

# Guidance for system leaders on school recovery offer

February 2021

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## What is the school recovery offer?

Schools and trusts continue to find themselves in challenging and uncertain times as they recover from the COVID-19 pandemic closures. The DfE has provided school leaders with [guidance](#) on what they need to do throughout the pandemic. In February 2021, DfE also updated its '[Actions for schools during the coronavirus outbreak](#)' guidance with operational guidance for the full re-opening of schools from 8 March 2021 following the national lockdown. System leaders can also play a role in offering leaders of the most vulnerable schools a trusted expert to help them manage and prepare for challenges faced in line with this DfE guidance.

The aim of this offer is to provide the following time-limited support for greater leadership capacity to those most in need:

- **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 spring term (2021) 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 an average of 5 days school-to-school support from the assigned system leader and their school.

DfE regional teams, working with stakeholders, have identified schools in need of support and will confirm, by email, the school/s to which you have been matched to provide support.

## Delivery expectations

The leadership support you provide should focus on helping schools overcome challenges they are facing during the COVID-19 pandemic which may include the delivery of remote learning during full or partial closures and educational recovery. You will work with schools to determine how best to support them and establish a plan for the school to overcome and recover from the issues they are facing as a result of COVID-19. This is expected to be an evolving situation and bespoke to each school.

If feasible, once you have assessed the needs of the school, you can draw upon additional resource from your school, trust or teaching school alliance to deliver support. This could include system leaders such as specialist leaders of education (SLEs) and national leaders of governance (NLGs) who can provide specialist expertise or support at different levels within the supported school. This can be funded through the 5 days (see funding guidance on page 7). As the named system leader, you will remain accountable for any additional capacity you may draw upon to deliver support and must be satisfied that the needs of the school are being met.

Support provided should be delivered in line with the DfE guidance on social distancing measures in schools. The delivery method should be agreed between the system leader and the supported school. If you agree to visit a school, please ensure that you wear an appropriate face covering. During national restrictions support should be delivered virtually in line with guidance that workers should work from home where they can.

## Key steps for delivering support

**Step 1** – hold an initial conversation with the school to gain an understanding of the issues they face, and support required. Familiarise yourself with support available both national and locally.

**Step 2** - complete the feedback form and return to your DfE regional contact. Requests for additional funding can be included in exceptional circumstances.

**Step 3** - deliver up to 5 days' support and any additional support agreed with DfE regional teams.

**Step 4** - make payment claim once support complete.

## Elements of support

- 1) Discussion with the leader of the school to understand the issues/challenges they are facing as a result of COVID-19 which are impacting on their ability to overcome the impact on learning, behaviour or other issues including the delivery of remote learning during whole or partial school, closures or individual isolation.
- 2) Gain an understanding of existing support structures available to the school and establish if they are still available and will be of benefit to address immediate challenges. The support you offer should complement existing structures and provide the schools with systems and processes which are sustainable in the longer term.
- 3) Provide leadership capacity where required to meet changing needs. You may want to work with the school to source or develop resources. Where appropriate, you may want to share materials and learning from your own school/trust.

We would expect you to take a lead role with supporting schools on operational delivery and bringing your expertise directly to resolve any barriers the school may face.

If at any stage, you become concerned about the level of challenge at the school and that it exceeds your capacity to support the school you should liaise with your DfE regional contact to discuss next steps.

## Possible areas of need

The Recovery Offer will continue to provide support to schools regardless of their Ofsted rating but particular focus will be given to those that have educational issues that have either been **caused or exacerbated by COVID-19**, in particular, those with two or more Requires Improvement Ofsted ratings and would benefit from additional leadership capacity

We expect schools to need support with a range of issues including some that will be unique. Below is a list of things you may want to consider when assessing the needs of the school you are supporting (this list is not intended to be exhaustive):

- Planning for and managing school closures or isolating individuals – ensuring continuity of education and delivery of effective remote learning
- Addressing gaps opened up by closures and disruptions to teaching and assessment including the use of catch-up funding
- Re-setting / establishing routines and behaviours (including challenging behaviour and low-level disruption)
- Lost leadership or governance capacity
- Financial management due to impact of COVID-19
- Recruitment and retention of staff
- Establishing safe working practise for staff and pupils in line with guidance
- Safeguarding
- Mental health and wellbeing support for staff and pupils

## Curriculum

DfE's updated guidance on [curriculum](#) outlines the expectation for curriculum planning in schools. You can support school leaders to adapt **delivery of their curriculum** in response to the lost learning caused by COVID-19 disruption. This can include supporting leadership with timetabling, delivery of the content and the use of catch-up funding. As well as ensuring structural support, systems and processes are in place to help identify gaps in learning.

However, you would be expected to connect the school to a relevant local curriculum hub where specific needs on **developing curriculum content** are identified. If you feel it is necessary for the school to urgently receive support on wider curriculum or teaching issues, DfE regional teams will consider the request on a case-by-case basis.

## Remote education support

Schools are required to have a contingency plan in place to ensure they have capacity to offer immediate remote education to accommodate pupils in the event of a partial/local/national lockdown. Schools are also required to publish information about their remote education provision on their website and may use the [Providing remote education information to parents: template](#) to do so.

We would expect you to ensure that schools have provisions in place in line with DfE guidance on [remote education](#), review potential contingency plans and offer the school support to improve this, sharing good practice and where required, support schools to develop resources.

You should seek to reduce administrative burdens and additions to teacher workload by acting as a reference point to the range of resources and materials available on remote education, including Oak National Academy. There are further resources signposted in the support package provided by DfE in September, which may also be of use and we have highlighted additional resources on remote education in annex A. Key links to further information, guidance and support on educating pupils and students during coronavirus (COVID-19) are overleaf.

- [Find out](#) what funding and support is available to deliver remote education effectively.
- [statutory obligations](#) and expectations
- [review your remote education provision](#)
- [safeguarding procedures](#) to follow
- [resources and examples of good practice](#) to support remote education
- supporting pupils with [Special Educational Needs and Disabilities \(SEND\)](#)
- support to help students falling behind including [premium funding and support through the National Tutoring Programme](#)

## Does the school require help with the use of technology?

Where **technology** is being considered to support remote education arrangements, please ensure that the school is aware of the peer-to-peer support programme available through the [EdTech Demonstrator network](#). The school should register their interest to receive support from a school best placed to meet their individual needs.

Support and training in effective use of assistive technology is available through National Star College, which includes ways to capitalise on the accessibility features built into devices and software such as Google and Microsoft. Training is available for school leaders, SEN Coordinators and teachers on inclusive teaching techniques, accessibility considerations (drawing on technology) and assessment methodologies. Advice is also available on ways to build a fully inclusive curriculum delivered remotely.

DfE is offering free, expert technical support for schools to get set up on an accredited digital education platform, to support schools in delivering remote education. Schools can apply to get set up on one of two free-to-use digital education platforms: Google's G Suite for Education or Microsoft's Office 365 Education. Education platforms can support children at home, but also help schools to support children when they are attending school, for example by improving parent-teacher communications and making homework more interactive.

Schools and trusts can apply via gov.uk here: [Get help with technology - GOV.UK \(education.gov.uk\)](#)

These pages also provide feature comparisons and case studies on how schools are making the most of these platforms. It also provides impartial advice on which platform is right for a school.

## Educational Recovery

### National Tutoring Programme

Our £1 billion COVID-19 catch up package will help to tackle the impact of lost teaching time as a result of the pandemic, including a £650 million catch up premium to help schools support all pupils and £350 million National Tutoring Programme for disadvantaged students.

"The NTP aims to ensure that high quality tutoring is available in all parts of the country to disadvantaged pupils who need the most support to catch up."

