

School Improvement and Curriculum Newsletter

July 2020



Welcome to our summer term 2020 newsletter. Teachers are working hard and in creative ways to make sure children are engaged in both school-directed and home learning. As a service we are all continuing to support schools through a range of communications. We will be using video conferencing/webinars in the autumn term to deliver many aspects of our training. We are working together to support all of our teachers and in this newsletter, we have referenced specific areas.

Guidance

We have provided guidance to schools around making home learning as effective as possible. Guidance to support a range of areas can already be accessed through:

<https://cyps.northyorks.gov.uk/covid-19-working-towards-wider-re-opening-schools>

<https://cyps.northyorks.gov.uk/covid-19-resources-help-online-or-home-learning>

Home learning resources:

<https://cyps.northyorks.gov.uk/sites/default/files/Emergencies,%20health%20and%20safety/Home%20learning%20-%20resources.pdf>

Early Years Foundation Stage

The present government guidance is clear that, during the covid-19 outbreak, providers should use reasonable endeavors to deliver the EYFS learning and development requirements as far as possible. Initially, it is key that we focus on children's personal, social and emotional development to ensure they are adapting to the changes in routine and environment. It will be important to ensure that children's early language and communication skills are supported and, for children who may have had limited exercise, they are encouraged to access physical play.

EYFS. Schools were offered the opportunity to volunteer to be an early adopter in the academic year 2020-2021 however the arrangements for this are being kept under review, given the coronavirus outbreak. National roll-out of the reforms is planned for the academic year 2021-22. Schools that signed up as early adopters will receive further information from the DfE in due course.

The Reception Baseline Assessment (RBA) was due to be implemented from September 2020 however it will now not be statutory until 2021. Schools still have the option to be early adopters and do the Baseline Assessment in 2020 however it will not be completed until after the October half term. All information for this can be found at:

https://www.gov.uk/guidance/reception-baseline-assessment?utm_source=6fa9947d-3631-4d13-b923-64d83f26a072&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Training and support



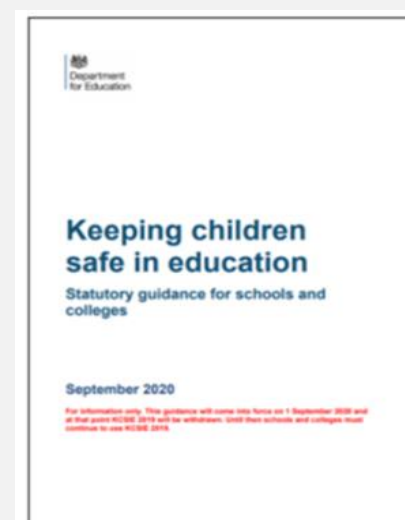
There will be an offer of online CPD, run as bookable events but also available as customised training sessions for schools or trusts.

Meanwhile, bespoke consultancy and support for schools is still available, albeit virtually at the moment, via North Yorkshire Education Services.

