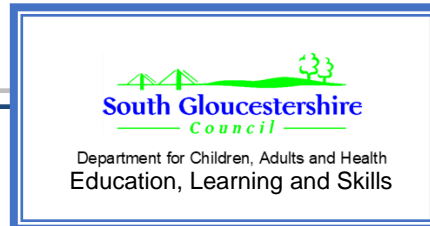


COVID-19 Education Continuity Newsletter



Issue 20:8th July 2020

Public Health England now has updated the guidance on COVID-19 for educational settings [here](#) Keep checking daily.

The Recovery Curriculum

Work on the recovery curriculum continues to make good progress. We now have 5 cells, with representatives from primary, secondary and special schools from the maintained and academy sector.

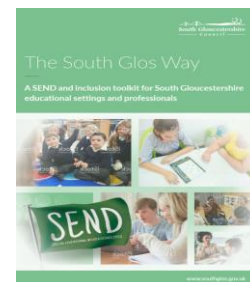
Cell co-leaders will be meeting this week with their teams to shape the groups' goals and immediate actions. **The key to each cell's work will be to compliment schools' current curriculum offer and provide a wealth of resources and information around the 5 key themes, to hopefully save teachers and leaders time.**

As the content of the group work grows, this will be stored online for anyone in South Gloucestershire schools, to access. It is also not too late to join any one of the 5 cells. Please email Sharon Graysharongray.co@gmail.com and CAH Business Support CAHBusinessSupportBMR@southglos.gov.uk if you have school representatives who would like to be involved.

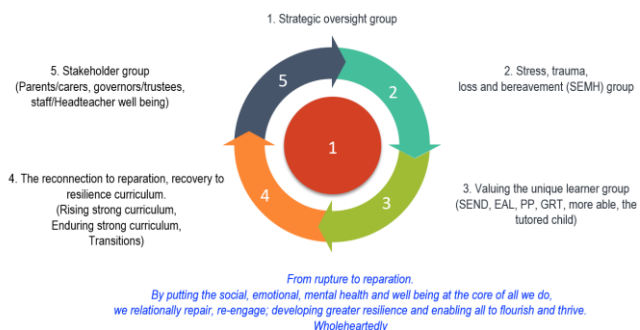
- Cell 1: Strategic Oversight Group
- Cell 2: Stress, trauma, loss and bereavement
- Cell 3: Valuing the unique learner (SEND, EAL, PP, GRT, more able, the tutored child)
- Cell 4: The reconnection to reparation, recovery to resilience curriculum. (Rising strong curriculum, Enduring strong curriculum, Transitions)
- Cell 5: Stakeholders (parents/carers, governors/trustees, Headteacher and staff well-being)

The South Glos Way – Children at the heart of all we do – Photo Call and Pupil Voice!

We are now in the final stages of publication of The South Glos Way online toolkit and graduated response for inclusion and SEND. To make this online platform come to life, we are looking for schools to volunteer digital photographs of children and young people at work and play in our South Gloucestershire schools and settings. These will be used in our online toolkit and so we ask that you obtain permission form parents/carers for this specific use. Many of you will already have fantastic photos of your school children for use on your website. If you are able to help, please email faye.bertham@southglos.gov.uk and we can make arrangements for images to be shared and permission to be formalised. **We are also looking for anonymous quotes from SEND pupils about what helps them to learn and experience success. Please send any quotes to Faye Bertham.**



South Gloucestershire Local Authority - Reconnection to Reparation, Recovery and Resilience. A collaborative system led approach through and out of the current pandemic.



Remote Learning Research

The Education Endowment Foundation and NFER have published some useful research papers about schools' responses to COVID-19. The EFF rapid evidence assessment paper also carried out a review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis.

The EFF report summarises the findings from 60 systematic reviews and meta-analyses answers under five key topic areas: - General remote teaching and learning - Blended learning - Computer-supported collaborative learning - Computer assisted instruction - Educational games.

For secondary Maths we also recommend that schools looks at the report Low attainment in maths: an investigation of Year 9 students - this links back to pupils in Year 5.

<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/curriculum-pedagogy-and-assessment/low-attainment-mathematics-investigation-year-9-students-england>

September re-opening Guidance

The Local Authority published our maintained schools re-opening guidance draft on Friday 3rd July. This will be shared with trade unions this week and a further edited draft will be published by Friday of this week. We would like to extend our thanks for the time that Headteachers of mainstream and special schools have given to meeting with us to shape this guidance document. There are FAQs at the end of the guidance which will also be updated as required.



4 ways to re-integrate pupils who have disconnected from school: The potency of making children feel visible on their return from lockdown – by Paul Norris, Head of Dept. Brimsham green School and Big Education

Some young people will not have missed school. Regardless of their home environment, they did not like school before lockdown, and they still won't like it afterwards. In fact, they may be even more reluctant to attend school than they were before.

How do we re-engage these young people? My role every day is to do just that, with pupils who have been non-attenders at school due to either illness or exclusion. I am used to persuading young people that education is something with which they need to engage, and the lessons I have learned in this role may be useful to schools in the next few weeks.