Further information is available here: <https://nationaltutoring.org.uk/faqs>

On 27 January 2021, it was announced that a further £300 million would be made available for catch-up support, including tuition. We plan to provide more detail on what this means for the National Tutoring Programme in due course.

All state-maintained schools can access tutoring subsidised by 75% through the National Tutoring Programme, to support pupils who need extra help.

Schools can [search for approved NTP Tuition Partners](#) and enquire directly with providers. Online tutoring can be provided to pupils at home or in school during lockdown, and tutoring can also be booked in for delivery when schools are fully reopened.

For more case studies visit the NTP website: [School stories](#)

The NTP are offering bespoke information sessions in local areas for groups of schools. Please contact [info@nationaltutoring.org.uk](mailto:info@nationaltutoring.org.uk) for more information.

For further information and FAQs please see annex D.

## **Summer schools**

Alongside the National Tutoring Programme, £200 million will be available to secondary schools to deliver face-to-face summer schools. Schools will be able to target provision based on pupils' needs but the government is suggesting they may want to initially target incoming year 7 pupils. Summer schools should be a mix of academic and enrichment activity. When you are speaking to schools in your work as a system leader please discuss with them the benefits of running a summer school as part of their catch-up offer.

## **Managing confirmed cases of COVID-19 amongst the school community**

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). We would expect you to ensure that schools have effective processes in place to follow the [DfE guidance](#) in such circumstances, and in particular that the school leadership is confident in making immediate contact with the local health protection team as their first priority.

## Additional expertise – what else is available for schools

Following your conversations with schools, you may identify aspects of support that require more specialist expertise. There are a range of activities that you can support the school to access – see annex A.

Some schools will be able to access these successfully on their own. If, however, schools require more support, please support them by brokering this additional capacity.

### Finance

If the school/trust is identifying **financial concerns** you can request a School Resource Management Advisor (SRMA) – please do this via the feedback form and your DfE regional contact will discuss this with the ESFA.

### Governance

If the school/trust is identifying concerns with their **governance** and you do not have an NLG linked to your school/trust, there may be support available from an alternative NLG. Details on how you/the school/trust may be able to access this support can be found in annex A.

### Behaviour

Where **behaviour** is identified as a concern, the school may be eligible for referral to the [Behaviour Hubs Programme](#), offering bespoke support and advice on behaviour management and culture from a lead school or lead MAT which has an exemplary track record on behaviour.

Based on need, partner schools and MATs will receive some or all of the following:

- training led by expert advisers as well as lead schools
- bespoke advice
- mentoring
- support to develop and implement an action plan
- open days at lead schools to observe good systems and approaches in action
- networking events to share experiences and good practice
- online resources developed by the behaviour advisers to support schools

**Please refer to the Behaviour Audit tool at annex B and consider whether the school would be eligible for referral.**

## Funding

What funding is available?

- An initial allocation of up to 5 days of support will be funded at a maximum of £500 per day – up to £2,500 in total for each supported school.
- Funding will only be provided for time spent providing school-to-school support. This support should be led by a National Leader of Education (NLE), a head teacher of a teaching school or MAT CEO. The named **lead** system leader can then deploy others to provide the support required such as SLE or NLG, as necessary/where appropriate. This will be dependent on each individual situation. Your school will receive the payment for this support and will be required to distribute this as to any support brokered from outside your organisation. Support that is available for free via your local networks or support systems may also be drawn upon.
- Exceptionally, there may be scope for additional funding if a school requires more than the initial 5-day allocation. Please indicate this requirement on the feedback form and your DfE regional contact will consider the request. Please do not provide over and above 5 days support without confirmation from your regional contact that your request has been approved.
- All payments will be made in arrears once all support has been completed.

## Where will funding be paid?

System leader	Payment route
National Leader of Education	To the designated National Support School (NSS)
Head Teacher of Teaching School	To the designated teaching school
Non-NLE/Head Teacher of Teaching School MAT CEO	Where the MAT CEO is working within/has links with a designated teaching school alliance or NSS, this school should be nominated for payment on the proforma.  Where the MAT CEO is not working within a teaching school alliance or NSS or does not have a link with such a school, please indicate this and your DfE regional team will contact you to confirm the payment route.
Other (SLE, NLG, COO)	Where a named lead system leader deploys other system leaders to provide support, payment will be made as part of the payment to the lead system leader. The school in receipt of payment should distribute this as required.



## Feeding back on your activity and claiming funding

- Once you have been matched to a school and have confirmed that you are happy to provide this support, you should begin to support the school as soon as possible. DfE will send you a copy of the feedback form with Tab A completed. This will confirm details of the school to be supported including the name and contact details for the lead contact, the accountable body who should be kept informed of the support being provided and the regional contact you should send this form to when required.
- Once you have had an initial conversation with the school, please update Tab B of the feedback form and return to the DfE regional contact (listed in Tab A) within 1 week following your initial contact. This will provide DfE with important information about the needs of the school and your planned support including the number of days to be delivered and if additional support will be required above the initial 5-day allocation. As stated above, regional contacts will consider all requests for additional support and will confirm the agreed number of days with the lead system leader.
- DfE will issue a grant offer letter to the nominated payment school. This should be a NSS or teaching school. This should be signed and returned to [school.improvement@education.gov.uk](mailto:school.improvement@education.gov.uk)
- Upon receipt of Tab B, your DfE regional contact will issue you with a short payment claim form for completion and return once all support has been delivered. NB to reduce the admin burden and to consolidate the number of payments, we will only make a payment once all the support agreed has been delivered (initial allocation and any additional support agreed).
- Once you have received your payment, you should distribute this as required to any support provided from outside your nominated payment school.

You should also provide feedback on the support activity to the accountable body for the supported school – the governing body for maintained schools and trust board for academies. The contact details can be found on the reporting and feedback form.

### When should support be completed by?

For support which commenced in the **summer term 2020**, we would expect this to have been completed by the end of the **autumn term 2020**, unless you have contacted us to arrange an extension. If you have any questions regarding incomplete support that commenced in the summer term 2020, please do let us know.

For support which commenced between the 1 September 2020 and 29 January 2021, we would expect this to be completed by the end of the spring term 2021. However, if you are unable to complete support by the end of the spring term, you can now request an extension to deliver this until the end of the summer term 2021. If this applies to a school or trust you are working with, please can we ask that you contact your local Regional Schools Commissioner's office or Teaching School Council representative to request an extension. The Regional Schools Commissioner's office will review these requests on a case-by-case basis and will confirm whether this has been granted and the timescales for completion.

Any support provided from 1 February 2021 must be completed by the **end of the summer term 2021**.

If you have any questions regarding the payment process, please contact [school.improvement@education.gov.uk](mailto:school.improvement@education.gov.uk).

