

Governor Information Pack

Autumn Term 2020

For use with the suggested School Governing Board Agenda

Entrust – Governor Services

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Please visit www.entrust-ed.co.uk **to browse through our training directory.**

Governor Resources are accessible via the SLA Online www.entrust.education. All schools who have a current SLA with Governor Services can access this area using their existing login and password. Go direct to the Governor Services pages and select Resources from the top banner. Once in this area you will find the Governor Resources pages available to you.

The items in this pack represent the latest information for governors at the time of going to publication. It is not intended that governing boards will discuss all the content in detail in Autumn Term meetings but choose to discuss the items that are most relevant for them.

These should be highlighted in the meeting agendas. Whilst we do everything to check that the information, we present is accurate, please be warned that some may be superseded, for instance through changes to the latest DfE Guidance in 2020.

Also please note that there is a coding system to support your understanding of how to use this pack.

‘A’ refers to information relevant to Academies.

‘M’ refers to information relevant to Local Authority Maintained schools.

‘A’ & ‘M’ refers to information relevant to all schools.

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1. Introduction (A&M)

Welcome to the Entrust Autumn 2020 Governor Information Pack. As you know from direct personal experience the COVID-19 pandemic has put unprecedented strain on the whole of society and schools. We continue to live and govern through extraordinary and unprecedented times as we adjust to the fall out of the COVID-19 pandemic.

You will undoubtedly continue to closely follow the government's guidance on the current imperative to protect the public from a possible second wave of COVID-19.

The links to the government updates (see below) outline the key messages and guidance published by the DfE around the reopening of schools and seeks to provide some clarity on specific issues that will be at the forefront of governors' minds.

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-COVID-19>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The role of governors over the coming months will be crucial in:

- Ensuring the DfE guidance is followed regarding the full re-opening of schools.
- Ensuring governance is effective with appropriate mechanisms for meetings and decision making are in place.
- Ensuring leaders are communicating effectively with all stake holders regarding the health and safety aspects connected with the re-opening of schools and bringing the schools up to full capacity.
- Ensuring pupils' and staff return to school is safe and the necessary changes have been made to previous risk assessments.
- Supporting the mental health and well-being of all staff and pupils as they return to school with differing experiences of the pandemic
- Planning for the scenario of a possible local lock down and how virtual learning will be provided if this happens.
- Ensuring current academic provision addresses the needs of all learners, and a broad and balanced curriculum continues despite the interruption due to COVID-19
- Reflecting on the plans in place to continue to improve- eg the school development/improvement plan
- Continuing with budget planning and staff appointments.

You may wish to reflect on these aspects and use the above list to support agenda setting over the next few months.

If you require any advice and guidance especially with regard to the continuing of virtual meetings or relating to governance during the COVID-19 Pandemic, please contact us by emailing [**governors@entrust-ed.co.uk**](mailto:governors@entrust-ed.co.uk)

See the strategic section on **page 10** for more information.

Throughout this academic year, Entrust Governor Services will continue to provide resources and training to support your governing board in these and any other focus areas that may be required. Take a look at the courses on offer to governors by following the link on the inside of the cover page or by referring to the training schedule found near the end of this document in the Appendix 3 page 67.

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Bespoke training is also available; this can be a very cost-effective way to train your Governing Board. (This can be accessed virtually through a webinar if face to face training is not possible or desirable; this method of delivery is proving to be very popular)

The information included in this booklet is provided in line with the headings from the Governance Handbook March 2019. The information also complements the information provided in the document called the Governance Competency Framework 2017. This lengthy document contains a useful list of skills and attributes that governors require and aspire to in order to be effective.

Please follow this link for further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

Information is also taken from additional key documents such as primary legislation from 2012 and constitution regulations 2017. In addition, information about disqualification criteria can be found in the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, Schedule 4.

Please follow these links for more information.

<http://www.legislation.gov.uk/uksi/2012/1034/contents/made>

<http://www.legislation.gov.uk/uksi/2013/1624/contents/made>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The constitution of governing bodies of maintained schools 2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf)

As a reminder, all Chairs, Vice-Chairs and Clerks to Governors briefings which support the information in the agendas and the Governor Information Pack will take place at the beginning of each academic term, details of future briefings are available in Appendix 3 on page 67 or from Governor Services as well as posted on GovernorHub. These may be presented as webinars or through face to face meetings. If Chairs and/or Vice Chairs are unable to attend any of the briefings, a governor representative or headteacher can take their place. Always please let Governor Services/Entrust know of your intention to attend or join a face to face or briefing webinar. If you require more than two places at the briefings, then let Governor Services know. There will be a nominal charge for extra places. All other governors will be provided with an electronic version of the Governor Information Pack in line with their Service Level Agreement.

Entrust Governor Services remain committed to acting as the point of contact for ensuring that information is disseminated to governors throughout the year, so Entrust will provide governor information email updates as and when necessary. To ensure that we can deliver these updates, it is important that we have, as a minimum, an email address for the Chair of Governors or alternatively, someone who is prepared to receive this information on behalf of the Chair and the rest of the GB. It is recommended that an @school email address is now used for all members of the GB to comply with ongoing GDPR regulations.

GovernorHub also serves as a point of contact for governors. Additional information is available through GovernorHub supported by your Service Level Agreement. (SLA). **(A&M)**

If you follow the above suggestions, then you will continue to support your Governing Board/Trustee Board when addressing aspects of the General Data Protection Regulations (GDPR).

2. Governing Board Matters (A&M)

i) Governing Board Meetings

As a result of the disruption to education during COVID-19, governing boards are acutely aware of the enormous task that all have faced in ensuring continuity of education and governance.

Last term it was appropriate for all non-urgent business to be delayed and governing board meetings to be restricted to the following:

1. Business critical decisions (e.g. budget approval, ratifying school leadership appointments etc.)
2. Monitoring how the school is continuing to provide care for children who are vulnerable, children with ECHP plans the children of key workers, associated risks, issues etc.
3. Any issues arising from how the building is currently being used and remote working for staff, particularly with regard to health and safety of staff and students.
4. Support being given to parents and carers to help them educate their children at home.
5. Monitoring the wellbeing and welfare of pupils, staff and stakeholders.

Now it is important to review and reflect on all of the above and widen governance to address more strategic matters. This Governor Information Pack will seek to provide you with suggested guidance to address these matters

It continues to be widely recommended that where face to face meetings are not appropriate, boards should arrange virtual meetings by video conference using an online platform to conduct essential business.

You might decide that face to face meetings could resume at an appropriate time this term.

Where the governing board decides that a meeting should take place using alternative arrangements to face to face meetings then the following still applies:

- the usual (statutory) notice and arrangements for issuing papers except where the chair has exercised their right to waive the usual notice.
- all participants to receive clear instructions regarding how to access the meeting including where they can access support if they experience difficulty.
- all participants will note and follow any instructions given on how to manage their participation at the meeting. For example, confirming attendance, speaking through the chair of the meeting, voting on matters etc.
- the governing board will abide by their normal rules, procedures and code of conduct adopted by the governing board and give particular regard to the duty to maintain confidentiality.
- governors/trustees will contribute towards a safe and secure environment for the meeting by giving due regard to the school's policies relating to data protection and the appropriate use of ICT.
- minutes of the meeting will be taken by the clerk to the governing board and the meeting should not be recorded by any governor/trustee or the clerk without the approval of the governing board and for a stated specified purpose.

How often to hold these meetings will be decided by each individual school but it is recommended that governors hold regular meetings during the term to keep all board members up to date with the changing situation and the possibility of changes to necessary risk assessments in the event of a local lockdown.

ii) Membership

a) General Membership (M)

Governors are reminded that any changes to the governing board of Maintained schools should still be notified to Entrust Governor Services and, if appropriate, to the Diocesan Church Authority. It is important that Entrust Governor Services have the correct/current information for all governors, ideally also including email addresses for all nominated/link governors. If you are unsure whether we have your email address, please contact a member of the team. The entrust governor team contact details are provided at the front of this booklet.

Please report any changes including resignations and disqualifications and draw attention in Full Governing Board meetings to any governor's term of office which will expire prior to the next meeting. If you have a vacancy, please ensure steps are taken to fill it, whether through elections for staff and parent vacancies and appointments for other governors. Also remember to take account of any vacancies created due to non-attendance. Again, if you haven't informed Entrust Governor Services that a person has resigned or hasn't attended then they will continue to receive updates from Entrust.

It is good practice to have arrangements in place for welcoming and introducing new governors and for identifying somebody to support them in their role, as it is essential that new governors are properly inducted. Please note that new governors will not receive their letter of appointment etc., if their details are not notified to Entrust Governor Services.

b) Membership- Website and GIAS (A&M)

Please update your school website showing who is a member, trustee or working on the Governing Board (GB).

This information should match the information on Get Information About Schools GIAS. If you want to check that your school information has been updated, then either visit the data base called the 'compare schools' data base. No log in is required. This information cannot be edited through this access route.

Follow this link for more information and type in the name of your school.

<https://www.compare-school-performance.service.gov.uk/find-a-school-in-england>

or go directly to the webpage

<https://get-information-schools.service.gov.uk/>

The school will have designated member of staff who should update the GIAS website on a regular basis, they can access the data base using their unique log in by following this link,

<https://edubasepr.blob.core.windows.net/guidance/General%20user%20guide.pdf>

Once updated this will appear in the 'compare schools' the GIAS web sites.

It is a requirement of the Academies Financial Handbook 2020 that the GIAS data base is updated as soon as a governor is appointed or elected or leaves the GB.

In addition, the following needs to be provided on the school website.

While trusts already publish details of employee salaries in their annual accounts, they are now **required** to publish the number of employees whose benefits exceeded £100,000 on their websites too.

The information must be published in a separate, readily available format and in £10,000 bandings, as an extract from the disclosure in the trust's financial statements for the previous financial year.

iii) Business and Pecuniary Interests (A&M)

This applies to Members, Trustees and Local GB/committees as well as maintained schools GBs

This *Interests* information must be published on the **school website**. It needs to be updated each Autumn Term or when new governors are appointed, and as with all governor details this information should be in a **readily accessible format** usually under a section labelled *Governors*. This is best recorded as a whole governing board (GB) list with a nil return against those who do not have any interests to declare.

The DfE have added to its '*policy schedule*' for schools stating that this register needs to be a **live document**. This was made clear to all schools in January 2020.

https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts?fbclid=IwAR2GPgof-iJrY87Rp2veUk-bTMB4cWReQtmq_SiFWDN-9YnJGOCKunUttcs

Governors need to consider at each meeting whether they have any disclosable pecuniary interests with any item or any other relevant interest (perhaps an interest that is of a personal nature in connection with a member of staff), regarding items that are due for discussion and consideration.

Please see the summer 2020 Governor Information Pack for an updated Entrust Business and Pecuniary Interest form for individuals and the proforma for the report to be placed on the school website. This also includes a risk assessment process to support schools where someone declares an interest and this risk requires assessment.

iv) Code of Conduct – This requirement is emphasised in Governance Handbook, section 4 - People (A&M)

A code of conduct should include expectations placed upon GBs at all levels whilst carrying out their roles and responsibilities, including expectations on the level of commitment and standards of behaviour of governors. All boards should have a code of conduct and it needs to be signed annually by all members preferably in the Autumn term meeting. Any newly appointed governors need to sign the code of conduct on appointment. This can be facilitated through Governor Hub.

An updated code of conduct was provided in the spring 2020 governor information pack.

3. Chairs and Vice-Chairs (A&M)

Election of Chair and Vice Chair

Prior to the election of the Chair and Vice Chair, the Governing Board must decide on the **length of the term** of office for the position. This may be any period between one and four years. A term length of one year is recommended.

Chair's Action

This is often used by chairs to give a short update, or an outline of actions taken not under Powers to Act (e.g. meeting the headteacher, attending meetings in capacity as chair and so forth). This usually is an oral report.

Chair's Power to Act

Regulation 8 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 sets out the chair's power to act on behalf of the governing board in cases of urgency or emergency. Chairs can only do what they are permitted to do by law. In the regulations it states that all actions must be reported to the board. A record always needs to be kept. Remember it is not good governance for someone to make decisions outside of the board meetings unless the decisions are urgent.

Regulations forbid the Chair of Governors or Vice Chair of Governors making decisions on behalf of the GB in relation to alterations to the school day, changes of school category, approval of the budget, or on policies relating to discipline and admissions. It is important that the Chair of Governors or Vice Chair of Governors are not drawn into making management decisions through using 'Powers to Act', this is best discussed in the normal scheduled meetings. Management decisions are usually operational and therefore would be executed by the Headteacher or principal. The use and restrictions regarding the use of this power have not changed during the pandemic.

4. Strategic Leadership (A&M) (Section 2.1 of the Governance Handbook – Setting Direction & Section 2.2 –Culture, Values and Ethos)

i) Being Strategic

The summer term has required governors to be more involved in operational matters than in previous years. Now it may be time to reflect on this and step back and redressing the balance between strategic and operational. This may be difficult for some governors who have supported the school in micro-managing the COVID-19 pandemic arrangements.

Chairs of Governors need to be mindful of this and steer governors back into their strategic roles.

Core tasks surrounding your strategic direction will include identifying what needs to be done, planning for it, and then executing the plan of action.

Questions governors should consider when setting the ethos and strategic vision of the school include:

- What makes our school unique and why?
- What are our expectations of ourselves and others?
- Are our expectations aspirational and inclusive of all?
- What are we striving to achieve and why?
- What are our specific short, medium and long-term goals, and how are we going to achieve them?
- What are our core values and how do we promote these?
- How does/will our vision and ethos reflect the pupils and families in our school or trust?
- How will our vision and ethos support the pupils and families in our school or trust both now and in the future?
- How will we monitor the progress and impact of our goals and objectives?
- How will we know if our plan to achieve our vision has been successful or not?
- How will we know what the success outcomes and impact look like?
- How will this information be shared and with who?

It is also a fact that strategic leadership through the autumn term will clearly be in continuing to manage the current situation regarding the disruption caused by the pandemic and the reopening of schools.

Information from the DfE is constantly being updated so look out for the updates. **See Appendix 1 page 61 for a list of all updates up to the end of July.**

Especially note the update on 17th July specifically for school governors/ trustees and visits to school. Here is summary regarding visits to school.

<https://www.gov.uk/government/publications/school-governance-update/maintained-schools-school-governance-update-july-2020>

The DfE guidance states *Guidance does not prevent governors or trustees going into schools. When considering how to organise visits from governors or trustees, schools will need to consider their own risk assessments and how they will protect the health and safety of any visitors alongside staff and pupils, in line with our guidance. Our guidance explains that schools should consider how to manage visitors to the site and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.*

If your visits can happen outside of school hours, they should. A record should be kept of all visitors. Depending on their risk assessment, schools may choose to continue to host governor meetings virtually.

a) DfE Advice Coronavirus Advice for Educational Settings - full school opening

The Department for Education's (DfE) Guidance for full opening of schools in September was released in July, another update will be available in August.

This guidance seeks to answer a huge number of questions, covering a wide-ranging number of areas.

The majority of the guidance is operational, with it being left to school/trust staff to implement locally, but there are some key strategic considerations that emerge as a result of following the guidance, here is a quick summary of the key areas impacting the role of the governing board:

Please visit Appendix 2 page 64 for further details

Please follow these links for the DfE information from July 2020, they are updated on a regular basis. Appendix 2 shows all the guidance documents released since June 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-COVID-19>

In addition to Appendix 2 page 64 the following was added to the guidance on 27th July 2020. It includes:-

- more advice on risk management
- clarification on the age requirements related to face coverings on public transport
- revised guidance on cleaning has now been published
- more information about pupils with education, health and care plans
- more information about managing contractors and other visitors to schools, including immunisation programmes
- clarify some details of the test and trace process
- provide additional advice on staff who are clinically vulnerable and clinically extremely vulnerable
- expand on use of space and ventilation
- provide a link to the recorded webinar on mental health and wellbeing, clarify resources available from MindEd, and link to e-Bug resources to support teaching children about hygiene measures

b) Governor Workload and Efficiency

School leaders need to be mindful of the fact that governors are volunteers who are there to support the strategic intentions of the school and should not be involved in every decision the school makes- these decisions are in the main operational and not strategic.

Chairs of Governors need to consider whether paperwork provided at meetings helps to support governors' strategic intentions in realising the school vision.

Chairs of Governors need to ensure that:

- paperwork and reports are not tabled at meetings, as this gives insufficient time for governors to comment effectively.
- unnecessary reading out of reports verbatim ceases- this also includes the headteacher's report
- paperwork and reports do not overwhelm governors
- the quantity and quality of paperwork delivered at meetings is reviewed
- summary reports support governors in their role e.g. School Development Plan on one page.

c) School Development/Improvement Plan (SDP/SIP)

SDPs and SIPs offer a clear framework which leaders, teachers and other members of staff can utilise to improve a number of identified issues which may stem from a SWOT analysis or the school SEF. These plans support the overall summary strategic plan which supports the school vision.

These plans address other fundamental considerations, such as development objectives, actions, timescales, costs and key staff.

Governors play a role in the evaluation and monitoring of these plans to ensure the objectives and actions are effective and impact is reflected upon.

Questions for Governors to ask of Leaders

- Have the areas for improvement been clearly specified?
- Are resources including staff time costed?
- Are areas for improvement identified and carried through from the school Self-Evaluation Framework (SEF)?
- Are targets set out clearly?
- Have timeframes for progress been clearly identified?
- Are the governors/committee responsible for monitoring identified with timeframes for actions?

5. Accountability

(3.3 Accountability for Educational Performance and 3.4 Rigorous Analysis of Data) (A&M)

i) Data (A&M)

a) Compare School Data Base

This data base contains a great deal of information about schools including governance, financial benchmarking and most importantly previous pupil performance. No log in is required.

