

# **Governor Information Pack**

**ADDITIONAL INFORMATION  
Spring Term 2021**

**For use with the suggested School Governing Board Agenda**

© 2021 Entrust Support Services Limited

This document provides additional information for governors for the Spring Term 2021, but please note it is based on the latest advice available late December 2020. As you are all aware, we are in a fast-changing world so there may be subsequent updates.

You can sign up for updates from the DfE **Department for Education** <dfeschools@public.govdelivery.com>

## **Governance update    Recommended Agenda Item 8i Strategic Leadership**

Updates regarding the reopening of schools in the spring term and the impact on governance from January 2021 will be found by following these links

Full details can be found here: [DfE School Governance Update](https://www.gov.uk/government/publications/school-governance-update)  
<https://www.gov.uk/government/publications/school-governance-update>

[Coronavirus \(COVID-19\): Education and childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/coronavirus-covid-19/education-and-childcare)

### **Guidance and support**

Pupil wellbeing and safety  
Testing in schools, colleges and universities  
Home learning during coronavirus  
Exams and managing a school or early year setting  
Funding and support for education and childcare

During January 2021 there will be a **phased return to school** for secondary pupils...

- schools should take time in the week commencing 4 January to prepare to deliver testing of staff and pupils
- in the week commencing 4 January, secondary schools should only provide on-site education to vulnerable children and children of critical workers, and prioritise remote education to those in exam years
- in the week commencing 11 January, secondary schools should provide on-site education to vulnerable children, children of critical workers and those in exam years, and provide remote education to all other pupils
- from 18 January, all pupils should return to on-site education

### **Covid-19 Testing**

- Schools should have received the equipment to carry out testing in their secondary school in the week commencing 4<sup>th</sup> January 2021.
- Testing should be rolled out during week commencing 11 January with exam groups prioritised for testing and return to on-site provision.
- All other pupils should be tested over the course of the week commencing 11 January and all pupils should return to face-to-face education on 18th January.
- Pupils will be encouraged to have a test but should not be required to have had one as a condition of being allowed to return to school on 18 January.

## **Suggested priority tasks for Spring 2021 Strategic Section 1.1c Agenda Item 8i**

The main focus of the work of the board must be to secure school improvement and to ensure statutory compliance.

Governors must create robust accountability for executive leaders and be well equipped to ask the right questions. Governors need to have a clear understanding of the strengths and weaknesses of the school; they need to be influential in determining priorities for school improvement and have a clear role in monitoring progress and evaluating impact.

This spring schedule is intended to give an overview of governing board responsibilities and help you're your tasks. Some activities need to be completed by a specific date and suggestions have been made. Items in bold font are a statutory requirement.

**Maintained Schools:** GBs of maintained schools may delegate some of their decision-making powers either to committees or individuals.

**Academies:** Governors of academies should refer to their Articles of Association and Schemes of Delegation when deciding which of the items listed in this schedule relate to their work; items specific to academies are included and have been identified.

### **List of suggested tasks**

Issue statement on use of PE and Sport Premium (primary schools) on school website

Publish proposed admissions arrangements for subsequent academic years (schools that are admissions authorities) in good time to ensure transparent process

Review progress of School Development/Improvement Plan

Revise Staff Pay Policy and reflect on staff structure

Check Performance Management of teacher's mid-term reviews carried out or scheduled for next term

Performance Management of support staff

Review Charging and Letting/Remissions Policy

Start work on drafting budget for the coming year (maintained schools)

Review insurance arrangements

Monitor budget

SFVS to be submitted to LA by 31 March 2021 (Please note best practise of at least 6 monitoring sessions per year)

Schools financial value standard (SFVS) - GOV.UK ([www.gov.uk](http://www.gov.uk))

Review Health and Safety Self Audit Tools

Identify and prioritise work to be done on premises during new financial year

Review annual Health and Safety report to governors

Review pupil progress and attainment, including for groups and nongroups

Receive and discuss report on curriculum developments, especially in relation to teaching the national curriculum

Review quality of teaching through using HT report, making visits and by accessing external reports

Review and monitor specified curriculum areas based on SDP

Review progress of "disadvantaged" pupils and effectiveness of the use of Pupil Premium funding

Revise prospectus and/or new parent information on the school's website if a prospectus is published

Receive and discuss SEND information report.