## **ANNEX A**

### **Recovery offer - Guidance and resources**

#### **Remote learning/education specific guidance and resources**

<b>Area of support</b>	<b>Brief overview</b>	<b>Links</b>
<b>DfE guidance on getting help with remote education</b>	Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.	<a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a>
<b>Review your remote education provision</b>	A framework to help schools and further education (FE) providers in England identify strengths and areas for improvement in their remote education provision.	<a href="https://www.gov.uk/government/publications/review-your-remote-education-provision">Review your remote education provision - GOV.UK (www.gov.uk)</a>
<b>DfE guidance - providing remote education information to parents: template</b>	An optional template to support schools when publishing information about their remote education provision on their websites during the spring term.	<a href="https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template">https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template</a>
<b>DfE guidance on adapting the curriculum for remote education</b>	Schools have been using various methods to adapt the curriculum for remote education to best meet the needs of pupils.	<a href="https://www.gov.uk/guidance/adapting-the-curriculum-for-remote-education?utm_source=e5c51ee7-4e30-4849-9275-25afd2ae3e2a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/guidance/adapting-the-curriculum-for-remote-education?utm_source=e5c51ee7-4e30-4849-9275-25afd2ae3e2a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a>
<b>DfE guidance on adapting teaching practice for remote education</b>	Schools have been using various methods to adapt teaching practice for remote education to best meet the needs of pupils.	<a href="https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm_source=764bd106-089e-4d86-abb9-b878073c2c3d&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm_source=764bd106-089e-4d86-abb9-b878073c2c3d&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a>
<b>Get funding and support to set up a digital education platform</b>	Schools can apply for government funded support to get set up on one, of two free-to-use digital education platforms. They can choose to have access to Google Suite for education or Office 365. These platforms will enable schools to provide remote education, when required.	<a href="https://get-help-with-tech.education.gov.uk/digital-platforms">https://get-help-with-tech.education.gov.uk/digital-platforms</a>

<b>DfE guidance on getting help with technology during coronavirus</b>	Guidance for local authorities, academy trusts and schools on devices and support available to provide remote education and access to children's social care.	<a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</a>																											
<b>Building digital capability among staff</b>	The <a href="#">EdTech Demonstrator Programme</a> allows schools to contact a network of schools and colleges for advice, guidance and training on how best to use technology in the delivery of remote education. The network of schools is on hand to offer you any support and advice you may need to make this approach possible.	<a href="https://edtech-demonstrator.lgfl.net/">https://edtech-demonstrator.lgfl.net/</a>  Regional Leads  Regional leads for the programme can be contacted at the following email addresses if required. Individual schools should register their interest in support via the online form at the EdTech website above, rather than with the regional contact. -  <table> <thead> <tr> <th>Region</th><th>Regional Lead</th><th>RL e-mail</th></tr> </thead> <tbody> <tr> <td>South East</td><td>Heather Hadfield</td><td><a href="mailto:heather.hadfield@lgfl.net">heather.hadfield@lgfl.net</a></td></tr> <tr> <td>South West</td><td>Nicole Ponsford</td><td><a href="mailto:nicole.ponsford@lgfl.net">nicole.ponsford@lgfl.net</a></td></tr> <tr> <td>West Midlands</td><td>Laura Smith</td><td><a href="mailto:laura.smith@lgfl.net">laura.smith@lgfl.net</a></td></tr> <tr> <td>East Midlands</td><td>Tim Stirrup</td><td><a href="mailto:tim.stirrup@lgfl.net">tim.stirrup@lgfl.net</a></td></tr> <tr> <td>Yorkshire and The Humber</td><td>Harmeet Sahota</td><td><a href="mailto:harmeet.sahota@lgfl.net">harmeet.sahota@lgfl.net</a></td></tr> <tr> <td>East of England</td><td>Bob Usher</td><td><a href="mailto:bob.usher@lgfl.net">bob.usher@lgfl.net</a></td></tr> <tr> <td>North West</td><td>Tim Stirrup</td><td><a href="mailto:tim.stirrup@lgfl.net">tim.stirrup@lgfl.net</a></td></tr> <tr> <td>North East</td><td>Harmeet Sahota</td><td><a href="mailto:harmeet.sahota@lgfl.net">harmeet.sahota@lgfl.net</a></td></tr> </tbody> </table>	Region	Regional Lead	RL e-mail	South East	Heather Hadfield	<a href="mailto:heather.hadfield@lgfl.net">heather.hadfield@lgfl.net</a>	South West	Nicole Ponsford	<a href="mailto:nicole.ponsford@lgfl.net">nicole.ponsford@lgfl.net</a>	West Midlands	Laura Smith	<a href="mailto:laura.smith@lgfl.net">laura.smith@lgfl.net</a>	East Midlands	Tim Stirrup	<a href="mailto:tim.stirrup@lgfl.net">tim.stirrup@lgfl.net</a>	Yorkshire and The Humber	Harmeet Sahota	<a href="mailto:harmeet.sahota@lgfl.net">harmeet.sahota@lgfl.net</a>	East of England	Bob Usher	<a href="mailto:bob.usher@lgfl.net">bob.usher@lgfl.net</a>	North West	Tim Stirrup	<a href="mailto:tim.stirrup@lgfl.net">tim.stirrup@lgfl.net</a>	North East	Harmeet Sahota	<a href="mailto:harmeet.sahota@lgfl.net">harmeet.sahota@lgfl.net</a>
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<b>DfE guidance - example lessons for remote teaching</b>	Lesson plans shared by schools to help teachers adapt their practice for remote education following the outbreak of coronavirus (COVID-19).	<a href="https://www.gov.uk/government/publications/example-lessons-for-remote-teaching?utm_source=26%20October%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19">https://www.gov.uk/government/publications/example-lessons-for-remote-teaching?utm_source=26%20October%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19</a>																											
<b>DfE guidance - remote education webinars</b>	How to access school-led webinars on remote education to help share good practice.	<a href="https://www.gov.uk/guidance/remote-education-webinars">https://www.gov.uk/guidance/remote-education-webinars</a>																											
<b>Remote education good practice</b>	Good practice to support school leaders in developing their remote education contingency plans	<a href="https://www.gov.uk/government/publications/remote-education-good-practice">https://www.gov.uk/government/publications/remote-education-good-practice</a>																											

<b>Safeguarding and remote education during coronavirus</b>	Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak.	<a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>
<b>Oak National Academy</b>	<p>The online classroom made by teachers, for teachers. Video lessons and resources to support remote education are available throughout 2020/21.</p> <p>Introductory video for schools to understand how to use Oak</p>	<p><a href="https://www.thenational.academy/">https://www.thenational.academy/</a></p> <p><a href="https://support.thenational.academy/en/articles/4470042-watch-what-is-oak-national-academy-and-how-to-use-it-in-your-school">https://support.thenational.academy/en/articles/4470042-watch-what-is-oak-national-academy-and-how-to-use-it-in-your-school</a></p>

## COVID-19 specific guidance

Area of support	Brief overview	Links
<b>Computing</b>  <b>National Centre for Computing Education (NCCE)</b>	<p>The NCCE have launched a new home teaching offer for pupils of all ages. The programme is designed to help students to continue their computing studies while at home.</p> <p>To enable teachers to continue their professional development, the Computing Hubs NCCE have adapted their face to face courses for remote delivery.</p> <p>To help support teachers, parents and students the NCCE have brought together a range of resources and websites that can be used to continue educating and supporting young people whilst they are at home.</p>	<p><u>Home Teaching</u></p> <p>High-quality and fun computing activities that are grouped by key stages 1 to 5 <a href="https://teachcomputing.org/home-teaching">https://teachcomputing.org/home-teaching</a></p> <p><u>Teacher CPD</u></p> <p>Teachers can access live sessions, engage with other learners and get certified from home <a href="https://teachcomputing.org/courses">https://teachcomputing.org/courses</a></p> <p><u>Resources for home learning</u></p> <p>Alongside the resource repository, the NCCE have collated a variety of useful websites that can support with home learning of computing <a href="https://blog.teachcomputing.org/computing-resources-for-home-learning/">https://blog.teachcomputing.org/computing-resources-for-home-learning/</a></p>
<b>DfE guidance for full opening: schools</b>	What all schools will need to do during the coronavirus (COVID-19) outbreak from the start of the autumn term.	<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>
<b>DfE guidance on safe working in education, childcare and children's social care</b>	Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak.	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a>
<b>DfE case studies on responding to COVID-19</b>	The DfE has published a series of case studies of the various ways in which schools and trusts are responding to the COVID-19 pandemic. The case studies offer an opportunity for schools and trusts to learn from each other's emerging practice as they develop their approaches to providing remote education.	<a href="https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19?utm_source=0d29a468-18ae-4c15-960e-d28ba9568bc5&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19?utm_source=0d29a468-18ae-4c15-960e-d28ba9568bc5&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a>
<b>DfE guidance on wellbeing</b>	The DfE has published guidance based on different approaches to schools and trusts to supporting pupils' wellbeing.	<a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing?utm_source=353b81a9-37ce-4f87-8c8a-c4cefe8b2ad9&amp;utm_medium=email&amp;utm_campaign=govuk-">https://www.gov.uk/guidance/supporting-pupils-wellbeing?utm_source=353b81a9-37ce-4f87-8c8a-c4cefe8b2ad9&amp;utm_medium=email&amp;utm_campaign=govuk-</a>