Follow this link for more information and type in the name of your school.

<https://www.compare-school-performance.service.gov.uk/find-a-school-in-england>

b) Key School Data and Exams

The DfE information published in July 2020 stated that school performance tables remain suspended and no school will be judged on 2020 exams and assessments.

However, the DfE have confirmed within the guidance that they need to be able to assess the impact of COVID-19 on pupils and will therefore continue with plans to conduct statutory primary assessment in the summer of 2021.

Pupils who were due to sit exams have also been affected with the cancellation of summer GCSE, AS and A-level exams. Following the decision to cancel exams, Ofqual consulted on the views on their proposals for the key aspects of the arrangements for an exam series in the autumn 2020 and their decisions have now been released. (See link below)

In summary, Ofqual announced their four main decisions that exam boards must take:

- make exams available in all GCSE, AS and A level subjects in the autumn term
- base results on students' performance in exams and not on non- exam assessments (with exception of art and design)
- issue replacement certificates for the summer results if requested by students
- not adopt the normal arrangements for reviews of marking and appeals.

Meanwhile, GCSE's and A levels will also take place in summer 2021, but "with adaptations" which seek to free up teaching time.

This will present several key considerations for governing boards, not least as they consider the huge amount of interruption to learning that pupils have faced, and how ready pupils will actually be to face exams in 2021.

The start of the exam season may be moved to June, increasing teaching time, but this in reality does not compensate for the amount of teaching time lost, and governing boards will therefore need to ask leaders what other options there are to equip students ahead of examinations next year, especially as the likelihood of more disruption in the autumn remains a prevalent threat.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896446/Autumn_Series_2020_Consultation_Decisions_300620.pdf

<https://www.gov.uk/government/publications/coronavirus-COVID-19-school-and-college-performance-measures/coronavirus-COVID-19-school-and-college-accountability>

Questions for Governors

- We are now dealing with predicted grade, marks, and tracking and mock exam data, how does this impact- support, resources, staffing and future development planning?
- What is the school putting in place for September to?
 - Assess where the children are and the key areas in knowledge that need to be filled.
 - Support the mental health and well-being of pupils and staff as they return.

c) Phonics Test

Due to COVID-19 the year 1 phonics test did not go ahead. There is now some breaking news that this might be administered in the autumn term to year 2 pupils..... watch this space.

The following statement was included in the 27 July 2020 update.

The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term.

d) Reception Baseline Assessment RBA (A&M)

In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment (RBA) in autumn 2020.

Due to the challenging circumstances faced by schools in the context of the COVID-19 pandemic, statutory introduction of the RBA has **been postponed to Autumn 2021**.

Instead, schools could sign up to the RBA Early Adopter year.

Early Adopter year

Schools have the option to take part in the RBA early adopter year to familiarise themselves with assessment materials before the RBA becomes statutory.

How schools can get involved

State funded schools with a reception cohort will be able to participate in the RBA Early Adopter year.

Schools who choose to participate will receive assessment materials shortly before the October 2020 half term, with the optional assessment window opening for six-weeks after the October half term.

Participation is optional, even after signing up. Data gathered from the Early Adopter year will not be used for the purpose of the progress measure.

What will be assessed?

It will be an activity-based assessment of pupils' starting point in language, communication, and literacy and mathematics.

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure.

However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term. When statutory, from September 2021, schools will carry out the assessment within the first 6 weeks of children starting school.

Measuring progress

The new assessment will enable the DfE to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2) in year 6.

Unlike the current progress measure, this will give schools credit for the important work they do with their pupils between reception and year 2.

These progress measures will be published for all-through primaries in the summer of 2028 for the first time. This will be when those pupils who entered reception in autumn 2021 reach the end of KS2.

Assessment development process

The National Foundation for Educational Research (NFER) has been contracted by Standards and Teaching Agency to develop and deliver the assessment. This includes the trial, pilot, and early adopter phases.

The assessment was trialled in a nationally representative sample of schools between September and November 2018. This was followed by a large-scale, voluntary national pilot, which commenced in September 2019.

Key stage 1 assessments

The existing key stage 1 (KS1) assessments - both national curriculum tests and teacher assessments - will eventually become non-statutory once the reception baseline is fully established.

Questions for Governors

- Has our school signed up to be an early adopter of the RBA in 2020?
- Has our school taken part in the trials of the RBA previously? If yes what information can the school provide on this for governors?

e) Sutton Report on Early Years July 2020

As with most areas of society and human life, the COVID-19 pandemic has posed enormous challenges to the early years sector, which caters for about 2.1 million children under the age of 5 years.

The economic and public health consequences of the crisis are threatening to deepen existing patterns of vulnerability and under-achievement for young children and families, especially those living in poverty and disadvantage.

We all know that the early years are a crucial stage for social mobility, with the poorest children already 11 months behind their better-off peers before they start school. and that attending high-quality early years provision provides a vital opportunity to narrow this gap before children start school.

This report seeks to provide information on the impact the COVID-19 pandemic of children under the age of 5 years.

The findings will be of particular interest to Early Years settings. Please follow this link for the full report.

<https://www.suttontrust.com/our-research/coronavirus-impacts-early-years/>

f) Early Learning Goals Reform Consultation 2020

The Early Years Foundation Stage (EYFS) statutory framework is mandatory for all early years settings. It sets the standards that schools, and early years providers must meet to ensure that children are taught and develop well and are kept healthy and safe from birth to age 5.

There has been a review of the statutory framework. **In Appendix 4 on page 68 there is information regarding the outcome of the review.** It is possible that the revised framework will become statutory from September 2021. Due to COVID-19 there may be a delay in the revised framework. We await further information.

Follow this link for more information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896872/EYFS_reforms_consultation_-_government_response.pdf

ii) Accountability for Financial Performance (A&M) (Section 3.5 of the Governance Handbook)

The third core function of governance is ‘overseeing the financial performance of the organisation and making sure its money is well spent.’ The Governance Handbook (March 2019) makes it clear that governing boards should have at least one individual with specific relevant financial skills and experience. However, it also states that **everyone** on the board should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend.

Below is a suggested plan to support you as you readjust to strategic governance.

a) Summary planning list to address your financial obligations

- Declare interests and document these in a formal context on school website
- Review your terms of reference for the committee responsible for finance. (See Appendix 5 on page 72 for an example to support you with this)
- Review any associated finance policies
- Forward plan your diary and populate with dates for meetings where financial matters are prioritised- **6 meetings are required.**
- Ensure the meetings are clerked appropriately
- Forward plan a draft timetable for what will be discussed in these meetings e.g. if in a maintained school look at the SFVS requirements and timetable the questions so that you have time to discuss, if in an academy, then follow the timetable from the EFSA.
- Review the charges and remissions policy and place on the school website
- Review budget and monitor spend include premises costs, energy costs and most importantly including staffing costs and Performance Management costs.
- Benchmarking
- Familiarise yourselves with the Governors finance skills matrix
- Familiarise yourselves with the Academies Financial Handbook 2020 **(See below for the changes and key messages)**
- Receive audited accounts for school budget (Academies)
- Receive audited accounts for school fund or any other private funds
- Review overspend and underspend. An Academy if they cannot set a budget needs to inform the EFSA within 14 days.
- Plan for use of carry forwards
- Cross reference budget spend to School Development/Improvement Plan
- Try and set a three-year budget
- Ensure governors understand spending of specific grants especially those associated with COVID-19

b) Catch up 7 Grant now included in the extra funding announcement (A&M)

The £55 million, year 7 catch-up premium grant. has been discontinued, but the government has said the funding will continue through the new national funding formula. The information was sent to schools via email in early July 2020. The government said discontinuing the grant had always been its intention. The email also stated the national funding formula coming in next year “*provides for schools to attract low prior attainment funding for pupils in year 7 to 11 ... who need support to catch up. The literacy and numeracy catch-up gave state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2.*”

c) PE and Sports Premium 2020-2021 (A&M)

The Department for Education (DfE) has confirmed that the Primary PE and Sport Premium funding will continue. This figure now stands at £320 million for the 2020/21 academic year.

Importantly, the DfE has also sanctioned any Primary PE and Sport Premium funding from the current academic year (2019-20), that schools were **unable to use**, as a result of the coronavirus pandemic, can be **carried forward** to be utilised in the next academic year.

This funding is designed to help children receive an active start in life, supporting primary schools to improve the quality of their PE and sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improved behaviour and better academic achievement.

The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport and physical activity. Allocations to schools are determined by a formula based on pupil numbers. The average one form entry primary school will receive roughly £18,000 per year.

If you need support with how to utilise the grant, then help is available through a local offer provided by 'Sport Across Staffordshire and Stoke on Trent' SASSOT. This is the Active Partnership for the Staffordshire sub-region. They work with a wide range of local partners to increase the number of people taking part in physical activity and sport and are part of an England-wide network of 43 Active Partnerships.

Follow this link for the full brochure of support.

<https://sportacrossstaffordshire.co.uk/wp-content/uploads/2020/07/SASSOT-PE-and-School-Sport-Local-Offer.pdf>

d) ESFA Academies Planning Calendar- published in July 2020 (A)

A month by month summary is available in Appendix 6 on page 74

Also, the full version can be accessed by clicking on the following link

<https://www.gov.uk/government/publications/academies-planning-calendar>

e) Academies Financial Handbook 2020 (AFH), which will be effective from 1 September 2020 (A)

The ESFA has released the latest version of the AFH. The includes the financial management requirements that apply to academy trusts. Academy trusts must comply with this handbook as a condition of their funding agreement. It provides an overarching framework for implementation of effective financial management and control. Managing your resources well will help you get best value and be accountable to the public.

A summary of the changes is available in Appendix 7 on page 78

Follow this link for the full guidance.

https://assets.publishing.service.gov.uk/media/5ef0a9a5d3bf7f6c03ed25b7/Academies_Financial_Handbook_2020.pdf

What Next?

- Update your relevant financial policies in line with the AFH 2020.
- Be aware of the implications of the changes
- Explore the School Resource Management self-assessment tool.
<https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>
- Use the schools financial benchmarking service to identify how more successful schools allocate their money on: <https://schools-financial-benchmarking.service.gov.uk/>

f) Financial Transparency for All Schools

Current financial transparency arrangements for academies are generally stronger than those in place for maintained schools. The DfE feels that there is a strong case, where appropriate, for the current academy transparency measures to be adapted and implemented across the maintained school sector, in order to strengthen the arrangements for maintained schools.

Follow this link for more information

<https://www.gov.uk/government/consultations/financial-transparency-of-la-maintained-schools-and-academy-trusts>

Executive summary. The *we* refers to the *DfE*

Proposal 1: We will publish names of LAs on gov.uk if they fail to comply with deadlines for returns to the Department.

Proposal 2a: We will collect the number of schools with suspended budgets and notices of financial concern through the existing DSG assurance statement signed by the LA Chief Financial Officer (CFO) at the end of the financial year.

Proposal 2b: We will add a new section to the DSG assurance statement that captures the amounts that LAs have recovered from investigating fraud.

Proposal 3: We will make a directed revision to LAs' schemes for financing schools to make it a requirement for maintained schools to provide LAs with three-year budget forecasts. Schools will be required to submit their forecasts between 1 May and 30 June of each year, starting in 2021-22.

Proposal 4a: We will make schools append a list of Related Party Transactions (RPTs) to their response to the question in the Schools Financial Value Standard (SFVS) about their arrangements for managing RPTs. In addition, we will insert additional columns into the CFO Assurance Statement, so that the number of RPTs and value for each can be disclosed. Changes to the Schools Financial Value Standard will be made for the 2021-22 return, which schools will submit to LAs by the end of the financial year 2021-22.

Proposal 6a: We will make a directed revision to LAs' schemes for financing schools, requiring schools to submit a recovery plan to their maintaining authority when their deficit rises above 5%. The 5% deficit threshold will apply when deficits are measured as at 31 March 2021.

Proposal 6b: We will collect information on the number of recovery plans in each LA through the DSG annual assurance return from the CFO.

Proposal 6c: We will formalise the approach to working with LAs and include a request for high level action plans from some LAs. This will be achieved by:

- Sharing published data on the school balances in each LA.
- Using this data and evidence-based requests from LAs to ensure support is focused where it is needed.
- Requesting high level action plans from LAs in which the number or proportion of school revenue deficits over 5% is above a certain level.

Proposal 7: DfE will require all LA maintained schools to publish annually on their websites the number of individuals (if any) earning over £100K in £10K bandings.

We will also implement **proposal 8**. However, in light of feedback from a number of respondents, we will require LA maintained schools to publish a link to the schools financial benchmarking website, where the Consistent Financial Reporting (CFR) statement of income, expenditure and balances is already published, instead of requiring them to publish the CFR statement annually on their own website.

Proposals 7 and 8: Requirements related to information schools publish on their website will come into force from 1 January 2021, when the amended regulations come into force.

In light of issues raised by a number of respondents we will not implement **proposal 5**, imposing minimum requirements of a three-year audit cycle. Instead, we will continue to work with LAs to identify how audits can best be made both regular and targeted in the most effective way.

g) Financial Advice for Schools (A&M)

If your school requires external financial assistance or advice, then Entrust has its School Finance team ready to help. They support all types of schools with all aspects of finance and administration including day-to-day tasks, statutory returns, training courses and much more.

They have a helpdesk function and can also help temporarily fill any gaps in your finance team with experienced staff.

For further information or a quote please contact the team at financeservices@entrust-ed.co.uk

h) DfE - Integrated Curriculum and Financial Planning (ICFP) – DfE 2020 update (A&M)

This process is being pushed by the government to support schools in making the best financial decisions to create the best curriculum for their pupils with the funding available. It involves looking at the current curriculum, staffing structure and finances, using the data to create a 3 to 5-year plan. This includes, looking at teacher deployment, assessing costs of education support staff and resources, measuring non-staffing costs and then balancing costs and resources with the money the school has available.

The DfE lists the benefits of linking curriculum and financial planning to help:

- achieve educational success and financial sustainability
- deliver the best curriculum your school can afford that meets the needs of your pupils
- maximise the financial efficiency of your school
- maximise the curriculum efficiency of your school
- manage unexpected costs, challenges or opportunities
- assess risks
- decide what money you need to keep in reserve

Further information and links to additional resources can be found by following this link

[Integrated Curriculum and Financial Planning \(ICFP\)](https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp)

<https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp>

i) Additional Funding provided by the Government

1) COVID-19 funding

The government intends to spend £1 billion on an education “catch-up plan”, with a large chunk of the cash going directly to schools. This £1 billion package is on top of the £14 billion three-year funding settlement announced last year - recognising the additional work schools will need to do to help students to catch up.

Under proposals outlined by the government state primary and secondary schools will split £650 million in additional funding for the 2020-21 academic year to help their pupils catch up on education missed as a result of the coronavirus pandemic.

Follow this link for advice on how you could spend this money from the Education Endowment Foundation https://educationendowmentfoundation.org.uk/public/files/Publications/COVID-19_Resources/COVID-19_support_guide_for_schools.pdf

The remaining £350 million will pay for the establishment of a National Tutoring Programme, which will run for the duration of the next academic year and give schools access to subsidised tutoring sessions and free coaches for up to two million disadvantaged pupils. **See Appendix 8 on page 79 for more details.**

The announcement comes amid growing pressure on ministers to address the widening attainment gap caused by coronavirus. Research shows disadvantaged pupils are more likely to have missed out on education during partial school closures than their better-off peers.

Eligibility

The £650 million of universal catch-up premium funding will be available for-

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

They will provide funding to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area.

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

They have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face. This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

Payments

This funding will be provided in 3 tranches. They will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. They will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil head count from the October 2020 census.

Follow these links for more information from July 2020

<https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time>

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

2) National Tutoring Programme (NTP)

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.

3) School Funding Exceptional Costs – updated June 2020

Main changes to previous guidance from March 2020

- Revised the section on the impact of schools' financial reserves on eligibility for this funding
- Added details of what support schools can access to cover the loss of self-generated income which is not covered by this fund
- Confirmed that schools should proceed with a phased wider opening and any measures associated with it within existing resources, as any costs incurred as part of that process cannot be claimed through this fund

The extra cash will be paid on top of core funding in the 2020-21 year. The amount of funding that will be reimbursed is capped at £25,000 for schools with 250 pupils or fewer, up to £75,000 for those with 1,000 or more pupils.

“There may be some exceptional instances where individual schools will face additional costs that are higher than these limits. In these circumstances, schools will be able to make a case for increasing the limit when they submit a claim for additional funding.”

Additional costs covered by the fund

The advice states in June 2020

We understand this is a very challenging time for schools. We encourage all schools to continue to manage their budgets in the most effective way possible, and to redirect their existing resources to best support all their pupils, particularly vulnerable children and children of critical workers.

We have identified areas where we believe it is most likely that schools may face additional costs, as a result of the coronavirus (COVID-19) outbreak.

These are:

- **Increased premises related costs** (including utilities and resources needed to keep the school open, such as hygiene services) associated with keeping schools open during the Easter and/or summer half term holidays, for vulnerable children and the children of critical workers, over and above the costs that schools would have faced in other circumstances.

- **Support for free school meals for eligible children who are not attending school**, where those costs are not covered by the national voucher scheme - this covers:
 - costs to schools arising before the introduction of the national voucher scheme
 - costs where schools are providing free meals to children for whom the national voucher scheme is inappropriate (for example, because there are no participating supermarkets locally or schools are providing meals directly) - schools can only claim through this fund for free school meals provided over Easter and summer half term holidays where it was required because local supermarkets were not yet part of the national scheme.