Review Equality Objectives, set new ones if required and publish on website  
Monitor any actions from safe-guarding audit  
Monitor safeguarding in school by visiting in school day: talk to staff and children and monitor policies in practice  
Review British Values statement.  
Review of statutory policies on website  
Prepare governor skills audit for new governors

## **Teacher ratings of students' lost learning could be issued alongside grades next year to help level up the playing field for those who have been worst-hit by the pandemic, Ofqual's chief has told ministers. Agenda item 10. 1.3**

### **General assessment aspects**

Speaking to the education select committee today, Ofqual's interim chief regulator Dame Glenys Stacey said the rating system could be a traffic light red-green-amber rating system – but should not be “imported” into a pupil's grade, nor sit on their qualification certificate.

While the government has revealed measures to make exams more fair next year, including awarding more generous grades, they are still looking at ways to level up the playing field for pupils in hard-hit Covid areas who have missed more school this year. An expert group has been set up to look into a solution.

Stacey said today one solution, which Ofqual has suggested to ministers, is for teachers in individual subjects to “make some evaluation of that. It would need to be kept straight forward in order to be doable... [you] might be able to rate that in some way, RAG [red-amber-green] rate it or something”.

RAG ratings are used widely to summarise indicator values, where green usually means ‘favourable’, red ‘unfavourable’ and amber means ‘neutral’.

She said that could “sit alongside a qualification grade: the qualification grade could tell the user what knowledge and understanding on the subject that student had so that grade serves its purpose. Alongside it there could be another measure of differential lost learning.”

She said this should not appear on the grading certificate, though, because some students “wouldn't want their certificate to reflect that.

“And also there's a debate to be had about whether that's simply days lost to school as there will be students who've had few days lost, but will have lost a mother to Covid or looking after siblings because their mother is a key worker on shift.,” Stacey added. “There's a question over whether more qualitative information could be played in some way.”

But she said it was not “appropriate at all to try and compensate for that in the grading results... If we try to import that into the grading it would distort and confuse what the grade is about” because users wouldn't be able to “know what the student didn't know”.

“We're trying to protect the purpose of the qualification and the grade, but also absolutely recognise that more needs to be done to reflect the lost learning of this generation.” She added this was a “big job” for the expert group set to find a solution, as well as higher and further education providers in “recognising the unique experience that each student is having here, but we do need to protect what an examination and qualification is about”.

### **New chief regulator at Ofqual**

The new interim chief regulator at Ofqual has promised to work with the schools to ensure the “smooth-running” of exams next year, as well as supporting “innovation” in assessment.

It was confirmed that Simon Lebus will replace Dame Glenys Stacey from January 1 2021, and will stay in post until September 17. *Schools Week* revealed last month the former group chief executive at Cambridge Assessment, which runs exam board OCR, was set for the role.

Lebus said he will work with the sector to “ensure a smooth-running exam series in 2021 and to tackle important longer-term issues such as technical and vocational qualification reform and supporting innovation in assessment”.

Education Secretary Gavin Williamson said Lebus’ *“knowledge and experience will be vital as we work to make sure young people taking exams and qualifications in 2021 have the best possible chance to succeed”*.

## **Period products in schools. Agenda item 10- Health and Safety Well Being aspects**

[https://www.gov.uk/government/publications/period-products-in-schools-and-colleges?fbclid=IwAR3PoKqoMjoIEQ4xHe0EIR4DHFxF1bvi6qghVk8CvvC\\_ZG-nMkQ0yvGHir8](https://www.gov.uk/government/publications/period-products-in-schools-and-colleges?fbclid=IwAR3PoKqoMjoIEQ4xHe0EIR4DHFxF1bvi6qghVk8CvvC_ZG-nMkQ0yvGHir8)

This information was updated on 16<sup>th</sup> December 2020

No-one should be held back from accessing education due to their period. Last year we introduced the period product scheme to provide free period products for all learners who need them. This scheme will continue into 2021.