SCHOOL IMPROVEMENT AND CURRICULUM NEWSLETTER

Safeguarding

1. [DfE Keeping Children Safe in Education 2020](#) (from 1st September 2020) was published 17th June 2020 (scroll down when you get to the webpage!)
 - Until 1st September KCSiE 2019 remains in force
 - KCSiE 2020 runs alongside non –statutory [DFE Guidance Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) during the ongoing pandemic
 - Key Changes include:
 - Reasons and rationale for the 2020 changes
 - Multiple issues: abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another
 - Extra-familial harm can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. ‘Extra familial harm’ replaces previous term ‘contextual safeguarding’
 - Mental Health: ensuring that staff should consider when this might become a safeguarding concern. DSLs to work with their school’s identified mental health lead
 - Emphasis that Adverse Childhood Experiences (ACE) can be lasting
 - Peer on peer/ child on child abuse - child on child abuse more prominence
 - Supply Staff and school’s responsibilities Further guidance as to how schools and colleges should ensure allegations against supply teachers are handled
 - When to call police - appropriate and timely. [“When to call the police guidance for schools and colleges”](#) from the NPCC (National Police Chief’s Council)
 - Further clarification about GDPR and withholding information and new data protection tool kit added
 - Update on mandatory [DfE Relationships Education, Relationships & Sex Education and Health education guidance](#). NB KCSiE 2020 still refers to mandatory from September 2020 (NB [DfE Communication to schools on the implementation of Relationships Education, Relationships and Sex and Health Education](#) due to the coronavirus and closures, schools who are not in a position to implement fully from September have been granted some leeway — and now have until Summer term 2021 to do so.)
 - Transfer of child protection files applies to in –year transfers too
 - Allegations: more of a focus on being alert to safeguarding concerns before any become an allegation
 - New criteria added for LADO investigation when someone who has worked at the school has “behaved or may have behaved in a way that indicates they may not be suitable to work with children”
 - Children who have a social worker – more focus on their vulnerabilities and what makes a difference to the educational outcomes of children in need (informed by [DFE Review of Children in Need June 2019](#))
 - Private fostering highlighted
 - Some amendments to definitions and description: Child criminal exploitation, County Lines, domestic abuse, wording changed from Honour–based ‘violence’ to ‘abuse’ to recognise non-violent forms of abuse, terrorism definition added and clarification of radicalisation and links to channel
 - Section on online safety has been revised with more links
 - Amendments to the Annex B Role of the Designated Safeguarding Lead. Advice for DSLs on the needs of children with a social worker and suggestions for actions that could be taken to promote these children’s educational outcomes
 - The **NYSCP Child Sample School Child Protection Policy 2020-2021** is underway and will be shared as soon as it is ready through the e-redbag. This should be used in conjunction with the NYSCP Addendum to Sample School Child Protection Policy 2019-20 (June 2020)



Training

- **Designated Safeguarding Lead Webinars**

Additional dates added
<http://nyestraining.co.uk/>



NYCC Comprehensive Child Protection Pathway Refresher Webinar

North Yorkshire Children's Safeguarding

■ North Yorkshire Safeguarding

15 Wed, 15 Jul 2020 13:00 - 15:00 | WEBINAR



NYCC Comprehensive Child Protection Pathway Webinar

North Yorkshire Children's Safeguarding

■ North Yorkshire Safeguarding

17 Fri, 17 Jul 2020 10:00 - 15:00 | WEBINAR



- **Headteacher/Designated Safeguarding Leader networks:** these will continue in the Autumn term - likely to be half days online. Will be bookable through <http://nyestraining.co.uk/>

NYSCP Hidden Harm campaign #TellUsYourConcerns (June 2020)

Worried about a child?

Call 01609 780 780 &

#TellUsYourConcerns


www.safeguardingchildren.co.uk



More information is available in our Hidden Harm Presentation for Designated Safeguarding Leads <https://cyps.northyorks.gov.uk/covid-19-working-towards-wider-re-opening-schools>
Visit North Yorkshire Safeguarding Children Partnership website for more about the campaign www.safeguardingchildren.co.uk

Hidden Harm twilight online sessions for schools 4-5pm. Joining instructions have been e-mailed to school admin addresses.

6th July, East

7th July, West

8th July, Central

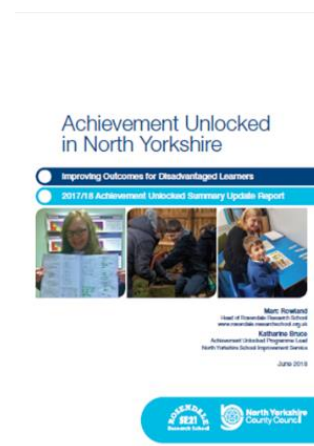
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North Yorkshire Achievement Unlocked

<http://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners>

10 Foundations to improving outcomes for disadvantaged learners

- Consistent, values led leadership
- Embedding positive relationships
- High quality, inclusive teaching and learning
- Developing effective learners
- Addressing barriers to learning
- Literacy and Oral Language
- Research evidence
- A school-wide understanding of the strategy
- Monitoring and evaluation
- Accountability



National Tutoring Programme The EEF has provided [information](#) about the National Tutoring programme

