



DfE updates

COVID guidance has been updated for September with key points below. Schools also need to have plans in case extra measures are required in response to a local outbreak; (covered in the section about the contingency framework.)

COVID guidance changes from September include:

It is no longer necessary to keep children in consistent groups, i.e. 'bubbles'. Assemblies can resume and there is no need to avoid different groups of pupils mixing at lunchtimes.

People will not be required to self-isolate when they live in the same household as someone with COVID or they are identified as a close contact if any of the following applies: the person is fully vaccinated; below the age of 18 years and 6 months; participating in a COVID trial; or cannot be vaccinated for medical reasons. NHS Test and Trace will advise them to take a PCR test. Staff and pupils should still attend school if they aren't required to self-isolate.

NHS Test and Trace will work with pupils and parents if there are positive cases of COVID to identify close contacts. Schools won't be expected to carry out contact tracing although, in exceptional cases, they may be asked for help.

COVID measures remaining in place for September include:

Risk assessments must be updated so proportionate control measures are in place, working with parents, staff and unions to discuss the best approach. Primary staff should use an LFD test twice a week at home until the end of September, when it will be reviewed. Clinically extremely vulnerable people should consider if extra precautions are needed alongside measures used by others. www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 Staff, pupils, parents and visitors aren't advised to use face coverings in school. They should be worn in enclosed and crowded spaces, for instance when pupils travel on public or school transport.

Attendance is mandatory for all pupils of compulsory school age. Where a child is required to self-isolate or quarantine because of COVID, it should be recorded as code X by school (not attending in circumstances related to coronavirus). Where they are unable to attend because they have COVID, it should be recorded as code I (illness). Clinically extremely vulnerable (CEV) children should attend school unless advised not to do so by their clinician or specialist. Schools should offer remote education for pupils who cannot attend due to COVID.

Actions to reduce the risk of virus spreading should continue. This includes frequent and thorough hand cleaning using soap and water or hand sanitiser. The 'catch it, bin it, kill it' approach to respiratory hygiene remains very important. There should be regular cleaning of areas and equipment using standard products, focusing on frequently touched surfaces. All occupied spaces need to be well ventilated. Identify poorly ventilated areas in risk assessments and improve fresh air flow; this is essential for events where visitors are on site such as parents watching a school play. HSE has advice about identifying poorly ventilated areas using CO2 monitors at: www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/identifying-poorly-ventilated-areas.htm

Press release 21.8.21. All schools will receive carbon dioxide monitors to help identify where ventilation needs to improve. CO2 monitors are portable for use around the building, starting with areas which may be poorly ventilated. Most schools will receive some of their allocation during the autumn with special schools having priority for Sept. A trial of air purifiers in 30 schools is planned. www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors

Procedures should remain in place for pupils or staff testing positive for COVID. No-one should come into school if they have COVID symptoms, have had a positive test, or they are required to quarantine. If a parent tries to insist, schools can refuse to let the child attend if in their reasonable judgement it is necessary to protect others from

possible infection. If anyone in school develops symptoms, however mild, they should follow procedures and return home. If a pupil is being collected, they should wait in a room with an open window if safe to do so.

Anyone with a positive LFD test should self-isolate and arrange for a PCR test; they should continue to self-isolate while waiting for the result. If the PCR test is taken within 2 days of the positive LFD test, and is negative, it overrides the previous result and the pupil can return to school, as long as they don't have COVID symptoms.

Due to issues about COVID cancellation insurance, ensure any bookings have adequate financial protection. Carry out thorough risk assessments before all education visits and follow relevant public health advice. www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak Additional COVID guidance for special schools: www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings

The contingency framework has been updated for Sept to explain possible responses to local COVID outbreaks. Schools need a contingency plan for extra measures, including how changes would be communicated to staff, pupils and parents. It could mean, for a period, reintroducing bubbles, advising face coverings for adults, shielding for some pupils (if introduced by the government), and limits to residential visits, parents on site, and school performances. Restricting attendance would be a last resort; if it was necessary, schools and safeguarding partners must be responsive to concerns and vigilant about the wellbeing of vulnerable children. If a school visit was planned for a period of restricted attendance, risk assessments would need to be updated to consider if it is safe to proceed.

The contingency framework has thresholds to indicate when schools may need public health advice. They are:

- 5 children or staff, who are likely to have mixed closely, test positive for COVID within a 10-day period.
- Or 10% of children or staff, who are likely to have mixed closely, test positive for COVID within a 10-day period.

