

Governor Information Pack

**ADDITIONAL INFORMATION
Autumn Term 2020**

For use with the suggested School Governing Board Agenda

This document provides additional information for governors for the Autumn Term, but please note it is based on the latest advice available as at late August 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** <dfe@public.govdelivery.com>

Section 4 Strategic Leadership (Page 10 in the GIP)

Any further updates regarding the reopening of schools and the impact on governance for September 2020 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>

Return to school- active travel support DfE Statement

The recent COVID-19 restrictions have profoundly impacted the way people live, work and travel as evidenced by the public's desire to be more active, and the rise in popularity of cycling and walking (Sport England, 2020). Now, we can embed those changes in people's travel behaviour, increase active travel, and transform permanently how many people move around, particularly in towns and cities. We do not underestimate the challenge of achieving lasting behaviour changes – and we will need to ensure that understanding of transport users' needs, motivations and behaviours is central to what we do, in order to maximise our chances of success.

The latest Office for National Statistics show there is growing confidence among parents that their children will return to school in September, testament to the hard work of school staff putting in place safety measures. The launch of the campaign comes as the government delivers over £40 million in funding for local transport authorities to create alternative dedicated school transport to alleviate pressure on public transport. New guidance to support local authorities to manage capacity and reduce risk on school transport was published this week. Over £700 million has also been provided or pledged to bus and light rail operators during the pandemic, to keep services running despite reduced capacity. Students and staff who have the option to walk or cycle to get to school are encouraged to do so. The government recently announced £2 billion of investment to increase active travel, as well as publishing its [new Cycling and Walking Plan](#).

Follow this link for more information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904146/gear-change-a-bold-vision-for-cycling-and-walking.pdf

Accountability (Page 12 in the GIP)

Phonics test

Schools may be asked to administer a phonics screening check for year 2 pupils in the autumn, after the June test was missed because of coronavirus.

The Standards and Testing Agency announced in its most recent update for schools that it is proposing an autumn check to avoid all year 2 pupils having to take the test in June next year. Under the normal system, pupils who don't meet the expected standard or miss the test in year 1 take it again the following summer. But partial school closures meant the check did not go ahead for pupils currently in year 1 last month.

In its update, the STA said its current proposal, which is subject to *“the necessary legislation being made”*, is that schools will administer *“a past version of the check”* to year 2 pupils *“during the second half of the 2020 autumn term”*. *“Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.”*

Schools will have *“flexibility to decide when they administer the check within the second half of the 2020 autumn term”*, the STA said, and can choose which version of the check they use from past materials, which are already available online. Schools will then be required to report their year 2 pupils' check scores to their local authority and local authorities will then submit this data to the DfE. However, the data from the autumn check will only be used to see which pupils have not met the expected standard and will not be added to the government's *“analyse school performance”* dataset.

Schools should *“use the assessment outcomes to help inform their own teaching and support to pupils”*, the STA said.

Incoming year 3 pupils who had been due to take the check in June will not be required to take the autumn check, but schools are *“expected to maintain a programme of support for these pupils, which should be informed by formative assessment”*.

The STA said further guidance will be published in September so..... watch this space.

GCSE and A/AS level results information

The National Governance Association have issued a statement about the exam results
Follow this link for more information

https://www.nga.org.uk/News/NGA-News/August-2020/Statement-on-A-level-and-GCSE-results.aspx?fbclid=IwAR0Xok90tyG8hwr8yTLgrljo1mRH74P5c_jtfOQNo1Aeaxn1cT4dCW3ormo

Centre assessment grades used for GCSE and A/AS level results

https://www.gov.uk/government/news/gcse-and-a-level-students-to-receive-centre-assessment-grades?utm_medium=email&utm_source=govdelivery

You will be aware that on Monday 17 August, Ofqual and the Government confirmed that students in England will receive centre assessment grades for GCSE results and previous A and AS level results.