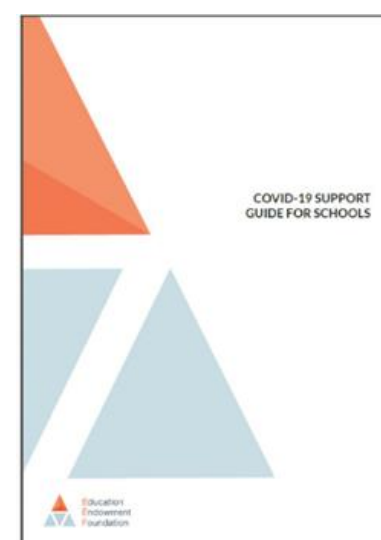
Review of Pupil Premium Strategy The National Governance Association (NGA) has produced an [information sheet](#) for governing boards covering the key issues that governors need to consider in their strategic approach reducing the impact of the current situation on disadvantaged pupils and consideration of the school's Pupil Premium Strategy

Disadvantage and Covid-19

1. We would like to acknowledge the amazing work of North Yorkshire school leaders and staff in supporting the learning and wellbeing of children and young people through the Covid -19 pandemic.
2. However, despite all the energy and commitment of schools it is widely acknowledged that disadvantaged pupils are likely to be disproportionately impacted upon by school partial/full closures, with an anticipated widening of the attainment gap in the short and medium term.
3. The EEF have just released a [Covid-19 Support Guide for Schools \(June 2020\)](#) to help teachers and school leaders support pupils following the Covid-19 closures.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.

While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children. It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.



This guidance aligns well with the tiered approach to the allocation of the pupil premium described in the [DFE Guidance Pupil premium: effective use and accountability](#) and the [EEF Guide to the Pupil Premium \(June 2019\)](#)



Support Strategies	
Teaching and whole school strategies	Supporting great teaching Pupil assessment and feedback Transition support
Targeted approaches	One to one and small group tuition Intervention programmes Extended school time
Wider strategies	Supporting parents and carers Access to technology Summer support

North Yorkshire Healthy Schools Award and Health and Health and Wellbeing including statutory RSHE

North Yorkshire Healthy Schools award

We are encouraging all North Yorkshire schools to sign up and work towards the [North Yorkshire Healthy Schools Award](#) which is free to schools as it is presently funded through public health. In the first year of the award we have had over 150 schools sign up to show their commitment to the health and wellbeing of the whole school community. The award has four themes which schools can work through and gain recognition for what the school is achieving in PSHE, Emotional Health and Wellbeing, Active lives and Food in Schools and schools can achieve the award at Bronze, Silver or Gold. The healthy schools website has a voiced over PowerPoint to help you get started on the award and a range of [supporting resources](#). If you require any further information or support with the healthy schools award please email healthyschools@northyorks.gov.uk



Relationships and Sex Education and Health Education (RSHE) is becoming statutory for all schools starting in September 2020 along with a requirement for a Relationships and Sex Education (RSE) policy that reflects the schools provision.

The DfE published a further update for schools in June 2020. This is a summary of their update. It is recommended that you read the full update.

- Schools who assess that they are prepared to deliver teaching and have met the requirements set out in the statutory guidance are encouraged to begin delivering teaching from 1 September 2020, or whenever is practicable to do so within the first few weeks of the new school year.
- Schools that assess that they have been unable to adequately meet the requirements because of the lost time and competing priorities should aim to start preparations to deliver the new curriculum and to commence teaching the new content no later than the start of the summer term 2021.
- To ensure teaching begins as soon as possible, schools are encouraged to take a phased approach (if needed) when introducing these subjects. Schools should consider prioritising curriculum content on mental health and wellbeing, as knowledge on supporting your own and others' wellbeing will be important as pupils return to schools.
- The subjects will still become compulsory from 1 September 2020. However, schools have flexibility to decide how they discharge their duties effectively. If a school is unable to begin teaching until summer term 2021 they will need to decide how much of the content they will be able to cover and should still be able to demonstrate how they will cover the entirety of the curriculum in the future. Furthermore, as the subjects will be compulsory from 1 September 2020 the new parental right to withdraw provision will apply.