For special schools that operate with 20 or fewer children and staff at any one time, the threshold is:

- 2 children or staff, who are likely to have mixed closely, test positive for COVID within 10 days.

Schools should seek public health advice if a child or member of staff is admitted to hospital with COVID. Call the DfE helpline (0800 046 8687, option 1) as hospitalisation may indicate a new variant of concern. Schools can also call the helpline if concerned about the risks of transmission. For all cases of staff members with COVID, check the workplace guidance: www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance Schools should call the Self-Isolation Service Hub on 020 3743 6715 as soon as any member of staff receives a positive COVID test. www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings

DfE COVID helpline: 0800 046 8687

Mon to Fri 8am - 6pm

Sat / Sun 10am - 6pm

Free school meals or lunch parcels should be provided for pupils eligible for benefits-related FSM if at home during term time due to self-isolating or a positive COVID test. www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools LAs have extra funding until 30th Sept to help disadvantaged families with food and utility costs. www.gov.uk/government/publications/covid-19-free-school-meals-guidance

Breakfast clubs: The National School Breakfast Programme has helped 2,500 schools to establish breakfast clubs and they have been awarded £24 million to continue this work until July 2023. Schools are eligible if 50% or more pupils are in bands A-F of the income deprivation affecting children index. A number of schools have already been recruited and others may express an interest at: www.family-action.org.uk/what-we-do/children-families/breakfast/

School transport guidance has been updated for Sept. There is no requirement to travel in consistent groups, 'bubbles', or to maintain social distancing but overcrowding should be avoided. Good ventilation is important. Children shouldn't travel if they have COVID symptoms or a positive test. Face coverings are advised for secondary pupils. Risk assessments should be maintained to check that control measures such as regular cleaning schedules are working. www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020

Learning at home: A new service for parents was launched in July to offer information about supporting children of all age ranges and abilities to catch up on lost learning. Details at: educationcatchup.campaign.gov.uk/

Remote education must be provided for pupils not able to attend school due to COVID as the DfE has extended the legal duty on schools for 2021/22. get-help-with-remote-education.education.gov.uk/statutory-obligations A range of links to support the provision of remote learning are at: <https://get-help-with-remote-education.education.gov.uk/>

COVID advice for parents was updated about eligibility for financial support to care for a child who is self-isolating. It has advice about online safety and children's wellbeing. www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak Advice for holiday and after-school clubs has changed about self-isolation and close contacts. www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak

Schools have a duty of care for wellbeing and COVID has been a particularly challenging time for all staff. The Education Support Partnership has a free helpline [08000 562 561](tel:08000562561) as well as many resources and advice at: www.educationsupport.org.uk/ It has a confidential grants service which may be able to help those working in or retired from education and suffering financial problems caused by unemployment, ill health, sudden life events, bereavement or personal injury. www.educationsupport.org.uk/helping-you/apply-grant

A staff wellbeing charter been agreed by teaching unions, MIND and education providers. Schools are encouraged to review the voluntary charter and sign up in the autumn. www.gov.uk/guidance/education-staff-wellbeing-charter

'Keeping children safe in education': Statutory guidance has been revised for September. It explains the duties of schools for safeguarding including what is required by law and what is strongly advised. Annex G, pages 159-164, has a summary of the changes. Part 1 of KCSIE can be downloaded separately and should be seen by all members of staff. www.gov.uk/government/publications/keeping-children-safe-in-education--2 Other key safeguarding documents are:

Working Together to Safeguard Children: www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you are worried a child is being abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Sexual violence and sexual harassment between children: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Sexual harassment and online abuse. A recent review highlighted the important role of Relationships and Health Education to equip pupils for their experiences in and outside of schools. NSPCC has summarised the findings at: learning.nspcc.org.uk/research-resources/2021/ofsted-review-sexual-abuse-in-schools-colleges-caspar-briefing A dedicated NSPCC helpline is open to children and adults to report current and historical allegations of abuse. The helpline can also offer advice to parents and school staff. Call [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

Attendance regulations have changed for 2021/22 so schools can record when pupils don't attend due to COVID although fewer circumstances are eligible. www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2021-to-2022-academic-year Advice to promote good attendance and address poor and persistent absence is available at: www.gov.uk/government/publications/school-attendance

Educational status setting form: Questions have been updated and the 'List of sub-codes' has removed X03 and X04. The form will be required once a week from 1st Oct. www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form