Additional cleaning required due to confirmed or suspected coronavirus (COVID-19) cases, in line with COVID-19: cleaning of non-healthcare settings, over and above the cost of existing cleaning arrangements

If a school faces other, extraordinary costs to deliver appropriate support to their pupils over the period of partial closure that are not covered by this list and cannot be met by existing budgets, they will be able to register the details of these through the claims process. For other queries about financial support, complete the Education and Skills Funding Agency (ESFA) enquiry form.

Schools are not eligible to make claims for any additional costs associated with more pupils returning to school that are not covered by these categories. We have published guidance on the actions schools can take to open for more pupils in a way that minimises the risks of transmission. We anticipate that schools will typically be able to implement the measures set out in our guidance (including increases to routine cleaning) within their existing resources.

Schools will need to '*provide assurance that costs are legitimate additional costs*' and should '*keep records of all expenditure*', heads and business managers should sign any claims, and schools are expected to identify the income and expenditure when reporting their accounts.

Further guidance on claiming back the expenditure will be published in June. The government said they '*understand the significant challenges schools are facing at present and will therefore make the process for reporting this information as simple as possible*'

Follow this link for further information:-

<https://www.gov.uk/government/publications/coronavirus-COVID-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-COVID-19-for-the-period-march-to-july-2020#additional-costs-covered-by-the-fund>

j) Education Secretary Acceptance on Recommendations from the School Teachers' Review Body

The independent School Teachers' Review Body (STRB) has recommended raising the starting salary for new teachers by 5.5 percent and increasing the upper and lower boundaries of the pay ranges for all other teachers by 2.75 percent.

The recommendations are equivalent to a 3.1 percent increase in the overall pay bill.

The Education Secretary, Gavin Williamson, has accepted these recommendations, meaning the minimum starting salary for a qualified teacher in 2020/2021 will rise to £25,714 outside of London and £32,157 in inner London.

The government has confirmed that this year's pay award will be affordable for schools on average across the country, due to its investment in core schools funding. Funding to cover past increases to teachers' pay

and pensions will also be included in the national funding formula for 2021, meaning funding will continue to be provided in schools' core budgets.

Full details have not yet been published, but you can read more about the

announcement <https://www.gov.uk/government/news/teachers-set-for-biggest-pay-rise-in-fifteen-years>

Actions for Governors

Update your Teachers' Pay Policy

Reflect on how the increase in pay will impact on your school in the short term and the long term.

k) Report on Academy School Sector Expenditure and Performance for the year ended 31 August 2019

Follow this link for this report

<https://www.gov.uk/government/publications/academies-consolidated-annual-report-and-accounts-2018-to-2019?fbclid=IwAR29OxYIU7JQVEFZOn98wZfvRY4GH6w-4AcwDBAmhb8Vq43ygVwHDvTGE9g>

l) Operating a Trust as a Going Concern see Appendix 9 page 81

https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides/operating-an-academy-trust-as-a-going-concern?fbclid=IwAR2TSTyL76u3jAZF5uDAWXjdIc0vsUg1OpZc_QCSS_g-PV4j49lxa7frH0#annex-a---financial-challenge-issues-for-academy-trustees

m) Education Policy Institute Proposals to Prevent the Disadvantage Gap from Increasing

Proposals from the EPI to tackle the disadvantage gap risk include doubling Pupil Premium for a year for Y1, Y7 and Y11, doubling Y13 disadvantage funding, and a doubling of the Early Years Premium and the Looked After Children Premium for one year.

Follow this link for more information

<https://epi.org.uk/publications-and-research/disadvantage-gap-COVID-19>

6. People (See section 4 of the Governance Handbook) 4.1 Building an Effective Team

i) Training and Development (See Section 4.2 of the Governance Handbook) (A&M)

Please see Appendix 3 on page 67 for the full Governor Training Schedule (A&M)

a) GovernorSpace – FREE DfE Funded Training Available Now for TWO Members of Your GB (A&M) and also your Clerk.

This funding has been extended now until 2021 so apply ASAP to ensure two terms worth of free training.

Why Is It Free?

Governor Information Pack

Autumn Term 2020



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Email: governorspace@entrust-ed.co.uk

b) Early Career Teachers Framework Reforms – DfE – June 2020 (A&M)

The DfE has announced that they are developing a two-year package to further support teachers at the start of their careers. Plans are to roll out the support package in trial areas starting in September 2020, with a view to a national roll out in September 2021.

The package includes:

- funded 5% time off timetable in the second year of teaching, in addition to the existing 10% in the first year
- a range of high-quality, freely available curricula and training materials underpinned by the Early Career Framework
- funded training for NQTs and mentors of NQTs
- funded time for mentors to support NQTs

Being developed alongside this is “The Early Career Framework” which details what NQTs will be entitled to learn about and learn how to do.

More details can be found here: [Supporting Early Career Teachers](#)

<https://www.gov.uk/government/publications/supporting-early-career-teachers/supporting-early-career-teachers>

c) DfE Training Scholarships for School Leaders and Aspiring Leaders

The Department for Education has now confirmed full DfE scholarships for National Professional Qualifications for the Autumn 2020 NPQ intake for the next 12 months.

Full scholarships are available for all 4 of the National Professional Qualifications which provide invaluable leadership training for aspirant and serving middle and senior leaders, heads and executive leads.

Eligibility criteria remain unchanged for this academic year. Candidates from schools that sit within a Category 5 or Category 6 area are eligible for funding. Candidates from schools within MATs or dioceses where at least one school sits within a Category 5 or Category 6 area are also eligible.

The DfE are advising all eligible candidates to apply now for the next intake.

The full scholarships can be used to access any of the 4 below qualifications:-

NPQML

Our National Professional Qualification for Middle Leadership (NPQML) programme is flexible and modular to enable candidates to develop the knowledge, skills and confidence required to lead high-performing teams and improve classroom practice.

NPQSL

The National Professional Qualification for Senior Leadership (NPQSL) provides recognition of leadership development and professional achievement for senior school leaders.

NPQH

The National Professional Qualification for Headship (NPQH) is the first-choice qualification for anyone aspiring to be a headteacher.

NPQEL

The National Professional Qualification for Executive Leadership (NPQEL) provides an opportunity for headteachers taking the next step to executive leadership with responsibility for more than one school.

Follow this link for more information.

https://www.outstandingleaders.org/news/dfe-scholarships-confirmed-npgs-autumn20?utm_source=FB&utm_campaign=Schol&fbclid=IwAR1heGryTG2wb6sISlqBC78-RpkCW5ZK-5cl92plYoeezT3MG5QkdViseJY

d) Performance Management Autumn 2020

Schools will still need to continue to appraise staff at the end of the current appraisal cycle, so make sure you are considering the impact coronavirus will have on their ability to achieve objectives.

The advice is to follow your usual appraisal timings

If you're in a maintained school, you must appraise teachers annually under legislation.

<http://www.legislation.gov.uk/ukxi/2012/115/contents/made>

The Department for Education (DfE) says that schools that follow the School Teachers' Pay and Conditions Document (STPCD) must continue to make decisions on teachers' pay progression linked to performance.

Even if you are not required to conduct appraisals annually, such as if you are an academy that does not follow the STPCD it is recommended you still carry out appraisals at the end of the current cycle.

For support staff, you should continue to carry out appraisals as set out in their contracts.

However, the DfE expects your appraisal arrangements to take account of the current circumstances.

For example, you should base performance on the period your school was open before the coronavirus outbreak.

Below is some advice for a general approach but make sure you receive more tailored advice to fit your school's specific circumstances.

Actions for Governors Consult with

- Your HR provider
- Your local authority (LA) or trust (if they are not your HR provider)

- Any union reps at your school to get their views. For example, the National Education Union (NEU) is advising schools to agree to pay progression for all eligible staff and to set aside any performance-related progression this year.

General tips for leaders

- Make sure appraisal is considerate. Think about what progress against objectives was achievable
- It is likely staff won't be able to complete all their objectives in full this year due to the disruption.
- Make sure leaders are thinking carefully about what could have been reasonably achieved before initial closure on 20th March when they are making their appraisals.
- You do not need to rewrite objectives or set completely new ones to reflect these changes, but make sure these altered expectations are clear for everyone.
- Do not ask staff to create any new evidence for the rest of this school year
- Base progress against the objectives on evidence that was already created before lockdown, such as anything done for a mid-year review.
- You will probably want to do some form of monitoring still, for example looking at the work set for remote learning or how well normal admin functions are working. There is no problem with this but make it clear to staff that this will not be used for appraisal purposes.
- As everyone has had to get to grips with a completely new situation, and many are likely dealing with a range of personal difficulties, it is unfair to treat this as a normal work period.

The advice from the DfE is included in a document from 3 June 2020 called 'Actions for schools during the coronavirus outbreak and can be found by following this link.

<https://www.gov.uk/government/publications/COVID-19-school-closures/guidance-for-schools-about-temporarily-closing#pay>

These are the sections which refer to performance management.

Should appraisals and performance management processes continue for teachers during this period? Yes, maintained schools must continue to adhere to the School Teachers Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. However, we would expect schools to use their discretion and take pragmatic steps, to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives.

Should appraisals and performance management processes for support staff continue during this period? Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

e) April 2020 Employment Law Changes

Written statement of employment particulars

Prior to April 2020, once an employee had worked for the same employer for longer than a month, they are entitled to a written statement covering details of their employment contract and rights – they must receive this statement within two months of starting work.

From **6 April 2020**, the following changes have been made to the rules surrounding written statements:

- All workers employed on or after this date will be entitled to a written statement, not just employees
- Employers and workers must be provided with their written statement on or before their first day of employment
- The following additional information must be included on the written statement, alongside what is already required:
 - How long the job is expected to last or the end date of a fixed-term contract
 - How much notice an employer and worker are required to give to terminate the agreement
 - Details of eligibility for sick leave and pay
 - Details of other types of paid leave, e.g. maternity
 - The duration and conditions of any probationary periods
 - All remuneration (not just pay) – contributions in cash or kind
 - The specific days and times they are required to work
 - Details of training entitlements, training requirements and details of any training that will not be paid for by the employer

Actions for governors to check with leaders

- Has the HR department reviewed the school's current contracts and recruitment process to ensure that all the required information is included in contracts.?
- Has the HR department put procedures in place to ensure the statement is issued on or before a new starter's first day of work?
- Has the HR department prepared a template written statement that can be customised and given to new starters on their first day of work – doing this means each written statement will contain the required information and will save time once the template has been created as the school does not have to create an entirely new document for each new starter?

Parental bereavement leave

In January 2020, the government passed The Parental Bereavement Leave and Pay Regulations, also known as 'Jack's Law', in memory of Jack Herd whose mother Lucy campaigned on the issue. These regulations will implement a statutory right to a minimum of 2 weeks' leave for all employed parents if they lose a child under the age of 18, or suffer a stillbirth from 24 weeks of pregnancy, irrespective of how long they have worked for their employer. These regulations took effect from April 2020.

Actions for governors to check with leaders

- Has the school developed a bereavement leave policy that meets the new requirements?
- Are they aware of the religious and cultural requirements around bereavement – certain religions require a specified time for mourning.
- Is the school aware of bereaved mothers' maternity leave rights – mothers who lost a child after 24 weeks of pregnancy, or during maternity leave, will not lose their entitlement to maternity leave and pay. Rights to paternity leave and shared parental leave (where notice of leave has been given) will generally also be maintained in these circumstances.

More details can be found by following this link

<https://www.gov.uk/employment-contracts-and-conditions/written-statement-of-employment-particulars>

7. Structures (See section 5 of the Governance Handbook)

a) The ESFA Suitability check for Chairs of Trustees

ESFA carries out suitability checks on newly appointed chairs of trustees on behalf of the Secretary of State for Education. These checks are intended to provide confidence in the suitability of chairs of academy trusts and support safeguarding requirements.

The suitability check includes:

- an identity check
- confirmation of the right to work in the United Kingdom
- an enhanced Disclosure and Barring Service (DBS) check
- providing additional information if you have lived outside the United Kingdom for a period of 12 months or longer

If there is anything which will appear on an enhanced DBS check, you should inform the school.

Before you start, ensure the schools does the following

All new academy trust members and trustees must be recorded on the governance section of DfE's [Get information about schools \(GIAS\)](#) register.

The [Academies Financial Handbook \(2.51–2.56\)](#) explains the requirement to do this within **14 days** of a change in governance arrangements.

You can read separate guidance on how your academy trust can [provide or update governance contact information](#).

Action for Trustees- choose a recognised professional to verify your identity

Your recognised professional must:

- have known you for at least 2 years
- not be an employee or governor of the academy trust which has appointed you
- not be related to you by birth or marriage
- be a recognised professional, or a person with honours

<https://www.gov.uk/government/publications/academy-trust-chair-suitability-checks/academy-trust-chair-suitability-checks-guidance-for-applicants>

b) Trust Capacity Fund

The DfE updated its application regulations for the TCaF in July 2020.

There will now be just one application window rather than the initial two.

The application window for the Trust Capacity Fund 2020 to 2021 is now open. Activity taking place between 6 April 2020 and 31 March 2021 can be funded through the Trust Capacity Fund.

All funded activity must be completed by 31 March 2021.

Applications for TCaF must be linked to a successful growth proposal, approved by the relevant RSC, in order to be eligible. Trusts with growth proposals approved by their RSC between February 2020 and December 2020 will be eligible to apply for funding through the Trust Capacity Fund 2020 to 2021.

Headteacher board dates will differ according to region, so please contact your RSC office for further details.

The Trust Capacity Fund uses a two-stage application process. Stage one will use published criteria to determine whether a trust is eligible to apply, and under which strand of the fund.

Once an eligible trust makes an application for funding RSCs will undertake a stage two assessment, evaluating each project on the information contained within the application. RSCs will make a final decision on whether the trust should be funded, under national guidelines.

8. Compliance

i) Admissions - Proposed School Admission Arrangements 2022/23 (Section 6.9 of the Governance Handbook)

Purpose of the report:

To consult with community and voluntary controlled schools on the proposed school admission arrangements for 2022/23 including the proposed admission number.

To remind governing bodies of academies, foundation and voluntary aided schools of their duty to consult on their proposed admission arrangements for 2022/23 if they are proposing changes to those determined for 2021/22 or if they have not consulted in the past 7 years.

Consultation must be over a minimum of 6 weeks between 1 October 2020 and 31 January 2021. (Please note that schools who are their own admitting authority who are intending to increase their PAN must notify the School Admissions and Transport Service in writing and publish on the school website).

Schools that have changed status from a community/voluntary controlled school (and will be proposing a change) will be required to consult concerning their proposed admission arrangements. Your individual admission arrangements will need to be determined in accordance with the School Admission Code 2014 **by 28 February 2021.**

Summary:

Individual admission authorities have a statutory duty to consult on their proposed admission arrangements at least every seven years and in between this period whenever there are proposed changes to their current admission arrangements.

The county council is not proposing to make any changes to those admission arrangements that were determined for community or voluntary controlled schools in February 2020.

To view a full copy of the proposed admission arrangements relating to community and voluntary controlled schools, including the Coordinated Admissions Scheme go to

<https://www.staffordshire.gov.uk/Education/home.aspx>

Any proposals to alter a Community or Voluntary Controlled Schools Published Admission Number (PAN) will be indicated within the document.

Finalised admissions arrangements for 2022/23 will be determined by 28 February 2021 and will be published on the Intranet and Staffordshire County Council's website.

Recommendation for the Governing Board:

If you wish to propose a change to the published admission number or make any comments regarding the admission arrangements for community or voluntary controlled schools, please complete the pro forma available at

<https://www.staffordshire.gov.uk/secure/Schools/Pupil-Support/Schools-Admissions/LEA-Policy/Local-Authority-Admissions-Policy.aspx>

A password is required to log into this secure area.

Please return the form to the School Admissions and Transport Team **by 1 December 2020 at the latest.**

Contact: Samantha Nicol, School Admissions and Transport Service 01785 278676 or

Lisa Bowers, School Admissions and Transport Service 01785 278801

E-mail: school.admissionsteam@staffordshire.gov.uk

Admission to faith schools

Where schools seek information from parish priests or vicars/rectors to verify attendance at a church to support admissions to faith schools according to their admissions policy, then please ask for advice from your diocese as to the next steps where such information is not now available due to COVID-19.

ii) Health and Safety information from the Health, Safety and Wellbeing Service

Information for governors of primary, middle and special schools

a) Avoiding Finger Trapping

The Health and Safety Executive (HSE) have been carrying out an investigation into a finger trapping accident that occurred in a Staffordshire school.

The Health, Safety and Wellbeing Service have been asked to investigate, respond and confirm to the HSE any advice provided and actions taken to manage this risk in our schools.

We are informing governors about this HSE investigation so that you can ensure monitoring and governance of this risk takes place locally in each school.

A survey about finger guards and the risk of finger trapping will be sent to all primary/middle /special schools during September. We ask you to encourage your school to complete and submit the survey information.

Governors and headteachers/principals can find further information about this on the SLN

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Health-and-Safety/Procedures/Premises/Finger-Trapping/Avoiding-Finger-Trapping.aspx>

Finger trapping accidents have occurred (mainly in Nursery, First and Primary schools) where younger pupils' fingers have become trapped in the hinged side of unprotected doors. Injuries can be serious - such as crushing and/or amputation.

Headteachers, premises managers and school leaders should be aware of the potential hazard of finger trapping from unprotected door hinges and must include this in school risk assessments.

Risk Assessment

Where this hazard is identified, schools must carry out a risk assessment to identify any significant risks associated with finger trapping in the hinge side of door and consider any precautions (control measures) required to prevent finger trapping.

Advice on the Staffordshire Learning Net (SLN) asks school to pay attention to:

- Doors next to areas where pupils congregate
- Doors which pupils queue beside for lunch or other reasons
- Doors at or near entrances
- Toilet doors
- Doors to changing rooms
- Doors which are susceptible to strong winds
- Doors where incidents have taken place previously (check accident records)
- Heavy doors (with or without door closers)

Risk assessments should be reviewed whenever there is a change of use in an area. Schools should also consider this when designing and developing extensions and new builds.