		<a href="#">notifications&amp;utm_content=immediate</a>
<b>DfE guidance on keeping pupils motivated and engaged</b>	Schools are using various methods to keep pupils interested and motivated when learning remotely.	<a href="https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged?utm_source=b69c331c-d6c8-4799-8da7-5f23962a7b3e&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged?utm_source=b69c331c-d6c8-4799-8da7-5f23962a7b3e&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a>
<b>EEF Guest Blog: 'Back to School' - Meaningful and Manageable Assessment</b>	Dr Jo Pearson, Head of Oldham Research School, and Helen Crowther, Principal of The Greetland Academy, share their insights of planning meaningful and manageable assessment in readiness for the full re-opening of schools in September	<a href="https://educationendowmentfoundation.org.uk/news/guest-blog-back-to-school-meaningful-and-manageable-assessment/">https://educationendowmentfoundation.org.uk/news/guest-blog-back-to-school-meaningful-and-manageable-assessment/</a>
<b>EEF - 'The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21'</b>	This EEF Guide to Supporting School Planning aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.	<a href="https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/#closeSignup">https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/#closeSignup</a>
<b>TSC resources</b>	Sharing of resources, learning and guidance.	Please contact your TSC regional representative, who will be able to support you with resources specific to the schools you are supporting
<b>DfE – school attendance good practice</b>	Support schools to adopt effective strategies to improve attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>

### General School Improvement guidance

Area of support	Brief overview	Links
<b>DfE - School Improvement Support</b>	Professional development and support to help schools develop their leadership, staff and curriculum, so they can improve their results and performance.	<a href="https://www.gov.uk/government/collections/school-improvement-support">https://www.gov.uk/government/collections/school-improvement-support</a>

<b>Governance</b>	<b>National Leaders of Governance (NLG)</b>  Governance support for schools and trusts from a designated National Leader of Governance (NLG).  Priorities for governance support within COVID response, could include effective risk assessment and management, budget oversight and undertaking effective virtual monitoring, challenge and support monitoring roles.	<p>Who they are and what NLGs do:  <a href="https://www.gov.uk/guidance/system-leaders-who-they-are-and-what-they-do#national-leaders-of-governance-nlgs">https://www.gov.uk/guidance/system-leaders-who-they-are-and-what-they-do#national-leaders-of-governance-nlgs</a></p> <p>Support from an NLG can be accessed directly via the following regional Teaching School Council governance contacts:</p> <table border="1"> <thead> <tr> <th>Name</th><th>Region</th><th>E mail</th></tr> </thead> <tbody> <tr> <td>Mike Donoghue</td><td>West Midlands</td><td><a href="mailto:m.donoghue@jtmat.co.uk">m.donoghue@jtmat.co.uk</a></td></tr> <tr> <td>Tammy Elward</td><td>East Midlands, Yorkshire and Humber</td><td><a href="mailto:tammyelward@satrust.com">tammyelward@satrust.com</a></td></tr> <tr> <td>Julia Millard</td><td>North</td><td><a href="mailto:millard_julia@yahoo.co.uk">millard_julia@yahoo.co.uk</a></td></tr> <tr> <td>Jackie Eason</td><td>South West</td><td><a href="mailto:jeason.sw@tscouncil.org.uk">jeason.sw@tscouncil.org.uk</a></td></tr> <tr> <td>Ruth Murton</td><td>South East and South London</td><td><a href="mailto:rmurton.sesl@tscouncil.org.uk">rmurton.sesl@tscouncil.org.uk</a> or <a href="mailto:ruth@leadershipwise.co.uk">ruth@leadershipwise.co.uk</a></td></tr> <tr> <td>Rosemary Lovatt</td><td>East England and North East London</td><td><a href="mailto:rl Lovatt@tscouncil.org.uk">rl Lovatt@tscouncil.org.uk</a></td></tr> <tr> <td>Gill Robinson</td><td>Lancashire and West Yorkshire</td><td><a href="mailto:Gill-robinson@outlook.com">Gill-robinson@outlook.com</a></td></tr> <tr> <td>Stephanie Boak</td><td>North West London and</td><td><a href="mailto:sboak.nwlsc@tscouncil.org.uk">sboak.nwlsc@tscouncil.org.uk</a></td></tr> </tbody> </table>	Name	Region	E mail	Mike Donoghue	West Midlands	<a href="mailto:m.donoghue@jtmat.co.uk">m.donoghue@jtmat.co.uk</a>	Tammy Elward	East Midlands, Yorkshire and Humber	<a href="mailto:tammyelward@satrust.com">tammyelward@satrust.com</a>	Julia Millard	North	<a href="mailto:millard_julia@yahoo.co.uk">millard_julia@yahoo.co.uk</a>	Jackie Eason	South West	<a href="mailto:jeason.sw@tscouncil.org.uk">jeason.sw@tscouncil.org.uk</a>	Ruth Murton	South East and South London	<a href="mailto:rmurton.sesl@tscouncil.org.uk">rmurton.sesl@tscouncil.org.uk</a> or <a href="mailto:ruth@leadershipwise.co.uk">ruth@leadershipwise.co.uk</a>	Rosemary Lovatt	East England and North East London	<a href="mailto:rl Lovatt@tscouncil.org.uk">rl Lovatt@tscouncil.org.uk</a>	Gill Robinson	Lancashire and West Yorkshire	<a href="mailto:Gill-robinson@outlook.com">Gill-robinson@outlook.com</a>	Stephanie Boak	North West London and	<a href="mailto:sboak.nwlsc@tscouncil.org.uk">sboak.nwlsc@tscouncil.org.uk</a>
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		South Central						
	Matt Miller MBE	North West London and South Central	<a href="mailto:mmillerconsultancy@hotmail.com">mmillerconsultancy@hotmail.com</a>					
Alternatively contact <a href="mailto:governors.mailbox@education.gov.uk">governors.mailbox@education.gov.uk</a>								
	<b>Governor Recruitment</b>  Governing boards have a key role to play in the recovery process, so it is imperative that they are operating at full strength and have governors/trustees who have the skills and knowledge to provide the required effective challenge to executive boards and school leadership.  The DfE-funded governor/trustee recruitment programmes can support in recruiting and matching suitable governors/trustees across the maintained schools and academy sector.	Further information on the Academy Ambassadors and Inspiring Governance programmes available at;  <a href="https://www.academyambassadors.org/">https://www.academyambassadors.org/</a>  <a href="https://www.inspiringgovernance.org/">https://www.inspiringgovernance.org/</a>						
<b>School Resource Management</b>	Buying for Schools website	Recommended deals regularly reviewed and updated and published on gov.uk. This summarises the recommended deals that are available to schools to help them save money on some of the things they buy regularly. <a href="https://www.gov.uk/guidance/buying-for-schools">https://www.gov.uk/guidance/buying-for-schools</a>						
	Benchmarking and data service	Provides schools with the ability to compare their spending in various categories with that of similar schools. Governors and school leaders can use the information on the site to challenge their schools or trust on their level of spend, to identify where savings could be made and to determine if there is potential to direct more resource into teaching. <a href="https://schools-financial-">https://schools-financial-</a>						