Students who received their GCSE results were informed of their grades (which are either their centre assessment grades or their calculated grades if higher) by their school or college. Students who received their A or AS level results on 13 August were reissued their centre assessment grades. If students' calculated A/AS level grades were higher than their centre assessment grades, their calculated grades will stand

Ofqual had consulted on and implemented a standardisation process for exam results this summer, but the system resulted in too many inconsistent and unfair outcomes for A and AS level students. It became clear that the algorithm revealed a number of anomalies that had not been anticipated by Ofqual and which severely undermined confidence in the system. Subsequently, the Government and Ofqual jointly agreed to revert to centre assessment grades, which are the grades which schools and colleges assessed students were most likely to have achieved, had exams gone ahead. This was deemed to be the fairest approach to avoid some students receiving grades that did not reflect their prior performance.

To ensure students can progress to higher education, the Government intends to remove temporary student number controls which had been introduced for the coming academic year

The Government recognises the move to centre assessment grades will have implications for universities and students, and therefore intends to remove student number controls. The move will help to prioritise students' interests and ensure that there are no barriers to students being able to progress.

Students who previously missed their offer and will now meet it on the basis of their centre assessment grade should get in contact with the university. Those who have accepted an offer will be able to release themselves if they have another offer reinstated

What about BTEC or other Vocational and Technical Qualification (VTQ) results?

Vocational and technical results, such as BTECs and Cambridge Technicals, were rightly assessed differently to A levels. The statistical approach used for A levels was not generally used for VTQs as results generally took into account other factors such as coursework already completed.

Those awarding organisations have decided to take more time in order to make absolutely certain no student is inadvertently worse off due to changes in how grades are assessed.

Critically, no student will see their result downgraded as a result of this review, so any results already issued will either stay the same or improve. The relevant awarding organisations have assured us that students will receive their results as soon as possible.

FAQs

Can a centre assessment grade be appealed?

A centre assessment grade can be appealed where there has been an administrative **error**. Students who have evidence of bias or discrimination can go through the normal complaints procedure at the centre or complain to the exam board, which could investigate potential malpractice. Students cannot otherwise appeal against the judgement of their school or college. Any students who are unhappy with their grades also have the opportunity to sit exams in the autumn.

Can students still use their mock exam grade if that is higher than their calculated grade or centre assessment grade?

No – the move to centre assessment grades means that the ability to appeal on the basis of a valid mock result is no longer available. Centre assessment grades were put together by schools and colleges taking into account the full range of evidence about students' performance, including mock results, and were signed off by the Head of Centre as honestly and fairly representing the grades that students would have been most likely to achieve if they had sat their exams as planned. Appeals are only allowed against centre assessment grades where there has been an administrative error.

Will there still be an examination series in the autumn for students not happy with their results?

Yes. Students will have the opportunity to sit exams in the autumn if they were not able to receive grades this summer or are not happy with the grades they have received. Schools will get financial and practical support to run these exams in the autumn term

Support with paying fees

The awarding organisations are responsible for their own approach to charging fees for exams. We anticipate that they will charge fees for autumn exams in the usual way. However, the government is clear that given the unique circumstances in which the autumn exams are being run, students themselves and their families should not have to meet the cost of fees if they want to enter. Schools and colleges should not face additional costs for fees, over and above what they would have paid had summer exams gone ahead.

The DfE expect schools to pay fees for students whom they are entering for autumn exams, whether or not those students are on their roll. The DfE Exam Support Service will provide funding if needed to ensure that schools and colleges do not incur a net loss, taking their autumn fees and any rebates/credit notes they receive in respect of summer exams together

Follow this link for more information about the autumn term exams

https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series?utm_medium=email&utm_source=govdelivery

Exams 2021: GCSE changes, subject by subject August 2020

The exams regulator Ofqual has confirmed the changes that will be made to GCSE assessments next year.

The decisions were [published in the outcome](#) to a consultation on the proposals for exams in 2021, which was drawn up in response to concerns about the continuing impact of coronavirus.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/906173/Consultation_decisions_-_proposed_changes_to_the_assessment_of_GCSEs_AS_and_A_levels_in_2021.pdf

The changes address concerns that pupils may have missed out on learning, and to enable certain assessments to go ahead in a way that allows for maximum social distancing, for example by reducing the need for group performances. Here is a list of the changes by each GCSE subject. There will be no changes to Biblical Hebrew, business, classical civilisation, classical Greek, economics, electronics, Latin, maths, psychology, religious studies (including short course), sociology or statistics. For a number of the subjects below, it is now up to the exam boards to clarify their individual requirements for the schools that use them.

