

## Regional Update: January 2021 (#7 2020/21)

### Introduction

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

This newsletter provides essential system leader news, links and updates that have been issued in the last few weeks.

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

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### In this newsletter:

#### School Improvement and System Leadership:

- **Remote Learning: Review, Key Principles and Guidance from the DfE and Ofsted**
- **LWY Maths Hub Update**
- **EEF Updates - 5 Key Principles for Home Learning**
- **Oak National Academy: Support for Learning at Home**

#### Attachments:

- DfE - Remote Education Provision framework review
- Evaluation of the School Improvement Offer
- Bradford Research School - January 2021 update
- EEF - 5 Principles for Home Learning

#### Professional and Leadership Development:

- **Teacher Development Trust – free online CPD support**
- **Initial Teacher Training, Recruitment & Retention & ECF:**
- **ITT: DfE Institute of Teaching announced**
- **ITT Market Reforms 2021**

#### National Leaders of Governance:

- **Trust Board effectiveness and Governance during Covid-19**

#### For Reference (also attached):

System Leader Reform Timeline (Newsletter 6b)  
*all key communications from the last 12 months*

## HEADLINES

### Remote Learning: Review, Key Principles and Guidance - DfE and Ofsted

The DfE have just released the '[Review your Remote Education Provision](#)' framework (attached). This framework aims to help MAT leaders, system leaders, school leaders and governors to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

#### What is the gov.uk definition of remote education?

- **Remote education:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education:** often known as online learning - remote learning delivered through digital technologies.
- **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- **Synchronous education:** this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

1. [Some common myths about remote education](#)
2. [Remote education is a way of delivering the curriculum](#)
3. [Keep it simple](#)
4. [When adapting the curriculum, focus on the basics](#)
5. [Feedback, retrieval practice and assessment are more important than ever](#)
6. [The medium matters \(a bit\)](#)
7. [Live lessons aren't always best](#)
8. [Engagement matters, but is only the start](#)

Guidance

**What's working well in remote education**

Published 11 January 2021

[More resources for remote education](#)

### NCETM and Maths Hubs online resources available

Collaboration at times of challenge and adversity continues to be important for schools and teachers. The [Maths Hubs](#) which support all state-funded primary and secondary schools in Lancashire and West Yorkshire are continuing to offer flexible support and online professional development which are all tilted towards the current challenges we are facing. Get in touch with your [local hub](#) to find out more.

- Materials to support teachers and schools planning and delivering maths teaching in school and remotely at both primary and secondary level are available from the NCETM. All are accessible from the dedicated [Covid support page](#) on the NCETM website.
- For primary schools and teachers, the 180 [primary video lessons](#) produced during the first lockdown are still available. Each lesson has an accompanying teacher guide, and PowerPoint slides of the lesson for teachers to adapt themselves.
- There are also resources linked to the DfE guidance published in July 2020. These include [ready-to-use training materials](#), a short introductory [video](#), and a [suite of 79 PowerPoints](#) focusing on the ready-to-progress criteria found in the DfE guidance. Additional training materials addressing the [transition between Year 6 and Year 7](#) are also particularly relevant when pupils in Year 6 have had their maths learning disrupted.
- For secondary schools, an evidence-based [guidance document](#) to support discussions about recovery curriculum content and pedagogy is available, along with a series of [‘Planning to teach...’ videos and PowerPoint slides](#) offering advice on teaching crucial KS3 topics. CPD materials include a [one-hour training session](#) to help understand the implications for Year 7 of the DfE primary guidance, and six [Departmental Workshops](#) for any teachers able to engage in collaborative professional development.

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## EEF Updates - 5 Key Principles for Home Learning

When implementing strategies to support remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content & pupils

The Rapid Evidence Summary re. Distance Learning can be found [here](#).

The EEF report, '[Best evidence on supporting students to learn remotely](#)', examines the existing research on remote learning, drawn from 60 systematic reviews and meta-analyses. This has been distilled into [five key findings and implications](#).