		<a href="https://benchmarking.service.gov.uk/">benchmarking.service.gov.uk/</a>
	Review of resource management, including curriculum and financial planning	<p>NLEs should ensure schools undertake or have undertaken the School Resource Management Self-Assessment (academies) or the Schools Financial Value Standard (maintained schools) in the last 12 months. These are both now compulsory returns to their local authority or the Department and can be used to facilitate a conversation on resource management, including curriculum and financial planning. The completion of one of these is a requirement for Tier 2 funding to be released, and confirmation that this has been done will need to be attached to the action plan developed by the NLE.</p> <p>To support a school in undertaking a review, the following guidance may be useful: School Resource Management: <a href="https://www.gov.uk/government/collections/schools-financial-health-and-efficiency">https://www.gov.uk/government/collections/schools-financial-health-and-efficiency</a>; School Resource Management Self-Assessment Tool: <a href="https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool">https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool</a>; Schools Financial Value Standard: <a href="https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs">https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs</a> School Resource Management Checklist: <a href="https://www.gov.uk/guidance/school-resource-management-checklist">https://www.gov.uk/guidance/school-resource-management-checklist</a></p>
	Get Financial advice for Schools (directory of suppliers)	List of organisations that provide financial 'health checks' for schools, and advice on how to get the right supplier. Link: <a href="https://www.gov.uk/government/publications/schools-financial-health-checks-supplier-directory">https://www.gov.uk/government/publications/schools-financial-health-checks-supplier-directory</a>
<b>Maths Hubs</b>	Contracted maths programmes available for schools	<p>Pre-16 Maths – NCETM: <a href="https://www.ncetm.org.uk/resources/">https://www.ncetm.org.uk/resources/</a></p> <p>Maths Hubs for local support: <a href="https://www.mathshubs.org.uk/">https://www.mathshubs.org.uk/</a></p> <p>Post-16 Maths – Advanced Maths Support Programme: <a href="https://amsp.org.uk/">https://amsp.org.uk/</a></p>

<p><b>Mental Health</b> - Transforming children and young people's mental health green paper</p>	<p>A transformational programme of work supporting schools and colleges to promote good mental wellbeing in children, provide a supportive environment for those experiencing problems, and secure access to more specialist help for those who need it</p>	<p>Recruitment of education settings for <a href="#">Mental Health Support Teams</a> and <a href="#">Link Programme</a> is via Clinical Commissioning Groups who will approach schools and colleges directly on a rolling basis (see <i>further details in links provided above</i>).</p> <p>The full mental health programme outlined in the green paper can be viewed in the Government Response to the consultation on the green paper  <a href="https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper">https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</a></p> <p>Alongside the new tailored support during the pandemic, Government remains committed to its longer-term commitment to provide training for senior mental health leads in all state-funded schools and colleges in England. We are reviewing the best way to train leads, building on the wider recovery offer.</p>
	<p><b>Wellbeing for Education Return</b> is an £8m package of training and resources for education leaders to promote and support pupils and students', teachers' and parents' wellbeing and mental health in the return to education. National training will be disseminated to locally appointed experts, who can then adapt it to reflect the local context, before then training education leads in each setting. The local experts will then stay on hand to provide ongoing, consultancy-style support in the local area until March 2021.</p>	<p>Mental Health leads in school will want to consider their whole school approach to supporting students as they return. The Wellbeing for Education Returning training will support with this  <a href="https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing">https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing</a></p>
<p><b>Behaviour hubs</b></p>	<p>In advance of the behaviour hubs programme beginning in Spring 2021, NLEs are invited to refer eligible schools as part of the covid-19 recovery offer to the <a href="#">behaviour hubs programme</a>. Selected schools will be partnered with a 'lead school' with exemplary behaviour cultures and practices that will provide tailored support to improve behaviour culture and practice. This will be bespoke to the specific needs of the school. Schools will receive some initial training and start working together with the 'lead school' before the new approaches are launched in September. For more details on this new</p>	<p>Tom Bennett's review of behaviour in schools: '<a href="#">Creating a Culture: how school leaders can optimise behaviour</a>' (2017)</p> <p><a href="#">Getting Simple Things Right: Charlie Taylor's checklist</a></p> <p><a href="#">Checklist for school leaders to support full opening: behaviour and attendance</a></p>

	<p>process, please refer to the <b>behaviour audit tool</b> in ANNEX B and this <a href="#">online training video</a>.</p>	<p><a href="#">Behaviour and discipline in schools: guidance for headteachers and staff</a></p> <p><a href="#">Behaviour and discipline in schools page</a></p>
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## **ANNEX B**

### **Behaviour Audit Tool**

Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider the additional support required to help pupils successfully reintegrate into the school environment. This is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.

**This tool has been developed by Tom Bennett and the Behaviour Advisers to be used to refer eligible schools onto the Behaviour Hubs programme.** It is designed to support National Leaders of Education (NLEs) 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. Please visit the Department for Education's YouTube Channel and watch this [video](#) on supporting effective behaviour cultures and using the Behaviour Audit Tool.

The audit tool identifies six key areas in designing, building and maintaining a good behaviour culture. The six areas have been shaped and informed by [Creating a Culture: How school leaders can optimise behaviour \(Tom Bennett, 2017\)](#), [Teacher Standards \(DfE, 2013\)](#), [School Inspection Handbook \(Ofsted, 2019\)](#) and [Getting the simple things right: Charlie Taylor's behaviour checklists \(Charlie Taylor, 2011\)](#).

NLEs should use this tool as part of the Covid-19 recovery offer when it has been identified that schools are facing challenges with behaviour and getting pupils back into school and engaging with learning. It should be used as part of the wider support activity NLEs provide to schools. For schools needing more intense, targeted support for behaviour, it can also be used to refer schools to the Behaviour Hubs programme (see page 16 and Appendix 2), which will offer support to schools from Spring 2021.

### **User Manual**

To deploy the tool effectively NLEs and school leaders should work together and engage in a range of activities to obtain evidence to inform the assessment, these could include:

- Scrutiny of the most recent Ofsted report, school performance data, school development plan, school self-evaluation and the most recent headteacher's report to governors.

- Discussions and surveys with senior leaders, pastoral leaders, the SENDCO, other school staff and pupils.
- Observations of arrival, departure, social times and movement between lessons.
- A learning walk to gauge classroom expectations and culture.

NLEs and school leaders should allocate a score to each statement where possible, identify where the evidence was found and add any pertinent notes regarding best practice, gaps, issues with particular groups or details which need further investigation.

Once completed the tool will provide an overview of the current position and scoring will indicate where practice is strong and where leaders need to focus their attention. NLEs and school leaders should then identify the priority areas based on the assessment, consideration of school performance data and documentation (behaviour and attendance) and review of the most recent inspection outcome. A template at appendix 1 has been provided to capture headline data from these sources.