Control Measures

Where finger trapping risk exists, the first control measure to consider must be the installation of finger protection devices on all doors identified as posing a significant risk. More information on this and other risk controls can be found on the SLN (follow the link above).

Checks to doors and finger protection devices

Where finger protection devices are installed, they should be visually inspected on a regular basis to ensure they are in good condition. This inspection should check for damage or deterioration in the devices so that appropriate remedial action can be taken. Any doors with defects should be reported and repaired promptly.

In addition to regular checks, schools must encourage all staff to be vigilant and report damaged finger protection devices. Schools should also consider giving regular information to staff and pupils on the dangers of finger trapping.

Recording a Risk Assessment

Schools must record their risk assessment of finger trapping as part of the normal risk assessment processes and communicate the results of this risk assessment as appropriate. Finger trapping hazard is also included in the example risk assessment which can be found on the SLN for schools to adapt to their own needs. <https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Health-and-Safety/Procedures/Risk-Assessment/Example-Risk-Assessments/Example-Risk-Assessments.aspx>

Support for Governors

To support governors in their health and safety monitoring role we also offer Governor Health and Safety Training. Bookings can be made via Entrust OR we may be able to offer this training digitally / online upon request.

For further help and support please contact your Health and Safety Adviser on 01785 355777 or email shss@staffordshire.gov.uk.

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Home.aspx>

b) Mental Health Awareness and Mental Health First Aider training for Schools

We all have mental health, it's as much a part of us as our physical health.

Mental health concerns or illness are more common than you might think, one in four of us will experience mental health issues or distress each year. This could be someone in our workplace, a close friend or family member.

Alongside the MindKind site on the SLN, the Health, Safety and Wellbeing Service and Entrust SENIS team can now deliver mental health training (Accredited by Mental Health First Aid England) aimed at increasing awareness and mental health first aid skills.

Training courses at Entrust include the following which can all be booked via Entrust:

Training can also be delivered on your school site for a maximum of 16 people. Please call us for more information.

How can governors support their school to become more MindKind?

We are asking governors to promote good mental health for school staff including all headteachers, principals and school leaders by:

- Keeping wellbeing and mental health on the agenda and supporting the mental health and wellbeing of school leaders.
- Looking around the MindKind SLN site to learn about and become more mental health aware.
- Encouraging good conversations about mental health.
- Supporting school leaders to manage stress and model and encourage healthy, resilient behaviours.
- Encouraging early help for those who might need help with a mental health illness or symptoms.
- Providing or attending training to encourage everyone to learn more about mental health.

By learning more about mental health and being part of the conversation, we can all be Mental Health Aware.

Please take a look at the SLN MindKind channel here:

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Mindkind/Mindkind.aspx>

For more information please contact The Health, Safety and Wellbeing Service – 01785 355777 or shss@staffordshire.gov.uk

About Us

The Health, Safety and Wellbeing Service provide health and safety, occupational health, design and technology support to schools and academies.

Advice on health, safety and wellbeing is available from the school's own Health and Safety Adviser or the H&S Duty Officer:

Tel:(01785 355777), email shss@staffordshire.gov.uk or Fax: (01785 355842)

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Home.aspx>

iii) SEND and Inclusion update July 2020

a) SEND and Inclusion District Model

Although the Coronavirus pandemic has had an impact on the developments of the SEND and inclusion district model, progress is now evident. There is still scrutiny of the relationship between SEND HUBs and other local forums for discussion relating to vulnerable children and young people, such as the District Inclusion Panels.

Head teachers and other relevant professionals are deciding on a model that suits their area with an agreement to implement core expectations to ensure that there is a consistency across the county. Chris Rogers is working on behalf of Staffordshire County Council to keep the momentum going and is finalising arrangements with the last three districts to come on board – Lichfield, East Staffordshire and Newcastle. It is hoped that there will be a Local Management Group in each district ready for September 2020.

The next step will be to work with schools and professionals to set up SEND and Inclusion Partnership Boards (ISPB) to provide governance to the model. A representative from each ISPB will be invited to sit on the newly reformed strategic SEND Partnership Group to build more robust accountability and communication pathways.



b) Alternative Provision

Governors should be aware of their responsibility when their school is accessing alternative education provision to support the education of children and young people on the roll of their school. In particular we would like to draw attention to the DfE's statutory guidance on alternative providers and the use of unregistered provider <https://www.gov.uk/government/publications/alternative-provision>

As a Governor you should be ensuring that the school has robust arrangements in place to monitor and quality assure when placing pupils direct with any alternative provider, including those who are a provider on the Alternative Provision Dynamic Purchasing System (AP DPS).

Following the Alternative Education audit the report stated that "The AP DPS specification is extensive in its requirements with regard to safeguarding and the educational outcomes expected from Providers.

All information in respect of the AP DPS and a directory of Providers can be found on the Staffordshire Local Offer.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=2-1-5>

(There should be a link to the Staffordshire Local Offer on your school website-please check this)

c) Graduated Response Toolkit

Work is ongoing to develop this electronic toolkit further. An Early Years section is ready for launching, and our senior Educational Psychologist Jo Ward is in discussion with Post 16 representatives to begin work on creating support and guidance materials for providers.

The online existing toolkit is taking many hits and our data shows that there have been over 2,500 users over recent months. It is important that we work together to build a good resource for all to access so that good inclusive practice and provision continues to go from strength to strength in our schools.

d) Update on SCC Educational Psychology Service (EPS) Delivery



With due consideration to the requirements of education settings in the recovery period following COVID-19 emergency arrangements, SCC EPS will be offering a different service delivery model for the 2020/2021 academic year.

For this period, SCC EPS will **not** offer a traded service but will provide support to **all** schools in Staffordshire. This will involve recovery materials related to the COVID-19 outbreak, as well as the usual school-based consultative and individual work with children and young people via the new SEN Hubs.

During the lockdown period, the EPs has produced materials to support schools in the following areas

- Facilitating transition
- Promoting resilience
- Managing bereavement and loss
- Reducing emotionally based school refusal

The traded service model will be reviewed with schools and service users to inform a decision about the EPS delivery model for 2021/22.

Any queries should be directed in the first instance to District Senior EPs as follows:

East Staffs and Tamworth: Julia Rudolf julia.rudolf@staffordshire.gov.uk

Stafford and South Staffs: Emma Dodd emma.dodd@staffordshire.gov.uk

e) Written Statement of Action

As you will be aware Staffordshire had to create a Written Statement of Action in response to the SEND Joint Area Inspection.

The strategic SEND partnership group have been reviewing progress related to areas for development and have streamlined key actions with desired outcomes.

They have also been reviewing Terms of Reference and appropriate attendance for governance structures, accountability and communication pathways.

f) SEND School Information Reports

Our SEND commissioners and Local Offer representatives will be working with every school to support the update of the SEND school information reports.

The Code of Practice expects every school to outline provision for SEND under specific headings and it is the intention that a template will be used by all in order to form part of the full county's provision map.

If such a template is adopted, then information can be gathered and shared in many ways.

g) Attendance

Usual procedures were suspended in relation to monitoring attendance since the beginning of 'lockdown', but as Government guidance changes schools have been asked to keep records in a different way.

Parents/carers have been allowed the choice about whether to send their child to school/setting or not. As establishments open further in September, we have to understand what will be expected in relation to recording attendance and the associated processes such as penalty notices for parents/carers.

The Education Welfare Service can now offer professional and practical support to all education settings in Staffordshire.

This support may be purchased in two forms:

Half-day sessions (3.5 hours) with an Education Welfare Officer (EWO) focusing on attendance. These sessions can be delivered remotely by Skype or Microsoft Teams if required. They can also be split into smaller sessions if required.

Telephone support offering information, advice and guidance direct to schools throughout the academic year.

Headteachers and Business Managers of educational settings are invited to purchase EWO sessions or subscribe to the telephone support line for the period of September 2020 – end of summer term 2021.

The cost of an EWO session is £150 (3.5hrs), the support line costs vary depending on the size of the setting, less than 400 students £325, more than 400 students £450.

Further information available

from Karl.hobson@staffordshire.gov.uk or Alison.Duggan@staffordshire.gov.uk.

**h) Modifications to the SEND Code of Practice – Education, Health and Care Plans (EHCPs)
A notice from the Secretary of State for Education issued under the Coronavirus Act 2020 to
modify section 42 of the Children and Families Act 2014**

The Secretary of State for Education issued a notice to modify section 42 of the Children and Families Act 2014. It modifies the duty on local authorities to secure special educational provision and on health commissioning bodies to arrange health provision in accordance with EHC plans, so that they can discharge this by using their 'reasonable endeavours'.

This is a modification to the law; it has not changed.

Modifications must be considered at an individual case by case level and blanket policies must not be adapted.

In other words, we all must try our best to fulfill the provision set out in each EHCP and then work with the child and family to agree on acceptable arrangements during 'lockdown'.

It is still the responsibility of the Local Authority to consider new requests for EHC needs assessment ie whether to agree to start an assessment and then to ask for advice and information from all the required professionals, the child or young person and the parent/carers. We continue to experience high levels of requests which will now go into a central panel for decision making.

Evidence of the school carrying out assess, plan, do, review meetings with appropriate professionals, the child and family will be scrutinised.

It is important that schools implement a robust graduated response to meeting the needs of those identified as having SEND by using their SEND notional budget and creating an individualised provision map showing 'additional to and different from' interventions and support.

Schools would then measure the impact of provision against progress and attainment. This information could then be used as evidence if it becomes necessary to apply for an assessment.

Schools are still expected to carry out statutory reviews for those with an EHCP and must still respond to consultations for new EHCPs.

At the time of writing (July 2020) no relaxing of the modification measures have taken place. It may be the case that if the Government create new arrangements for all to return to school and the 'new normal' from

the 1st September, that the adaptations may be lifted and the SEND Code of Practice returns to its usual state.

Since the 1st June 2020 there has been a shift of expectation regarding attendance for those with an EHCP. Schools should carry out an up to date risk assessment in order to establish if a child/young person should return to school or stay at home.

We have provided a model risk assessment template for schools to use which is available on the Local Offer. It is important to establish what offer of provision is put into place if the child/young person stays at home.

Those in a special school are able to begin their transition back to school in a small step phased manner. We are monitoring EHCP attendance across the county and have to liaise with the DfE to provide detail on an expected overall growth.

Of course, we await further ongoing guidance and information about attendance for September 2020. (time of writing July 2020)

Your named SEND Governor may find it useful to meet with the SENCO to look at the impact lockdown has had on children and young people, as well as on processes and procedures.

Thank you for your continued support.

Julie Day | Head of Vulnerable Learners Services

Families and Communities Staffordshire County Council First Floor, Staffordshire Place 1
Tipping Street, Stafford, ST16 2DH:
(01785) 895372
julie.day@staffordshire.gov.uk www.staffordshire.gov.uk

iv) Social workers to work with teachers

At a Hidden Harm summit, the government announced it has set aside £6.5 million to put social workers in schools, to support children at risk by helping to spot the signs of abuse and neglect more quickly.

<https://www.gov.uk/government/news/social-workers-to-work-with-teachers-in-schools>

v) Curriculum Guidance

a) Interrupted Curriculum Support

When the children return to school there needs to be a curriculum in place which takes into account the impact of the COVID-19 pandemic and the interruption to formal schooling. Whilst at home daily routines evaporated and with it, any known curriculum framework. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction.

For many children the loss of structure will have been devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. As schools fully reopen in September learners of all ages will need support to adjust to new routines. The school they left in March

may be very different to the one they attend in September. School leaders will have given a great deal of thought to the September 2020 re opening.

It is the role of governors to support as adjustments are made and leaders strive to meet the varied expectations of all.

The following article might help you on this journey.

<https://www.evidenceforlearning.net/recoverycurriculum/>

Entrust has published its support for a recovery curriculum full of useful tips and resources to help schools support pupils settle back into learning and routines.

Please follow these links for more information

www.entrust-ed.co.uk

<https://www.entrust-ed.co.uk/media/1926/supporting-a-recovery-curriculum.pdf>

a) Oak Academy

During the COVID-19 lock down, the Oak National Academy was available to support the hard work of schools in delivering remote education. The Oak National Academy launched in April 2020. This brand-new enterprise was created by 40 teachers from some of the leading schools across England, backed by government grant funding. It provided 180 video lessons each week, across a broad range of subjects from maths to art to languages, for every year group from Reception through to Year 10.

This initiative will continue into 2021 to further support schools where virtual learning may be necessary for those pupils who continue to shield or in the event of a local lock down.

The Oak Academy joins a broad range of support and resources available for schools and parents. This includes a list of high quality resources recently published by the Government, as well as the existing tools and resources schools use to provide remote education. Many suppliers are making resources, both online and hard-copy, available to schools for free.

Follow these links for additional information.

<https://www.thenational.academy/>

<https://www.gov.uk/government/publications/coronavirus-COVID-19-online-education-resources>

<https://www.gov.uk/government/news/new-major-package-to-support-online-learning>

c) Introduction of T-Levels – DfE update June 2020

T-Levels are new courses commencing September 2020. These two-year courses have been developed in collaboration between employers and businesses. They will follow on from GCSE studies and be equivalent to three A levels, offering students a mixture of classroom learning and on the job experience during an industry placement of at least 315 hours (approximately 45 days). They will first be available to pupils who entered year 10 in 2018. A further 7 T Levels will be available in September 2021 with the remaining courses starting in either 2022 or 2023.

Students will be able to take a T Level in the following subject areas:

- accounting
- agriculture, land management and production
- animal care and management
- building services engineering for construction
- catering, craft and design, cultural heritage and visitor attractions
- design and development for engineering and manufacturing design, surveying and planning for construction
- digital business services, digital production, design and development, digital support and services
- education and childcare, finance, hair, beauty and aesthetics
- health, healthcare science, human resources
- legal, maintenance, installation and repair for engineering and manufacturing
- management and administration, engineering, manufacturing, processing and control
- media, broadcast and production, onsite construction
- science

Follow this link for more information

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

d) Religious Education

Surveys on Religious Education and Collective worship

The Standing Advisory Committee for Religious Education (SACRE) for Staffordshire have a legal obligation to monitor the delivery of Religious Education/Studies and Collective Worship in schools. They carry out this duty by surveying schools using a survey.

Please could you remind your school to complete the attached surveys ASAP or by October 12th, 2020, at the latest to enable this duty to be carried out? An analysis of the survey will be available in the autumn term and recorded in the November SACRE meeting minutes.

SACRE understand the changing nature of education currently and the pressures schools are under during the current pandemic. Therefore, the survey responses should cover the period from March 2019 to March 2020 ie the period prior to the pandemic.

Please follow the links; there are two per school setting. Middle schools can choose which ever is appropriate.

Thank you in advance for your responses. If you have any queries, please contact
mary.gale@entrustassociate.co.uk

Collective Worship in Staffordshire secondary Schools

<https://www.surveymonkey.co.uk/r/DXKF9NV>

Monitoring RE Provision Staffordshire Secondary Schools

<https://www.surveymonkey.co.uk/r/YVYFC5S>

Collective Worship in Staffordshire Primary Schools

<https://www.surveymonkey.co.uk/r/D362W6Y>

Monitoring RE Provision Primary Survey

<https://www.surveymonkey.co.uk/r/DZ8PKRB>

e) Broad and Balanced Curriculum - diversity and race relations

Governors and leaders will be very aware of the increased emphasis on diversity and race relations over previous months. When it comes to race, schools may have been busy with bureaucracy around racial incidents, but it seems like recent events have made many school leaders realise how deeply entrenched structural or systemic racism is in our institutions, and the real impact this has on people of colour, their life chances, access to opportunity, wellbeing, physical and mental health.

The start towards becoming an anti-racist school leader is the understanding that racism isn't just situated in name-calling or focused attacks on individuals, but is more likely to take place in subtle and insidious ways that are the result of our implicit, inherent, learned, or as it is most commonly known, 'unconscious' bias. The following article may help to support schools in starting to address these aspects taking 'small steps'.

<https://www.integritycoaching.co.uk/blog/race-equality>

In addition, here are some suggested resources to support the delivery of a broad and balanced curriculum including diversity and race equality.

Holocaust Educational Trust

The Teaching Resources section of the Trust's website provides free, downloadable lesson plans, classroom resources and guidance documents for teachers. *Exploring the Holocaust* is the flagship resource which offers a free, comprehensive and flexible cross-curricular scheme of work for the teaching of the Holocaust at Key Stage 3. It contains 15 downloadable lesson plans with accompanying resources for use in History, Religious Education or Philosophy, and Citizenship or PSHE, together with guidance documents for English, Drama and Art.

They also offer a wide range of resources for other age groups, with lesson plans adapted accordingly.

Please follow this link for more information <https://www.het.org.uk/teaching-resources>

Black History 365 1st October 2020 focus week

Continuing your school's journey in celebrating diversity. **Please follow this link for more information**

<https://www.blackhistorymonth.org.uk/>

Interfaith week

This week aims to increase awareness of different faiths and increase understanding between people of different faiths. This will take place from Sunday 8th – Sunday 15th November. It starts on Remembrance Sunday and runs until the following Sunday, thus providing the opportunity for weekend events to take place if permitted. This week is for everyone with a wide variety of activities planned.

Please follow this link for more information.