*'We must accept that home school isn't school, and some children will find it harder to learn at home than others. But, if we follow some key principles for teaching and learning, we can be more hopeful that we can support them more effectively.'*

The EEF have produced resources for schools to share with families to support and develop home learning routines opportunities, such as shared reading:

- [7 top tips to support reading at home](#) also available in: [Bengali](#), [Lithuanian](#), [Polish](#), [Punjabi](#) & [Urdu](#).
- [7 top tips to support reading at home – for KS2](#)
- [Helping Home Learning: Read with TRUST \(simple infographic\)](#) & in: [Bengali](#), [Lithuanian](#), [Polish](#), [Punjabi](#) & [Urdu](#).
- [Helping Home Learning: Read with TRUST \(full text infographic\)](#)
- [Helping Home Learning: Read with TRUST comic](#)
- [Helping Home Learning: Talk with TRUST \(simple infographic\)](#) & in: [Bengali](#), [Lithuanian](#), [Polish](#), [Punjabi](#) and [Urdu](#).
- [Helping Home Learning: Talk with TRUST \(full text infographic\)](#)
- [Helping Home Learning: Talk with TRUST comic](#)
- [Helping Home Learning: Talk with TRUST video](#)
- [Supporting home learning routines: planning the day](#)
- [Supporting daily routines during school closures video](#)

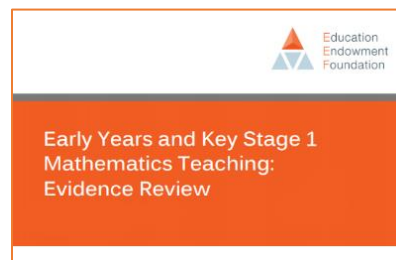
### Best evidence on supporting students to learn remotely

Rapid evidence assessment examining the existing research to support the remote learning of pupils.

The EEF has just published an evidence review focusing on [Early Years and Key Stage 1 Mathematics Teaching](#). Undertaken by a research team at University College London, this synthesises the best available international research to evaluate the effectiveness of classroom-based interventions for improving early mathematical learning. These findings form the evidence base for the guidance report, '[Improving Mathematics in the Early Years and KS1](#)'.

[READ the Early Years & Key Stage 1 Mathematics Teaching: Evidence Review HERE](#)

[READ 'Improving Mathematics in the Early Years and Key Stage 1' guidance report HERE](#)



## Research Schools



### EEF announces new addition to national research schools network

[St Mary's RC Primary School in Lancashire](#) has been selected to form the area's Associate Research School, working closely with [Blackpool Research School](#) to establish new partnerships with local schools and provide effective guidance by promoting and exemplifying evidence-based practice.

## Oak National Academy: Support for Learning at Home

All [Oak National Academy](#) resources are completely free, mapped and sequenced to the national curriculum, and can ease workload and enable a focus on providing pastoral and 1-2-1 support to pupils during this period of remote learning.

### Browse lessons and resources

Designed to ease your planning, the new [teachers hub](#) lets you browse Oak's full curriculum of lessons, slides and all the worksheets available for you and your pupils.

### Customise lessons for pupils

You know your students best. So now you can choose which parts of our lessons to share with your class. Turn the quiz on or off, or just share the video. It's up to you.

### Save, share, download and edit

To help reduce workload there are nearly 10,000 lessons available. You can save lessons to your own private list, share links with your students more easily, and download and edit lesson resources so they better meet your needs.

[Curriculum maps](#) provide an overview of our lessons, units and approach in each subject, so you can quickly map against your existing plan and your own curriculum.

[Online Classroom](#) provides pupils access to our nearly 10,000 lessons, either by subject, key stage or following our ready-made suggested timetable.

[Support pages](#) provide a wealth of information, hints and tips on delivering remote education – from how to guides and videos to template letters for parents.

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

## Professional and Leadership Development:

### Teacher Development Trust – free online CPD support this term

Browse [this fantastic list of free online CPD](#): videos, courses, blogs, all curated by TDT's Kathryn Morgan.

### Access free videos during lockdown

In response to schools moving to remote learning for Spring 2021, TDT is releasing some of its member-only content for the duration of this period, absolutely free.

### Cat Scutt & Brent Philipsen – Online CPD

11-Apr-2020: Online PD experts Brent Philipsen (Vrije University, Brussels) and Cat Scutt (Chartered College of Teaching) explore how we support teachers with online professional development - [read the accompanying notes](#)

### Karen Giles- Leadership Wellbeing

9-Jul-2020: Karen Giles, headteacher of Barham School & an NLE, explores how to find time for ourselves as leaders, especially during the pandemic - [read the accompanying notes](#)

### Christian van Nieuwerburgh – Coaching online

7-Apr-2020: Author and international speaker, Christian van Nieuwerburgh, presents ideas on coaching staff online - [read the accompanying notes](#)

### Other great lockdown resources

Contact [EdSupportUk](#) using their website or telephone helpline: the UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.