Art and design Assessment will be based on portfolio only, with exam boards permitted to carry out moderation of photographic or digital portfolios.

Biology, chemistry, physics, combined science Pupils will be able to cover required apparatus and techniques through observations of demonstrations or simulations.

Citizenship studies Exam boards will be required to provide guidance on citizenship action in the context of public health restrictions.

Computer science Pupils will be allowed to undertake their programming project in unsupervised time.

Dance For the performance assessment, pupils won't be required to perform as part of a group, and will be assessed via a complete "unedited audio-visual recording of the performed dances from the perspective of the audience". For the choreography assessment, exam boards will be able to accept "alternative evidence to illustrate the intended final piece, the choreographic intent and how that was developed". Exam boards will "provide clarification" about their requirements.

Design and technology Exam boards will be able to accept mock-ups and/or "clear and detailed intentions of prototypes". The boards will "provide clarification" about their requirements. Demonstration of using machinery, tools and processes will be permitted.

Drama Live performance statement will be satisfied through "streamed or recorded performances", and exam boards will be able to accept "alternative evidence" to illustrate pupils' intended devised performance. For text-based performances, exam boards will be allowed to accept either a complete and unedited audio-visual recording or a "presentation of each discrete aspect/each student's individual contribution". For both NEA elements, participation in a monologue will be permitted. Exam boards will "provide clarification" about their requirements.

Engineering Exam boards will be able to accept "clear and detailed intentions of prototypes" and pupils will be allowed to observe demonstration of using machinery, tools and processes.

English language There will be no requirement for recordings of spoken language assessment for exam board monitoring. Instead, the assessment will be allowed to take place before a single teacher representing an "audience". Spoken assessments can also be taken at any time during the course and "by virtual means".

English literature Schools will be given a choice of topics on which students have to answer questions in exams. A Shakespeare play will make up a “minimum common core”, which all pupils will be assessed on, and schools will be able to choose two more options from poetry, 19th century novel and fiction/drama from the British Isles from 1914. However, the document states that exam boards can add to the core “if they wish”.

Film studies Exam boards will be able to accept a prototype or mock-up, with supporting evidence, of an extract from a genre-based film or a genre-based screenplay with shooting script, as long as they are in response to an exam board set brief and include evaluative analysis of the pupil’s own work. Exam boards will “provide clarification” about their requirements.

Food preparation and nutrition NEA1 will be removed, and earlier release of NEA2 will be permitted. Requirements for NEA2 will be reduced to two dishes to be completed within three hours (not two as originally proposed), to allow for students to use “complex processes such as baking, lamination, making ice-cream and to accommodate public health restrictions”.

Geography Schools will no longer have to make a written statement declaring that pupils have been given the opportunity to undertake two days of fieldwork. Pupils will also not have to answer questions in the exam relating to their own fieldwork experience.

Geology As with geography, schools will no longer have to make a written statement declaring that pupils have been given the opportunity to undertake two days of geology fieldwork.

History Schools will be given a choice of topics on which students have to answer questions in exams. As with English literature, there will be a core topic identified for each specification, but schools will have choices beyond that.

Media studies Exam boards will be allowed to accept a prototype or mock-up, with supporting evidence, of an individual media production in response to an exam board set brief. Boards will “provide clarification” about their requirements.

Modern foreign languages Ofqual is removing the requirement for assessments to use words outside vocabulary lists, and will “permit glossing where necessary whilst maintaining level of knowledge and accuracy needed for the highest grades”. The spoken-language assessment will be an endorsement reported on a three-point scale (pass, merit, distinction) and will be assessed by teachers during the course of study. Exam boards will also be allowed to include an additional optional question in the writing assessment “which would enable students to focus on fewer themes in their writing”.

Music For the performance assessment, there will be no requirement for pupils to perform as part of an ensemble. Pupils will need to submit a complete and unedited recording of their live performances, and the score or lead sheet for that performance “where available”.

For the composition assessment, the composition may be in response to an exam board brief or freely-composed, and pupils will have to submit a “complete recording” of each composition with a score, lead sheet or written account of the composition produced by the pupil. However, the pupil does not have to perform their own compositions, and recordings may be computer-generated. Exam boards will “provide clarification” about their requirements.