<https://www.interfaithweek.org/about>

or follow this link to find out what is happening locally to support

<https://www.interfaith.org.uk/members/contact/north-staffordshire-forum-of-faiths>

Art Opportunities

Now in its 5th year the Halls Young Artist Competition, hosted by The Granary Art Gallery at Weston Park, is once again looking for the next generation of budding artists to stop the crowds with their work and schools across Shropshire and Staffordshire are invited to enter. The closing date is 23rd October 2020

This year the theme is Navigation as Weston Park will be celebrating the international influences on Weston across the centuries. From maritime paintings to family members that travelled the world, Weston Park will be sharing the international connections and collections throughout the year Children in primary and secondary education are therefore asked to create artworks on the theme of Navigation to be in with the opportunity to win a cash prize for their school funds as well as art materials for themselves. All mediums such as paintings, photography, woodwork, printmaking, drawing and sculpture are welcomed Please send jpegs/photographs of the artworks (not the original artworks) along with the completed application forms (available from the Staffordshire headteacher's ebag from 3rd July) by Friday the 23rd of October 2020.

Entry forms and images of art works must be returned to Katherine.dowd@weston-park.com or posted to Halls Young Artist Competition, Weston Park Enterprises Ltd, Weston-Under-Lizard, Nr. Shifnal, Shropshire TF11 8LE.

vi) Safeguarding and Pupil Welfare (See section 6.7 of the Governance Handbook)

a) Keeping Children Safe in Education for September 2020 (A&M)

The DfE has released the final version of 'Keeping children safe in education' (KCSIE) that will be effective from September 2020. This is a statutory document.

Please note, the majority of the changes that were proposed and reported on in the previous Entrust GIP have not been made.

The Keeping Children Safe in Education (for 2020) link is available here-

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The document should be read alongside the **statutory** guidance **Working Together to Safeguard Children**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The DfE has confirmed that KCSIE remains in force throughout the UK's response to the coronavirus outbreak. Here is the link to the non-statutory interim guidance on safeguarding during the pandemic.

<https://www.gov.uk/government/publications/COVID-19-safeguarding-in-schools-colleges-and-other-providers>

There is still the continued emphasis on a whole school culture of safeguarding

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction.

The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis.

Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

The key points are as follows:

- Change in the definition of safeguarding, (See below) .
- Managing allegations against supply teachers,
- The explicit inclusion of mental health.
- KCSIE remains in force throughout the coronavirus (COVID-19) pandemic
- DSLs have been given responsibility for the educational outcomes of children with a social worker
- New specific safeguarding issues are covered
- There are additional safeguarding issues covered in Annex A
- There is a new section on children potentially at greater risk of harm
- Information has been added about the flexible introduction of relationships education, RSE and health education.

Summary of changes

Definition- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: (This expands the definition of safeguarding to specifically mention 'mental and physical' health).

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safer recruitment and managing allegations against staff

The harm test in Part Four, allegations made against staff, has had a fourth bullet point added:

[where a staff member has] 'behaved or may have behaved in a way that indicates they may not be suitable to work with children'.

This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'.

For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children' (see paragraph 211).

Managing Allegations Against Supply Teachers

- What if the school sees the misconduct as requiring suspension and the agency do not suspend?

There is a responsibility to liaise with the supply agency and LADO, not that the school are taking a contractual responsibility. (Other views may be available.)

The first question is that the LADO will have been contacted (by the school) and that advice should be taken into account by the school and/or agency.

The relevant passages in KCSIE (2020) are these.

Paragraph 213 says, 'Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below).'

Paragraph 215 says, 'Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.'

Paragraph 216, says 'The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.'

This is where the school's managing allegations policy needs to be clear about the procedures that would follow an allegation. It could perhaps, include something like, '*Where an allegation is made against a supply teacher, the [headteacher] will immediately contact both the agency concerned and the LADO... The school will continue to support any investigation that is required.*' Advice should always be taken from the school's legal or HR advisors.

The change has been made as there have been cases in the past where schools have quietly stopped using a supply teacher where there have been issues, but it has not followed any due process. There is now a requirement to do so.

It is worth making sure that supply teachers have information about the school's staff conduct expectations. A good starting point is the Guidance for Safer Working Practices from the Safer Recruitment Consortium.

DSLs have been given responsibility for the educational outcomes of children with a social worker

The **only new** responsibility for DSLs that has made it into the finalised version from the consultation is the responsibility for promoting the educational outcomes of children with a social worker. DSLs will need to ensure staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.

DSLs now need to take into account the learning from the following review:

[Help, protection, education: concluding the Children in Need review June 2019 \(see especially page 38\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf

The relevant paragraph about the new DSL role is below (see Keeping Children Safe in Education 2020, page 100):

help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or

college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

New specific safeguarding issues are covered

KCSIE 2020 introduces mental health as a specific safeguarding issue that staff should be aware of. Guidance is given about the connection between mental health and safeguarding concerns and what staff should do if they have a mental health concern about a pupil that is also a safeguarding concern.

While child sexual exploitation (CSE) and child criminal exploitation (CCE) are included in the current document, in KCSIE 2020, they are addressed as specific safeguarding issues. Guidance is included about what CSE and CCE are, how this abuse can be perpetrated and what it means for victims.

There are additional safeguarding issues covered in Annex A of KCSIE 2020

Annex A contains important additional information about specific forms of abuse and safeguarding issues. KCSIE 2020 introduces some new issues and updates advice around some areas including:

- CCE – KCSIE 2020 includes new advice on what CCE is and the indicators to look out for.
- County lines – this section of Annex A includes a lot of new information, especially regarding what county lines exploitation involves.
- Channel – a section collating information about Channel has been included.
- Domestic abuse – this was a section in KCSIE 2019, but the 2020 version provides more guidance on Operation Encompass and the National Domestic Abuse Helpline.

There is a new section on children potentially at greater risk of harm

This new section highlights that while all children should be protected, some groups of children are potentially at greater risk of harm. Some of the information that now sits under this heading was included in KCSIE 2019; however, other pupil groups have been added. These groups are pupils who need a social worker (children in need) and pupils requiring mental health support.

Information has been added about the flexible introduction of relationships education, RSE and health education

The government has previously announced that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year due to coronavirus. This has been reflected in KCSIE 2020. **See the additional information on page 46 regarding Relationship Health Sex Education.**

Governors next steps

- Ensure the school is using the most up to date version of KCSIE labelled 2020
- Ensure all staff including support and premises staff have received appropriate safeguarding training including the changes outlined here and have signed to confirm.
- Ensure all governors are aware of the changes.
- Ensure all governors have received appropriate safeguarding training including the changes outlined here and have signed to confirm.
- Check with school leaders that related/associated policies that refer to KCSIE are updated, In some cases, you will need to create new procedures, for example, what to do if there are allegations about supply teachers.

- Check that the safeguarding policy/ child protection policy is up to date and takes note of the changes.
- Check the school website to ensure these updated policies have been uploaded.
- Ensure parents are aware of any changes that may impact on them.

An additional document is referenced in the new version of Keeping Children Safe in Education 2020. This is called 'When to call the police' produced by the National Police Chiefs Council (NPCC).

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

(This NPCC advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.)

b) Guidance for safer working practice for [use] in education settings (Safer Recruitment Consortium)

Follow this link for more information on further guidance that may be useful which has been updated to account for home learning.

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

Amended sections are:

- 3. Responsibilities, page 4
- 5. Power and positions of trust and authority, page 4
- 8. Dress and appearance, page 5
- 15. Intimate / personal care, page 6
- 19. One to one situation, page 7
- 20. Home visits, page 7
- 23. First Aid and medication, page 8
- 24a. Use of technology for online/virtual teaching, page 9
- 28. Whistleblowing, page 10

vii) Pupil Well-Being (See section 6.8) (A&M)

a) Teaching about mental wellbeing (DfE) (A&M)

The new guidance will make mental health and wellbeing a compulsory part of pupils' education in primary and secondary school and schools have been asked to prioritise this during the return to school after COVID19.

A new training module for teachers has been published by the DfE to support them in giving lessons on the new curriculum. The module contains key knowledge and facts to help teachers understand what they must teach.

You can find more information and a PowerPoint intended for use in a training session with staff here:

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

For further information, support, advice and guidance please contact bhwb@entrust-ed.co.uk

The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. (Please refer to the safeguarding section above on page 40) In addition, consider the following for learners and for staff and for each other.

Leaders should be able to comment on how the school has included some if not all of the following.

Be aware. Pay attention to children's reactions and behaviours (such as acting out, depression, aggression, procrastination, arrogance, or introversion). Parents who are attuned to their children, and aware of what they are doing—and with whom—are better positioned to help them respond to challenges and any emotional upheavals.

Identify causes. Help children recognize the causes that underlie the feelings they're experiencing. (For example, fear, guilt, joy, embarrassment, jealousy, confusion, disgust, grief, hope, frustration...) Encourage them to name and to acknowledge those feelings in order to gain self-awareness. They may want to choose the time or place. Some children have trouble putting feelings into words, so be prepared to help them with that. Stories can be good catalysts and drawing or journaling can also be beneficial.

Communicate. Talking about emotions with others can be an effective way to deal with them. So be available to chat with children. Listen carefully to what they have to say. Offer comfort. Rephrase what they tell you so you can be sure you are on the same wavelength. Share your own experiences (within reason) with feelings like shame, sadness, or disappointment, including how you managed them. Be patient. Do not rush, or attempt to diminish children's concerns, or gloss over them. Sometimes children's venting, crying, silence, or quarrelling represent their first steps toward coming to terms with their emotions. Give them the time and space they need to put their feelings in perspective, and to then learn to regulate them.

Value self-reflection. Model and reiterate the benefits of thinking things through. For example, you might choose to think about how or why certain circumstances or events are unfolding as they are, ways in which similar situations might be handled in the future, and the potential impact of different sorts of behaviours (such as antagonism or withdrawal), or attitudes (such as anger, happiness, or worry). Children may need relaxation, unstructured play, fewer demands, music, or alone time in order to calm down, get a handle on what they're feeling, and consolidate their thoughts.

Encourage resilience. Help children develop the ability to deal effectively—and creatively—with setbacks, and also with changes and transition times. Sometimes children have trouble accepting their limitations. Other times situations may become rocky, and the resultant feelings (such as nervousness, excitement, or doubt), can be intense, or hard to manage. Children may require extra support to know that it is okay to have these feelings, and that they can be reconciled.

Foster relationships. Good relationships can be buoyant, whereas difficult ones can be upsetting. Because relationships with family and friends affect the way we feel, it is important to encourage children to forge solid connections, to learn about give-and-take and conflict resolution, and to develop and use strategies that will keep interactions on an even keel. Friendships can also be incredibly supportive. However, relationship-building involves social skills. Parents can help children hone these skills by ensuring they have ample opportunities for active play, sharing, appreciation of diversity, consistent routines, collaboration, role-playing, and lots of peer and family connectivity.

Consider self-esteem. Children often face uncertainties. They have to cope with competitive environments or situations or meet difficult expectations. Many children struggle with confidence. Help them believe in themselves. Their self-regard is based on many factors—and these factors may be internal, external, big, small, anticipated, unforeseen, and so on. Reinforcement and encouragement from parents can go a long way toward strengthening children’s self-esteem, and instilling feelings such as optimism and relief.

Remember the givens. There are certain non-negotiables that fortify children’s emotional development and sustain their well-being. For example, safety. Unconditional love. Sensible, fair guidance. Connectivity. Honesty. Understanding of and respect for their feelings

b) Statutory Relationships and Sex Education and Health Education (RSHE)

The DfE has confirmed that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have met the requirements in the DfE’s ‘Relationships education, relationships and sex education (RSE) and health education’ guidance are being encouraged to begin delivering teaching from 1 September 2020, or whenever practicable to do so within the first few weeks of the academic year.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Schools that feel they will not be able to meet the requirements due to the impact of coronavirus (COVID-19) (e.g. time lost in school and competing priorities) should start teaching the subjects as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects – mental health and wellbeing curriculum content should be prioritised.

When routine Ofsted inspections re-start, inspectors will take account of the context and circumstances of a school when looking at RSE provision. More information will be made in advance of starting inspections –

Below are some points and actions for your governing board to consider:

- That the subject is well led, effectively managed and well planned
- That the quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The current PSHE/ RSE/RHS policy has been reviewed and that parents/carers have been engaged in this review
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

c) Period Product Scheme – DfE January 2020 (A&M)

Period Products in schools- sign up required

No-one should be held back from accessing education due to their period. The government have introduced the period product scheme to provide free period products for all learners who need them.

This means learners at all state-maintained schools and 16 to 19 education organisations in England will have access to free period products in their place of study. To make sure organisations have access to a wide range of period products in the most cost-effective and efficient way, a contract has been signed with Personnel Hygiene Services Limited (phs).

This allows you to order period products and have them delivered when you need them.

This guidance contains information on:

- choosing and ordering period products
- distributing products within institutions
- tackling stigma

Sign up information can be found by clicking the following link:-

https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england?fbclid=IwAR11-Zocs4eP2JrabQXlqLoLU_BW94pqp6uCBJaiSsgotBs6-15PTY1QDkw

For details of scheme follow this link: [Period Product Scheme](#)

d) The Careers Enterprise Company (CEC) (A&M)

The CEC have recently released guidance to ensure online encounters with employers and virtual work experience are meaningful.

Guidance on scoring online employer engagement in Compass

During the COVID- 19 lockdown face to face employer encounters and work experience has become a challenge for schools, this situation is likely to continue for the foreseeable future. Many schools have responded creatively to this challenge utilising online employer encounters and work experience.

The Careers Enterprise Company has provided helpful interim guidance on the importance of ensuring online encounters are meaningful. This guidance should be invaluable for Careers Leaders planning their provision. They anticipate releasing updated guidance in September.

To include an activity under Benchmark 5, it must meet the following minimum requirements:

- There is evidence that the student actively participated.
- Learning outcomes are defined, based on the age and needs of students.
- The encounter involves two-way interaction between students and employers/employees

To include an activity under Benchmark 6, it must meet the following minimum requirements:

- Learning outcomes are defined, based on the age and needs of students.
- Student meets a range of people from the workplace.
- There is extensive two-way interaction between the student and employees.
- Student must perform a task or produce a piece of work relevant to that workplace

- and receive feedback on it from the employer.

The minimum criteria set out in this document should be used to support decisions about which encounters and experiences count under Benchmarks 5 and 6.

The guidance can be found by following this link.

https://www.careersandenterprise.co.uk/sites/default/files/1361_online_engagement_guidance_option_2_v6_.pdf

Forward notice Careers week March 1st-6th 2021

Shaun Riley Operational Manager- Careers Skills and Employability Service shaun.riley@entrust-ed.co.uk

e) School Governors for Looked After and Previously Looked After Children

i) Staffordshire Virtual School Update

The first 10 schools in Staffordshire have completed the Staffordshire Attachment Aware and Trauma Informed Pathway and many more have started. As we focus on recovery in our schools in the Autumn Term for pupils and staff it is now more than ever important that schools have the training to understand the impact of attachment and trauma on the education of its pupils. It is heartening to see a growing momentum of schools nationally and locally understanding the importance of this training and committing to staff development in this area.

Please check out the Virtual School Website to see the case studies from the schools that completed the pathway and see the impact that it has had on both staff and pupils.

Please contact the Virtual School for more information on the pathway and the training available to complete the pathway.

Schools are also concerned about the impact of the last few months on the attainment and progress of all children and particularly vulnerable children. The Education Endowment Foundation has reviewed 63 controlled trials of education interventions to focus on their impact for children with a social worker

<https://whatworks-csc.org.uk/research-report/what-works-in-education-for-children-who-have-had-social-workers/>

There are some promising interventions and there will be more work on this area in the future.

Sarah Rivers

Head Teacher Staffordshire Virtual School for Looked After and Previously Looked After Children.

ii) Staffordshire Trauma Informed and Attachment Aware Schools Pathway

The Vision

Staffordshire Virtual School for Looked After and Previously Looked After Children would like to support every education setting in the county to become "Trauma Informed" and "Attachment Aware."

Most children thrive in their life, making the most of opportunities in education and make good relationships.

We know that children who have had secure attachment relationships are more likely to achieve academically.

There is a significant minority of children who have experienced abuse, neglect and trauma which impacts on their ability to learn. In an education environment, behaviours can be disruptive, withdrawn, controlling, unfocused. These can be children who are unable to regulate their emotions and find it difficult to process information. This can lead to them not achieving their potential.

The great news is that we now know so much more about the brain and its plasticity and with the right support young people can learn to regulate their emotions and develop resilience. Education settings can play a key role in understanding attachment and trauma and helping young people to find ways to engage and succeed in their education through strategies such as emotion coaching. This is great for children in care and previously looked after children but a “Trauma Informed” and “Attachment Aware” setting is good of all vulnerable pupils who have had adverse experiences and may not have had secure attachment relationships growing up.

Staffordshire Virtual School wants to work with schools and education settings to offer training and support, build on the great practice already out there and develop a community of professionals that can share practice and support each other in developing outstanding and innovative practice.

The Offer

- A range of free attachment and trauma training courses for Designated Teachers, Social Workers and Carers of Looked After and Previously Looked After Children.
- Funding through Pupil Premium Plus for whole school or locality-based attachment training.
- A free Staffordshire Trauma Informed and Attachment Aware Self-Assessment Framework for school leaders to evaluate practice, developed by Summit Psychology in partnership with national experts and local practitioners.
- Attachment Networks for professionals to support research and development of practice in their own settings.
- A Staffordshire Trauma Informed and Attachment Aware certificate for education settings celebrating excellent practice.
- Sharing of great practice through an annual “Staffordshire Trauma Informed and Attachment Aware Awards”

The Award

Settings will need to demonstrate that they have achieved each of the 4 key activities to achieve the Staffordshire Trauma Informed and Attachment Aware Award.