Admissions guidance changes in September to reduce gaps in vulnerable pupils' learning. Unless full, most schools must offer a place unless admitting a child prejudices the efficient provision of education or use of resources. If refused, the case is decided by the Fair Access Protocol which should allocate a school in 20 days. Schools aren't expected to take a disproportionate number of pupils via the FAP. www.gov.uk/government/publications/school-admissions-code--2

The role of virtual school heads is extended from Sept with funding for LAs to support the work. A 'Children in Need' review found 1 in 10 children had been supported by a social worker within the last 6 years, an average of 3 children

in a classroom. It recommended that VSHs were well placed to improve the outcomes of children with a social worker by enhancing partnerships, supporting professionals, identifying the cohort's needs in a LA, and helping to address barriers. It is a strategic role rather than working with individual cases. If a family intends to home educate, LAs, schools and professionals should meet with parents to discuss what is best, particularly important for children with a social worker. www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker

Broad and balanced: Optional guidance for reception, KS1 and KS2 about planning for educational recovery whilst maintaining curriculum breadth. A key message is prioritising missed content (knowledge, skills, vocabulary, concepts) that is needed by pupils to make sense of ideas at a later stage in the curriculum. Subject priorities should be informed by what is essential for progression. Alongside questioning and discussion to identify gaps, assessments should focus on key areas of knowledge and skills. In some subjects (such as maths and phonics), gaps are more likely to cause difficulties in mastering the next steps in learning. In other subjects (such as geography, history, citizenship or RE), gaps in one topic may not be as critical and the curriculum could be adjusted at a later stage. Interventions should be linked to the content of lessons, so pupils experience a coherent curriculum. In reception and KS1, reading is the priority. Staff should identify and address gaps in phonic knowledge and offer support where needed. www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery

The EYFS framework changes from Sept to raise standards and reduce workload, so staff have more time with children. Criteria for exceeding in ELGs are removed to strengthen the focus on expected levels of development. LAs will not have a duty to moderate FSP judgements but should offer training. www.gov.uk/government/publications/early-years-foundation-stage-framework--2 Resources to help schools implement the changes are at: foundationyears.org.uk/ and www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework Non-statutory guidance, 'Development Matters', was updated again in July 2021. www.gov.uk/government/publications/development-matters--2

Baseline assessment starts in September to assess children's starting points in language, communication and literacy, and maths within 6 weeks of joining reception. www.gov.uk/government/collections/reception-baseline The ARA has details about administering the assessment, key dates, responsibilities, and maladministration. Guidance should be seen by all staff involved in the RBA, senior leaders and governors. www.gov.uk/government/publications/2021-reception-baseline-assessment-assessment-and-reporting-arrangements-ara Schools should have received their baseline assessment materials by the end of June; if not, contact the helpline: 0330 088 4171. An updated parental leaflet about the baseline assessment is at: www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents

Quality monitoring visits will be carried out by NFER with no requirement for LAs to take part. NFER's role is checking if school staff have had access to training materials, correctly administer the assessment, and manage materials securely. Details at: www.gov.uk/government/publications/reception-baseline-assessment-quality-monitoring-visit-guidance

Choosing a phonics programme: Revised criteria for phonics teaching programmes were published in April 2021. 9 programmes have been approved of which 5 are newly validated. Previously approved programmes can apply by 28th Feb 2022. It isn't a statutory requirement for schools to choose a validated programme, but it shows DfE criteria are met. Contact details for phonics programmes, information about support and funding from the English Hubs, and advice about early reading are at: www.gov.uk/government/publications/choosing-a-phonics-teaching-programme

Autumn phonics check: Schools must administer a past version of the check to Y2 pupils in the autumn and submit results to the LA. Pupils who missed the check in June 2021 as a Y2 will not be required to take the autumn check as a Y3. www.gov.uk/government/publications/key-stage-1-administering-the-phonics-screening-check-to-year-2-pupils

Reading framework: New guidance for schools and ITT partnerships about the early stages of teaching reading and the contribution of talk, stories and phonics. It has examples of best practice to raise standards for R, Y1 and older pupils needing support. Seven guidance documents have been provided but all materials as well as an overview and 9 appendices are fully covered in the '*Reading framework: teaching the foundations of literacy*'. English Hubs offer advice for schools including information about £5M extra funding for the purchase of phonics programmes, contact details below. www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

Relationships and Health Education: A plan to cover the full curriculum should be in place from Sept. Schools are encouraged to allocate staff training time for the relationships, sex and health curriculum. Guidance and staff training modules: www.gov.uk/guidance/teaching-about-relationships-sex-and-health Advice about curriculum priorities are on page 31: www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery which suggests a focus on topics that help pupils to re-engage with their peers, i.e. mental wellbeing, physical health and fitness, respectful relationships and being safe. The content about safety should reflect risks that may have increased during the pandemic, such as online exploitation, abuse and grooming in an age-appropriate and sensitive way.

