

# Headteacher Leadership Webinars – Spring term 2021

1/2/21 9:30 – 11:30am

2/2/21 9:30 – 11:30am

8/2/21 9:30 – 11:30am

# HT Leadership Webinars - Etiquette

- ✓ Please put your microphone on mute and turn your video off during the webinar
- ✓ Use the chat function to pose questions (the speech bubble icon on your screen)
- ✓ When you wish to contribute to the discussion please put your hand up or post in the chat, we will then take you off mute and invite you to speak
- ✓ If we do not have time to answer all questions we will respond to you all after the webinar

# Welcome

Stuart Carlton

Corporate Director- Children and  
Young People's Service

# Latest COVID-19 facts and figures

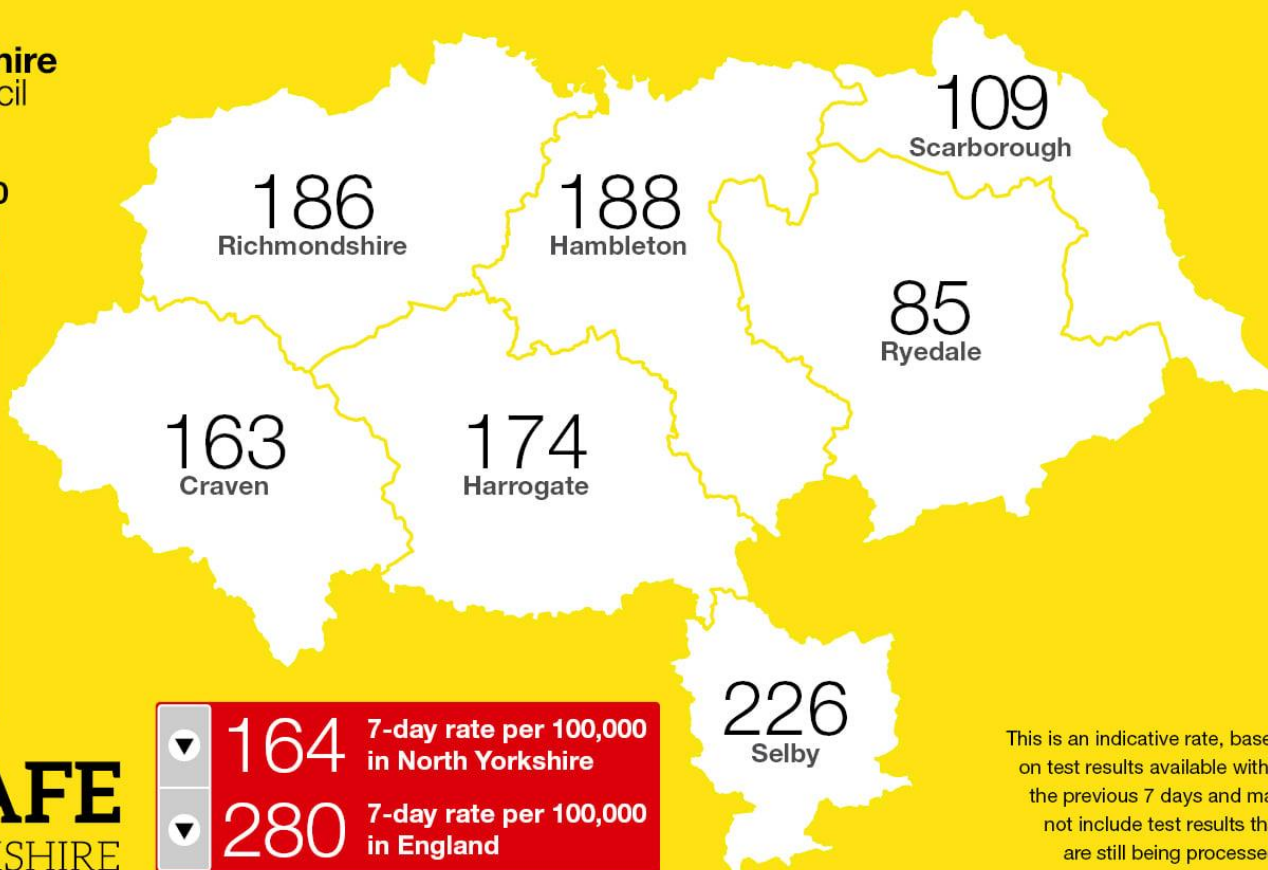
<https://www.northyorks.gov.uk/coronavirus-data>



**North Yorkshire**  
County Council

7-day rate per 100,000  
as of 28 January 2021

Rate change	Highest to lowest rate
▼	Selby
▼	Hambleton
▼	Richmondshire
▼	Harrogate
▼	Craven
▼	Scarborough
▼	Ryedale