Position statements across each of the key areas along with school context data will indicate where further work is needed. NLEs and school leaders may wish to hold an action planning discussion to develop an action plan which could include a series of SMART targets. Statements within each area have been constructed using target language to aid the planning process. When developing the plan and mapping out the improvement journey there are some useful points to note:

- Actions within the leadership and management section are fundamental to the 'design and build' of culture so need to be prioritised;
- Engagement of all stakeholders is critical, everyone will need to know how they contribute to the vision and behaviour culture;
- Social norms need careful construction. The detail of how things will look is critical, leaders and staff will need to model it, talk about it and rehearse it with pupils. This takes time so be sure to allocate time and resource to this;
- Measuring progress against targets and successful implementation of the plan requires robust systems for data collection and a stringent monitoring and evaluation calendar. Building and implementing these systems at the start will ensure you can measure progress from the start of the improvement journey; and
- Revisiting the tool periodically will allow you to update the school's position, maintain focus on the improvements needed and celebrate progress.

## Scoring

A continuum of development and effectiveness is outlined below. The continuum provides a structure to identify the school's current position in relation to its policy and practice in each of the six areas. Assessing each area in this way will allow NLEs and school leaders to identify areas of strength and those needing further work.

1. **Identifying:** Leaders are identifying a realistic picture of what is happening, and the work needed in this area.
2. **Developing and implementing:** Leaders have identified what is working well and those areas which need further development. They are in the process of building systems, routines and practices and beginning to implement them.

3. **Embedding:** Leaders have successfully introduced systems and practices which staff, pupils and other stakeholders are following and implementing.
4. **Sustaining:** Policies and practices are embedded. There is buy in from the whole school community. There is cohesive and consistent practice across the school.

FOCUS AREA	ASSESSMENT				
LEADERSHIP AND MANAGEMENT	1	2	3	4	EVIDENCE BASE AND POINTS TO NOTE
There is a clear behaviour vision underpinned by high expectations and core values which are understood by staff, pupils and families.					
Leaders communicate, demonstrate and refer to the vision and values constantly.					
Behaviour is a high-status topic and recognised as a key area of school improvement.					
Designated leaders and managers have clearly assigned responsibilities for behaviour and attendance.					
Leaders and managers empower and support all staff to take responsibility for behaviour.					
Appropriate levels of resource are invested in creating and maintaining effective behaviour culture (including MIS, data systems and analysis, designated staff, in house provision, communications, reward systems etc).					
Leaders have an accurate view of behaviour culture which is informed by a robust data set.					
Leaders and managers monitor and analyse behaviour and attendance data and take swift, reasonable action to address issues (including absence, punctuality, bullying, rewards, sanctions, detentions, part-time timetables, Fixed Period or Permanent exclusion).					
Leaders and managers are aware of the potential impacts of Covid-19 and associated measures on pupil wellbeing and mental health (including on vulnerable and disadvantaged groups); how these may influence and affect pupil behaviour; and how the school will take account of this in behaviour management plans and policies.					
Governing boards have an accurate view of behaviour culture.					

Governing Boards have oversight on pupil movements, use of off-site direction, managed moves, and decisions for elective home education.					
<b><u>Further comments or observations:</u></b>					
<b>SYSTEMS AND SOCIAL NORMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>EVIDENCE BASE AND POINTS TO NOTE</b>
School behaviour, attendance, bullying, safeguarding and pastoral support policies clearly outline principles, rules, routines and consequence systems and clearly define bullying.					
Routines for all aspects of behaviour are underpinned by high expectations, clearly communicated, modelled and reinforced (including arrival, departure, conduct on school transport, absenteeism, punctuality, uniform, classroom expectations, equipment access, cover lesson procedures, examination/assessment processes, corridor culture and movement, playground culture, assembly protocols, behaviour on trips, parking and consequence systems).					
Measures to identify and support wellbeing and mental health issues and prevent all forms of bullying are included in the school's behaviour policy (and/or cross-referenced to safeguarding and/or existing wellbeing, mental health and bullying policies).					
Rules are explicit, consistent and reinforce school values and routines.					
Consequences are explicit and reinforce school values, rules and routines.					
Consequences are proportionate and consistently applied when rules are followed or rejected by pupils.					
Detentions or in-school behaviour provision* provides opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate. * <i>Any kind of provision in school outside of the classroom that is used to address disruptive behaviour</i>					
Staff workload is managed in order to allow the operation and implementation of systems.					
Behaviour policies should consider any additional needs of pupils, take into account any reasonable adjustments required and should comply fully with the Equality Act, 2010.					

If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.					
Rates, patterns and reasons for exclusion are monitored, with robust administrative logs demonstrating what has been done prior to the exclusion (interventions), in order to avoid repeat exclusions. For vulnerable children, the relevant partners such as CAMHS, virtual school heads and social workers should be informed and involved in the relevant conversations.					
<b><u>Further comments or observations:</u></b>					



RELATIONSHIPS	1	2	3	4	EVIDENCE BASE AND POINTS TO NOTE
Leaders build respectful relationships with staff, pupils, families, and stakeholders.					
Leaders model respectful relationships and appropriate communication for staff and pupils. Respectful relationships are embedded in teaching practices.					
Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently.					
Staff develop effective professional relationships with colleagues, knowing how and when to draw on advice and support.					
Staff communicate effectively with parents/carers regarding pupils' achievements and well-being.					
Relationships between pupils and staff reflect a respectful, consistent, supportive and positive culture.					
Pupils treat each other and staff with respect and actively support each other.					
Parents/carers treat staff with respect and actively support the work of the school.					
Parents/carers have confidence in the school; if parents choose to electively home educate their child, there is clear evidence that the school has ensured parents/carers are aware of such an undertaking and the decision was in the best interests of the child.					
<b><u>Further comments or observations:</u></b>					

<b>STAFF INDUCTION AND DEVELOPMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>EVIDENCE BASE AND POINTS TO NOTE</b>
New staff are inducted into the behaviour culture of the school and arrive 'ready' to run their classroom/area and to engage in the whole school approach.					
Designated staff, external partners and specialist agencies provide appropriate training for all staff on supporting pupils with additional needs and barriers to work towards and meet behaviour expectations.					
Leaders and managers support their staff to implement whole-school behaviour systems consistently and effectively.					
Staff understand their responsibility to create and maintain the behaviour culture.					
Staff understand the school's definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem.					
Staff are aware of the school's ethos, policy/ies, leads and support offer on wellbeing and mental health and are able to signpost or refer pupils where needed.					
Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture.					
Staff are held accountable for their part in the maintenance of the school's systems and processes.					
Staff voice is captured regularly on whole school issues including behaviour, and their views are considered in the development of the behaviour policy.					
<b><u>Further comments or observations:</u></b>					

<b>PUPIL TRANSITION AND DEVELOPMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>EVIDENCE BASE AND POINTS TO NOTE</b>
New pupils are inducted into the behaviour culture of the school and arrive 'ready' to contribute to the behaviour culture.					
Pupils receive regular updates and reminders on how to meet the whole school expectation on behaviour.					
Pupils understand the contribution they make to the school behaviour culture.					
Pupils have a good understanding of rules, routines and consequence systems.					
Pupils or groups who demonstrate 'good' behaviour are openly celebrated and praised.					
Pupils are confident to ask for help if they are struggling to meet the whole school behaviour expectations or need pastoral/wellbeing, bullying or mental health support, including vulnerable children and those with additional needs.					
Pupil voice is captured regularly on whole school issues including behaviour.					
Pupils views are considered in the development of behaviour policy and practice.					
<b><u>Further comments or observations:</u></b>					