[The Governments guidance for schools clearly sets out the requirements for a RSE policy and the learning outcomes that must be achieved for all pupils by the time they leave school.](#) Many schools in North Yorkshire are already delivering a planned Personal, Social, Health Education (PSHE) curriculum which will be fully comprehensive of the governments learning outcomes but it is recommended that you review your curriculum to ensure all aspects are being taught across the year groups. If your school is using the [North Yorkshire curriculum entitlement framework](#) this was updated in September 2019 to be fully inclusive of the governments statutory learning outcomes.

The Sex Education Forum have a range of tools to support schools implement the RSE curriculum including their [interactive road map to statutory RSE](#), the [whole school approach RSE audit tool](#) and the [12 principles for effective RSE](#).

If you have any questions or would like any further support or information on PSHE and health and wellbeing please contact Clare Barrowman, Health and Wellbeing Adviser at clare.barrowman@northyorks.gov.uk or 07969 1037

PSHE curriculum (inclusive of RSHE)

The [PSHE association](#) have developed a range of guidance and supporting resources to support schools with remote PSHE home learning along with a range of tools to support implementing effective PSHE programmes.

The [North Yorkshire PSHE and Citizenship Guidance for both primary and secondary schools](#) contains a range of supporting information including the PSHE curriculum entitlement framework which is inclusive of the statutory RSHE requirements and signposts to a range of supporting teaching resources.

[A wellbeing document](#) has also been developed to support schools consider the wellbeing aspects as more pupils return to school alongside signposting to a range of resources.

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Special Educational Needs and Disabilities (SEND)



Christine Noyes remains the SEA for SEND in School Improvement. As always, she will be able to provide bespoke advice and support for schools/SENCOs/ SEN governors. Currently this is being undertaken very successfully via Skype.

The training that is usually provided such as: SENCO induction, TA Induction, Maximising the Practice of Teaching Assistants (MPTA), SEND governor training and The Reading Intervention Programme (TRIP) we hope to be able to deliver via an on-line portal such as MS teams/Skype whilst the usual face to face training opportunities may not be possible due to the pandemic.

Locality Hubs

Go to: <https://cyps.northyorks.gov.uk/locality-hub-arrangements> to find out the arrangements for the new locality Hubs with roles, names and contact details for the staff in your area. On this page you will find a link to training regarding locality working via webinars – book the one for your locality. <https://cyps.northyorks.gov.uk/sites/default/files/SEND/Locality%20SEND%20Hubs/Skype%20meetings%20Bulletin.pdf>

NASENCo

This time of year we see the start of many new SENCOs. SENCOs who do not yet have the NASENCo qualification must obtain it within 3 years of taking up their post. See: <http://www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/advanced-skills> for more information.

Choosing the course provider is a matter of personal preference, it will depend on the learning style of the SENCO and which approach suits their circumstances. Some providers do residential, some do on-line and some have face to face tutorials in the evenings. If your SENCO attends the SENCO networks, do ask colleagues what they recommend. Most from this authority seem to study with either: Leeds Met, Best Practice or Edge Hill University, however, there are several other providers for this area.

If your SENCO puts 'NASENCo courses' into a search engine such as 'Google' you will see plenty of providers. Just make sure you pick one that fulfils the governments learning outcomes as stated above and that the qualification is linked with a university then follow each provider's instructions on how to apply.

Unfortunately, there is no longer any government funding for the NASENCo course so the cost has to be borne by other means – usually the school.

1:1 or 1:2 support for SENCOs and SEN Governors

If you have a new SENCO or SEN Governor (or an existing SENCO and Governor who would like some support), Christine is able to provide 1:1 or 1:2 support (currently via Skype), free of charge to the school, as this is funded by the Inclusion Service.

SENCO Mailing list

Your SENCO's name can be added to the NYCC SENCO mailing list (if not already added). Please email Christine to request this. Christine.noyes@northyorks.gov.uk.