Physical education Exam boards will be allowed to reduce their requirements to just two activities and allow both to be individual. Remote moderation of video evidence will be permitted for all activities. Boards have also been told they can explore relaxation of requirements for provision of evidence “for example, type and quality of videoed evidence and the evidence of participation in competitive sport”. For the short course, the changes will be the same as above, except the requirement will be reduced to just one individual activity

A level exam concession 2021

Year 12 students have expressed their concerns over lack of A-Level exam concessions.

Few concessions to date have been made for pupils sitting the assessments in 2021.

There are some concession changes to Music, Media Studies and PE

Financial accountability

Teachers pay award update

Follow these links for more information on the 30th report of the School Teacher's Review Body (STRB)

<https://www.gov.uk/government/publications/school-teachers-review-body-30th-report-2020>

<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-07-21/HCWS402/>

The maximum of the Main Pay Range and the minima and maxima of all other pay and allowances for teachers and school leaders are uplifted by 2.75%. With advisory pay points reintroduced for the Main Pay Range and the Upper Pay Range. Costs to schools across the country will vary, but if you have a higher % than average proportion of teachers on M1 then your costs to cover this will be higher.

There is no additional pay grant to cover this. The government points to the increase if school budgets as a source of funding. You may struggle to absorb these costs.

This table from the annex of the STRB report shows the new pay scales.

	Rest of England	London Fringe	Outer London	Inner London
M1	£25,714	£26,948	£29,915	£32,157
M2	£27,600	£28,828	£31,604	£33,658
M3	£29,664	£30,883	£33,383	£35,226
M4	£31,778	£32,999	£35,264	£36,866
M5	£34,100	£35,307	£38,052	£39,492
M6	£36,961	£38,174	£41,136	£42,624
U1	£38,690	£39,864	£42,559	£46,971
U2	£40,124	£41,295	£44,133	£49,279
U3	£41,604	£42,780	£45,766	£50,935

Covid-19 extra funding

Additional information on Covid-19 for the new catch up premium has been published on the following link.

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

Mainstream pupils in R to Y11 receive a flat rate of £80 and Special schools £240. Schools will have to wait for the money. It will be paid in 3 termly instalments during the 20/21 academic year.

Free Early Years Entitlement funding

Follow this link for information about this.

<https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19>

Academies Accounts Direction

Detailed guidance for academy trusts and auditors on preparing and auditing academy trusts' annual financial statements has been published. The *Accounts Direction* outlines the requirements for each academy trust to:

- prepare an annual report and financial statements to 31 August
- have these accounts audited annually by independent registered auditors
- produce a statement of regularity, propriety and compliance and obtain a regularity assurance report on this statement from the auditor
- submit the audited accounts and auditor's regularity assurance report to ESFA within 4 months of its year end, usually by 31 December
- file the accounts with the Companies Registrar as required under the Companies Act 2006
- publish the audited accounts on the trust's website, usually by 31 January

A supplementary document is also provided to support your accounts arising from COVID-19

All academy trusts must use the Academies Accounts Direction (AAD) and the supplementary bulletin when preparing their financial statements for the period ending 31 August 2020.

Follow this link for more information.

<https://www.gov.uk/guidance/academies-accounts-direction>

Academy budget forecast return three year- changes

The form to submit the BFR3Y is live, with a submission date of **29 September**. The link below provides details about the financial return and the login link.

Due to the impact of the coronavirus (COVID-19) outbreak on education settings, this year's BFR3Y 2020 has some one-off changes made to it. The changes include:

- extending the deadline by 2 months to 29 September 2020
- removing the need to submit forecasts for academic years 2021/22 and 2022/23 for this year only
- including 8 summary revenue fields for 2018/19

Please follow this link for the full information

<https://www.gov.uk/guidance/academies-budget-forecast-return>

Reminder from the Academies Financial Handbook

Remember to appoint an **audit and risk committee** (either dedicated or combined with another committee) to advise on the adequacy of the trust's controls and risks [1.17 and 3.6 to 3.14]

Free school meals audit

National Audit Office investigation: free school meals vouchers The NAO has announced an investigation into the Edenred voucher scheme. It will set out the facts and is likely to cover the Department's objectives and choice of contractor; the scheme's performance; and the scheme's forecast and actual costs. Now is your chance to have your say, so please give it your all! The link below shows how to provide your evidence via email.