<b>PUPIL SUPPORT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>EVIDENCE BASE AND POINTS TO NOTE</b>
Pupil support/pastoral care structures are clear and understood by staff, pupils and families. Stakeholders know what support is available and how to access support.					
Internal support facilities provide proactive targeted intervention and aim to support pupils back into the mainstream community.					
Designated staff have clearly defined responsibilities and support identified groups of pupils, including vulnerable children such as those with a social worker, previously looked after children, those with additional needs such as SEND and mental health.					
Designated staff have an accurate view of the needs and performance of identified groups and target support accordingly.					
Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them.					
Designated staff engage with external partners and specialist agencies to access appropriate support to meet the needs of pupils and their families.					
Designated staff understand how mental health risk factors, including trauma and bereavement, can affect behaviour and support staff to understand it as part of their behaviour approach.					
<b><u>Further comments or observations:</u></b>					

## Appendix 1. School Context & Data Template

Ofsted judgements								
Date of inspection	Overall effectiveness		Quality of education		Behaviour and attitudes		Personal development	Leadership and management
Ofsted report commentary on behaviour and attitudes and leadership of these aspects								
Areas of strength identified in the report								
Areas for improvement identified in the report								
Follow up actions taken								
Impact of follow up actions								
Other external evaluation findings								
Performance data								
	School	National	School	National	School	National	Points to note	
	2018-2019		2019-2020		2020-2021			
Attendance								
Overall absence								
Persistent absence								
Unauthorised absence								
Authorised absence								
Punctuality								
Behaviour								
Fixed term exclusions								
Permanent exclusions								
Managed moves (in)								
Managed moves (out)								
In-school behaviour provision*								
* Any kind of provision in school outside of the classroom that is used to address disruptive behaviour								
Other internal school level data such as isolation, detentions, rewards etc could be added in rows below								

## Step by step process guide: referring to the behaviour hubs programme

1. Where NLEs have identified schools facing challenges with behaviour and have completed the behaviour audit tool, NLEs and school leaders should discuss the strengths and areas for improvement and what, if any, support is needed. NLEs could refer to the [online training video](#) which includes advice on the types of behaviour support and intervention options school leaders and NLEs may want to consider.
2. As part of this discussion, NLEs should outline the [behaviour hubs programme offer](#) as a possible support option, if the school meets the following eligibility criteria:
  - ✓ Ofsted Requires Improvement judgment
  - ✓ Behaviour issues that require support
  - ✓ Adequate leadership capacity
  - ✓ School leader is motivated to meaningfully engage with the hubs programme
3. If the school meets the above criteria, the NLE should work in partnership with the school leader(s) to populate **appendix 2** of the behaviour audit tool titled '**NLE Behaviour Hubs Referral Form**'.
4. NLEs will then need to complete the **covid-19 recovery feedback form** marking the boxes titled '**re-setting / establishing routines and behaviours (including challenging behaviour and low-level disruption)**' and '**referral to behaviour hubs programme**'.
5. NLEs will need to submit (a) the populated behaviour audit tool, (b) the NLE behaviour hubs referral form (appendix 2) and (c) the covid-19 recovery feedback form to RDD.
6. RDD will forward this documentation to the behaviour hubs delivery centre team ([behaviourhubs@educationdevelopmenttrust.com](mailto:behaviourhubs@educationdevelopmenttrust.com)), who will take forward the prospective partner school shortlisting and selection process. This process will involve the Department's delivery centre commissioning eligible NLE referred schools to complete a self-assessment form. Using all of the information provided, the Department and the behaviour adviser team will make the final decision about which schools are onboarded to the behaviour hubs programme.

*For eligible schools to be successfully referred to the programme, it is imperative that all documentation is submitted to the school improvement team in a timely manner.*

*We thank you for your support and assistance in this process.*

**Appendix 2. NLE Behaviour Hubs Referral Form (if referring to the Behaviour Hubs programme)**

<b>Reason for referral</b>						
<b>School context (outline current relevant features, changes or challenges the school is facing e.g. newly arrived/interim headteacher, high proportion of supply staff, falling roll, recent amalgamation, or re-brokerage etc).</b>						
<b>Key focus areas needing development (Tick all which apply).</b>	Leadership and management	Systems and social norms	Relationships	Staff induction and development	Pupil transition and development	Pupil support
<b>Key areas of strength (Tick all which apply).</b>	Leadership and management	Systems and social norms	Relationships	Staff induction and development	Pupil transition and development	Pupil support
<b>Bespoke support required (Tick recommended pathway and provide rationale). This is in addition to training events, open days, hub networking and online resources.</b>	Extended support (one to one analysis, action planning and mentoring 8-12 days)	Core support (action planning surgery (2 hours)	Multi-school support (MAT level executive support 5-7 days)		Rationale for recommended pathway:	
<b>Confirm school meets behaviour hubs eligibility criteria (Tick all that apply).</b>	Ofsted Requires Improvement judgment	Behaviour issues that require support	Adequate leadership capacity		School leader is motivated to meaningfully engage with the hubs programme	
<b>Additional information to assist with appropriate matching to a lead school.</b>						

# ANNEX C

## Oak National Academy

### About Oak

Oak National Academy provides free, optional and high-quality video lessons and curricular resources to support remote teaching, lesson planning and structured learning.

Created by a collaboration of school leaders and teachers, and backed by the Department for Education, the resources can be freely used as teachers wish to complement their school's own work. There are around 10,000 lessons, covering the majority of core subjects from reception to year 11. In most subjects, lessons cover the full year.

Each subject has a curriculum map showing the structure, progression and flexibility within it. Teachers are free to follow the Oak structure and unit order or change to better match their existing curriculum.

Oak's resources have been positively received, with pupils so far taking part in over 25 million lessons. There are two main areas of the Oak website:

- [Classroom](#): Designed for pupils and parents - easy to find and follow lessons, which include a quiz, pre-recorded teacher video and worksheets and activities.
- [Teacher Hub](#): Designed for teachers to browse lessons and units, download curriculum maps and see each element of every lesson - the quiz, video, presentation slides and worksheets. In the majority of lessons teachers can download and edit slides and worksheets for use offline.

There's no login or password, the website works on any device, and pupils only need materials they can find at home.

### Oak for Covid-19 remote education

This is Oak's main use. Oak can provide high-quality remote teaching to meet a school's duty during bubble closure or national/local lockdown. **Oak is, and should always be, optional for a school.** It is there to complement their existing work and work alongside other resources.

Most schools provide a list of Oak lessons for students to complete over a period (eg a week) and either send the links to these to pupils and parents or upload them as tasks within their school's virtual learning environment (e.g. google classroom).

This can be done as and when a bubble is sent home, with teachers creating a simple list of lessons on Oak to complete. However, given disruption is expected for the coming months, it is recommended schools take a proactive approach of mapping their curriculum to Oak's in advance and creating a remote education plan.

#### Curriculum mapping

Schools are recommended to plan their curriculum for in-school and remote education in advance - either for the next half-term, term or remainder of the year.

Schools do and should continue to devise their own curriculum - they know their context best. Oak is there to complement, not replace, that work. Working with experts Oak has tried to choose a curriculum that reflects the most popular curriculum choices. But it is unlikely a school's curriculum will exactly match Oak's.

School leaders and heads of subject should therefore map their existing curriculum against Oak's. They can do this by downloading the curriculum maps on the Teacher Hub. Schools can then see where lessons and units:



- **Fully match:** These can be used as ready-made remote lessons, as well as a support for in-school lesson planning to reduce workload.
- **Have some alignment:** Schools can choose to use these as a 'close fit' for remote education or use the downloadable slides and resources from the Teacher Hub to amend them to better align with the school's existing curriculum.
- **Aren't covered by Oak:** Schools can consider their needs here - using alternative providers or devising their own remote education resources in advance, hopefully with some time saved by Oak support in other areas.

In some instances schools are simply setting Oak lessons and asking students to send their teacher photos of the final quiz at the end of each Oak lesson. In other instances, schools are creating additional resources around the Oak lessons to check understanding and progress.