This means learners at all state-maintained schools and 16 to 19 education organisations in England will continue to 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, we have a contract 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

## **School funding boost confirmed for every local authority in England. Agenda item 9 Finance Accountability.**

On 17<sup>th</sup> December the DfE announced that there will be a £2.2 billion increase in core funding for schools next year. This is the second of a three-year cumulative £14 billion funding boost, compared to 2019-20, that gives school budgets their biggest increase in a decade.

The announcement states that every pupil in England will benefit from a funding boost. The allocations to local authorities, based on the most up to date numbers of pupils in each school, mean that the majority of local authorities will see increases of more than three per cent in the funding allocated per pupil.

Delivering on the Prime Minister's pledge, every school will get more money for every child – "levelling up" funding and helping to spread equality of opportunity for all. Every school is set to receive the new minima of £5,150 per-pupil funding for secondary schools next year, and £4,000 for primaries, up from the £5,000 and £3,750 which schools are receiving this year in the first year of the funding settlement.

Funding to cover increases to teacher pay and pensions worth £2 billion will also be included from 2021 rather than paid separately, reassuring schools that the funding will continue to be provided in their core budgets.

Extra funding for small and remote schools is increasing by more than 60% next year through the national funding formula, reflecting the financial challenges that these schools can face, and the unique role they play in local communities.

Follow this link for additional information.

[https://www.gov.uk/government/news/school-funding-boost-confirmed-for-every-local-authority-in-england?fbclid=IwAR0uX8vb-ZysRaeYGXy-VF1ZCR5UkRKcfqjB\\_UfRWCmamymeTWsH\\_Pbsso](https://www.gov.uk/government/news/school-funding-boost-confirmed-for-every-local-authority-in-england?fbclid=IwAR0uX8vb-ZysRaeYGXy-VF1ZCR5UkRKcfqjB_UfRWCmamymeTWsH_Pbsso)

## **Ofsted updated report. Agenda item 8 i**

<https://edexec.co.uk/ofsted-releases-autumn-visits-report/>

The Association of School and College Leaders and the National Education Union have commented on Ofsted's set of reports on the pandemic's impact on children and young people

Her Majesty's Chief Inspector praised education and social care staff for their hard work and resilience against all the odds, as Ofsted published the third and final set of reports looking at the effects of the COVID-19 pandemic on children and young people.

Amanda Spielman said: "Faced with all of these pressures, the education and social care sectors are showing considerable resilience and creativity to provide children and learners with the best experience they can ... And all of this is being done against the most challenging backdrop for staff in recent times. I would like to record my appreciation for everyone working in education and social care – from childminders and social workers to teachers and college tutors."

Ofsted inspectors have carried out nearly 2,000 visits to education and social care providers during the autumn term. The reports reflect on the experiences of leaders working in schools, further education and skills, early years, social care and Special Education Needs and Disability (SEND).

Inspectors heard that repeated absences due to COVID-19 outbreaks have resulted in pupils losing more learning. Many children are thought to be at least six months behind where they should be. And for a significant number of pupils, repeated periods of self-isolation have chipped away at the progress they have been able to make since September.

The reports find that in just over half of the schools visited, pupils in bubbles were sent home to self-isolate at some point during the term, with more children sent home in bubbles from secondary schools than primaries. Some schools were extensively affected by COVID-19-related absence. And a few school leaders said that a significant proportion of their pupils had to self-isolate on two or three separate occasions.

Inspectors found schools were having to provide meaningful remote education under two distinct circumstances – bubble isolation and individual isolation. Many schools were making real progress with remote provision for bubbles, which often included live or pre-recorded online lessons. However, pupils who were self-isolating individually for a fortnight at a time often had a poorer experience. Whole bubbles can more easily be kept up to speed with the planned curriculum while they work from home, but isolating

individuals often miss out on the new content being taught to peers in class, instead doing revision at home. For these children, the loss of learning they experienced in the summer is being repeated.