## Initial Teacher Training, Recruitment & Retention

### Initial Teacher Training: DfE Institute of Teaching announced, January 2021

[A new Institute of Teaching is set to be established in England](#) to provide teachers and school leaders with prestigious training and development throughout their career.

Training will be delivered through at least four regional campuses, launching in September 2022, with the Institute being the first of its kind in the world. The national initiative will deliver evidence-based approaches to teacher training, and also include mentoring and early career support, alongside leadership courses and continued professional development, building on existing high-quality provision.

It will be funded as part of £22 million for teacher quality, agreed at the Spending Review, which also includes funding for mentor time for early career teachers as part of the Early Career Framework reforms.

The Institute will become England's flagship teacher training and development provider, showcasing exemplary delivery of the Government's ambitious reforms through the new ITT Core Content Framework and Early Career Framework, and its changes to National Professional Qualifications (NPQs).

The training is likely to be delivered through a blend of online, face-to-face and school-based means. When the Institute is at full capacity, it is expected to deliver training for:

- Around 1,000 ITT trainees annually
- Around 2,000 Early Career Teachers and 2,000 mentors annually
- 1,000 NPQ participants annually

It will continue to build evidence around the most effective approaches to training and developing teachers, and will use this to support other teacher development organisations, including new Teaching School Hubs, to understand and implement best practice.

#### Market Engagement Events

the opportunity to be involved in establishing a new [institute of teaching](#) to act as a flagship provider of Initial Teacher Training, Early Career Framework support and reformed National Professional Qualifications. DfE intends to launch a procurement to identify an organisation or group of organisations to establish the Institute as a new entity. Market warming events will be held on 20<sup>th</sup> and 21<sup>st</sup> January. You can register for these on the Eventbrite pages here:

- [Institute of Teaching Market Engagement Event - 20th January 2021 Tickets, Wed 20 Jan 2021 at 15:00 | Eventbrite](#)
- [Institute of Teaching Market Engagement Event - 21st January 2021 Tickets, Thu 21 Jan 2021 at 15:00 | Eventbrite](#)

The DfE hopes leading trusts will be interested in this opportunity, including as part of consortia. You can find further information from the Department in the published [Prior Information Notice](#)

### ITT Market Reforms 2021

The DfE will resume its review of the ITT market, following a pause due to the Covid-19 pandemic. The review will focus on how the ITT sector can provide consistently high-quality training in line with the Core Content Framework in a more efficient and effective market. It will be led by Ian Bauckham, CEO of Tenax Schools Trust, acting Chair of Ofqual and Chair of Oak National Academy, with the support of officials and a small expert group.

The group will work with the sector during the review. The DfE has committed to improving support and professional development for teachers at all stages of their career, particularly for those in their vital first few years of teaching, through the Early Career Framework reforms.

A reformed suite of NPQs, previously announced in 2019 as part of the Teacher Recruitment & Retention Strategy, will also be launched from September 2021, offering high quality professional development for teachers and school leaders at all levels, from those who want to improve teaching practice to those leading multiple schools across trusts.

## National Leaders of Governance

### Trust Board effectiveness and Governance during Covid-19

The NGA Covid-19 Knowledge and information Centre is [here](#).

Links to the NGA's collection of COVID-19 resources are below. Please forward to relevant Chairs, Vice Chairs and committee chairs. Please note you will need your NGA membership log-in.

**Monitoring priorities:** [key areas of focus for governing boards right now](#)

**Remote education:** [safeguarding, expectations and monitoring](#)

**Disadvantaged pupils:** [reducing the impact of partial school closures](#)

**Frequently asked questions:** [how to conduct governing board business and more](#)

**Virtual governance:** [remote meetings, monitoring and induction](#)

Further NGA links:

- [Bereavement support for schools](#)
- [Continuity and recovery plans](#)
- [Disadvantaged pupils](#)
- [Monitoring priorities](#)
- [Ofsted plans whilst schools partially closed](#)
- [Parent governor and trustee elections](#)
- [Parental engagement](#)
- [Professional matters: appraisal, restructure, conversion and HR procedures](#)
- [Remote education](#)



[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.**