### **Preparation and support**

We recommend you prepare staff, pupils and parents for use of Oak. School leaders should share their plans with staff, and communicate these in advance of any disruption to pupils and parents. Schools are also encouraged to set the use of Oak and any school virtual learning environment as homework now - to help trial it and build understanding.

Oak has a [full support section of its site](#). As well as FAQs for parents and teachers there is a comprehensive guide to using Oak, a guide for schools on wider things to consider in creating a remote education plan, quick video introductions and template letters to send to parents.

The Oak team is also available to support schools. They host a [weekly webinar](#) school leaders can join to ask questions, or they can get support on [help@thenational.academy](#). Oak is happy to host additional online training and Q&As for schools where requested.

## **Additional uses of Oak**

As well as using Oak for remote education, teachers have been using Oak's resources in other ways to reduce workload and support planning.

### **Catch Up / Homework**

With some children having spent months away from the classroom, some teachers are using Oak lessons to help pupils catch-up at home, to set as structured homework or use as an extension task. Using Oak in this way also helps get students and parents used to using it in advance of any covid-disruption.

### **Cover**

With lots of teachers having to isolate, schools have been using Oak to support cover staff in preparing and delivering unfamiliar lessons. Teachers have simply been sharing links to the relevant lessons with colleagues who are covering classes.

### **CPD**

Lesson observations for early career teachers have been severely disrupted, so some schools are using Oak lessons as a means of alternative lesson observation. Whilst not covering all areas of teaching and learning, it can be helpful for new teachers to watch and then discuss how Oak teachers explain and teach a topic.

### **Curriculum planning**

Schools need to lead their curriculum planning, in line with their local context and expertise. Oak's curriculum maps can, however, provide a helpful starting point of sharing example plans carefully created by other schools and teachers.

### **Lesson Planning**

Oak's resources can help support in-school lesson planning. Through the Teacher Hub teachers can access the videos, quizzes, slides, worksheets and a transcript of each lesson. In the majority of cases slides and worksheets can be downloaded and edited by teachers. The search function on the site also allows teachers to find a lesson on any given topic. This has also been helpful where a teacher is teaching outside their area of expertise or where a topic may support another subject (e.g. a history unit could be relevant for RE).

## **ANNEX D - National Tutoring Programme Supporting Information**

National Tutoring Programme (NTP) – information for NLEs to use when supporting schools either through the DfE STSS Recovery Offer or in their wider work.

### **Key lines**

***All state-maintained schools can access tutoring subsidised by 75% through the NTP, to support pupils who need extra help.***

The NTP aims to ensure that high quality tutoring is available in all parts of the country to disadvantaged pupils who need the most support to catch up.

More detailed information is also available on the NTP website [here](#).

Case studies of how the programme has been successfully implemented across primary, secondary and SEND alternative provision are available on the website [here](#).

### **Background**

The NTP will provide additional support to schools to help disadvantaged pupils whose education has been most affected by the school closures.

The NTP was developed to support schools in responding to the immediate challenge of school closures due to the COVID-19 pandemic and to provide a longer-term contribution to closing the attainment gap.

Through the NTP website, schools can select and contact the accredited provider they would like to receive tutoring from. Tutoring is subsidised, so that schools can purchase tutoring from approved Tuition Partners at a 75% reduction of their standard cost. Tutoring can take place online or in-person and will mainly be in small groups with some targeted 1:1 support. It is available for students aged 5-16.

Please highlight the tutoring programme to schools and trusts that you work with, along with the information on how to sign up for the programme. The NTP team are also interested in any barriers for signing up for NTP and welcome any feedback - contact details are below.

### **Upcoming events**

NTP webinars are open to all state-maintained schools to find out more about the NTP offer. Tuition Partners share their knowledge of how NTP could support your pupils. These webinars also provide an opportunity for school and MAT leaders to ask questions about the programme.

**National Webinar: Tuesday the 2 of March at 4pm Sign up [here](#).**

**NLE Specific Webinar: Wednesday the 17 March at 4pm Sign up [here](#).**

### **Questions to use with schools when discussing NTP:**

Are you aware of NTP and have you /academies within your trust taken advantage of the NTP?

If not, please can you consider the benefits of the NTP and also consider attending a webinar to find out more about the programme.

Alternatively, if you feel you would benefit from a discussion more focused to your needs, the NTP team is available to speak to schools - either individually or as a group - to present information about the programme and answer questions. *Contact details below.*

#### **NTP Contact Details:**

- Yvonne Neely – School Engagement Manager
  - [yvonne.neely@education.gov.uk](mailto:yvonne.neely@education.gov.uk)
- Theresa Walton – School Engagement Lead
  - [theresa.walton@education.gov.uk](mailto:theresa.walton@education.gov.uk)

### **FAQs to support conversations**

Link to full FAQs [here](#).

#### **Q: Who is eligible for the NTP and is it only available for children who are disadvantaged?**

- The focus of the NTP is on supporting disadvantaged pupils (including those eligible for pupil premium). We recognise, however, that schools are in the best position to use their professional judgement to select those pupils who have been most affected by school closures; we would expect a large proportion of these to be eligible for pupil premium.

#### **Q: Do I have to pay for tutoring through the NTP?**

- Tutoring is subsidised by 75%, so schools pay the remaining 25% of the cost. This means that a school can purchase tutoring for four pupils for the normal cost of purchasing tutoring for a single child eg for a block of fifteen tutoring sessions that would cost £200, the cost to schools would be £50.

#### **Q: What provision is available for SEND pupils?**

- 26 of our 33 providers are able to support students with SEND, with 17 of these also able to support students in special school settings.

#### **Q: How can I access tutoring for my school?**

- Schools can access subsidised tuition through NTP Tuition Partners by searching either by school name or location [here](#). Schools can search for providers in their region from an approved list of Tuition Partners and make an enquiry directly with their chosen provider. A response to this enquiry will be received directly from the Tuition Partner.

#### **Q: What subjects are offered by Tuition Partners?**

- For NTP Tuition Partners, we opened our funding applications across a number of academic subjects and aimed to align the funding of tutoring with the demand from schools. Most

funding has been allocated to maths, English and science tuition. We will provide tuition funding under six main areas:

- English
- Humanities
- Maths
- Modern foreign languages
- Science
- Primary (literacy, numeracy and science)

**Q: What can schools expect from the NTP Tuition Partners?**

- Our delivery partner, the Education Endowment Foundation (EEF), has approved 33 Tuition Partners who will offer high-quality, subsidised tuition to schools.
- Tuition Partners will offer a variety of tuition models for schools to choose from, including online, face-to-face, small-group and one-to-one tuition.
- There is a good blend of national and regional providers that can offer support to schools across all regions in England.
- Tutoring will be available to schools in 15-hour blocks to reflect the best practice evidence on tutoring and the cost to schools will be subsidised by 75% through the programme.
- In order to maximise the impact of tutoring and to support schools, EEF have [provided a guide](#) on how to get the best out of tutoring.

**Q: How will DfE ensure quality of the programme?**

- Quality is at the very core of the programme, with Tuition Partners and Mentors having been selected according to rigorous criteria, with 33 Tuition Partners selected from over 300 applications.
- EEF will commission several evaluations of NTP Tuition Partners to learn about the impact of the programme on pupil attainment, as well as the key drivers and obstacles to its implementation.

**Q: Why am I unable to secure an Academic Mentor through NTP?**

- NTP Academic mentor requests are currently closed following the completion of this side of the programme. We have seen exceptionally high demand from schools for the programme and though we have worked hard to place as many mentors as possible, it hasn't been possible to find a mentor for every school. However, it is still possible to access high quality tutoring through Tuition Partners.