Learning loss is an important issue with the priority being vulnerable and disadvantaged pupils. £650M catch-up premium was allocated to schools last year, and unspent money may be carried forward to 2021/22. www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium The National Tutoring Programme will continue for 3 years with a 75% school subsidy. nationaltutoring.org.uk/academic-year-2021-22/tutoring-2021-22 The Nuffield early language intervention programme will be funded again in 2021/22. www.teachneli.org/

National Tutoring Programme – extra grant: The second year of the NTP allows more flexibility to support learning with school-led tutoring. Schools can use teachers or teaching assistants as tutors to help pupils regardless of PP eligibility. A ring-fenced grant will be paid to schools providing a 75% subsidy towards the expected costs. The grant is £203 for pupils from Y1 to Y6 eligible for the PP multiplied by 60%; (for example, if 20 were eligible for pupil premium, school receives 20 x £203 x 60% = £2436.) nationaltutoring.org.uk/academic-year-2021-22/school-led-tutoring (*School-led tutoring grant uses 60% of PP numbers as the DfE estimates that other catch-up funding covers the remaining 40%.*) Tuition partners and academic mentors are subsidised in 2021/22 at the same rates and schools can register interest at: share.hsforms.com/1b-SUfMqxQXyqiMOI5plWPA1k3e7 nationaltutoring.org.uk/academic-year-2021-22

Teaching music at KS1 and KS2: New guidance should help schools deliver the national curriculum requirements. It covers core concepts and has many examples of music and songs for listening to, and singing, in all year groups, from different genres, periods, cultures and composers. Another document has details about music terminology. www.gov.uk/government/publications/teaching-music-in-schools £79 million will be spent in 2021/22 to continue the work of Music Hubs. www.gov.uk/guidance/get-support-from-your-music-education-hub

The engagement model becomes statutory in 2021/22 to assess pupils working below the pre-key stage standards at KS1 and KS2. More details will be in the assessment and reporting arrangements. The model covers 5 areas of engagement with learning: exploration, realisation, anticipation, persistence and initiation. It seeks to identify a pupil’s level of engagement during their highest-interest activity, at school or home, to help find ways to improve their interest in other areas. Schools will not be able to use P scales 1 - 4 as they rely on linear progress in learning, which is rarely the case for pupils with complex needs. www.gov.uk/government/publications/the-engagement-model

Early Career Framework: A new approach to induction starts in September and refers to an early career teacher (ECT) instead of a newly qualified teacher. Schools need to register their induction programme with DfE services before an ECT starts. manage-training-for-early-career-teachers.education.gov.uk/ Statutory roles and responsibilities are shown at: www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework Appropriate bodies carry out quality assure of teacher induction and provide data to the DfE about the progress of people who start and complete induction. www.gov.uk/government/publications/statutory-teacher-induction-appropriate-bodies

Induction will usually take 2 years from September. In the first year, an ECT has an extra 10% PPA followed by 5% in the second year. Schools receive funding for the second year to cover the costs of PPA, CPD, and mentoring; see the chart below. Induction guidance: www.gov.uk/government/publications/induction-for-early-career-teachers-england

Second year funding	Rest of England	Inner London	Outer London	London Fringe
Allowance for ECT	£1200	£1500	£1400	£1300
Allowance for mentor	£900	£1100	£1100	£900
Total payment	£2100	£2600	£2500	£2200

NQT induction: Schools should use current guidance for newly qualified teachers who began induction before Sept 2021. www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts Induction is usually extended if an NQT has total absences over 30 days. However, if an NQT has met the Teachers' standards, COVID related absences don't count towards the total, and they can complete induction. Extra funding is available to schools where induction is extended. www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers

Teachers' standards are unchanged although there are changes to the terminology and induction period, bringing the document in line with the Early Career Framework reforms. www.gov.uk/government/publications/teachers-standards

National professional qualifications: Revised qualifications begin in September for executive leadership, headship and senior leadership. They reflect the headteacher standards revised in 2020. Middle leadership has 3 areas: leadership of teaching, teacher development, behaviour and culture. An eligibility list shows which schools are in the highest 30% for pupil premium levels to help applicants check eligibility for scholarship funding. www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021 There are details at the link below about a deadline of August 2022 for current participants on NPQ courses as well as information about scholarship funding for the new NPQs, and support packages for those who are new to headship within the last 24 months at: www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms

