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| **Audience** | **Content** | **Source** | **Headlines** |
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|  | Covid Specific updates | DfE  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?utm_medium=email&utm_source=govdelivery>      <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>  <https://twitter.com/MEACGrimes/status/1292790384934957056>  <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?utm_source=af34d495-1dbc-438b-abca-27fe291a2c68&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  <https://www.gov.uk/guidance/steps-to-take-following-the-death-of-a-colleague-in-childrens-services?utm_source=e2aab2fd-a646-4d1f-bc60-002264252b0c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  <https://www.gov.uk/government/publications/coronavirus-covid-19-changes-to-faith-school-admission-arrangements?utm_source=4f8f160d-6c0f-47a1-b29a-cb3bfda668b3&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  <https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter?utm_source=6d3bf387-a05d-4dcf-adc6-5992cd132279&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  EEF  <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/?utm_medium=email&utm_source=govdelivery>  <https://nationaltutoring.org.uk/ntp-tuition-partners>  <https://nationaltutoring.org.uk/ntp-academic-mentors>  Oak National Academy  <https://www.thenational.academy/2020-21-oak-curriculum?utm_medium=email&utm_source=govdelivery>  Inside Government  <https://blog.insidegovernment.co.uk/schools/disadvantaged-pupils-covid-19-webinar>  Ambition Institute  <https://www.ambition.org.uk/coronavirus-response/summer-series-catch-up/> | Guidance document for full opening in September  Checklist for school leaders to support pupil re-engagement and reset behaviour and attendance  School attendance guidance for academic year 20/21  Addendum – guidance on recording absence in relation to Covid 19  Coronavirus absence quick reference guide shared via twitter by Mr Grimes @MAECGrimes  Coronavirus catch up premium, including update regarding reception early language programme  Steps to take following the death of a colleague due to Covid 19 (includes education staff). References notification to DfE, although this is not statutory.  Faith school admission arrangements (updates to support changes to admissions as a result of Covid 19. Relevant for 2021 pupil intake)  Wellbeing for Education return grant. Details of funding provided for each Local Authority and an outline of the intended focus of this.  National tutoring programme  The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils’ learning.  From the 2020-21 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures.  Curriculum plans for the next academic year. Free, optional resources to support contingency planning.  Discussion webinar – Supporting disadvantaged pupils through COVID 19 and beyond  A range of free webinars to support school leaders and teachers during and after the Coronavirus outbreak. Includes sessions which explore the science of learning, overcoming learning loss and curriculum development. |
| Senior leaders  Middle leaders  Executive headteachers | Professional development | <https://www.gov.uk/guidance/national-professional-qualification-for-middle-leadership-npqml?utm_source=a609f032-7cd8-40a3-b349-b883b4439fb8&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  <https://www.gov.uk/guidance/national-professional-qualification-for-senior-leadership-npqsl?utm_source=5e58eb49-c14c-46db-91cc-7fe9728f64e3&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily>  <https://www.gov.uk/guidance/national-professional-qualification-for-executive-leadership-npqel?utm_source=f2065a8b-e3de-41fd-b73a-fd59f1ba483f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily> | Guidance updated as funding statement changed. Access to scholarships for new applicants has been suspended. |
| Senior Leaders  DSL  Governors | Safeguarding | UK Council for Internet Safety | Online safety for Schools and Colleges – Questions for the Governing Board  Guidance for school governors to help governing boards support their school leaders to keep children safe online. Governors can use it to:   * gain a basic understanding of the school’s current approach to keeping children safe online; * learn how to improve this approach where appropriate; and * find out about tools which can be used to improve the approach. The document includes examples of good and outstanding practice, as well as identifying when governors should be concerned. |