Geoff Barton, general secretary of the Association of School and College Leaders, commented: *"We echo the praise of the Chief Inspector for the fantastic work of education and social care staff during the COVID pandemic."*

*"Schools and colleges have worked tirelessly and under very difficult circumstances to simultaneously deliver classroom learning, remote education, and catch-up provision, all while managing COVID safety procedures."*

*"Unfortunately, we do not think they have been well-supported by the government. During this term, schools and colleges have experienced significant problems in accessing COVID tests, difficulties in obtaining timely public health advice, insufficient support for financial costs associated with COVID, and a shortfall in laptops."*

*"To cap it all, the government not only refused to give schools any flexibility over whether to move to remote education in the final week of term in the best interests of staff and pupils but threatened them with legal action if they dared to contemplate such a move."*

*"We hope the government has learned lessons and that its support for schools and colleges will improve next term."*

Nansi Ellis, assistant general secretary of the National Education Union, added: *"It is hugely concerning that Special Education Needs and Disabilities (SEND) children are not doing as well as their peers in terms of coping with remote learning. However, the playing field is not level in terms of students having access to IT equipment at home. Many SEND students will require assistive technology and programmes which schools are unable to provide. We know that repeated periods of isolation will be harmful to students in general, but particularly for those with SEND, and that the lack of access to external support services, such as speech & language therapies and delays to assessment processes and EHC plans, is having a harmful effect on young people. This again is not the fault of schools, but of a government which is consistently underfunding SEND support. Ensuring every child gets the education they deserve and need cannot be done on the cheap."*

*"We are concerned that more children are being taken out of school to be home-schooled because of parental concerns about COVID safety, increasing unsupported mental health issues and undiagnosed special needs due to CAMHS and local authority services cuts. Many parents of pupils who need mental health support and do not get it remove their children due to fears of being fined or worse. We agree that Ofsted is right to be concerned about these out of sight students and believe that they should be pressing the government to improve mental health services and support to these schools, young people and families, many of whom have reached a crisis point made worse by COVID."*

## **Ofsted update**

The chief inspector of schools, Amanda Spielman, has said Ofsted is not expecting to resume graded inspections in January.

Speaking at the launch of the inspectorate's latest annual report, Amanda Spielman said Ofsted needed to *"take account of the national situation, and we've always said that the timing and form of our return was under review"*.

Following the announcement of school closures in March, routine Ofsted inspections were halted. Since September, Ofsted has launched a programme of ungraded visits to schools this term, which moved online during the second national lockdown.

It was assumed inspections would resume in January, but with high numbers of coronavirus cases across the country, the government has come under pressure to postpone their reintroduction.



*“We need to take account of the national situation, and we’ve always said that the timing and form of our return was under review. We do understand what teachers are going through.”*

This news means Ofsted’s school visits will no longer be graded in January, giving teachers the opportunity to focus on catching pupils up on the curriculum.

Ms Spielman added that when inspectors return, they will *“not be looking at the challenges of the lockdown and we will not be expecting people to have performed miracles, but rather to have done their best in the circumstances”*.

The DfE is yet to announce when Ofsted will resume giving grades to schools; however, an announcement outlining Ofsted’s return is expected soon.

In the interim, Ofsted will conduct supportive monitoring inspections to those schools and colleges currently judged “inadequate” and some that “require improvement”. These inspections will focus on important issues like curriculum, remote education and pupil attendance, particularly of vulnerable children.

Ofsted will also continue to have the power to inspect a school, further education or early years provider, if they have serious concerns, including about safeguarding and remote education.

### **Remote learning to be assessed by Ofsted**

Ofsted inspectors will now factor in remote learning within their school assessments when full inspections resume.

Ofsted’s acting national director of education, Chris Russell, reassured schools that they can still ask to defer if they are managing a coronavirus “situation”.

Mr Russell said Ofsted’s findings on remote learning could form part of the assessment it makes regarding the quality of education at a school.

Mr Russell confirmed that remote learning would not be considered as a separate area. He said: “We want to look at it as part of that delivery.

“And just like you would look at face-to-face teaching and what that is doing to ensure the curriculum is delivered, well similarly, what contribution is remote learning making to that?”