Maximising the Impact of Teaching Assistants(MITA)

This is a free on-line course via the Education Endowment Foundation (EEF) for school leaders – (not suitable for TAs) : <https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/ta-online-course>

This is preparation work for school leaders before training is given to Teaching Assistants. Their training is entitled **Maximising the Practice of Teaching Assistants – Improving Pupil Independence (MPTA)**. Christine is an Accredited Trainer, University of Central London 'Maximising the Practice of Teaching Assistants'

There is a quick and easy RAG self-assessment available for school leaders to help with self-evaluation <http://maximisingtas.co.uk/assets/content/mpta-checklist-for-website-2.pdf>

On-Line Training

Christine emailed out a long list of free training that TAs and teachers could access regarding SEND at the start of the lock down. If you would like to receive this list again contact Christine directly.

If you would like to get in touch with Christine her email is Christine.noyes@northyorks.gov.uk.

Primary and secondary English

Language, talk, reading and writing are foundational to the whole curriculum, to children's ability to make progress and to grow independence as learners, and – of course – to closing any widened attainment gap.

We are producing another set of our '10 questions' to support teachers as they plan for an even wider re-opening next term. As well as more generic training on phonics, reading, writing, talk and preparation for assessment, we will be building CPD focused on the challenges and opportunities emerging from the current situation – on making effective use of ongoing home and blended learning, on adapting the curriculum for returning pupils, and on addressing gaps in pupils' learning.

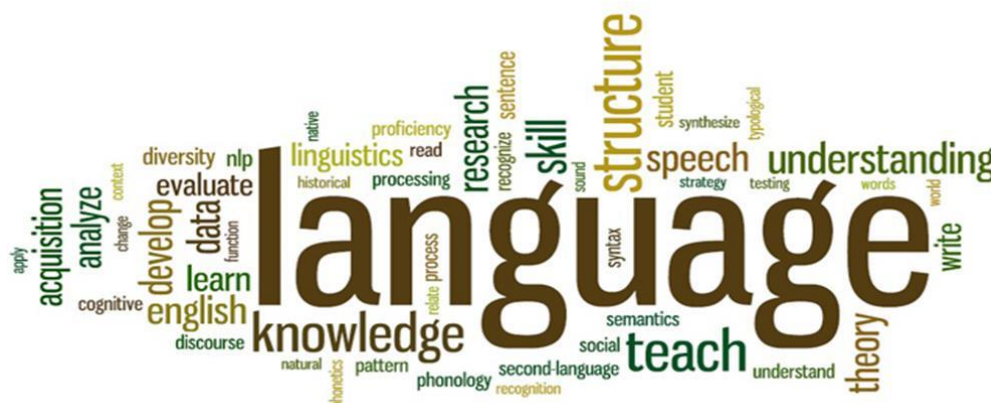
Heather continues to be a literacy specialist for the DfE Burley Woodhead English Hub, with a focus on phonics and early reading and Liz continues her secondment managing the National Literacy Trust hub on the North Yorkshire Coast.



We recommend having a look at this useful site which contains many links for free CPD: <https://www.teachpal.co.uk/free-cpd-for-teachers/>

Here are links to some interesting articles and resources supporting English and Literacy teaching and learning:

- A really simple way to encourage children to read more is to use the subtitles on the television as well as the sound.
- Stories and poems in the National Literacy Trust's Book of Hopes, created especially for children using lockdown, and featuring over 110 children's authors and illustrators: <https://literacytrust.org.uk/news/katherine-rundell-launches-the-book-of-hopes-a-free-childrens-book-by-over-110-authors-and-illustrators/>
- High-quality published resources which provide rich, structured writing opportunities, such as Pie Corbett's excellent, free 'Home-school Booklets' have been created especially for this time: <https://mailchi.mp/talk4writing/home-school-booklets>
- Involve children in developing real writing experiences with the National Literacy Trust's story writing challenge: <https://literacytrust.org.uk/communities/north-yorkshire-coast/>
- Online support for phonics learning for 'Letters and Sounds' from the DfE's Youtube channel: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw
- The Rising Stars e-book library, currently has free 90-day access to books supporting the Letters and Sounds programme. You can create a login for each pupil and they can be set books which match their current phonic learning to help them to apply their phonic knowledge to reading: <https://www.risingstars-uk.com/series/reading-planet/products/rising-stars-reading-planet-online-library>
- The Oxford Owl e-book catalogue, currently free to access, which also supports the Letters and Sounds programme: <https://home.oxfordowl.co.uk/books/free-ebooks/>
- The Oxford Owl e-books and other resources for children following the RWI phonics programme: <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>
- The NLT Family Zone: <https://literacytrust.org.uk/family-zone/>
- The Book Trust's Home Time: <https://www.booktrust.org.uk/books-and-reading/have-some-fun/#!?q=&sortOption=AtoZ&pageNo=1>
- NATE's free resources for use during school closure: <https://www.nate.org.uk/support-during-school-closures/>
- Others mentioned in the DfE's listing of online resources: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#english>



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Primary and secondary Mathematics

Mathematics is at the heart of everything. Without it, the language of the universe is missing. Whether we are making our favourite smoothie, squeezing a hat-trick past the goalie at the near post or desperately trying to work out how the leg attaches to the new flat-pack cupboard we bought, mathematics is integral to our success. It is rooted in critical thinking, logic, reasoning, creativity, spatial thinking and problem-solving as well as being a Worldwide means of communication.

Mathematics is important, so we can be forgiven for worrying about the future of those young people who have now missed months of focused teaching, but let's not forget that with effective formative assessment, targeted teaching and learning opportunities using powerful resources and activities and your unfailing enthusiasm for the subject, children will thrive.

We've missed you! Sorry we haven't been able to catch-up with you at our mathematics subject leaders' meetings or come into school to see the wonderful work you have been doing.

We're looking forward to working with you again in the autumn term though we might need to do this remotely. As well as more generic training and preparation for assessment, we will be building CPD focused on the challenges and opportunities emerging from the current situation. We will focus on supporting schools in: adapting and prioritising the curriculum for returning pupils; addressing gaps in pupils' learning and getting back on track; refreshing subject knowledge for teachers new to year groups.



For now, whether you are embarking on a new project or just looking for ideas, here are links to some interesting articles and resources supporting mathematics CPD and teaching and learning for primary and secondary teachers and mathematics leaders:

Cambridge Mathematics Espresso: What does the research suggest about remote mathematics learning?

https://www.cambridgemaths.org/Images/espresso_30_remote_mathematics_learning.pdf

NCETM Early Years: 6 key areas of early mathematics learning <https://www.ncetm.org.uk/resources/51439>

NCETM Primary CPD Module: focussing on making connections and using models and representations

<https://www.ncetm.org.uk/online-cpd-modules/primary-module/>

NCETM Secondary Mastery Professional Development:

<https://www.ncetm.org.uk/resources/53449>

Yorkshire Ridings Maths Hub: Various projects available across the year

<https://www.yorkshireridingsmathshub.co.uk/projects/>

AMSP – Currently offering a range of free online training for KS3, KS4 and post-16 mathematics

<https://amsp.org.uk/events>

ATM mathematical snacks videos – tasks, puzzles, challenges and games to support and enrich children's mathematical opportunities at home and in school