**STAY SAFE**  
IN NORTH YORKSHIRE

# E&S updates

Julie Pattison  
Principal Adviser

# AGENDA

- 0930 Welcome / Public Health updates (Stuart Carlton)**
- 0945 Education & Skills Updates (Amanda Newbold)**
- 0955 SEND update (Nikki Joyce)**
- 1000 Remote learning (Matt Blyton)**
- 1010 Focus group discussion 1**
- 1035 Feedback 1**
- 1045 Focus group discussion 2**
- 1110 Feedback 2**
- 1120 Evaluation & close**

# Discussion topics for break-out rooms

## **1010 Focus group discussion 1**

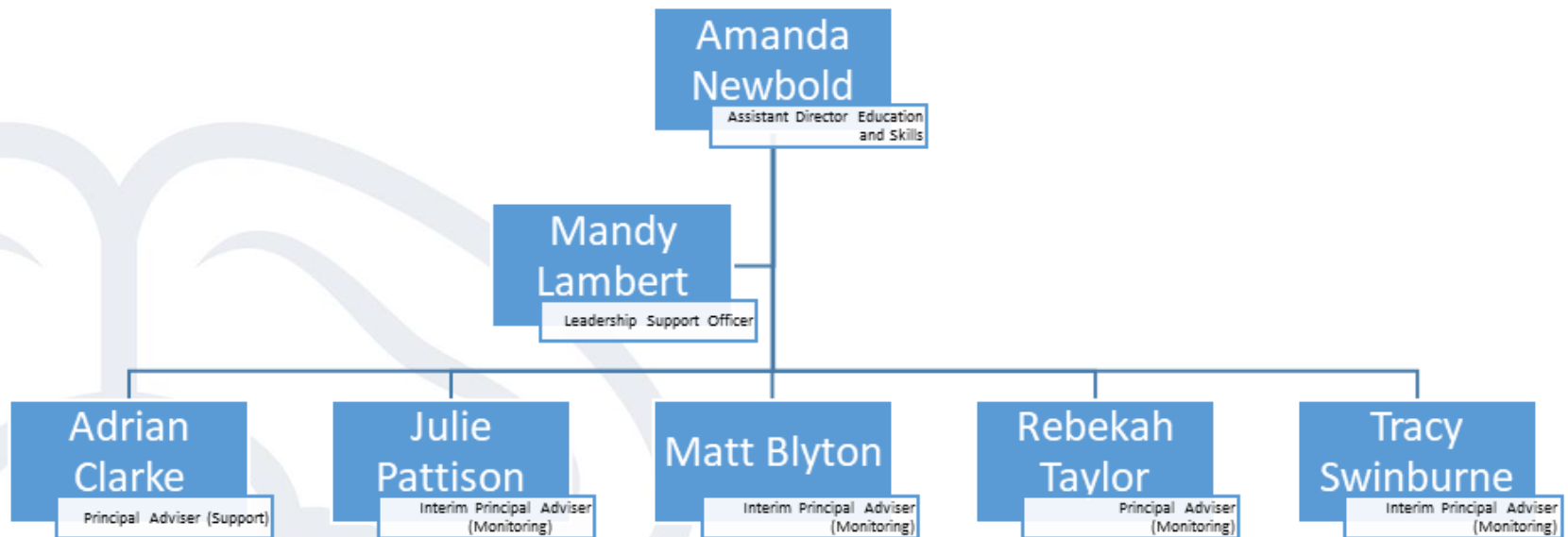
- a *Improving attendance & engagement of vulnerable learners*
- b *Being prepared for the resumption of S8 monitoring inspections*
- c *Successful strategies for very small schools*
- d *Finance considerations*
- e *Improving access to digital devices*

## **1045 Focus group discussion 2**

- f *Assessment and award of qualifications in Summer 2021 (KS4 and KS5)*
- g *Addressing Public Health issues including Lateral Flow Tests*
- h *Managing staffing concerns*
- i *Supporting mental H&WB*
- j *Early Years engagement*



# School Improvement Service SLT





# Key Principal Adviser responsibilities

## Adrian

Outdoor learning service  
Education visits  
Traded services for schools  
SACRE  
Clerking service

Covid  
Local Resilience Forum  
Online training offer

## Julie

National Curriculum  
KS4 outcomes  
Secondary and special schools  
Safeguarding in schools

Covid  
LFD tests  
DfE/NLEs  
Professional Associations

## Matt

Early Years Curriculum  
EYFS/KS1/KS2 outcomes  
EY settings (schools and PVI's)  
NQTs

Covid  
Early Years settings  
HAF

## Rebekah

Closing the gap for all groups (incl SEND, PP, LAC, EAL, service pupils)  
KS5 and Post 16 outcomes  
PRUs  
Locality boards