<https://www.nao.org.uk/work-in-progress/investigation-into-the-free-school-meals-voucher-scheme/>

People (Page 23 in the GIP)

GovernorSpace support.

In order to apply for any DfE training support, not just GovernorSpace, or to provide a reference for a governor who has applied for training you need your governor ID number. This is a reference number given to every governor registered on GIAS.

- The steps are: Go to Get Information About Schools <https://get-information-schools.service.gov.uk/>
- Find a governor (there are 3 choices) Search by 'name or role'
- Put in first and last name and search. This will give you a list of the schools and trusts in which you govern. (This is also an opportunity to check that the school or trust has updated your information)
- Select download these results
- Select the file format of the data you are interested in either 'Data in CSV format' or 'data in XLSX (Excel) format'
- Chose 'Select and continue' – this will give you a spreadsheet of information such as URN for the school, date of appointment and appointing body.

Compliance (Page 29 in the GIP)

Safeguarding training

Safeguarding hub newsletter sign up for a variety of courses

<https://inege.com/signup/>

Trustee training **Trustees Roles & Responsibilities**

It covers the duties and responsibilities of Charitable trustees, from ensuring SIRs are appropriately considered and Charity Commission guidelines complied with, to building and monitoring trustee skill sets. It also covers approaches to systematically assessing and testing organisational safeguarding compliance. These new online training courses and our **award-winning Safer Schools App** are **FREE** to schools and LA customers that have their **full insurance programme with Zurich Municipal**.

Find out more at oursaferschools.co.uk/training

DfE updated guidance on actions for schools in England

Read the new story: Actions for schools during the coronavirus outbreak August 7th information for Sept 2020

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

Read the guidance: Guidance for full opening: schools August 7th information for Sept 2020

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

Changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19) 31st July 2020

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>

Read the blog: The Department's position on face coverings in schools 27th July 2020

<https://dfemedia.blog.gov.uk/2020/07/27/the-departments-position-on-face-coverings-in-schools/>

The guidance is clear that the DfE do not expect children to wear face coverings at school. This position is based on the best scientific advice. Public Health England does not currently recommend the use of face coverings in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.

Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in shops. This does not apply in schools, where a robust system of controls will be in place to substantially reduce the risk of transmission. All measures, including the use of face coverings are kept under review.

Behaviour and Attendance

Read the checklist: [Checklist for school leaders to support full opening: behaviour and attendance \(PDF\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf

1.PLAN: ensure your school has clear, consistent and robust behaviour and attendance policies and practices in place.

Review existing behaviour and attendance policies, systems and practices. For behaviour: } Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.

Plan new routines, habits and systems, including: • expectations for arriving at and leaving school (including behaviour on public transport) • hygiene practices • lunch and break time routines • any transitions between lessons • staff supervision of movement during social times • safe use of school spaces and equipment • consider restrictions on movement within school and new hygiene rules (see guidance).

Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.

Clarify sanctions and rewards and how rules will be enforced consistently, including use of exclusions. Make sure that this can be effectively maintained in the changed school environment and take into account individual needs. Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with.

For attendance: Be clear that attendance will be mandatory from the start of the new school year, except where statutory exemptions apply. Ensure that parents are clear about when pupils should not attend due to public health or clinical advice (see guidance) and plan a process for keeping absence for these reasons under review, for example when a self-isolation period should come to an end. Ensure these pupils have access to remote education and that engagement is monitored. } Take the register as usual and use attendance codes consistently. Consider extending registration periods to accommodate any staggered start times. We will issue further guidance for schools on recording attendance and absence. 3 } Resume the expectation that parents will let the school know if a child is unable to attend and the reason. Contact the pupil's parent or carer on the first day of absence where this does not happen. Schools should be clear with parents and carers that pupils of compulsory school age must be in school unless a statutory reason applies. } Consider how attendance policies will address new or more prevalent causes of absence (for example, anxiety) due to the coronavirus (COVID-19) outbreak, balancing reward, support for pupils and families and sanctions appropriately.

2. COMMUNICATE: set high expectations for behaviour and attendance and actively communicate this to parents and pupils } Make sure all staff, governors and trustees understand the importance of good behaviour and attendance and have a good understanding of the school's policies. This may include having an attendance and/or behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge. } Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood. Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback. } Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website. Establish new ways to communicate, use visual reminders around the school and make use of technology where appropriate. } Build a strong relationship

and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.