- Setting leaders use the STIAA to review practice and implement a development plan based on the findings
- Settings have a lead member of staff trained and leading practice
- Whole school staff have had attachment and trauma training
- Settings implement a focused piece of research or project work
- Settings showcase and share their practice with other colleagues

For more information contact

virtual.school@staffordshire.gov.uk

Resources

Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care. NICE guideline 2015.

<https://www.nice.org.uk/guidance/ng26>

Evaluation of attachment aware schools. REES Centre 2018

<http://reescentre.education.ox.ac.uk/research/evaluation-of-attachment-aware-schools/>

Green Paper: Transforming Children and Young People's Mental Health Provision 2018

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>

Bath Spa University

<https://www.bathspa.ac.uk/schools/education/research/attachment-aware-schools/>

ARC: Attachment Research Community

<https://the-arc.org.uk/>

f) Checklist for School Leaders on Behaviour and Attendance

The DfE have published a behaviour and attendance checklist for school leaders (July 10th 2020) to support them to reengage all pupils from the autumn term.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Schools and their partners, including local authorities will need to work with families to ensure all pupils attend school regularly and have the right behaviour policies and practices in place, ahead of welcoming all pupils back this autumn. The checklist is a tool for mainstream schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.

School leaders can use the checklist to develop their own plans, in a way that works for their pupils' needs and school context

Researchers from the University of Oxford have warned that pupils may face an increased risk of being excluded from school due to stricter behaviour policies that enforce coronavirus rules.

The report, titled 'School Exclusion Risks after COVID-19', highlights that strict behaviour policies could be discriminatory towards pupils whose needs make it hard for them to follow social distancing, e.g. those who are waiting for an EHC plan.

Another group of pupils identified to be at a higher risk include the "doubly excluded" – these are pupils who were permanently excluded before lockdown and have not had access to interim provision.

The report also highlights challenges for pupils who may have previously thrived at school, but have become isolated and stressed during the lockdown, and also for those who have received variable levels of home learning to complete, or support from their schools.

Professor Harry Daniels, a professor of education at the university, said: "All children will have experienced some adverse effects from the COVID-19 pandemic, but for some these will be traumatic and long-lasting and this may impact negatively on whether and how they return to school, and the likelihood of formal, informal and self-exclusion.

"Those adversely affected by COVID-19 are extremely diverse. This suggests there is a need to think beyond conventional and recognised categories of vulnerability.

9 Evaluation (See section 7.1 of the Governance Handbook) (A&M)

i) Evaluation in General including Tools to Support Evaluation (A&M)

a) Governing Board Self Evaluation

Have you built in time yet this year to reflect on your board's own development, as well as how governance has contributed to supporting schools during the COVID-19 pandemic?

If not, then this term would be a good time for governing boards to do this.

This could include how effective has communication with parents/carers, staff and each other as governors been in general been perceived?

The more we perceive each and every one of us as partners in pupils' learning and not barriers the better the learning experience for all. Collaborative working is the key to success.

This is an appropriate time to develop protocols for engagement, asking how do we communicate with each other in a way that is supportive and encouraging?

It could be time to reflect on the benefits of a communication policy/protocol.

This should include aspects such as email communication, the benefits of various online platforms and protocols for virtual meetings etc.

The Governance Handbook (March 2019) makes it clear that *"boards should regularly evaluate their own effectiveness"* and notes the following as being activities governing boards should do from time to time.

Self-evaluation could take into account and include the following:-

Under the new Education Inspection Framework (EIF) Ofsted will be finding out how well governing boards fulfil the three core functions.

Specifically:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

From a review of inspections since September 2019 we know governors have been asked questions such as:

- What impact has the governing board had on school improvement?
- What **vision** does the school have for its curriculum? (Tip *Do not confuse your vision statement with your motto*)
- How effectively does the governing board hold leaders to account?
- Has the governing board approved the Pupil Premium Strategy?

Having reviewed your effectiveness, the board then needs a plan to address any weaknesses identified.

- Plan what training you need – either for individuals and the board as a whole. Do note that training doesn't need to be a formal two-hour evening session. It could, for instance, be a shorter input at the start of a meeting by a member of staff, or a networking opportunity with a number of other local school governors.
- Build in time for succession planning and a round table discussion on where you might be able to find new governors.
- Develop a Governor Development Plan, for the next 12 months, which includes not only details of training, but also activities governors are going to carry out to monitor effectiveness. Hold each other to account for fulfilling these as the year goes on but do so kindly and not aggressively.

Questions for Governors:

- How are we reviewing our own effectiveness?
- What could we be doing better?
- What are we doing that we don't need to?
- What impact are we having on the school/organisation?

b) Skills Audits and Skills Matrix

Boards should carry out regular audits of the skills they possess in the light of the skills and competences they need, taking account of the department's Competency Framework for Governance, and actively seek to address any gaps they identify – through either recruitment or training as discussed further below. They should also reflect regularly on whether they have the right overall balance of people and skills and consider the benefits that might result from restructuring the board's constitution and membership.

The National Governance Association has updated their popular skills audit which can be used to help identify any knowledge, experience, skills and behaviours your governing board still needs to deliver their core functions effectively.

There continues to be two separate models: one for maintained school governors including those governing in a federation, trustees of single academy trusts and academy committee members (often referred to as local governing bodies) and another for trustees of multi-academy trusts.

This takes into account the significant differences of governing as a MAT trustee compared to governing as a maintained school governor. The skills matrix, which provides a useful at a glance view of the relative strengths of the board as a whole, has also been updated to reflect the changes made to the skills audit forms.

About the 2019 update

The skills audit was previously updated in 2017 and was structured around the DfE's six features of effective governance as referred to in the Competency Framework for Governance. The 2019 version has retained that structure but now includes an additional section titled "positive contribution", which covers the experience and skills that characterise an effective and experienced governing team with capacity to develop and improve further. At the same time the skills audit has been streamlined with fewer questions to make it more manageable. The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.

Two important things that have not changed

- The advice that whilst no individual governor/trustee/academy committee member is expected to have all the skills listed in the audit, they should be covered across the governing board.
- The principle that governing boards are best placed themselves to individually assess which areas outlined in the competency framework are most important for them.

Please follow this link for the 2019 updated skills audits and matrix from the National Governance association.

<https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx>

Also see Appendix 9 on page 81 for the updated maintained school version

ii) Inspections (See section 7.3 of the Governance Handbook) (A&M)

a) Ofsted School Inspection Suspended (A&M)

Ofsted have suspended all inspections until January 2021

The July DfE guidance states the intention is for routine inspection to resume from January 2021, meaning inspections will remain suspended during the autumn term. However, they will continue with emergency regulatory and enforcement work as concerns are raised.

Instead, inspectors will be visiting a sample of schools from the end of September with a focus on schools that are currently in Special Measures and Requires Improvement, through a one-day visit, to *'discuss how they are managing return to education'*. These will be collaborative discussions, considering the curriculum and remote education expectations. Ofsted says that these 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'. They will not use the Education Inspection Framework until January 2021.

More details include:-

- identifying the barriers schools have faced and are still facing in managing the return to full education for pupils
- how leaders are ensuring pupils resume learning the school's extant curriculum, including the blend of classroom teaching and, where necessary, remote education
- how pupils are settling back into expected routines and behaviours
- how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this
- safeguarding
- how schools are spending the £650 million catch-up cash- see below

Whilst the visits will not result in formal judgements, *'a brief letter'* will be published following the visit, although at this stage it is not clear exactly what will be included, and how schools will be held to account with what the letter includes.

There are some key questions that have emerged as a result of this announcement, including how schools will be selected for these visits, and exactly how the information gathered will be used, although the guidance does make it clear that *'insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public.'*

For more information, see: <https://www.gov.uk/guidance/education-plans-from-september-2020>

Ofsted inspectors will check how schools are spending the £650 million catch-up cash

In July 2020 the government announced that schools will split £650 million in additional funding to support pupils who have fallen behind as a result of the coronavirus (COVID-19) pandemic.

Speaking in the House of Commons yesterday afternoon, Education Secretary Gavin Williamson said that he would be asking Ofsted to look at how the fund "has been implemented, and how children have been supported in their catch-up plans".

Mr Williamson added: "It's really important that we understand the vital role that Ofsted plays in making sure that we have strong accountability in schools."

b) Findings of school inspections under new framework

- After seven months of the new education inspection framework (EIF) in practice, Ofsted have released their main findings of schools outcomes. Following the coronavirus outbreak, most school inspections were suspended temporarily from March which Ofsted report has minimally impacted the main findings.
- Between September 2019 and March 2020, the findings show that of the schools inspected, 78% have been judged 'good' or 'outstanding' this academic year which marks a decrease for the first time in five years. The percentage of schools judged 'outstanding' also decreased by 3% compared to last year. The findings also showed that 41% had a higher outcome of personal development and 11% had a higher outcome for leadership and management.
- NGA followed the first term of the EIF in practice, collating feedback of those responsible for governance and analysed over 800 inspection reports which formed NGA's 'A view from the board: the Education Inspection Framework' study, identifying the role of governance under the new framework. More recently in the second episode of NGA's podcast platform, Governing Chatters, Chief Executive, Emma Knight, Director of Policy, Sam Henson and Policy and Information Officer Nina Sharma, discuss key findings and main recommendations from NGA's study

c) SIAMS Inspections

The DfE have lifted the requirements on schools and academies with a religious designation to conduct section 48 inspections, this means that these inspections are suspended until the DfE reimpose the requirement. There will therefore be no inspections for the foreseeable future. Probably this means that the requirement for section 48 inspections will not be reimposed until the spring term although we are still waiting for a further update from the Church of England Education Office.

10. Additional Information (A&M)

a) Government announces school rebuilding programme

In July 2020 the government announced a ten-year school rebuilding programme.

The programme which will start in 2020-21 with the first 50 projects, will be supported by over £1 billion in funding. These projects will be confirmed in the autumn, and construction on the first sites will begin from September 2021. Investment will be targeted at school buildings in the worst condition including substantial investment in the North and the Midlands.

Follow this link for more information

<https://www.gov.uk/government/news/pm-announces-transformative-school-rebuilding-programme>

b) New shadow secretary.... Kate Green has replaced Rebecca Long Bailey

c) Education Endowment Fund Toolkits

The EEF have many toolkits available to support teaching and learning. There are a variety of titles for link governors to refer to including Early Years, Pupil Premium and Closing the Attainment Gap.

Together, the Toolkits present over 40 approaches to improving teaching and learning, each summarised in terms of: its average impact on attainment; its cost and the strength of the evidence supporting it.

The Toolkits do not make definitive claims as to what *will* work to improve outcomes in a given school. Rather they provide high quality information about what is *likely to be beneficial* based on existing evidence.

They can be accessed by following this link.

<https://educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/>

d) Use of TikTok- online Platform

TikTok is a social media platform used to create and share short viral videos that are known for dance trends, catchy songs, lip-syncs and viral challenges

It is one of the fastest-growing social media platforms in the world, with over 8m users in the UK

Research indicates that children between the age of 5-15 spend more than 60mins per day using the platform.

Things to be aware of, which could pose a risk to your pupils:-

- There is no effective age verification or adequate filtering on the platform
- TikTok does not appear to be suitable for children, particularly younger children
- Even when 'restricted mode' is enabled, young people may still see inappropriate content. Onscreen text may depict inappropriate adult content which can be accessed by children. In some cases, comments involved requests for sexualised behaviour.

e) Grant/Funding Support

[The Institute of Physics](#) provides grants of **up to £600** for schools and colleges to promote physics. Application deadlines depend on when your school would like to run the project. The deadlines are 1 February and 1 November.

[Music for All](#) receives applications for individual grants and community project funding. There are 3 application deadlines per year: 1 February, 1 July and 1 November.

[The Society for the Promotion of Roman Studies](#) committee gives grants from **£50 to £600** to schools promoting the teaching of Latin and Roman studies. Grants are mainly for purchasing textbooks and resources, but they can also be for study days, especially if they benefit large numbers of children throughout the year. There are 3 deadlines per year: 1 February, 1 July and 1 November.

Further Bursaries and Funding Opportunities

Science, technology, engineering and maths (STEM)

[Royal Society of Chemistry](#) funds small educational projects in schools. Themes for the projects are about enhancing the learning and teaching of chemistry through buying equipment and running chemistry clubs. The society is encouraging projects that bring together schools, colleges and universities. The next deadline is 15 February and 15 May).

[The London Mathematical Society](#) has grants of **up to £400** available to support maths teachers' attendance at 1 or 2-day conferences and events. The grant can also be used to cover the cost of external trainers visiting schools. The next application deadline is (30 November 31 January and 30 April).

[The Microbiology Society](#) has announced grants of **up to £1,000** to schools to support relevant science teaching or promotion initiatives, or to support developments likely to lead to an improvement in the teaching of any aspect of microbiology. Applications are only open to members of the society, so check if any of your staff are members first. The deadlines are 1 October and 8 April.

[The Institute of Engineering and Technology](#) has a grant scheme for UK-based educational projects that support the increase of engineering knowledge among young people aged 5 to 19. There are 2 levels of funding available: awards of **up to £5,000** for standard applications, and a small number of awards of **up to £15,000** for projects that aim to make a bigger impact. The deadline is 19 October.

[The Waterloo Foundation](#) supports schools in **Wales** helping to increase STEM skills. It awards grants between **£5,000** and **£25,000**. There is **no deadline**.

The Armourers and Brasiers' Company provides grants to primary and secondary schools to promote science. [Primary schools](#) can apply for a **£600** grant. [Secondary schools](#) can apply for a **£1,000** grant. Applications are **currently closed**, but more details should be available soon.

Modern Foreign Languages

State-funded secondary schools that teach Mandarin can apply to the [Institute of Education's Mandarin Excellence Programme](#) for funding to support developing the school into a centre of excellence for the teaching of Mandarin. Schools that participate receive **at least £20,000** each year they recruit and keep pupils in the programme. Applications are now open for schools looking to join the programme from **September 2020**.

Religious Education (RE)

[The Allchurches Trust](#) awards grants designed to benefit Christian communities, supporting projects that help people reach their potential and address social needs. Small grants are from **£1,000 up to £15,000**. Applications are considered **at any time**.

Music, Heritage and Crafts Grants

The [Teacher Development Fund from the Paul Hamlyn Foundation](#) aims to support primary school arts-based teaching. It expects to offer around 6 grants of **up to £150,000** each year to partnerships between arts/cultural organisations and schools. Applications will open in **autumn 2020**.

[The Radcliffe Trust](#) offers grants principally in 2 sectors: music, and heritage and crafts. Grants generally have a value of **between £2,500 and £7,500**. There are two deadlines each year: 31 January and 14 September.

[The Universal Music UK Sound Foundation](#) award scheme supports schools to purchase musical instruments and equipment, and funds training opportunities for music teachers. Grants of **up to £1,500** are available. The next round of funding should take place in **October 2020**.

Sports

A number of grants are available to schools from Sport England. You can [find these here](#).

[The Football Foundation](#) offers grants for a range of improvements and equipment for football pitches.

Breakfast Clubs

[Magic Breakfast](#) is delivering the government's National School Breakfast Programme. If your school is in a disadvantaged area and meets the eligibility criteria, you can apply for support to start or improve your breakfast provision. From Autumn 2020, a revised programme will be offered to up to 650 schools not already benefiting from the NSBP, within disadvantaged communities, including the Department for Education's 12 opportunity areas. Schools will be offered breakfast delivery grants and deliveries of healthy food to ensure all children who need it can access breakfast, at home or at school.

The [breakfast club programme run by the Greggs Foundation](#) is open to all primary schools in England and Wales that meet the following criteria (there's a waiting list for new clubs but there's **no application deadline but there is a waiting list**):

- At least 40% of pupils at the school are eligible for free school meals
- The school can demonstrate a commitment to engaging parents or other volunteers
- The breakfast club will be offered for free to ensure all pupils can attend

[Kellogg's breakfast club grants programme](#) offers grants of up to £1,000 to schools in the UK to set up breakfast clubs for those children in most need. Applications are **now open**.

General Educational Projects

[The Wolfson Foundation](#) awards grants to state-funded secondary schools and sixth-form colleges for:

- New build, refurbishment or equipment projects related to the teaching of science and technology
- Information or communication technology for projects involving libraries, languages, music or arts

The minimum grant amount is **£15,000** and grants don't normally exceed **£100,000**. Please check the deadline dates in the website.

[The Garfield Weston Foundation](#) awards grants to educational projects. The foundation also supports arts, community, welfare, youth and environmental projects. Its 'regular grants' are for applications **below £100,000**, and its 'major grants' are for applications of **£100,000 or more**. Applications are accepted **at any time**.

[National Lottery Awards for All](#) offers funding from **£300 to £10,000** to support projects that:

- Shape the places and spaces that matter to communities
- Bring more people together and build strong relationships in and across communities
- Enable more people to fulfil their potential by working to address issues at the earliest possible stage

Funding is also available for [larger projects that are over £10,000](#). Applications are accepted **at any time**, but they're currently prioritising applications that support communities during coronavirus.

[Blue Spark Foundation](#) offers grants of **under £5,000** for projects that would help the education and development of children. Applications are accepted **at any time**. Grants have been given for:

- Physical assets (e.g. tablets, sports equipment, or lighting for stage productions)
- Services or facilities (e.g. sports coaching or music/drama tuition)
- Experiences (e.g. theatre visits)

The [UK Community Foundations](#) website has details and links to the 46 accredited community foundations in the UK, each of which has funding streams available that target particular issues in their geographical area.

[The Big Lottery Fund's Reaching Communities England](#) programme funds community improvement projects. It offers grants of **over £10,000** for up to 5 years. Applications can be submitted **at any time**, but they're currently prioritising applications that support communities during coronavirus.

[The Tree Council UK](#) is funding projects between **£300** and **£1,500** for planting trees and hedgerows. Strong applications will receive 100% of their planting costs. Applications are **now open**.