| <https://www.gov.uk/government/news/government-plan-new-changes-to-criminal-records-disclosure-regime> | The government has laid a Statutory Instrument to amend the filtering rules that govern what is automatically disclosed through standard and enhanced criminal records certificates issued by the Disclosure and Barring Service (DBS). |
| **[https](https://www.leedsbeckett.ac.uk/carnegie-school-of-education/national-hub-for-supervision-in-education/)**[://www.leedsbeckett.ac.uk/carnegie-school-of-education/national-hub-for-supervision-in-education/](https://www.leedsbeckett.ac.uk/carnegie-school-of-education/national-hub-for-supervision-in-education/)  National Hub for Supervision in Education | The **National Centre for Supervision in Education** focusses on providing support/training for teachers and educators who’s role involves supporting children and young people with issues affecting their well-being/mental health such stress or anxiety. The Hub aims to improve children and young peoples educational experience by helping schools and educational providers embed an improved culture of support and resilience within their staff community.    The Hub offers a range of professional learning programmes to help senior leaders to establish and develop a culture of supervision for teaching and pastoral staff. |
|  |  | DfE  <https://www.gov.uk/government/publications/reducing-teacher-workload-education-development-trust-report?utm_source=936c574e-e666-425f-8a85-3bf756882714&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily> | Reducing teacher workload toolkit |
|  |  | <https://www.gov.uk/government/news/teachers-set-for-biggest-pay-rise-in-fifteen-years?utm_source=6305c7c8-0052-48d1-a047-104ab038e373&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily> | Press release – teachers pay rise |
|  |  | <https://www.gov.uk/guidance/early-years-qualifications-finder?utm_source=69256e38-9287-46b3-b6b6-0b3f6a64f986&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily> | All early years providers working with children from birth to 5 years old must follow the regulations on EYFS staff:child ratios. This is the number of qualified staff, at different qualification levels, an early years setting needs to have in order to meet the needs of all children and ensure their safety. These regulations are set out in the [statutory framework for the early years foundation stage (EYFS)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2). Providers must make sure staff have the appropriate qualifications to count in the ratios, including the need to have at least one staff member trained in [paediatric first aid](https://www.gov.uk/guidance/early-years-qualifications-finder#paediatric-first-aid-pfa). |
|  |  | <https://skillsfunding.service.gov.uk/national-funding-formula/?utm_medium=email&utm_source=govdelivery> | National funding formula allocation for schools 2021 – 2022 |
| Senior leaders  Governors | Ofsted | <https://www.gov.uk/guidance/education-plans-from-september-2020> | Ofsted will be carrying out a phased return to inspection, starting with an interim period of visits during the autumn term. It is intended to resume full inspections in January 2021, and are keeping the exact timing under review.  Visits will look at how leaders are managing the return to full education for their pupils, including considering ‘blended learning’ (on-site/remote education) and safeguarding. |
| EYFS practitioners/lead | Early language development  Flexible phonics | EEF  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/manor-park-talks/>  BBC  <https://www.bbc.co.uk/tiny-happy-people>  EEF  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flexible-phonics/> | EEF evaluation report based on an approach trialled in nursery settings in Newham  Manor Park Talks is based on Every Child at Talker (ECAT)  Support for families to develop early communication skills. Includes suggested activities. Worth signposting to families with pre-school children.  Training Reception teachers in strategies designed to optimise phonics teaching and improve children’s reading. EEF are currently recruiting for this trial. Deadline for applications is: 5/10/20 |