He added that Ofsted would be realistic and understand that remote learning was “not the same as having a teacher in the classroom with young people sitting in front of them”.

## **Communication Further information section**

### **Do we keep parents informed and take account of their views?**

- a) Are we meeting the statutory requirements on publishing information?
- b) How does the school communicate with parents?
  - i. How often? Who? For what purpose?
  - ii. How good is the school website as a source of information for parents? How do you know and how could it be improved?
  - iii. Should the governing body be communicating with parents?
- c) Do we ensure that parents are made aware of any changes taken place in school?
- d) When and how were parents last asked for their views about the school?
  - i. What did the results show?
  - ii. What action was taken as a result?
- e) How does the school development plan take account of parents’ views?
- f) Is it easy for parents to get in touch with the school?
- g) Are parents directed toward Ofsted’s parent view website?
- h) What is done to encourage parents to help their children learn?



- i. What is the school doing to provide support to/for parents to do this?
- i) How are parents informed about their child's behaviour (bad/good) and what methods are used to engage them (parents)?
- j) Why are parents choosing – or not choosing – our school?
- i. How do you know that? Are there better ways of learning this?
- k) Why do children leave the school before their final year?
- l) How do you know that? Are there better ways of learning this?
- m) Should governors be carrying out focus groups to find out more?
- n) What complaints have we had from parents and what action was taken as a result?

## **Extra measures to support students ahead of next summer's 2021 exams. Agenda Item 10 1.3 General assessment.**

Students sitting exams and other assessments next year in summer 2021 will benefit from a package of exceptional measures to make them as fair as possible and manage the disruption caused by Covid-19, Education Secretary Gavin Williamson announced on 3 December.

In recognition of the challenges faced by students grades will be more generous, students will be given advance notice of some topic areas, and steps will be taken to ensure every student receives a grade, even if they miss a paper due to self-isolation or illness.

The Government has been clear that exams are the fairest way to judge a student's performance and has made keeping schools and colleges open a national priority throughout the pandemic in order to minimise disruption to education.

Building on the three-week delay to exams to free up extra teaching time announced in October, the new measures include:

- more generous grading than usual, in line with national outcomes from 2020, so students this year are not disadvantaged;
- students receiving advance notice of some topic areas covered in GCSE, AS and A levels to focus revision;
- exam aids - like formula sheets - provided in some exams giving students more confidence and reducing the amount of information they need to memorise;
- additional exams to give students a second chance to sit a paper if the main exams or assessments are missed due to illness or self-isolation; and
- a new expert group to look at differential learning and monitor the variation in the impact of the pandemic on students across the country.

The measures recognise that while teachers have gone above and beyond to support their pupils during a difficult period, some young people have had their teaching disrupted more than others and will need extra support to catch up on the curriculum and achieve their potential in exams.

In these instances, receiving advance notice of some topic areas and being given exam aids will support students and ensure they can move on to their next stage of education, training or employment with the grades they deserve.

Students taking vocational and technical qualifications will also see adaptations to ensure parity between general and vocational qualifications. Some vocational qualifications will require more varied adaptations due to the different qualification types.

The Government has also developed a series of contingency measures with Ofqual that will mean, even if students miss one or more exams due to self-isolation or sickness but have still completed a proportion of their qualification they will still receive a grade.

If a student misses all their assessments in a subject, they will have the opportunity to sit a contingency paper held shortly after the main exams. In the extreme case where a student has a legitimate reason to miss all their papers, then a validated teacher informed assessment can be used, only once all chances to sit an exam have passed.

The Government will set out further detail on this process, and on adaptations to exams, in the new year.

Test and exam results will not be included in performance tables this year, and instead will be replaced by attendance information, and student destinations and the subjects taken at key stage 4 and 5.

These changes take account of the challenges posed by the pandemic but will ensure parents still have access to vital information about their local school.

The Government has also reviewed remote education guidance and published updated expectations to provide further clarity for schools, colleges, parents and pupils. Primary schools are expected to provide a minimum of three hours a day on average of remote education, with secondary schools expected to provide at least four hours' worth.

Similar expectations will apply for colleges and other further education providers which take into account the sector's role in delivering both academic and technical provision.