[The Naturesave Trust](#) considers applications for environmental projects that specifically address the promotion and implementation of sustainable development, environmental improvement and general 'green' issues. There are **no deadlines for applications** and there's no limit on the number of applications that can be made.

[The Nineveh Charitable Trust](#) offers grants to schools and other organisations for UK-based projects with an emphasis on promoting a better understanding of the countryside. Schools have applied for outdoor learning projects and school gardening developments with awards between **£1,000** and **£20,000**. There are **no deadline for applications** but these are discussed at the trustees' quarterly meetings.

[Grow Your Own Potatoes](#), a project aiming to teach primary school pupils about potatoes, offers free potato growing kits to schools that register. Registration for 2021 is **currently open**.

[BBC Children in Need](#) - there are 2 grants available, but applications for both are **currently closed**:

- [Small grants](#) for up to £10,000 a year for 3 years
- [Main grants](#) for more than £10,000 a year for 3 years

[BBC Children in Need - emergency essentials programme](#) is for children and young people who are facing exceptionally difficult circumstances. It's delivered by Family Fund Business Services, on behalf of the BBC. Applications can be submitted **at any time**.

Children with Special Educational Needs and Disabilities

[The Clothworkers' Foundation](#) offers capital funding for special schools that cater exclusively for pupils with physical and/or learning difficulties. Grants can be used for building renovations, or to purchase fixtures, fittings, equipment or vehicles. Applications can be submitted **at any time**.

[Variety, a children's charity](#), offers grants up to around **£6,000** for specialist equipment that will directly benefit or support children with disabilities. Applications can be submitted **at any time** but there is a limit of one application per year.

Freebies

Careers Education

[Founders4Schools](#) is a free service that helps schools to arrange for founders of successful businesses to visit their schools and inspire their students.

Talks from Leading Figures

[Speakers for Schools](#) offers secondary state schools the chance to apply to host a talk from an individual who has been successful in a particular field. All UK secondary state schools are eligible to apply.

Film Club

All state-funded schools in England are eligible to set up an [Into Film Club](#) to gain access to thousands of free films available for after-school clubs.

Entrance to English Heritage properties

[English Heritage](#) allows schools to book a free self-led visit to one of its 400+ properties.

Food Education

[Pizza Express](#) offers free visits to its restaurants for primary school classes, giving pupils the chance to learn about cooking and different ingredients, as well as to make a pizza.

Animal Welfare

[The Dogs Trust](#) offers free workshops linked to the National Curriculum for both primary and secondary pupils.

Tickets to Merlin Group attractions

The charity [Merlin's Magic Wand](#) offers tickets to Merlin Group attractions to young people with disabilities or health problems and young people from disadvantaged backgrounds.

Ebooks

The [Oxford Owl](#) website offers free tablet-friendly ebooks and resources for primary schools to support children's learning.

Trees

[The Woodland Trust](#) invites schools to apply for trees to plant in their grounds. It's currently taking applications for trees to be delivered in November 2020.

B&Q Community Re-use Scheme

[B&Q](#) runs a community re-use scheme across its stores, donating "unsellable products and materials" to be reused by local schools, other educational institutions and community groups.

Contact your local store directly to find out more.

APPENDICES

Appendix 1 Guidance for schools: coronavirus (COVID-19)

What school leaders, teachers and school staff need to do during the coronavirus (COVID-19) outbreak.

1. **Early years and childcare: coronavirus (COVID-19)** 17 June 2020
-

2. **Further and higher education: coronavirus (COVID-19)** 2 July 2020
-

3. **Local authority children's services: coronavirus (COVID-19)** 2 July 2020

Day-to-day running of a school

1. **Guidance for full opening: schools** 27 July 2020
 2. **Actions for schools during the coronavirus outbreak** 3 June 2020
-

Guidance

3. **Actions for educational and childcare settings to prepare for wider opening from 1 June 2020** 16 June 2020
-

Policy paper

4. **Preparing for the wider opening of schools from 1 June** 15 June 2020
-

Guidance

5. **Managing school premises during the coronavirus (COVID-19) outbreak** 7 July 2020
-

6. **Providing free school meals during the coronavirus (COVID-19) outbreak** 15 July 2020
-

7. **COVID Summer Food Fund** 13 July 2020
-

8. **Recording attendance during the coronavirus (COVID-19) outbreak** 28 May 2020
-

9. **School attendance: guidance for schools** 29 May 2020
-

10. **Changes to the school exclusion process during the coronavirus (COVID-19) outbreak** 29 May 2020

Safe working and protective measures

1. **(COVID-19): implementing protective measures in education and childcare settings** 1 June 2020
-

Guidance

2. **Safe working in education, childcare and children's social care** 21 July 2020
-

3. **Coronavirus (COVID-19): safer travel guidance for passengers** 25 July 2020

Safeguarding, vulnerable children and young people

1. **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers** 20 May 2020
-

2. **Supporting vulnerable children and young people during the (COVID-19) outbreak** 15 May 2020

Special educational needs and disability (SEND)

1. **Guidance for full opening: special schools and other specialist settings** 2 July 2020
-

Guidance

2. **Supporting children and young people with SEND as schools and colleges prepare for wider opening** 24 July 2020
-

3. **Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19)** 6 July 2020

Remote education and online learning

1. **Get technology support for children and schools during coronavirus (COVID-19)** 21 July 2020
-

Guidance

2. **Teaching during coronavirus (COVID-19)** 22 May 2020
-

3. **Online education resources for home learning** 24 June 2020

Finance and administration

1. **Coronavirus (COVID-19) catch-up premium** 20 July 2020
-

Guidance

2. **Changes to the admission appeals regulations during the coronavirus outbreak** 22 April 2020
-

3. **COVID-19: financial support for education, early years and children's social care** 9 July 2020
-

4. **Coronavirus (COVID-19): assessment processes for selective school admissions** 24 July 2020
-

5. **Coronavirus (COVID-19): changes to faith school admission arrangements** 24 July 2020
-

Accountability and data collections

1. [Coronavirus \(COVID-19\): reducing burdens on educational and care settings](#) 17 July 2020

2. [Coronavirus \(COVID-19\): school and college performance measures](#) 8 April 2020

3. [School governance update](#) 17 July 2020

Exams and assessments

1. [Taking exams during the coronavirus \(COVID-19\) outbreak](#) 13 July 2020

2. [Awarding qualifications in summer 2020](#) 27 July 2020

3. [School reports on pupil performance: guide for headteachers](#) 18 June 2020

Staffing

1. [Induction for newly qualified teachers during the coronavirus outbreak](#) 1 May 2020
2. [Coronavirus \(COVID-19\): initial teacher training \(ITT\)](#) 14 July 2020

Regulations or legislation

1. [Disapplication notice: school attendance legislation changes](#) 29 June 2020

Decision

2. [Disapplication notice: school inspections legislation changes](#) 9 June 2020

3. [Modification notice: school registration legislation changes](#) 29 June 2020

4. [Modification notice: education, health and care plans legislation changes](#) 29 June 2020

Appendix 2 Summary of Information for the Re-opening of Schools

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-COVID-19>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Risk

The guidance acknowledges that schools have already been busy assessing risk and implementing proportionate control measures to reduce the risk of infection on school premises.

Please be aware that the guidance stresses it is a legal requirement to revisit and update risk assessments for the autumn term

This includes a monitoring process that seeks to ensure controls are effective, working as planned and updated taking account of changes to public health advice. While this remains the responsibility of leaders, this should be shared with the governing board and there should be an ongoing conversation with the board regarding how robust the assessment is, with boards building in regular space on their agenda to review it.

Attendance

Attendance will once again be mandatory from September. This is an area that has already generated a significant amount of media attention and leaders, staff, and parents are understandably keen to understand how this will work in practice.

There are a few exceptions – if pupils are self-isolating in line with public health advice, if rates of infection rise in local areas and they are advised to shield as a result, and pupils in the care of public health professionals.

As we know parents could not be penalised or sanctioned for their child's non-attendance at school during lockdown itself, the government is clear the circumstances have now changed.

Absence fines will begin to be issued again in the autumn and headteachers continue to have legal discretion as to when to issue them as a last resort where there is no valid reason for absences.

There is likely to be some parents who remain reluctant to send their children to school, and governing boards will need to continue to work with leaders to ensure that communications going out to parents are clear and are as reassuring as they can possibly be. It is vital that parents are given the opportunity to share concerns and have their questions answered.

Parents and carers may also look to the governing board for reassurance and so boards should consider supporting the communications from the school. This could involve the co-signing of a letter that goes out to parents.

Governing boards should ask leaders what steps are being taken to encourage all children, and especially vulnerable children to attend school.

School Workforce

The guidance states from September, with the relaxation of shielding measures, the DfE expects that most staff will attend school, including those deemed clinically extremely vulnerable being advised they can return to work.

More guidance is expected on this pause in shielding, However, those in the most at risk categories are advised to take particular care while community transmission rates continue to fall.

School leaders are urged therefore to be flexible with how these staff are deployed. Schools may need to alter the way in which they deploy their staff and use existing staff more flexibly to welcome back all pupils with leaders encouraged to avoid increases in unnecessary and unmanageable workload burdens.

Staffing

Governing boards should also seek assurances that appropriate support is made available for pupils especially those with SEND, through the deployment of appropriate specialist staff.

There is a reminder that governing boards should be mindful of staff work-life balance and wellbeing; this means governing boards working with school leaders to ensure that leaders are doing all they can to explain the measures being put in place delivering strong, clear communication that provides staff with the confidence they need to carry out their roles.

The guidance also reminds governing boards of the key role employers play in providing a duty of care that takes account of mental health and wellbeing.

Clearly every school, and every member of school staff will have faced a different lockdown experience, some will be far more traumatic and difficult than others.

The logistical, safety and safeguarding issues attached to the full re-opening of schools may well increase levels of pressure and anxiety.

It is likely that your headteacher/CEO/principal will have reported on these issues from their operational perspective, but they may be less forthcoming about any personal issues and their own wellbeing.

Now is the time for governing boards to reflect how the culture of their school or trust promotes the wellbeing of everyone involved in making it what it is.

We encourage governing boards to consider their wellbeing strategy in the light of current circumstances

Extra-curricular Activity

Schools are encouraged to resume breakfast and after school provision, while it is recognised a degree of flexibility is needed as disruption may continue as the new academic year begins.

However, schools will need to consider carefully how after school provisions will work alongside wider protective measures, which means keeping children in year groups or bubbles “where possible”.

It is important that school leaders feel supported to set realistic expectations with stakeholders including parents. GBs will need to be mindful that initially there may be some disruption to extra-curricular activities, and this may lead to some disappointment from parents and pupils. Managing the expectations of all concerned may be stressful.

Delivery of the Curriculum

The guidance specifies that the curriculum should remain both broad and ambitious, and that means a wide range of subjects continue to be taught, and where remote education continues to be needed, it is of high quality and aligns closely with in-school provision.

In practice this means schools will need to continue to develop their capacity to engage in remote education where it is necessary. The government expects an ambitious curriculum to be in action from the start of the autumn term. The guidance acknowledges some schools may be considering revisions to their curriculum for the new academic year, and making use of, ‘*existing flexibilities*’ to create ‘*time to cover the most important missed content*’.

Governing boards should seek assurance from their leaders that the COVID-19 pandemic will be incorporated appropriately into the school’s curriculum, building pupils’ understanding of all its implications.

The aim is for everyone to return to the school’s normal curriculum in all subjects by the 2021 summer term. The essential role of the board in curriculum continues to be about providing confident, strategic leadership and robust accountability. It is crucial that the curriculum is responsive to the needs of learners –

all governing boards should continue to ask the question does the curriculum provide a rich and engaging learning experience.

Contingency Plans for Local Outbreaks

The guidance contains specific advice to be put in place regarding plans in the event of a local outbreak. The DfE will be involved in local discussions in the event of localised community spread and will provide support. The guidance states remote education plans should be in place for individuals or groups of self-isolating pupils.

Localised spread may result in the LA or PHE health protection team advising schools to close, in which case, schools will be expected to immediately have a plan for remote education to continue, with schools expected to build on recent experience and improve the quality of their existing offer by the end of September.

Governing boards should seek assurances from leaders that this is the case, and question how recent experience is being reviewed and how the remote education offer can be improved further.

Appendix 3 Governor Training Schedule

Chairs and Vice Chairs Briefings for Autumn Term 2020 – All session will be delivered as webinars

Date	Code	Time	Trainer
08/09/2020	GS-0920-T001	18:00-20:00	Mary Gale
14/09/2020	GS-0920-T002	18:00-20:00	Mary Gale
16/09/2020	GS-0920-T003	10:00-12:00	Mary Gale

Governor Training Calendar

Course Title	Date/Time	Course Code	Cost + VAT
WEBINAR – Clerks to School Governors Termly Briefing (Bronze Package subscribers)	03/09/2020 10:00 - 12:00	GS-0920-T006	
WEBINAR Clerk to School Governors Training - 4 x 0.5 days	15/09/2020 18/09/2020 21/09/2020 25/09/2020 09:00 - 12:00	GS-0920-T010	£450.00
WEBINAR - Headteacher's Performance Management for Governors	30/09/2020 13:00 - 15:00	GS-0920-T009	£99.00
WEBINAR - Welcome to Being a Governor Part 1	12/10/2020 13:00 – 15:00	GS-1020-T002	£99.00
WEBINAR - Training for the Role of Link Governor	13/10/2020 18:00 - 20:00	GS-1020-T006	£99.00
WEBINAR - Welcome to Being a Governor Part 1	14/10/2020 18:00 – 20:00	GS-1020-T003	£99.00
WEBINAR - Good Governance in Practice	22/10/2020 10:00 - 12:00	GS-1020-T005	£99.00
WEBINAR - Strategic Leadership for Governors	10/11/2020 10:00-12:00	GS-1120-T002	£99.00
WEBINAR - Training for the Role of Link Governor	12/11/2020 10:00 - 12:00	GS-1120-T001	£99.00
WEBINAR - Welcome to Being a Governor - Part 2	01/12/2020 10:00-12:00	GS-1220-T001	£99.00
WEBINAR - Welcome to Being a Governor – Part 2	08/12/2020 18:00 – 20:00	GS-1220-T003	£99.00

Finance for Governor training

These webinars will allow governors to understand their financial responsibilities, train them in how their school or academy is funded, and how to interpret financial reports in order to provide appropriate challenge to their schools.

Course Title	Date/Time	Venue	Cost + VAT
Finance for Maintained School Governors	On demand	Webinar available on https://www.educationspace.co.uk/finance-space/	£99.00
Finance for Academy Governors	On demand	Webinar available on https://www.educationspace.co.uk/finance-space/	£99.00

Appendix 4 Early Learning Goals (ELGs)

The government has confirmed changes to the early learning goals, which are used to assess pupils at the end of reception.

Here are the final ELGs, as set out in the Department for Education's [response to its consultation on the changes](#).

The reforms become statutory from September 2021.

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

2. Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

3. Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

4. Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

5. Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

6. Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

7. Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

8. Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9. Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

10. Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

11. Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

12. Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

13. Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

14. People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

15. The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

16. Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Appendix 5 XXXXXXXX PRIMARY SCHOOL EXAMPLE PAY COMMITTEE Terms of Reference

1 Membership

- 1.1 Chair of Governors, Chair of the Premises & Finance Committee, and two other governors (including at least one member of the Teaching & Learning Committee) appointed by the Full Governing Body (FGB)
- 1.2 There must be no overlap of membership between the Pay Committee and the Headteacher Appraisal Review Committee
- 1.3 The Headteacher (HT) will attend to provide recommendations to the Pay Committee but is not a member of the committee. The HT may not attend those parts of meetings when the HT's pay award is discussed. The Deputy Headteacher (DH) may deputise for the HT if the latter is unavailable.
- 1.4 The FGB will appoint a Chair for the committee from amongst the governor members at its Autumn Term meeting

2 Quorum

- 2.1 Three appointed governor members must be present to constitute a quorum; the HT (or DH if deputising) must also be present
- 2.2 The HT (or DH, if deputising) does not have a vote
- 2.3 In the event of a split decision, the Pay Committee Chair has the deciding vote

3 Meetings

- 3.1 Meetings will be scheduled to meet the committee's workload deadlines including review of *Pay Policy*, staff and headteacher pay awards, usually once in each of Term 1 and Term 2
- 3.2 Other meetings may be scheduled, if required

4 Main Areas of Responsibility

- 4.1 Implementation of the *Pay Policy* in a fair and objective manner and consideration of any individual representations that may be made in respect of pay decisions
- 4.2 Compliance with all statutory and contractual obligations, including notification of pay awards to all staff
- 4.3 Annual review of the *Pay Policy*, and recommendations of amendments to the FGB for its approval (preferably in Term 1)
- 4.4 Determination of annual pay uplift, using approval authority delegated by the FGB
- 4.5 Annual scrutiny of pay progression recommendations for each member of teaching staff (other than the HT), including sampling of the appraisal process and documents, based on the criteria set out in the school's *Appraisal Policy*, appraisal documents, and *Pay Policy*
- 4.6 Monitoring (through sampling) of the HT's appraisal and target setting for staff, to check that these are robust, fair and in line with the school's improvement priorities
- 4.7 Review of the recommendation from the Appraisal Review Committee for the headteacher's pay award
- 4.8 Clear recording of decisions made and reporting of these, confidentially and in summary where appropriate, to the Premises & Finance Committee and FGB

5 Procedures

- 5.1 The Clerk to Governors will be the committee clerk. NB: This will not be appropriate if the Clerk is a member of school staff, when alternative arrangements will be made.
- 5.2 Agenda and supporting papers for meetings will be circulated seven days in advance
- 5.3 Minutes will be circulated to Pay Committee members within ten days of the meeting, and will be filed confidentially
- 5.4 Decisions will be notified to the local authority, by the deadline set

- 5.5 Members of the Pay Committee will familiarise themselves with the school's *Appraisal Policy*, appraisal documents, and *Pay Policy*, and attend appropriate training, so as to be able to discharge their responsibilities properly
- 6 **Review**
- 6.1 The Pay Committee Chair, consulting with other Pay Committee members as appropriate, will review these Terms of Reference annually, and recommend amendments to the FGB for approval (usually at its Autumn Term meeting).

