

Regional Update: November 2020 (#5 2020/21)

Introduction

Welcome to the fifth Lancashire and West Yorkshire TSC update of 2020/21.

This newsletter provides essential system leader news, links and updates that have been issued recently.

Previous newsletters, attachments and other resources can be accessed at <https://greatheightstrust.org.uk/lwytsc>.

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Attachments: STSS Covid-19 2020-21 Recovery Offer, SI offer 2019/20 FAQs and ITT Bulletin - Nov 20

HEADLINE UPDATE

School Improvement Offer 2019-2020: DfE update for NLEs

Sent from the DfE to all NLEs on November 10th 2020:

Dear Colleagues,

Thank you for your help during these exceptional times. Many of you have been involved in helping deliver the School-to-School Support (STSS) Recovery Offer in addition to tackling challenges in your own schools. Others of you will have not been formally involved in the Recovery Offer but have offered support in other ways. We are extremely grateful for all your help.

The DfE are providing a package of support to schools, including the [catch-up premium and the National Tutoring Programme](#). In addition, we have taken the decision to extend the delivery of the STSS Recovery Offer until end of spring 2021 in the first instance, to support those schools that are the most vulnerable as a result of the challenges faced by COVID-19. Support will be available to schools, regardless of their Ofsted rating, that would benefit from additional leadership support, including to put in place a high-quality remote learning offer. We have updated [the gov.uk page](#) to reflect this for the wider educational sector. The attached overview (also next news item) provides more information.

Consequently, we are now formally closing the 19/20 School Improvement Offer. This means that you should only undertake further work if an approved RAF and signed Grant Offer Letter already in place. If this applies to you, please refer to the attached FAQs which provides further important details about resuming 19/20 support. Otherwise, you will only be funded to provide support to schools where you are matched under the STSS Recovery offer. If you have any further queries, please contact us on school.improvement@education.gov.uk or contact your local RSC team who will be happy to support.

If you are aware of schools that you think would benefit from support through the STSS Recovery Offer please make a referral via your [local Regional School Commissioner's office](#).

Many thanks, The DfE School Improvement Team

Wave 1 Support & Payment Claims:

Can NLEs also please be aware of the requirement for all Wave 1 support to complete by 31st December and the need to submit payment forms to the previously communicated RAF/LWY mailboxes to enable payment.

STSS Covid-19 2020/21 Recovery Offer

See below and attached document for more information.

School-to-School Support COVID-19 Recovery Offer



What is the offer and who can access this?

An experienced system leader will provide time-limited school-to-school support to schools and trusts to help them to overcome the challenges they face or have been exacerbated as a result of the COVID-19 pandemic.

This support offer can be accessed free of charge by any school who may-

- have educational issues that have either been caused or exacerbated by COVID-19 or,
- are facing full or partial closure because of COVID-19 and would benefit from additional leadership capacity including help with their remote learning offer.

Who will provide the support?

An experienced school leader (either a National Leader of Education, MAT CEO or teaching school lead). They may also draw on others from within their own school or trust.

When will the support take place and for how long?

Support will be available as soon as a suitable school leader has been identified to provide support.

It will be offered for an initial five days on average. Additional support can be provided to those schools with challenging needs.

What type of support will be offered?

Support will be tailored to the individual needs of the school or trust, but could include, for example, a focus on:

- planning for closures/remote learning
- addressing gaps opened in learning – use of catch-up funding
- lost leadership capacity

Who will the DfE work with?

Regional DfE teams will administer the support offer and will work with Local Authorities, Dioceses, the Teaching Schools Council and local MATs to identify schools and trusts who may benefit from support and to match them with an experienced school leader.

My school needs support, how do I access this?

Please contact your [local Regional Schools Commissioner's office](#) for further information.

School Improvement and System Leadership

Teaching Schools Hubs (TSH) - procurement has now closed (30/10/20)

As per LWY TSC newsletters 2, 3 and 4 procurement has closed for The National Teaching School Hub Programme. The DfE will be identifying a further 81 TSHs during November and December 2020, to join the six TSH (Test and Learn) who are already operating.

National Tutoring Programme 2020-2021

[Thirty-two providers have been selected to deliver the National Tutoring Programme.](#)

Among the successful applicants is [Schools Partnership Tutors](#), which was [set up by the Unity Schools Partnership earlier this year](#) and has operated successfully in our region already.

Schools are now able to search for the subsidised tuition partners and choose between a variety of models of tutoring, including in-person and online.

Sir Peter Lampl, who is the founder and chair of the Sutton Trust and chair of the Education Endowment Foundation, said he was “delighted that schools will have access to tutoring from so many high-quality organisations.”

Find tutoring for your school [here](#).

National Tutoring Programme

Teach First Academic Mentors



Academic mentors are helping a generation of pupils bounce back from a national education crisis and are part of the government's new [National Tutoring Programme](#).

Schools needing mentoring support for students hit hardest by lockdown can access academic mentors via Teach First.

[Hire first-rate, affordable mentors to help them bounce back.](#)

Colleagues interested in applying to become Academic Mentors should click on the graphic to the right.