<https://www.atm.org.uk/Maths-Teaching-Resources/Maths-Snacks-Videos>

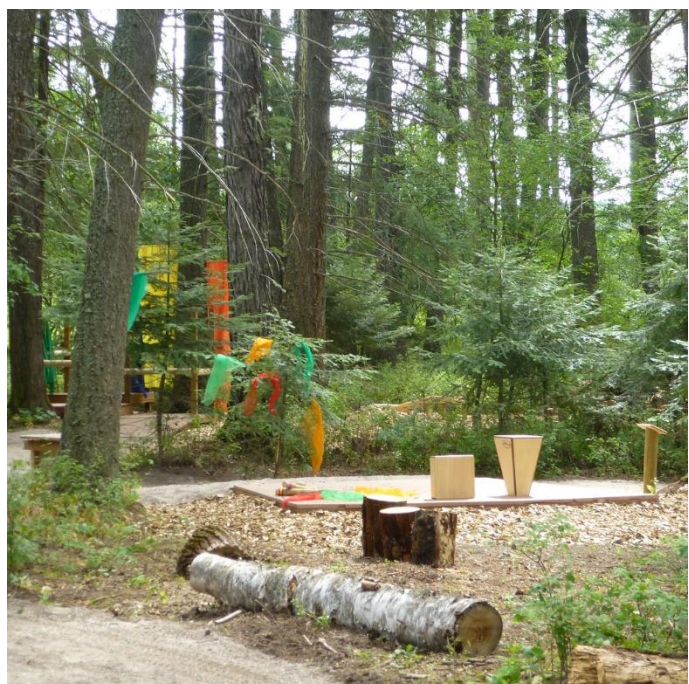
Looking for something different? Maths4Kids has many videos presented by a primary-aged pupil using mathematical models, representations and playing games. Take a look at:

<https://www.youtube.com/channel/UCob4tkfOSXy6yav9Y54SKIQ/videos>

If you have any bespoke session requests, please use the email address provided to let us know what you would be specifically interested in.

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NYEVAS: NYCC Educational Visits Advisory Service

The NYEVAS team is working alongside all of our schools and settings as we navigate the phased-return of pupils. Specific guidance for using alternative spaces for learning can be found on <https://cyps.northyorks.gov.uk> but all schools are encouraged to contact their adviser for further help in using spaces in and around their school.

A major development is the capacity to deliver most of our courses remotely. Brief details can be found below and detailed information and bookings can be made via <http://nyestraining.co.uk/>

As well as being available to offer direct advice and guidance for our schools and settings, below are the major areas that NYEVAS can help your setting in the upcoming months.

EVOLVE is the online visit planning and recording platform used by NYEVAS. We have produced a series of “how-to” guides to answer some of the FAQs from staff using EVOLVE for planning visits. If you have ideas for more guides, please email them to educationalvisits@northyorks.gov.uk (EVOLVE FAQs)

- Online at Online available soon
- **CPD and courses**

Educational Visits Co-ordinator (EVC): full day training to comply with Educational Visits policy. Course covers legal requirements, overseeing visit planning, dealing with common problems and managing a school’s policies. As well as traditional face to face training these courses can now also be accessed remotely and will be delivered over two half day sessions.

EVC revalidation: three-yearly update for trained EVCs. Updating current EVCs with changes in National Guidance and government policy, sharing best practice and feedback from visits. These update sessions will now be primarily delivered as virtual half day sessions.

EVC Administrator: half day training for administrative staff giving them the skills and knowledge to administer the Evolve system and also provide effective support to teachers. This training course will be delivered as a virtual session.

Visit Leader (theory): a 2-hour training session for any member of staff leading or accompanying school visits who need to develop the knowledge and skills to confidently plan, deliver and review learning beyond the traditional classroom.

- Open courses (face2face)
- Bespoke (face2face or virtual)

Visit Leader (practical): a half day practical addition to VL(Theory) to equip staff with higher level skills to take young people off site. Course focusses on working in a dynamic environment, equipment planning and location specific issues.

- Bespoke (face2face)

Visit Leader (managing risk): an online module to accompany our other courses. Practical training in developing an effective risk management culture as part of school policy.

- eLearning
- All school staff/governors/trust boards
- Online available soon

outsideED: The team are planning a series of twilight events looking specifically at building a deeper curriculum using alternative spaces. These events will have an optional overnight component to look at residential experiences and will aim to enable staff to produce learning plans using spaces beyond the traditional classroom spaces. Open to staff across all key stages.

- Open courses (face2face)

Town Trails:

NYCC Educational Visits Advisory Service have created Town Trails for schools to use with children aged 7-11 years old. Town Trails provide you with an exciting opportunity to take learning out of the classroom and into your local area. Town Trails for towns across North Yorkshire are being developed for you to download and use. If your school is located in an area that doesn't have a maths trail yet, or you would like support with creating a trail for your school, please contact us.