For primary assessments, key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2 will be removed for one year, in recognition of the challenges posed by the pandemic. For primary assessments, key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2 will be removed for one year, in recognition of the challenges posed by the pandemic.

Schools can take a [flexible approach](#) to the administration of the key stage 2 tests and phonics screening check, by extending the original timetable by a week, until 26 May and 25 June, respectively.

Although primary performance data will not be published, teacher assessment in English reading, writing and mathematics at key stage 1, and all other assessments at key stage 2, will remain. These measures will help to understand pupils' lost time in education and support those that need it most, providing vital information to parents and assisting with pupils' transition to secondary schools.

Follow this link for further information

[2021 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](#)

## **Universal Covid-19 catch up premium funding. Agenda item 9 Section 2 & 3.**

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs.

Schools do not need to spend the funds in the financial year beginning 1 April 2020 and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's 'School Planning Guide 2020-21' template, may help schools to develop their plans for the premium. Follow this link for more information

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Please note that the ESFA has published its provisional allocations for the catch-up premium for the 2020/2021 academic year.

Follow this link for additional information

[Coronavirus \(COVID-19\) catch-up premium: provisional allocations - GOV.UK \(www.gov.uk\)](#)

## **Replacement of the Erasmus scheme. Agenda Item 10 Well Being section**

The Erasmus Student support scheme -the popular EU-funded student exchange programme that gives opportunities for young people to study at universities across Europe is to cease as a result of leaving the EU. The UK government has decided not to continue to participate in Erasmus after costs could not be agreed with the EU.

Instead, Mr Johnson has announced that Britain will launch its own equivalent of Erasmus, to be named after the British computing pioneer, Alan Turing.

But what will be the cost of that? We don't yet know.

It has been reported that the new scheme is not expected to fund students coming to the UK, as Erasmus does now, which suggests British universities will miss out on a source of income.

Watch this space!!!

## **DfE to establish new 'Institute of Teaching' to train up to 1,000 teachers a year. Agenda Item 10 Section 4.1 Training section**

This new organisation, which will receive some of the £22 million allocated for improving teacher quality at the last spending review, will begin offering initial teacher training courses from September 2022, and will also deliver the government's early career framework for new teachers, as well as national professional qualifications for more experienced staff.

The Department for Education has also confirmed today that its review of the initial teacher training market will be rebooted.

According to the government, the new Institute of Teaching will provide *"lifelong training and development for teachers"* through *"at least four regional campuses"*.

*The training is "likely to be delivered through a blend of online, face-to-face and school-based means".*

At its full capacity, the institute is expected to train around 1,000 ITT trainees, 2,000 early career teachers, 2,000 mentors and 1,000 national professional qualification participants each year, the government has said.

However, the rationale for the new Institute has been questioned by teacher trainers.

The announcement comes during a period of large-scale upheaval in the initial teacher training sector.

The DfE published its recruitment and retention strategy in 2019, pledging a raft of measures including more off-timetable support for new teachers. A new ITT framework was published later that year, which set

out a minimum entitlement for trainee teachers and placed a duty on providers and their partner schools to meet this entitlement.

The DfE has said it will seek bids from organisations wanting to run the new Institute in “*early 2021*”, with a contract expected to be awarded later in the year.

The Institute’s delivery of teacher training, early career framework reforms and NPQs will be funded “*in the same way, and to the same level, as other providers in the market*”. ITT delivery will be funded through tuition fees and bursaries, while ECF and NPQ delivery will be funded by the DfE on a “per-participant basis”.

The DfE has also said that schools not eligible for NPQ scholarship “*may pay the Institute for their staff to attend its NPQ training courses*”, and that additional programme funding will be provided by the government “*to support the costs of building and sharing best practice in teacher development delivery*”

## **Children’s Task and Finish Group: update to 4<sup>th</sup> Nov 2020 paper on children, schools and transmission- Covid-19 update.**

<https://www.gov.uk/government/publications/tfc-children-and-transmission-update-paper-17-december-2020>

This paper provides an updated view on evidence relating to children and schools from the Children’s Task and Finish group