National Leaders of Governance: All current designations as an NLG end on 31st August. A new programme is being led by the NGA and applicants from the first recruitment phase will find out by the end of Sept if they were successful. National Leaders of Governance need expertise in their role as a trustee, governor, or governance professional. They will deliver targeted support to secure effective governance in schools and trusts. Details about eligibility and the NLG standards are at: www.gov.uk/guidance/national-leaders-of-governance-a-guide-for-potential-applicants

National Leaders of Education: Recruitment to the role was paused after a system leadership review although they continued working in 2020/21. More details are due from the DfE about appointing new NLEs using 3 standards: professional credibility, problem solving and influencing, and building capacity. They will be deployed by Teaching School Hubs from 2021/22. www.gov.uk/government/publications/review-of-the-national-leaders-of-education-nle-programme

Headteacher standards 2020: Revised professional standards were released in Oct 2020. They are non-statutory and weren't expected to be used for appraisal last year. Schools were asked to familiarise themselves with the standards and start to use them from 2021/22 for headteacher recruitment, appraisal, and identifying CPD requirements. www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers

Teachers' pay: The government spending review recommended a pause to headline pay rises for most public sector workers in 2021/22 whilst protecting those earning less than £24,000 (Full Time Equivalent) which affects many unqualified teachers. The STRB report followed this guidance whilst raising issues about recruitment and retention. The report was accepted by the DfE which means from September an award of £250 to all teachers with earnings less than £24,000 (FTE) in the Rest of England, £25,194 in the Fringe, £27,419 in Outer London, and £28,681 in Inner London. The award is separate to pay progression. Advisory pay points have been reintroduced on the unqualified teachers' pay range for 2021/22. www.gov.uk/government/publications/school-teachers-review-body-31st-report-2021

Unqualified teachers pay 2021/22 – advisory pay points				
	Rest of England	Fringe	Outer London	Inner London
1	£18,419	£19,613	£21,832	£23,099
2	£20,532	£21,723	£23,946	£25,212
3	£22,644	£23,837	£26,059	£27,325
4	£24,507	£25,699	£27,926	£29,187
5	£26,622	£27,812	£30,037	£31,298
6	£28,735	£29,924	£32,151	£33,410

Schools graded as requires improvement during 2021/22 as well as those with 2 previous RI judgements will be offered up to 3 days' support from a national leader of education and up to £10,000 towards partnership costs. Eligible schools will be contacted by DfE whilst schools wanting to identify themselves for support, should email: school.improvement@education.gov.uk Details at: www.gov.uk/guidance/trust-and-school-improvement-offer

Trust Capacity Fund: £24 million is available in 2021/22 to support the growth of trusts and allow them to take on underperforming schools in higher need areas. The application deadline has been extended to 17th December. Guidance about funding, eligibility, and applications at: www.gov.uk/government/publications/apply-to-the-trust-capacity-fund

Teaching school hubs will operate from September. Each hub works in a particular area, serving around 250 schools, but can be accessed by all local schools. They support the delivery of school-based ITT and professional development for teachers throughout their careers. Hubs will help to deliver the early career framework and revised national professional qualifications. Contact details are provided for all of the hubs. Information about the new teaching school hubs council and members was added in August. www.gov.uk/guidance/teaching-school-hubs

Behaviour hubs will begin to support cohorts of eligible schools from September. (Schools graded as RI or MATs with an academy that RI.) The programme is funded by the DfE. A brochure is available to download which explains the work of hubs. bit.ly/33US9uQ A list of lead schools and hubs is available at: www.gov.uk/guidance/behaviour-hubs

Pupil premium rates are unchanged for 2021/22 with allocations now based on the Oct 2020 census. (FSM6 rate: £1345. LAC rate: £2345; Service premium: £310). There are 2 changes to the conditions of grant; schools must show how spending decisions are informed by research and use DfE templates to publish the 2021/22 PP strategy by the end of December 2021. www.gov.uk/guidance/pupil-premium-effective-use-and-accountability The EEF guide is an example of research evidence: educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/

Pupil premium strategy statements must be published by schools receiving the grant. DfE templates and resources will be provided in September to meet the latest conditions of grant. Statements should be published by the end of Dec 2021, allowing time to consider the needs of cohorts. www.gov.uk/guidance/pupil-premium-strategy-statements

