



Guidance to educational settings about COVID-19 – Coronavirus

Please do take a look at the guidance for schools on the DfE site at:

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

Please ensure that schools report back to the Local Authority if any person confirmed or suspected to have COVID-19 has been in a school or other educational setting.

Ofsted news February 2020

Here is the latest news from Ofsted.

[School inspection data summary report \(IDSR\) guide](#) - Updated to include: final 2019 early years foundation stage (EYFS) information, supporting tables with revised key stage 2 information, data for disadvantaged pupils, and a new master list of all 2019 areas of interest sentences

[Statistical data set: State-funded school inspections and outcomes: management information](#) - Published management information as at 31 January 2020.

[Blog post: Curriculum transition extended for a year](#) - Sean Harford, Ofsted's National Director for Education, talks about our curriculum transition arrangements and announces an extension.

[Commentary on school funding](#) - Amanda Spielman, Ofsted's Chief Inspector, provides a commentary on what we found in our research into school funding and its impact on education. You can read our full report on this research: '[Making the cut: how schools respond when they are under financial pressure](#)'. This report summarises the findings from a qualitative research project we carried out in 2018–19.

[Statistical data set: Ofsted Parent View: management information](#) - Published management information as at 6 January 2020.

Key stage 1 SATs replacement to be rolled out from September

From September all new primary school pupils will take the new reception baseline assessment (RBA) that will replace SATs in year 2.

Following successful pilots all over the country, the RBA, a one-to-one exercise done in 20 minutes with a teacher in an informal setting, will be taken by all children in their first six weeks of primary school.

The move paves the way for the removal of the national curriculum assessments at the end of key stage 1 from 2022/23 – commonly known as SATs – when pupils are aged six- or seven-years-old.

It comes after a validity report based on a national pilot confirmed that the new assessments provide an accurate assessment of a pupils' starting point from which to measure the progress they make in primary school.

To read more please click [here](#).

Letter to heads: Let's have a successful 2020 exam series

Click [here](#) to read a letter sent to heads of schools and colleges on Monday 2 March 2020.

Ofqual's Chief Regulator has written to heads of schools and colleges in England with information to help them run a smooth, incident-free exam series.

The letter contains links to resources which schools and colleges can use to communicate with students, parents and carers. It gives important reminders about the security of exam packages, and ways in which exams officers can be supported. It also provides information about where to find guidance about planning for disruption and emergencies

Behaviour hubs

Behaviour hubs will enable schools and multi-academy trusts (MATs) with exemplary behaviour cultures and practices to work in partnership with those that want to improve their behaviour culture.

Schools will form hubs to learn from each other, sharing good practice and equipping other heads and senior leaders with the skills to improve their approach. Schools ('partner' schools) and MATs supported by the programme will have access to bespoke support and advice on behaviour culture and management from an exemplary school or MAT ('lead' school or MAT).

Based on need, partner schools and MATs will receive some or all of the following:

- training led by expert advisers as well as lead schools
- bespoke advice
- mentoring
- support to develop and implement an action plan
- open days at lead schools to observe good systems and approaches in action
- networking events to share experiences and good practice
- online resources developed by the behaviour advisers to support schools

In addition, partner MATs will work closely with lead MATs to consider, develop and implement an approach to behaviour management across schools within the trust.

Who can get support

The programme is open to schools who have received an Ofsted 'requires improvement' judgement. Schools will be referred onto the programme through the department's school improvement offer, where appropriate, and will be assessed based on need.

What it costs

The programme will be funded by the Department for Education and so will be free for participating schools and MATs. The costs of lead schools and MATs will also be covered.

To find out more please click [here](#).

Self-evaluation matters

You may be interested in this blog:-

I have been reading a few posts on governance reviews. While I agree that an external review can be very useful, self reflection is also very important. While thinking about this I came up with few questions which I think trustees/governors should be able to answer. How many of these can you and your colleagues answer? Are there any you would add to the list?
Why should I be led by you?

If I were to ask a child in your school, what is it like being a pupil in your school what would they say? Would the answer given to me by a pupil with special education needs, a pupil premium/EAL child be the same?