- ✓ Salaried classroom experience, using your specialist subject
- ✓ Be expedited for other Teach First programmes (subject to eligibility and availability)
- ✓ Become a Teach First ambassador upon completion
- ✓ Salaried from £19,000 per annum (pro-rata)

Oak National Academy CPD links



OAK
NATIONAL
ACADEMY

[Sign up to the Oak National Academy newsletter](#) to keep up to date with the latest news.

Please note these updates:

- [Innovative Ways that schools are using Oak Lessons and resources](#)
- [Oak Curriculum Planning webinars](#)
- [Oak's approach to EYFS](#)

EEF News Alerts & Updates

EEF News Alerts are e-mailed to 35,000+ subscribers regularly.

Sign up [here](#) and they'll keep you up-to-date with their latest news and resources.

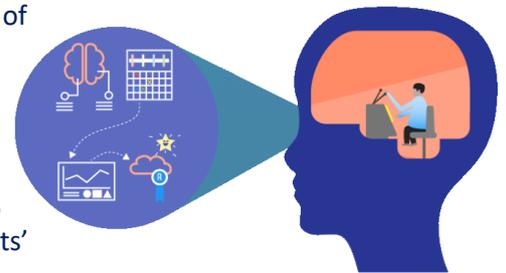
EEF News Alert Reminder: [their 15 guidance reports so far](#)

Preparing for Literacy Early Years & Primary Seven recommendations to support improving early language and literacy Download PDF	Improving Literacy in Key Stage 1 Primary Eight recommendations to support the literacy of 5-7 year-olds Download PDF	Improving Literacy in Key Stage 2 Primary Seven recommendations to improve literacy teaching for 7-11 year-olds Download PDF	Improving Literacy in Secondary Schools Secondary Seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Download PDF	Improving Mathematics in the Early Years and Key Stage 1 Early Years & Primary Five recommendations to support practitioners in developing the maths skills of 3-7 year-olds Download PDF	Improving Mathematics in Key Stages 2 and 3 Primary & Secondary Eight recommendations to improve outcomes in maths for 7-14 year olds Download PDF	Improving Secondary Science Secondary Seven recommendations for improving science in secondary schools Download PDF	
Using Digital Technology to Improve Learning Primary & Secondary Four recommendations on using digital technology to improve children's learning Download PDF	Putting Evidence to Work - A School's Guide to Implementation Early Years, Primary & Secondary A guide to implementation applicable to any school improvement decision Download PDF	Making Best Use of Teaching Assistants Primary & Secondary Guidance to help primary and secondary schools make the best use of TAs Download PDF	Working with Parents to Support Children's Learning Primary & Secondary Four recommendations on working with parents to support their child's learning Download PDF	Special Educational Needs in Mainstream Schools Primary & Secondary Five recommendations on special education needs in mainstream schools Download PDF	Improving Social and Emotional Learning in Primary Schools Primary Six recommendations for improving social and emotional learning in primary schools Download PDF	Metacognition and Self-regulated Learning Primary & Secondary Seven recommendations for teaching self-regulated learning & metacognition Download PDF	Improving Behaviour in Schools Primary & Secondary Six recommendations for improving behaviour in schools Download PDF

EEF Practical Tips: [Embedding metacognitive strategies into your classroom practice](#)

Evidence suggests the use of metacognitive strategies can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.

[This guidance report](#) reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.



EEF Guest Blog: [Practical, evidence-based tips to embed metacognitive strategies into your classroom practice](#)

Research Schools:

Opportunity: [Associate Research School in Lancashire](#)

The EEF is seeking to designate an exceptional Associate Research School in Lancashire to support an exciting two-year partnership with Lancashire schools. [Click here](#) to find out more.

[Get in touch with your nearest Research School here](#)

Professional and Leadership Development

Ofsted Covid-19 Briefing

Ofsted 'visits' to go online during national lockdown

Ofsted has confirmed it will undertake school and FE provider visits "remotely" during the national lockdown.

In a Twitter post this week, the inspectorate said: "During the national lockdown we will undertake our work remotely where we can – only going on site where it is necessary to do so, or in response to urgent concerns."

Full inspections were due to restart in January, but it is not yet clear whether that intention will remain following this weekend's announcement of a full national lockdown during November.

Ofsted findings from school visits in October

Amanda Spielman discusses what Ofsted found in school visits to education and children's social care providers during October [here](#).

'It's becoming clear that children's and learners' experiences since the first national lockdown in March fall into three broad groups. There are those who have been, and still are, coping well in the face of restrictions; there is a group who have been hardest hit, largely because of the interplay between their circumstances and the impact of the pandemic; and there is the majority – a group who have slipped back in their learning to varying degrees since schools were closed to most children and movement restricted.'

Read further reports on Ofsted findings by following these links for [schools](#), [further education and skills](#), [early years](#), [social care](#) and [local areas' SEND provision](#).