Covid  
LFD tests  
Attendance of vuln. children incl EHE

## Tracy

Governance  
Small and rural schools  
Primary schools  
Locality boards  
Diocese schools  
Assessment and Moderation

Covid  
Remote education  
Communication - redbag/CYPS info

# Capital bids

- **Schools Capital Programme 2021/22 and beyond  
Community & Voluntary Controlled Schools only**
- Email [Cynthia.swales@northyorks.gov.uk](mailto:Cynthia.swales@northyorks.gov.uk)
- Initial contact only needs to contain a short description of
  1. What the proposal is
  2. How it will address a building suitability issue in your school
- By 2 March for consideration for 21/22
- But a rolling annual programme if not for this year

# School Admission Arrangements

Own Admission Authority Schools (Voluntary Aided & Academies) **MUST** determine their admission arrangements each year by 28 February

Any changes to policy/criteria must be made known to the LA following determination

Own Admission Authoritys must provide the LA with all necessary information that will allow the LA to compile the composite prospectus no later than 8 August

Contact: [William.burchill@northyorks.gov.uk](mailto:William.burchill@northyorks.gov.uk)

# SEND Update – HT & SENDCOs

The DfE have clearly identified that the LA has a role in monitoring provision in EHCPs through the current lockdown.

Having completed the work identifying who is attending school over the past two weeks, the LA's next step will be to start monitoring the EHCP provision in place, any difficulties in delivery, offering any support where applicable and ensuring we have a clear overview of the current delivery.

We will proceed in a similar way to C&F colleagues in terms of starting with the highest "risk" which in this case will be any child not attending at all.

The SEND team be in touch with mainstream schools where children with EHCPs are not attending at all firstly and then following up those in part time attendance afterwards.

# Remote education and blended learning



**Collectively, so much has been achieved!**

**Tracy Swinburne**



# Remote education key factors

1. Quality teaching & learning

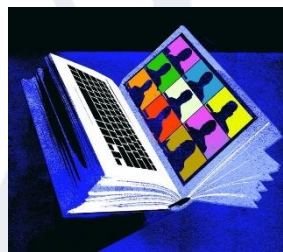
2. Connections to the school curriculum

3. Equality, equity & inclusion

4. Access to & use of technology

5. Peer-to-peer pupil interaction & collaboration

6. Supporting pupils to work independently



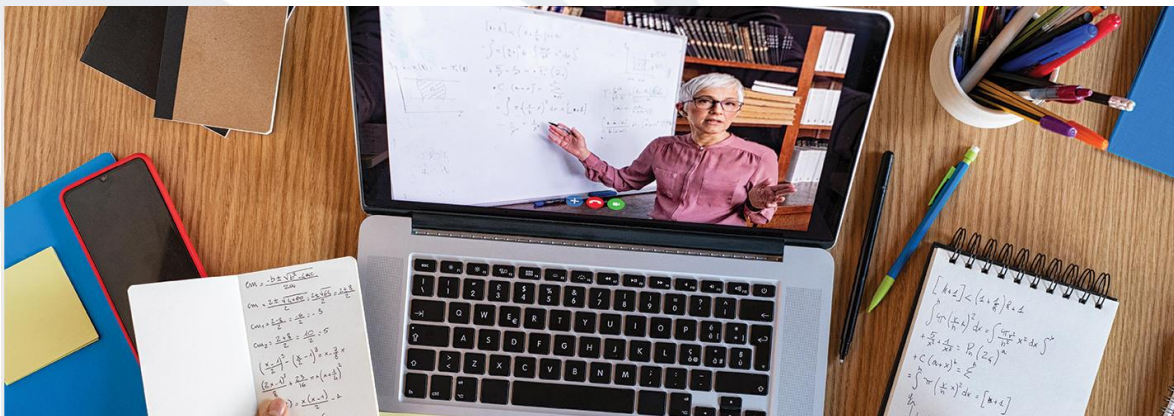
NSITIVE

# Remote education key factors

7. Leadership & Management of remote learning

8. Continuing professional development, training & support

9. Collaboration & sharing practice





# Remote education support



## School Improvement Service

Daily Covid Support briefing  
Thursday 28 January 2021

your  
logo here

Good evening everyone

Please find below all relevant updates from the DfE and our School Improvement team:

### LATEST GOVERNMENT UPDATES FROM THE DfE

#### Prime Minister's statement on the national lockdown position

Yesterday, the Prime Minister announced that it will not be possible to resume face-to-face learning immediately after the February half-term and instead hopes it will be safe to commence the reopening of schools and colleges from Monday 8 March. This is in response to the national public health data and pressure on NHS capacity.

Education settings, as well as students, parents and carers will be given at least two weeks notice to prepare for a return to face-to-face education. Education attendance restrictions are to be reviewed again in mid-February when the Government will look at when more pupils and students can be brought back into schools and further education.

Read the [full statement made by the Prime Minister](#).

