areas will make up the total of 87, which cover the whole country and ensure all schools have access to a TSH (these six areas already have an operational TSH, designated in the test-and-learn phase in 2019).

To be considered to become a Teaching School Hub, the lead school must be:

1. Eligible, according to the full eligibility criteria set out in the application guidance;
2. Located in the hub area for which it is applying, or within a reasonable travel distance. An interactive map showing the areas can be found in the Jaggaer e-tendering portal.

PLEASE NOTE: In order to access the tender documents eligible schools must register via the Jaggaer eTendering Portal: <https://education.app.jaggaer.com/web/login.html>

Eligibility

Schools must be rated Outstanding or Good by Ofsted, and have above average performance data. Secondary schools will have a strong commitment to EBacc; primary schools will be highly effective at teaching phonics. Full eligibility criteria are set out in the application guidance.

An eligibility checker is available on Jaggaer. Please note the eligibility checker is not suitable for all types of school (e.g. special schools, alternative provision, maintained nurseries).

Published: 15 September 2020. **Closing:** 30 October 2020.

Improving Outcomes: CPD support for teachers

NW3 Maths Hub's support offer for NQT's, RQT's and those in year 3 of teaching.

Current challenges may have impacted on new teachers by limiting the pedagogical support usually be offered by more experienced colleagues and within departments.

The **Early Career Development Programme** supports teachers with their progression through key topic areas such as fractions, algebra and ratio looking at ways to embed problem solving and reasoning into every lesson. Further details can be found on the flyer attached.

To ease with current cover restrictions, all sessions up to February half term have been scheduled online with a 4pm start.

As with all maths hub programmes, this is free of charge and open to all schools in the NW3 region: Wigan, St Helens, Knowsley, Liverpool and Sefton.

Registration is essential. To book any of your department onto this programme, please email Paula Foster: paula.foster@three-saints.org.uk quoting **Early Career Development Programme**.

DfE Transitionary Year Guidance

DfE Transitionary Year Guidance can found [here](#).

This document provides guidance to schools on the assessment and reporting arrangements for pupils working below the standard of the national curriculum assessments at key stages 1 and 2, in the 2020/21 academic year.

Pupils working below the standard of the national curriculum assessments at KS1 and KS2 have been assessed using Performance scales (P scales) since 1998. Following the government response to the [Rochford Review consultation](#), the government announced plans to remove the use of P scales.

Schools are now required to use the pre-key stage standards frameworks for statutory assessment at the end of [KS1](#) and [KS2](#) for pupils working below the standard of the national curriculum assessments and engaged in subject-specific study, or who have not completed the relevant national curriculum programme of study.

EEF News Alert – Latest Updates

On 11th September the EEF published a new [rapid evidence assessment](#) which shows that professional development for teachers can be effective when delivered remotely.

"As our review shows," comments EEF chief executive, Prof. Becky Francis, "remote professional development sessions are not only effective means of improving pupil outcomes, but they also ensure that a sense of community and support endures amongst staff members in these unprecedented times."

Remote professional development: [1-page summary](#) and [full report](#)



'Back-to-School':

A five-a-day checklist to help achieve effective learning behaviours within classrooms:

What are learning behaviours – and how can schools support pupils to develop them? That's the question tackled in this new blog from the EEF's Learning Behaviours specialist, **Kirsten Mould** – a serving secondary school teacher, Head of Personalised Learning/Transition and SENCo – offers some practical suggestions drawn from evidence-based guidance - [READ MORE](#).



Schools Reopening Research

School Leadership in Disruptive Times: Professor Alma Harris (Professor of Educational Leadership and Policy, Dept. of Education, University of Bath) looks at the current discourse around schools reopening [here](#):

"In most countries, getting children back to into school has been an ongoing issue and a major flashpoint for heated debate. Schools that have reopened have faced the considerable challenges of social distancing, intensive cleaning, and the careful orchestration of all movement around the school. Those schools that are about to open are caught in the media spotlight of whether it is safe or sensible to do so."

Professional and Leadership Development

NPQs and Revised Headteacher Standards

National Professional Qualifications and revised Headteacher Standards

The department is committed to ensuring that National Professional Qualifications (NPQs) continue to offer the best possible support to teachers and leaders wanting to take the next step in their careers.

A reformed suite of NPQs will be introduced from September 2021. The content frameworks for the reformed qualifications will be published in Autumn 2020. These will link to the revised Headteacher Standards, which we expect to be published at around the same time.

[Sign up to the mailing list for updates related to the ECF, NPQs and revised Headteacher Standards](#)

Initial Teacher Training and Recruitment

Early Career Framework Roll-Out

Extra support for schools and early career teachers

The Early Career Framework (ECF) underpins a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development.

Schools in the North East, Bradford, Doncaster and Greater Manchester can still sign up to an early roll-out of the Early Career Framework reforms. The opportunity to sign up via a DfE provider is open until 31 October 2020. Find out [how to sign up](#).

Due to the disruptions to initial teacher training this year the [high-quality training materials](#), developed for the ECF reforms, are now available to all schools and early career teachers a year ahead of schedule.

'Governing in Unprecedented Times'

This report from Ofsted and the National Governance Association looks at school governance during the COVID-19 pandemic.

This small-scale research project investigated the challenges for school governance during the Covid-19 pandemic. Carried out with the NGA, it looked to understand the decisions and actions of governors and trustees in response to the short and longer-term challenges presented by lockdown measures in England.



Governing in unprecedented times

National Leaders of Governance Advisory Report published

National Leaders of Governance (NLG) advisory group

Recommendations on NLG reform

September 2020

The current NLG programme needs reform so that it is well placed to support schools and trusts to improve governance in our current and future school system. In considering reforms, the DfE looked at the scope and role of the NLG, the eligibility and designation process, training requirements and how NLGs should be deployed.

[The DfE has published a report from the advisory group on National Leaders of Governance.](#) This is in response to the DfE's aims to reform system leadership to ensure school improvement support is as strong as possible.

The group considered that access to a highly effective cadre of experts in governance was of significant value, particularly for those governing in schools and trusts facing challenges. Since the current NLG programme was launched in 2012, there have been significant changes in the school system and the demands on governors and trustees.



[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.**