Initial Teacher Training, Recruitment & Retention

Financial incentives for ITT courses starting in 2021/22

Full details are available [here](#): offers of tax-free bursaries of £24,000 in chemistry, computing, mathematics and physics. Scholarships worth £26,000 tax-free are on offer in partnership with professional bodies for chemistry, computing, mathematics and physics.

There is also an offer of a £10,000 tax-free bursary for languages and classics trainees, and a £7,000 tax-free bursary for biology trainees.

In addition, the available funding has been aligned across all postgraduate routes. This means that schools offering School Direct (salaried) or the Postgraduate Teaching Apprenticeship routes can access funding equivalent to the bursary amount.

ECF Reforms: Changes to Statutory Induction

Please note:

- The national roll-out of the Early Career Framework (ECF) reforms will take place from September 2021.
- To enable this, the Department for Education intend to make changes to statutory induction arrangements. These changes will ensure that all early career teachers undergoing induction are entitled to a two-year programme of training and support, underpinned by the ECF. Further detail can be found [here](#).
- At this time there are no actions for schools to take. Further information and guidance to help schools prepare for national roll-out will be published in due course.
- If you would like to receive direct updates from the department on the ECF reforms, [please fill in this form](#).

National Leaders of Governance

New NGA guidance on virtual governance (members only access) [here](#).

Up to 70% of NGA members have not been into schools for visits or meetings this term, according to a recent NGA poll. With another national lockdown in place, governing boards expect to continue to function remotely for some time.

Boards have adapted their practice to enable them to function remotely. However, the face-to-face elements of governance remain fundamental to governors and trustees knowing their school and building relationships.

In the future, most governing boards are likely to adopt a blended approach, retaining the features of virtual governance which have made meetings more efficient, discussions more focused, and saved travel times at the end of the working day. NGA new virtual governance guidance invites boards to evaluate their virtual practices and provides advice on adapting meetings, carrying out monitoring and reshaping induction programmes.

Governance - NGA Update

[Book now for the NGA Annual Address and AGM](#) which will take place virtually on Saturday 28 November 2020 from 2pm to 4.30pm. This member-only event is an opportunity for open discussion with NGA's chief executive Emma Knights OBE, her senior staff team and chair of trustees Maggi Bull about the issues affecting your school/trust and the support that you may need from the NGA.



Governance - CST Update

In the current academic year (2020/21) the CST will run virtual masterclasses. These will be listed [here](#) when scheduled

Bookings can be made by clicking into the masterclass that you are interested in.

If you have any questions or queries about any CST events, please email admin@cstuk.org.uk.



Edurio Research Report: Lessons learned in schools during Covid-19

Participate in the [Edurio Covid-19 Impact Review](#) and compare your results with similar schools across England.

The Edurio Covid-19 Impact Review is England's largest cross-stakeholder study of how Covid-19 has affected schools with over 45,000 pupils, parents and staff members having already participated in the review.

Find out what your school has done well and what are the concerns of your pupils, parents and staff. Gain insights into topics like the learning process, workload, well-being and communication, and be better prepared for future disruptions.

Edurio has helped over 1000 schools in the UK and internationally to analyse stakeholder feedback.

Chartered College of Teaching: Dialogic Teaching - CPD and Research Opportunity

Professor Robin Alexander of Cambridge University coined the term 'dialogic teaching' for his approach to enhancing children's engagement and learning through high-quality classroom talk, which he then developed and refined by working with teachers in London, Yorkshire and Greater Manchester. In 2014-17, its successful large-scale trial by the Education Endowment Foundation (EEF) in Birmingham, Bradford and Leeds, provided conclusive evidence that dialogic teaching significantly improves pupil learning outcomes across the curriculum. To date, it is one of only 17 out of the 190 EEF trials to have achieved such positive results.

Robin Alexander has now published [A Dialogic Teaching Companion \(Routledge 2020\)](#), which builds on this work, reviews the latest evidence about the vital relationship between talking, thinking, learning and teaching, and provides a revised and expanded version of his dialogic teaching framework.

In a webinar on November 26th Robin Alexander will be joined by Dame Alison Peacock, Chief Executive of the Chartered College, to discuss these issues and the added challenge of sustaining high-quality talk in the context of Covid-19, in a presentation entitled [Dialogic Teaching Revisited – more important now than ever?](#) You can register [here](#).

Research Opportunity: Culture Change in Schools and Teacher Retention Pilot

Working to address the issues of teacher retention and wellbeing, collaborators, Jeanie Davies and Georgina Newton at Warwick University have formed a Community Interest Company to support the creation of supportive, trusting school cultures. With over 40 years of teaching experience between them, they have formulated a programme called the "[Schoolgenie](#)" which trains existing members of school staff to understand and transform the prevailing culture through an evidence-based blend of psychology, coaching, supervision and ethics.

An early-stage rollout to schools is planned for 2021. The programme aims to demonstrate the potential to create a big culture shift in those schools where leaders struggle to bring about change and to engage all staff. In schools where it has been piloted, staff retention has gone from 50% to 100%.

Colleagues interested in getting involved in the pilot, should email Georgina Newton: G.C.Newton@warwick.ac.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.**