PE and sport premium: Funding will continue at the same rates in 2021/22 to use alongside any remaining grant from this year or last, but underspends must be spent by 31.7.22. Schools should have published a breakdown of spending for 2020/21 by the end of July 2021. www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

School business rates: After consultation, the DfE will implement proposals to centralise the payment of business rates for maintained schools and academies from April 2022. The ESFA will pay billing authorities directly to reduce administration for schools. www.gov.uk/government/consultations/changes-to-the-payment-process-of-schools-business-rates

School census: Updated guidance for 2021/22 at: www.gov.uk/guidance/complete-the-school-census This year's dates: Autumn census 7.10.21 and return by 3.11.21. Spring census 20.1.22 and return by 16.2.22. Summer census 19.5.22 and return by 15.6.22. www.gov.uk/guidance/complete-the-school-census/census-dates A spreadsheet can be downloaded with all data items required in each census: www.gov.uk/guidance/complete-the-school-census/data-items-2021-to-2022

The workforce census is a statutory data collection every autumn to gather information about teaching and support staff in regular employment in schools. The next census is 4th November. www.gov.uk/guidance/school-workforce-census

Statutory policies required by schools have been updated to reflect the changes in terminology from newly qualified teacher to early career teacher. www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts

School websites: In the last year, 2 new sections were added to the requirements for websites. Schools receiving the catch-up premium must explain how they intend to spend the grant and assess its impact on attainment. Also, schools must publish their provision for remote education and an optional template is provided. Maintained

schools requirements at: www.gov.uk/guidance/what-maintained-schools-must-publish-online Requirements for academies at: www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Get information about schools holds key details about schools and trusts. There is a legal duty to provide up to date governance details to the DfE and it is necessary to inform them about a change of headteacher. Information can be amended by using 'DfE Sign-in' at: services.signin.education.gov.uk/ Check your school details are correct at: get-information-schools.service.gov.uk

The screenshot shows the 'Get information about schools' website. At the top, it says 'This is a register of schools and colleges in England. You can search for and download information on establishments, establishment groups (such as a local authority, trust or federation) or governors. Schools, local authorities and academy trusts can also update details by signing in to their DfE Sign-in account.' Below this are three search buttons: 'Find an establishment', 'Find an establishment group', and 'Find a governor'. Underneath is a 'Search by:' section with three radio buttons: 'Name or reference number', 'Location', and 'Local authority'. Annotations with arrows point to these elements: 'Enter name of your MAT to check details.' points to the 'Find an establishment group' button; 'Enter your school name to check details.' points to the 'Name or reference number' radio button; and 'After entering the name of your school or trust, check if the governance details are correct.' points to the 'Links' tab in a navigation bar below. The navigation bar has four tabs: 'Details', 'Governance', 'Links', and 'Location'. Below the navigation bar is a section titled 'Legal duty to provide governance information'.

Privacy notices: Model documents have been updated for schools and LAs to issue to staff, parents and pupils about data collection and using personal information. www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

Free period products: The scheme for schools has been extended to 31st December. Details at: www.gov.uk/government/publications/period-products-in-schools-and-colleges

Ofsted updates

Routine inspections on site will resume in the autumn although some elements may be carried out by telephone to involve governors and leaders unable to be in school. Inspections can take place 5 school days after pupils start to attend. Schools are usually contacted by telephone between 10.30am and 2pm on the school day before an inspection begins. Handbooks for full and monitoring inspections have been updated for September and a summary of changes is available at: www.gov.uk/government/publications/school-inspection-handbook-eif/summary-of-changes and www.gov.uk/government/publications/section-8-school-inspection-handbook-eif/summary-of-changes The full inspection handbook has details about potential discussions with school leaders about the impact of COVID. S8 handbook: www.gov.uk/government/publications/section-8-school-inspection-handbook-eif/school-inspection-handbook-section-8-for-september-2021 S5 handbook: www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021

Feedback about inspection: Many schools were positive about deep dives allowing more time to discuss curriculum intent and connect evidence from different sources. Internal data isn't used, and most schools said this led to better curriculum conversations and reduced workload. Performance data from 2019 has limitations although it is only a starting point to be used alongside information gathered in school about the quality of education. Senior and middle leaders are more involved with inspectors which is demanding but allows more dialogue. Curriculum leaders involved in deep dives wanted more timely feedback. Many senior leaders said the inspection reports were too short and curriculum leaders wanted more subject details. Facilitating Ofsted is a challenge, and some staff were overwhelmed by the amount of time with inspectors. Most inspectors took school's size into account to plan deep dives, but this needs to occur consistently. www.gov.uk/government/speeches/evaluating-the-education-inspection-framework-for-schools-and-further-education-and-skills-providers