Appendix 6 A summary of key dates and actions relating to academy funding, finance and trust compliance with their funding agreement.

September 2020

- Trust action
- Complete and submit the 2020 budget forecast return three year (BFR3Y) by 29 September
- Information and published guidance
- Academies Financial Handbook 2020 comes into effect
- ESFA publishes key findings following the assurance work relating to academy trust financial statements, academy funding audits and financial management and governance reviews for the year 2019 to 2020

October 2020

- Trust action
- Complete autumn school census
- Land and buildings collection tool online form available
- Academies must publicly consult by 31 January 2021 on proposed changes to admission arrangements for entry in September 2022, or if they have not consulted in the past 7 years
- Information and published guidance
- ESFA publishes guidance and workbook for the 2019 to 2020 academies accounts return
- DfE issues guidance on the Condition Improvement Fund (CIF) 2021 to 2022
- Audited financial statements can be submitted from 15 October
- ESFA publishes the 16 to 19 revenue funding allocation data for 2020 to 2021
- Payment
- Second quarterly pupil premium payment for the 2020 to 2021 financial year

November 2020

- Trust action
- Deadline for new CIF applicants to register on the online portal
- Accounts return online form available
- Complete and submit the land and buildings collection tool
- Information and published guidance
- PE and sport premium conditions of grant and allocations issued for the 2020 to 2021 academic year
- Payment
- First payment of the teachers' pay grant and teachers' pension grant for the 2020 to 2021 academic year
- First payment of the PE and sport premium for the 2020 to 2021 academic year

December 2020

- Trust action
- Trusts submit their 2019 to 2020 audited financial statements, auditor's management letter, internal scrutiny annual summary reports and accounts submission coversheet by 31 December
- Deadline for CIF bids
- Announcement
- DfE announces the school's revenue funding settlement for the next academic/financial year (2021 to 2022)

January 2021

- Trust action
- Complete spring school census
- Complete and submit the audited accounts return
- Trusts publish their 2019 to 2020 audited financial statements on their website by 31 January
- Information and published guidance
- ESFA publishes outcomes of requests from LAs for changes to high needs places for the 2021 to 2022 academic year. Academies have 2 weeks to submit a query about the outcomes
- Payment
- Third quarterly pupil premium payment for the 2020 to 2021 financial year

February 2021

- Trust action
- Academies must determine their admission arrangements for entry in September 2022 by 28 Feb
- Academies must publish their admissions appeals timetable for 2021 on their website by 28 February
- Information and published guidance
- ESFA confirms exceptional 2020 to 2021 post-16 in-year growth outcomes
- ESFA issues guidance on 2021 to 2022 funding allocations for open academies
- ESFA issues 16 to 19 allocation calculation toolkits (ACT) containing funding factors and student numbers, to schools and academies

March 2021

- Trust action
- Academies must publish their admission arrangements for entry in September 2022 on their website and send a copy to their local authority by 15 March
- Trusts complete and submit the school resource management self-assessment tool (SRMSAT)
- Information and published guidance
- ESFA issues academy revenue funding allocations for 2021 to 2022, including 16 to 19 allocations (plus student support, 16 to 19 Bursary Fund and free meals in further education) where applicable
- ESFA publishes guidance and workbook for the budget forecast return outturn (BFRO) for 2021
- ESFA publishes the Academies Accounts Direction for 2020 to 2021

April 2021

- Trust action
- ESFA makes live the form for trusts to claim national non-domestic rates (NNDR) for the 2021 to 2022 financial year
- Budget forecast return outturn (BFRO) online form available
- 16 to 19 revenue funding allocation business case for major data errors deadline 30 April
- Information and published guidance
- ESFA publishes 16 to 19 funding regulations guidance and 16 to 19 funding rates and formula guidance for 2021 to 2022
- ESFA publishes 16 to 19 student support eligibility and guidance, including 16 to 19 Bursary Fund guidance
- DfE publishes the CIF 2021 to 2021 outcome
- Payment
- Final quarterly pupil premium payment for the 2020 to 2021 financial year

May 2021

- Trust action
- Complete summer school census
- Complete and submit the BFRO
- Trusts must submit their audited financial statements to Companies House within 9 months of the end of the accounting period which is 31 May
- Information and published guidance
- ESFA publishes guidance and workbook for the budget forecast return three year (BFR3Y) for 2021
- Payment
- Second payment of the teachers' pay grant and teachers' pension grant for the 2020 to 2021 academic year
- Final payment of the PE and sport premium for the 2020 to 2021 academic year

June 2021

- Trust action
- Budget forecast return three year (BFR3Y) online form available
- Information and published guidance
- ESFA publishes the 2021 to 2022 Academies Financial Handbook
- ESFA publishes the 16 to 19 sub-contracting controls guidance for 2021 to 2022

July 2021

- Trust action
- Complete and submit the BFR3Y
- Information and published guidance
- ESFA refreshes the 16 to 19 interactive census tool
- DfE publishes the academies sector annual report and accounts (SARA)
- Payment
- Final payment for universal infant free school meals for the 2020 to 2021 academic year

Appendix 7 Key Changes to the AFH September 2020

The key changes are as follows:

- Updated information about trustees including emphasis on robust governance [\[1.11\]](#)
- More about the clerk to the board [\[1.38\]](#)
- Links to information on good estates management [\[2.14\]](#)
- More about the requirements for producing management accounts including what they contain [\[2.18, 2.21 and 2.23\]](#)
- Explaining the board's review of executive pay includes other payments/benefits to such individuals [\[2.30 and 2.31\]](#)
- More information on gender pay gap reporting [\[2.32\]](#)
- More about ensuring senior employees are on payroll [\[2.33\]](#)
- Mandating a risk register [\[2.36\]](#)
- More about whistleblowing [\[2.41 to 2.46\]](#)
- More about notifying the Department of information about key individuals, including contact details for all members and trustees [\[2.51 to 2.55\]](#)
- Additional information to maintain internal scrutiny over controls and risks, including the role of the audit committee, and a new requirement to send an annual internal scrutiny report to ESFA [\[3.1 to 3.22\]](#), and [\[1.17\]](#)
- Emphasising trusts' audited accounts must be provided to the members [\[4.4\]](#)
- Emphasising the need for prior ESFA approval for certain financial transactions [\[5.1\]](#)
- Providing additional clarification on the reporting and approval of related party transactions [\[5.40 to 5.43\]](#)
- A requirement for trusts under a financial notice to improve to publish it on their website [\[6.15\]](#)
- Listing the delegated authorities revoked if under a financial notice to improve [\[6.17\]](#)
- More about how the Secretary of State may intervene over concerns about an individual managing an academy trust [\[6.19 to 6.23\]](#)
- Further links to supporting guidance so navigation is easier

Additional Key points

Members cannot be employees

The handbook states, effective from 1 March 2021, that members must not be employees of the trust, nor should they occupy staff establishment roles on an unpaid voluntary basis. This replaces the previous exception which allowed members to be employees if permitted by the trust's articles of association.

Trustees must maintain the trust as a going concern

As well as ensuring regularity and propriety in use of the trust's funds, and achieving economy, efficiency and effectiveness, trustees must also take ownership of the trust's financial sustainability and its ability to operate as a going concern.

Trusts should employ Chief Financial Officers with relevant accountancy qualifications

The updated handbook states that accounting officers and chief financial officers (CFOs) should be employed by the trust. A trust **must** obtain prior approval from the ESFA if it is proposing to appoint an accounting officer or CFO who will not be an employee.

Larger trusts are now being encouraged to consider the range of accountancy qualifications that are available from professional bodies and take this into account when filling CFO vacancies.

The handbook suggests that CFOs maintain CPD and undertake relevant training in their role – trusts can consider using the apprenticeship levy to support the professional development of finance staff.

Trusts must appoint a clerk

It is no longer a recommendation that trusts appoint a clerk; they are now **required** to appoint one to support the board of trustees. This individual must be someone other than a trustee, principal or chief executive of the trust.

Trusts cannot spend funds on alcohol

Unless intended for use in religious services, the handbook states that trusts' funds **must not** be used to purchase alcohol for consumption.

Number of employees whose benefits exceed £100,000 must be published online on the school website

While trusts already publish details of employee salaries in their annual accounts, they are now **required** to publish the number of employees whose benefits exceeded £100,000 on their websites too.

The information must be published in a separate, readily available form and in £10,000 bandings, as an extract from the disclosure in the trust's financial statements for the previous financial year.

Whistleblowing procedures must also be published online

Once trustees agree on a trust's whistleblowing procedure, they are now required to publish it on their website.

New responsibilities for the audit and risk committee regarding external audits

The audit and risk committee have a responsibility to advise trustees on undertaking external audits and analysing the findings from these audits. Page 35 of the handbook now includes a new list of responsibilities for the committee with regards to supporting trustees with external audit oversight.

The school resource management self-assessment tool must be completed

A new section in the handbook requires trusts to complete the 'School resource management self-assessment tool' and submit this to the ESFA before the specified annual deadline

Appendix 8 National Tutoring Programme

How is the NTP funded?

The Government is providing £350m to fund the NTP. In addition, resources are also being provided by the founding organisations and philanthropic and corporate partners to set up the organisation which will oversee the NTP.

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.

There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils.

There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.

The National Tutoring Programme (NTP) consists of two pillars;

- **NTP Partners:** through NTP Partners, schools will be able to access heavily subsidised tutoring from an approved list of tuition partners. These organisations – which will all be subject to quality, safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.
- **NTP Coaches:** through NTP Coaches, trained graduates will be employed by schools in the most disadvantaged areas to provide intensive catch-up support to their pupils, allowing teachers in these schools to focus on their classrooms.

The design of the National Tutoring Programme has been created through a collaboration between four charities, the Education Endowment Foundation (EEF), Sutton Trust, Impetus and Nesta. They will be involved in the initial delivery.

FAQs For Schools

How can my school get involved?

Opportunities for subsidised tutoring will be advertised by eligible tutoring organisations in your local area and through the NTP website, which is due to be launched soon.

Do I have to pay for tutoring through the NTP?

Yes, but it will be subsidised by up to 75%. This means that a school can buy a session that would normally cost £50, for £12. Schools are also free to use additional catch-up funding, announced by the Department for Education in 2020, to pay for the remainder of the cost.

Is the NTP just for disadvantaged pupils?

The NTP will be targeted to reach disadvantaged pupils eligible for the pupil premium. However, teachers and school leaders will be able to exercise their professional judgement to determine if tutoring is the right support for each pupil.

What type of tuition will the NTP provide?

We expect the NTP to fund small group tuition. In an open funding round, tuition organisations will be funded based on how well their delivery model fits the existing evidence base and other indicators of quality

and scalability. We know that tuition is most successful when teachers have input on the content of sessions. Given this, the NTP will aim to select organisations who have a good record of working with teachers.

Will tutoring be delivered during class time?

Schools will be able to decide whether to use tuition sessions in addition to their pupils' normal school day, or during their timetabled day.

Will tutoring be available for pupils in special schools or settings that provide alternative provision?

The aim is that tutoring will be available for pupils receiving state-funded education in whatever setting that is taking place.

Will the tutors be paid?

We expect to work with a range of existing organisations, some of whom pay their tutors and others who have a volunteering model. We're interested in assessing the efficacy of different models.

Who will the coaches be?

The coaches are likely to be mostly graduates with some experience in education or working with pupils. They will not all be qualified teachers but may be working towards an initial teacher training qualification. They will receive some initial training, and then be managed by their school.

Will the coaches be school staff?

Yes. The aim is that schools will treat coaches as part of their staff team, supporting and managing them to deliver additional academic coaching that is appropriate, timely, and linked to their curriculum.

Will coaches be leading classes?

No. Coaches are not expected to deliver whole-class teaching. They will mostly be providing one-to-one or small group support but can also provide in-class support to help them to understand the school's approach to teaching and its curriculum.

Appendix 9 Operating a trust as a going concern

Financial challenge issues for academy trustees

Short term finances (going concern)	Long term finances (financial sustainability)
Is the current year budget in deficit and, if so, how satisfied are you that steps are in place to recover the situation before reserves are exhausted?	What skills does the board have in relation to strategic financial management? What training is undertaken? How does the board ensure it remains up to date on financial issues?
Have we forgotten anything that would increase our outgoings, e.g. rises in TPS employer contribution rates, a rise in NI, the Apprenticeship Levy, etc.?	Do academy trustees understand the financial information they are looking at and how it has been derived? Is there consistency in reports to allow appropriate analysis for trends?
Does the budget for the current year break down into a monthly analysis of all incomings and outgoings?	What benchmarking has the academy trust undertaken both internally, year on year and with other similar schools and academies?
Do you understand the academy trust's scheme of delegation? Who has authority to spend? What measures are in place to monitor spend?	How strong is the challenge within the academy trust?
Has the budget taken into account pay progression (including accelerated progression) as well as any across the board salary increases?	Are the budgets produced broadly accurate over time and when significant variances arise, what actions were taken and were these effective?
Does the board receive cashflow forecasts regularly throughout the financial year showing actual cash surplus against predicted surplus?	Are resources allocated in line with the academy trust's strategic priorities?
Does the academy trust ensure that the CFO prepares a monthly trial balance and analysis of balances as well as income and expenditure?	When were the pupil forecast numbers used in the three or five-year budget forecast last reviewed/checked? How accurate were previous pupil forecasts?
Is there an analysis of academy trust creditors which demonstrates an understanding of when each obligation will need to be met?	Does the academy trust have a clear budget forecast, ideally for the next 3 or 5 years, identifying spending priorities and risks and sets how these will be mitigated?
Do we receive evidence of regular bank statements and always ensure that there are sufficient funds on hand in advance of major outgoings, e.g. payroll?	Do the reserves comply with the reserves policy? Are there sufficient reserves to cover major changes like re-structuring, and any risks identified in the budget forecasts?
Do we have sufficient liquid reserves on hand to ensure that we could meet most unexpected obligations?	Has the academy trust updated its Risk Register to reflect any identified funding issues?

Short term finances (going concern)

Long term finances (financial sustainability)

Would we be able to meet the costs of a catastrophic event through either reserves or insurance? How long would it take the insurer to pay out and what would happen in the meantime? Is this noted in the Risk Register?

What does the academy trust spend in respect of staffing when compared to other similar academies? How does the academy trust's outcomes – like value added – compare to other similar schools and academies relative to spend on staffing?

Are we taking full advantage of our suppliers' terms of trade with regard to invoice settlement?

What are the total staffing costs against total income? 80% and above of total income is usually considered high and possibility unsustainable long term.

Do we have a process in place for the ongoing review of all contracts to ensure that they continue to offer best value for money? Have any annual contracts or SLAs been allowed to "roll over" by default?

Is the academy trust making best use of its budget, including in relation to planning and delivery of the curriculum? Is the teaching contact ratio "efficient" and how does it compare to that of other comparable academy trusts?

Are we paying in advance for goods and services in circumstances where it is not obvious that there is any particular benefit to the academy trust (e.g. a discount)?

Does the academy plan its budgets on a "bottom up" (sometimes referred to as "zero-based") basis based on curriculum planning (i.e. the academy trust spending is in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget?

-

Are the academy trust's assets and financial resources being used efficiently? What evidence do you have to support this opinion?

-

How can better value for money be achieved?

-

What is the three-year trend regarding our reserves? Are they rising or falling?

Appendix 10 NGA Governing Board Skills Audit 2019 version

For governors, trustees of single academy trusts and academy committee members

Why this is important

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

Format and structure of the skills audit

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.

Trustees of multi academy trusts should use the version of the skills audit that has been produced for them, which can be accessed via this link.

How to use it

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

Governor Information Pack

Autumn Term 2020

Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	Yes	
	1	2	3	4	5
1. Strategic leadership					
Experience of being a governor/trustee in another school or being a board member in another sector.					
Experience of chairing a board/governing board or committee.					
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc. and education locally e.g. the types of school, local education issues etc.					
Knowledge and or experience of the community served by the school that can be useful to the board.					
Experience of strategic planning and translating a vision into clear objectives.					
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.					
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.					
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation.					
2. Accountability					
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.					
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.					
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.					
Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.					
General experience of financial planning, monitoring, decision making, compliance and control.					
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.					
General experience of human resource (HR) policy and processes outside of the school sector.					
Experience of human resource (HR) policy and processes within the school sector.					
General experience of preparing for and responding to inspection and oversight.					
Experience of inspection and oversight within the schools sector.					

3. People					
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.					
Capable of working alongside and of building strong, collaborative relationships with a range of personalities.					
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.					
4. Structures					
Clear and practical understanding of what the strategic role of a governing board is and how it is different from the management responsibilities that are carried out by the headteachers and senior leaders in the school.					
Experience of reviewing governance structures.					
5. Compliance					
Experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
Working knowledge of the legal duties and responsibilities of a governor e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).					
Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
6. Evaluation					
Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements.					
7. Positive contribution					
Aware of my strengths, weaknesses and am committed to personal development.					
Able to work as part of a team and build positive working relationships with different personality types.					
Honest, transparent and act with integrity.					
The ability and confidence to speak up when I have concerns e.g. about non-compliance.					

Existing governors/trustees only

What contribution do you feel you have made to the governing board over the past year?

Governor Information Pack

Autumn Term 2020



Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

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Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

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Entrust

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