3.BE CONSISTENT: ensure expectations are enforced consistently } Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Provide regular feedback to staff, pupils and families on how well they are executing new procedures.

4.SUPPORT: identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support.

Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak. } Engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence. } Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor mental health. Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.

Where further support is needed, staff should consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multiagency plans, these should be updated. Where children have special educational needs and disabilities, work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.

For children who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over the summer and informing them if the child does not attend in the new school year.

5. MONITOR AND IMPROVE: track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly.

Regularly review your behaviour and attendance data and compare it with neighbouring schools and local and national averages where possible. This will inform decisions on where to focus efforts to intervene early and prevent patterns of poor attendance and behaviour becoming habitual and entrenched.

Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to provide useful data to support high-quality strategic decisions, inform practice and provide a regular commentary to all stakeholders on new expectations.

Regularly use data to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.

CLEAPSS Health and Safety Information- Science

What is CLEAPSS ?

<http://science.cleapss.org.uk/whats-new/>

CLEAPSS resources give teachers ideas for exciting and engaging practical activities that fire pupils' imaginations and then, unlike many other sources of ideas, go on to show teachers and technicians in detail how to translate the ideas into safe and exciting experiences in the classroom.

CLEAPSS advice and documentation is recognised by the Health and Safety Executive and the Department for Education. They have now published the updated and new guidance for schools returning in September.

The key guide to read is [GL343](#), this guide should be read alongside all of the COVID-19 guidance

<http://science.cleapss.org.uk/Resource-Info/GL336-CLEAPSS-Advice-during-the-COVID-19-Coronavirus-Pandemic.aspx>

Additional Information (Page 54 in the GIP)

Ofsted director seconded to help government plan for reopening of schools

Sean Harford, the watchdog's national director of education, has been moved temporarily to the Cabinet Office to work on the government's response to the pandemic. He will be there until the end of the year. The Cabinet Office specifically requested an Ofsted official to help implement ministers' plans to fully reopen schools from September.

The DfE will be joined by a senior civil servant who has been parachuted in to support them on a temporary basis- her name is Susan Acland-Hood. She will be looking at the exam results fiasco.

GCSE results

In 2019, 21.9 per cent of grades given out to 16-year-olds in England were grade 7 – equivalent to the old grade A – or above. That figure has increased to 27.6 per cent this year -a 5.7 percentage point increase.

That means nearly 1.3 million 7 grades and above were issued this year, compared to 1 million last year – an increase of 29 per cent. The proportion of grade 9s – the top grade – has risen by 1.9 percentage points, up to 6.6 per cent this year. Meanwhile, the proportion of grade 4s (considered a pass) or above has risen by 8.9 percentage points to 78.8 per cent this year – meaning nearly four in five grades issued were a standard pass. The number of “strong” passes and above (grade 5-plus) has risen from 53.5 per cent last year to 61.5 per cent this year.

JCQ Subject group	2020 number of candidates	2020 grade 7 (cumulative %)	2020 grade 4 (cumulative %)	2020 grade 1 (cumulative %)	2019: number of candidates	2019: grade 7 (cumulative %)	2019: grade 4 (cumulative %)	2019: grade 1 (cumulative %)
All Subjects	4703935	27.6	78.8	99.6	4596579	21.9	69.9	98.5

Among the subjects that have seen the largest rise in grade 7 or above awards are a host of creative subjects, including performing and expressive arts, music and drama.

These subjects, along with classical subjects, ‘other sciences’, economics and engineering, which also saw increases of over 10 percentage points, are often taught in smaller cohorts. As with A level results, we have already seen that such subjects have benefited from this year's awarding system.

The government U-turned to announce it would award pupils their centre-assessed grades, but youngsters will still get their calculated grade instead if it is higher, meaning any benefits under the algorithm may still filter through to final results.

Harder to explain may be a close to 11 percentage point increase in grade 7 or above awards for biology.

German also features among those with the greatest gains at grade 7. It follows Ofqual's efforts to “make an adjustment to the grading standards in GCSE French and German, to provide better alignment with GCSE Spanish