### OFSTED'S PHASED RETURN TO INSPECTIONS

Ofsted has published an impact assessment focusing on how a [phased return to routine inspection](#) activity enables them to fulfil the requirements of the Equality Act 2010, including the public sector equality duty.

Routine inspection remains suspended until later in 2021 due to coronavirus (COVID-19); however, some inspection activity will resume this month for those providers most in need of support.

## XXXXX Pupil Remote Learning Policy

Date: **XX/XX/XXXX**

Review date: **XX/XX/XXXX**

This Policy has been written to reflect current legislation and other school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- **Special Educational Needs and Disabilities (SEND) Policy (state year)**
- Behaviour for Learning Policy
- Accessibility Policy
- Teaching and Learning Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

***Amend this list as and when appropriate***

Regular updates from  
the School  
Improvement team

Model Remote  
Learning Policy

<https://cyps.northyorks.gov.uk/covid-19-school-improvement>



# Remote education support



## Challenge Checklist – Remote Learning Quality of Education

Date of remote visit:

Identified	Developed & Planned	Implemented	Embedded	Sustained
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices are systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Produced with reference to DfE guidance.

			Colour	Action/ Evidence
Compliance	1	Evaluations have taken place on what worked well and challenges during previous lock downs. IT systems and software are up to date and able to deliver the intended package of remote learning where needed.		
	2	Information about the remote offer is displayed on the school website (note this is to be done by 25 Jan 2021).		
	3	School knows how every family is able to access home learning e.g. has access to internet, needs a paper pack, only has mobile phone facility etc.		

NYCC – January 2020

Governor Monitoring of Remote Education – monitoring support tool

### Leadership

#### Questions for governors to consider:

- Are governors aware of the school's plan for remote education? Is there a named senior leader with overarching responsibility for the quality and delivery of remote education?
- Is the plan underpinned by high expectations for all pupils and aligned as much as possible to the in-school curriculum?
- Are governors, staff and parents aware of the school's approach, arrangements and expectations for remote education?
- How is the senior leadership team/curriculum leader monitoring and quality assuring the consistency of education provided by different class/subject teachers and teaching assistants?
- How are all staff being deployed to ensure that pupils receive the highest quality of educational provision?
- How are governors monitoring the impact of the current situation on staff workload and their health and wellbeing? What systems are in place to support staff where needed?
- Are there plans in place to ensure continued effective leadership if the head teacher, key senior leaders or the chair of governors becomes ill?

#### Governor Monitoring and Evidence:

#### Governor Evaluation

Identified	Developed & Planned	Implemented	Embedded	Sustained	Actions (with dates)	Impact (with dates)

### Remote education context and pupil engagement

#### Questions for governors to consider:

- Have pupil/parent views been obtained? (age and stage of development/home learning environment/individual needs/support required/health and wellbeing/engagement/ ICT)
- Are parents and pupils clear about the expectations for engagement, and how they will be informed and supported if there are any concerns?
- How are pupils supported to manage their time?
- Do all pupils have access to high-quality, meaningful and ambitious learning across the full curriculum?
- What, if any, adjustments have been made to the curriculum? And why?
- How is pupil progress through the curriculum being monitored during this period?
- What assessments are being undertaken?
- What support, resources and CPD are available to teachers to deliver remote education and adapt the curriculum to best meet the needs of all pupils?

3

## Evaluative tools



# Digital poverty



We're launching a new scheme called Reboot North Yorkshire. We'll recycle any old IT devices you don't want anymore and hand them back out to those in need, such as school children.

If you have an old laptop, tablet or phone you don't use anymore, visit [www.rebootny.co.uk](http://www.rebootny.co.uk) for details on how you can donate it. Donating your old devices can *really* make a difference to someone.

# Focus group discussion 1

- a** *Improving attendance & engagement of vulnerable learners*
- b** *Being prepared for the resumption of S8 monitoring inspections*
- c** *Successful strategies for very small schools*
- d** *Finance considerations*
- e** *Improving access to digital devices*

# Focus group discussion format

- 1. Identify the problem (3 mins)*
- 2. Generate ideas (7 mins)*
- 3. Evaluate the ideas (5 mins)*
- 4. Decide on potential solutions (3 mins)*
- 5. How might the LA support you further? (2 mins)*

*One person per group to provide a two-minute feedback of the discussion to the whole meeting*

# Focus group discussion 2

- f Assessment and award of qualifications in Summer 2021 (KS4&5)*
- g Addressing Public Health issues including Lateral Flow Tests*
- h Managing staffing concerns*
- i Supporting mental H&WB*
- j Early Years engagement*

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=160085224350>

## **School Improvement courses and networks**

All SI courses and networks are online:

<http://nyestraining.co.uk/>

Standard networks are 2 hours long

Courses discounted for SI SLA Members