If I asked your head about you what would they say?

If I asked your clerk about you, what would their response be?

If I asked staff about their working conditions/well-being what would I find out?

Do you ask parents for their opinions? Do you know if they would give me the same answer they would give you?

Do you know what are the strengths and weaknesses of your school?

What does your website tell me about the board?

To read more please click [here](#).

Your feedback: can you help us to understand whether/how a public financial health measure of schools and academies could be useful to you?

The DfE is looking for volunteers to help inform our user research on the notion of a potential publicly available measure of schools' financial health.

They are interested in:

what do you think of the idea?

might one be useful?

could it be misused?

how might one be shaped to the benefit of both institutions and the public?

They are interested in understanding whether you think this could be a helpful tool to you and how you might use it.

We will be conducting face-to-face interviews between Wednesday 19 February to **Monday 16 March 2020** and will travel to you.

If you are interested in taking part in any research interviews please contact our user researcher email kate.schreiber@education.gov.uk

Your feedback: we would welcome your feedback on a new online form to report extremism concerns

As part of their work to help the education sector raise any matters or concerns that arise on extremism, the DfE would like to speak to the sector to receive their feedback on a new online form.

The DfE offer a service for anyone to report a concern relating to extremism within an educational environment using email or phone. We are currently working on an online form as an additional anonymous method to use the service. To ensure that the form is intuitive and easy to use, we're looking for some volunteers to help us with our research. The research session will consist of you going through a test version of the form.

If you wish to take part in the research, where we will spend 30 to 45 minutes speaking to you on a 1 to 1 basis, either remotely using Skype or during a site visit, please email DataScience.USERRESEARCH@education.gov.uk by **Friday 6 March 2020**.

ESFA Update academies: 26 February 2020

Click [here](#) to read the latest updates for academies from ESFA

Keeping Children Safe in Education 2020

On 25th February the Department for Education (DfE) launched a new consultation, with school governors as part of its target audience. The consultation is seeking views on the proposed changes to Keeping Children Safe in Education (KCSiE) statutory guidance, due to come into effect in September of this year.

The consultation runs until **21st April 2020** and is equally applicable to academies and maintained schools.

The proposed changes range from; the addition of a four-page summary of Part 1 of KCSiE, which is described, by the DfE in the consultation document, as aimed at those staff who do not work with children on a regular basis with children on a regular basis, to significant changes in the layout and content of the section on Safer Recruitment. The draft being placed for consultation has grown from the current version of KCSiE which came into effect in September 2019; the new draft version is 139 pages, in comparison to the 110 pages of the current.

The consultation is of great significance to those responsible for governance as compliance with statutory responsibilities is the duty of the governing body or trust board. Governing bodies and trust boards will, if the outcome of the consultation leads to the DfE progressing its proposed changes, require governors and trustees to make decisions on a range of issues, including:

Agreeing to utilise the proposed shorter version of part 1 for staff not working with children on a regular basis. This will include deciding what regular means in this context, in the individual school or trust.

How to incorporate new guidance on areas such as mental health, criminal exploitation and serious violence into training for school staff.

How does the school reflect the proposed changes of emphasis on the sections related to online safety?

Questions for Governors to ask:

Is the Designated Safeguarding Lead aware of this consultation?

Will the school/governing body/trust board be responding?

A copy of the DfE consultation can document can be accessed by following this [link](#).

Draft Keeping Children Safe in Education 2020 (2)

There is an earlier post about this new consultation and attached is some further information that I hope you will find helpful. It highlights some of the changes in the new document.

This week the consultation draft for Keeping Children Safe in Education (2020) was published. There are six recurring themes that come through: · mental health · whole school safeguarding culture · emphasising the important role of governors in robust safeguarding · children who have a social worker · safer recruitment (including supply teachers) · role of the Designated Safeguarding Lead | To read more see the attachment

Local authority interactive tool (LAIT)

Click [here](#) to see the latest interactive spreadsheet for comparing data about children and young people across all local authorities in England.