| Assessment lead |  | STA  The Early Adopters EYFS Handbook can be found at:  <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook> | The [government’s response to the EYFS reforms consultation](https://www.us17.list-manage.com/track/click?u=8088a92c9c7454749d4a06114&id=d01e633405&e=4e2ea00135) confirmed that the EYFS reforms early adopter year will be going ahead for primary and infant schools that choose to participate. All schools that had previously signed up to become early adopters were contacted on 6 July 2020 to confirm participation.  The early adopter schools will be required to submit their EYFSP data using the new framework. However, they will not be a part of the statutory moderation process.  Schools that did not choose to be early adopters of the EYFS reforms, along with all other early years providers, must continue to follow the current [2017 EYFS framework](https://www.us17.list-manage.com/track/click?u=8088a92c9c7454749d4a06114&id=7360b91ff1&e=4e2ea00135) in the 2020/21 academic year. They will be required to submit their EYFS data and will remain subject to statutory moderation. This will be the last year of statutory moderation for the EYFS. When all schools move to the new framework, statutory moderation will end.  **Reception baseline assessment early adopter year**  The statutory introduction of the reception baseline assessment (RBA) has been postponed until September 2021. Instead, schools have the flexibility to opt into the RBA early adopter year in 2020/21. Details of how to register were emailed to schools on 25 June 2020. |
|  |  | <https://www.gov.uk/guidance/key-stage-1-and-key-stage-2-test-dates> | **National Curriculum Assessments 2020/21**  The DFE intention is for all existing statutory key stage 1 and 2 assessments to return in 2020/21, following their usual timetable. This includes the:   * end of key stage 1 and key stage 2 assessments (including tests and teacher assessment) * phonics screening check * year 4 multiplication tables check * statutory trialling |
|  |  | **Information: implementation of the engagement model**  The engagement model is the new assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. The DFE published [the engagement model guidance](https://www.us17.list-manage.com/track/click?u=8088a92c9c7454749d4a06114&id=396596fa36&e=4e2ea00135) in March 2020 and intended that it would become statutory from September 2020. | The 2020/21 academic year will be **a transitionary year** (subject to the necessary legislation being made) where schools will have the time to prepare for, and start embedding, the engagement model by:   * identifying the relevant cohort of pupils * using the engagement areas to observe and assess the level of engagement for individual pupils * evaluating the curriculum   The DFE will also use a flexible approach for the submission of teacher assessment outcomes at the end of key stages 1 and 2. Schools that have used the engagement model will be able to report against it, and schools that need more time to implement this change will continue to have the option to assess against P scales 1 to 4, for one final year.   The engagement model is expected to become statutory from September 2021. |
| SENCO/Early years staff | Information/resources | NASEN  <https://nasen.org.uk/events/early-years-senco-masterclass-4.html>  (free training on other topics is available via NASEN for SENCOs) | NASEN are offering a DfE funded Masterclasses in the form of a 90- minute live webinar hosted by Jennifer Staunton and Yvonne Sutton from School Improvement Liverpool. Based on COVID-related themes, the purpose of the webinar is to explore issues including increased demands from children returning to settings, potential falling capacity of the workforce due to illness and changes in parental or workforce attitudes and to consider the relative merit and risks of different approaches. The webinar is ideal for Early Years SENCOs, Early Years practitioners … |
| All teaching staff | Reading challenge | <https://teachersreadingchallenge.org.uk/> | This site provides a wealth of resources for reading; opportunities for professional dialogue with colleagues on text and also links to how practice has been developed in some schools in response to the Open University research on reading for pleasure. |
| Subject leaders | Subject association contact information | <https://www.subjectassociations.org.uk/the-cfsa-directory/> | Digital directory introducing subject associations whose purpose is to support teaching and learning including references for aspects of SEND |
|  | Mathematics | <https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/> | A whole school powerpoint focusing on the DfE Mathematics guidance |
| Governors |  | DfE update for governors  <https://www.gov.uk/government/publications/school-governance-update?utm_source=GT&utm_medium=Em&utm_campaign=Jul> | July 2020 Governance update |
| NGA  <https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Coronavirus-Information-for-governing-boards.aspx>  <https://www.nga.org.uk/News/Webinars.aspx> | Information and guidance for Governing Boards in respect of roles and functions during COVID 19 period.  A range of recorded webinars including sessions focusing on:   * Planning for the Autumn Term. What do boards need to know? * Succession Planning. Is your Board Future proofed? |