Inspection advice from March 2020 remains relevant: Schools reported concerns about the workload resulting from the new framework which NAHT raised with Ofsted. Amanda Spielman confirmed that inspectors were advised to: avoid deep dives in different subjects led by the same member of staff; welcome senior leaders in curriculum discussions where they want to support subject leaders; be flexible and avoid causing undue disruption to school's work. Senior leaders shouldn't be prevented from supporting subject leaders or joining them for discussions with inspectors. If there is a problem, NAHT advice is to raise any issues with the lead inspector as soon as possible. Members can ring the NAHT helpline on 0300 30 30 333 (option 1) to discuss the matter. www.naht.org.uk/

Outstanding schools: All schools that were previously exempt should be inspected by 1st August 2026. Ofsted will prioritise schools that have gone the longest since their last inspection. Schools will have a section 5 visit if their last full inspection was before Sept 2015; schools inspected after this date will receive a section 8 inspection. Both of the inspection handbooks now include the process for visiting previously exempt outstanding schools. www.gov.uk/government/consultations/ofsted-inspection-removal-of-the-outstanding-exemption

New schools: The first inspection of new schools, which includes academy converters, usually takes place in the third year of operation. However, inspections could be up to 6 terms later than expected due to COVID. A section 8 monitoring inspection is likely for academy converters whose predecessor schools were judged good or outstanding. A section 5 inspection may occur where the predecessor school's most recent visit found evidence that a change of grade may be required, i.e. moving from good to outstanding, or at risk of a lower grade. Sponsor-led academies will have a full inspection within 3 years. www.gov.uk/guidance/selecting-new-schools-for-inspection

Inspection data summary reports are aligned with the Ofsted framework. Leaders and governors should be aware of key points from their school's report. The IDSR has 'areas of interest' to highlight trends in school data and differences from national averages for performance, absence and exclusion rates in the last 3 years. There is less focus on small group data. Performance data in the IDSR is currently taken from 2019 and contextual information from 2020. The report is only used as a starting point by Ofsted as inspectors need to see the quality of education in school and what it is like to be a pupil. www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide

Teacher training: ITT partnerships must deliver the core content framework which is the minimum curriculum entitlement for trainee teachers. www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework Inspection of ITT providers is based on the core content framework. www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook Early reports found few partnerships have an ambitious curriculum which goes beyond the core content framework. Many partnerships were incorrectly using the Teacher Standards for designing their ITE curriculum; they are a summative tool to assess trainee performance at the end of ITT. New teachers may need extra support from schools in 2021/22 to overcome COVID's impact. Trainees lacked sufficient time to apply what they learned in the classroom, particularly for behaviour. There was less flexibility to manage classrooms due to public health guidance. Trainees had limited experience of teaching phonics and early reading and few opportunities to use specialist equipment, such as in music, PE or science.

SEND provision: Many pupils with SEND found it hard to engage with remote education so getting the support right on their return to school is vital. Ofsted's SEND review looked at how pupils' needs were met in mainstream schools. Some pupils were over-reliant on the TA which slowed their growth as independent learners. Concerns were expressed about the amount of time some pupils spent out of class in interventions as well as not being given the chance to master curriculum basics before moving on. www.gov.uk/government/publications/supporting-send

Amanda Spielman spoke in March at the ASCL Conference and key points remain relevant. Activities for catch-up need minimal complexity and burden for schools. Difficult curriculum choices are needed to address lost learning: what to prioritise, what to limit, and what to omit. Pupils won't benefit from racing through content and covering ideas in a limited way, learning needs practice and repetition. Most children will get back on track once they are learning with the usual staff and routines. Schools don't need to spend time on fruitless exercises to 'prepare for

Ofsted'. No one wants children or adults stressed by unreasonable expectations. <https://bit.ly/37Ezkye> The chief inspector also warned that some vulnerable children were 'out of sight' during COVID and this should be a matter of national concern. *'Teachers are often the eyes that spot signs of abuse and the ears that hear stories of neglect. Closing schools didn't just leave children who suffer at home without respite, it also took them out of sight of those who could help.'* www.gov.uk/government/news/ofsted-warns-of-risk-to-children-out-of-sight-during-pandemic

News and views

Behaviour: Last year, Tom Bennett wrote about ensuring high standards of behaviour as schools open. bit.ly/3hdMlg8 Good behaviour is the result of an ongoing focus. Staff need to explain their expectations to children regularly and immerse them in a positive ethos. Some elements may need to be addressed in a targeted way to reboot the expectations. A school's culture is embedded by repetition, and, without reinforcement, standards may slide.

Define behaviour: Don't assume everyone understands what good behaviour means or that children know your expectations in each situation; be clear about dinnertimes, assembly, moving around the building and the playground. Leaders explain what good behaviour means for the school and teachers clarify what it means in the classroom. Build an ethos where good behaviour is the norm and bad behaviour isn't unacceptable.

Build routines: Decide on the behaviours, learning habits, and routines that school wants to be normal and teach them as if it were a curriculum. Go through examples, check for understanding, and get children to practise - waiting their turn, putting hands up, and listening. Vulnerable and challenging children usually benefit from structure.

Boundaries: Children need to know that deliberately misbehaving has consequences which are applied consistently by all staff. Misbehaviour should be addressed quickly, or children believe there aren't boundaries. Mild sanctions, consistently and fairly applied, are effective.

Implementation: Staff need to be well-informed about new routines to teach them and implement changes consistently. New expectations must be monitored as maintaining routines is the glue that keeps standards high. Plan a schedule to check the implementation and act on findings. Keep a record to check on standards over time.

High expectations and high support: Children's experiences have varied hugely in recent times. High expectations require more support to achieve them. Rewards and sanctions alone are insufficient for the complexity of situations facing children. Pastoral support and therapeutic approaches are needed.

Rules have exceptions. Whilst consistency is essential, some children need more support. Don't assume all children will return to school traumatised, nor assume they will all be fine. Whole school approaches based on everyone being anxious could have a negative effect. Be alert for signs of difficulties and let children know discreetly that support is available. A calm, structured environment is one of the best ways to promote good mental health.

The Health and Safety Executive website has guidance and resources promoting a proportionate approach to risk management. The education section is at bit.ly/2GR4t7m and schools can register for updates at the bottom of the page.

'Sensible health and safety management is making sure the focus is on real risks with the potential to cause harm, not wasting resources on trivial matters and unnecessary paperwork. Effective leaders follow a sensible and proportionate approach to promote risk awareness rather than risk avoidance.'

Winston's Wish has advice for adults helping children to cope with bereavement with sections for COVID and schools. www.winstonswish.org/supporting-you/supporting-a-bereaved-child/ Helpline: 08088 020 021 www.winstonswish.org/

Safer Internet Day is Tuesday 8th February 2022. www.saferinternetday.org/ This year's resources are still available.

Children's Mental Health Week is 7th to 13th February 2022. Sign up for email alerts to know when the new theme and resources are released. www.childrensmentalhealthweek.org.uk/ This year's resources are still available to download.

Sport Relief takes place every two years with the next event in March 2022. www.comicrelief.com/sportrelief

Red Nose Day is Friday, 18th March 2022. www.comicrelief.com/rednoseday/schools

World Book Day is Thursday, 3rd March 2022. www.worldbookday.com/schoolsandnurseries/

The Trussell Trust supports a network of food banks for children and families throughout the year. Find out more at www.trusselltrust.org/ The nearest foodbanks can be found using: www.trusselltrust.org/get-help/find-a-foodbank/

Needing help: Many families and children are facing a stressful time. There are support services that can offer help.

■ **CHILDLINE** call 0800 1111 www.childline.org.uk/

■ Text SHOUT to 85258 to swap texts with a trained volunteer. giveusashout.org/get-help/

■ **YOUNG MINDS** for parents worried about a child's mental health 0808 802 5544 www.youngminds.org.uk/parent/

■ **NSPCC** call 0808 800 5000 or email help@nspcc.org.uk www.nspcc.org.uk/

The Queen's Platinum Jubilee will be celebrated in June 2022 to mark a 70-year reign, the first British Monarch to do so. Plans include a 4-day Bank Holiday weekend from Thurs 2nd June - Sun 5th June.

'Together for Our Planet' has activities and resources about climate change. It has been released ahead of the global climate summit, COP26, in November 2021. together-for-our-planet.ukcop26.org/schools-pack-resources/

A child's view of climate change



What it's like

What we want

Materials must not be circulated beyond the terms of your subscription. If this occurs, I reserve the right to suspend circulation without a refund. Headteachers should ask those involved in governance not to share these materials in other settings. For enquiries, email: jbocking@btinternet.com or consultbocking@gmail.com

Copyright © 2021/22 John Bocking