So here is how I would approach this re-integration.

1) Understand their challenges and meet them where they are

What type of teacher would you need if, as a child, you had experienced a catastrophic emergency? Our challenge is to be that teacher for the young people we work with. We need to listen, acknowledge and begin to understand their experience. Then we can talk honestly about the universality of the incredible challenge we have faced but equally talk of resilience, coping and overcoming the next challenge. Shared community stories of overcoming adversity, helping each other and coming together (virtually!) will help to talk with optimism and hope about a shared, collaborative and compassionate future.

2) Focus on nurture

Throw a wide circle around young people with a 'learning space' that is first a 'nurture space'. Avoid deficit talk of 'catching up', "being behind", or "missing work'. Instead, focus on them and their interests, use your expertise to set engaging, exciting and challenging work that connects with young people's meaning, purpose and passion.

3) Celebrate the small wins and see the best part

It is going to take a long time and hundreds of small and maybe hesitant steps to rebuild connections, so notice those small steps young people are taking and celebrate the wins, however small. Take the opportunity to build a store of school successes to help the young people and the whole school community to see that relationships are being rebuilt and connections remade.

4) Make them feel visible

There are three words that hold so much potential for us to connect with our young people – 'I see you'. Take the opportunity presented by this 'New Non-Normal' to really see them by connecting with them as fellow human beings instead of data sets, behaviour points, groups or progress scores. Everything I have detailed above is a reminder of values and strategies from teaching wisdom of old – it is what has worked for me to build relationships with young people often dismissed as 'difficult' and what we need to help all our students to connect with learning, school and ultimately themselves in the months to come.

DfE Guidance Updates

Please see attached the latest COVID guidance log for educational settings, with the following updates (sign-posted in red):
Updated links:

- National COVID-19 surveillance reports: Added week 27 report, infographic and data table
- London School of Hygiene and Tropical Medicine table updated with latest estimates up to 22nd June 2020
- Awarding of grades in summer 2020: Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award in maths: Guidance for teachers, students, parents and carers document updated to reflect autumn 2020 consultation decision outcomes and 2021 exam series consultation proposals

Free School Meals Update – Y11 and Y1

The Covid Summer Food Fund is available to provide support where needed to Y11 and Y13 pupils who were confirmed as eligible and claiming benefits-related free school meals during the summer term, regardless of whether they are still on roll.

More information about the scheme is available here.

Test and trace Poster

The attached poster has been designed to help everyone to recognise genuine v hoax test and trace calls. We suggest schools add this to their parent information page on their website for example, or print and display a copy where parents can see it. Parents can share it with members of their family and the wider community, especially those who may be vulnerable to such scams.

DfE EYFS Baseline Assessment Delay

The DfE has announced that it will be delaying the introduction of the reception baseline assessment. You can find out more here:

<https://dfemedia.blog.gov.uk/2020/06/25/reception-baseline-assessment-fags/>

South Glos Preventative Services

Attached to this newsletter is an new overview of South Glos Preventative Services.

Structure of Preventative Services

Preventative Services are part of South Gloucestershire Council's Integrated Children's Services (ICS), specifically contribute to the vision and priorities of South Gloucestershire's Early Help Partnership Strategy 2019-24 and include the following:

- Teams**
- o Compass (previously known as the Early Help Partnership Team)
 - o Families Plus 0-5 (previously known as Children Centre teams)
 - o Families Plus 5-18 (previously known as FYPS)
 - o Young Peoples Support (YPS) team (new)
 - o Youth Offending Team (YOT).



Teaching, Learning and Assessment Reflections on the Recovery Curriculum – Paul Norris, Head of Dept, Brimsham Green School

It's been yet another busy week of remote learning! To mention just a few of the things that have been going on, feedback calls were made by option subject teachers to a significant number of year 10 students, so that we are better able to tailor lessons to their needs. Year 12 have been in school working hard with the 6th form tutor team. We have been setting and monitoring learning by all other year groups and finalising Curriculum Maps.



I want to thank you, for everything you continue to do to keep students learning. It is hard work but it will make all the difference to how successfully we are able to resume learning in school.

Tomorrow marks an important stage in the 'return to school' with many year 10 students beginning lessons in Maths, Science and English. Reaching this stage has prompted us to focus our thoughts on the return to school curriculum. We began this on Tuesday when Middle Leaders has a discussion about the Recovery Curriculum. It became clear in the discussion that to move forward at the speed we need to move- 3 weeks left of Term 6, we need to have a shared understanding of:

- Why we need a Recovery Curriculum?
- What the term 'Recovery Curriculum' refers to?
- What steps we need to take with the Recovery Curriculum before the end of term, to support a successful resumption of learning in school?

We begin to address these points today.

Paul Norris has written a reflection on the Recovery Curriculum based on the ML discussion and further research he has since done. Please read this through and please continue your own discussions. I would really like to hear your thoughts and ideas.

Thoughts on a recovery curriculum

The concept of a **recovery curriculum** should not be misinterpreted as additional teaching content, nor treated as something that we each have to 'do' to our students immediately upon their return to school before we can 'get back to the proper business of teaching our subjects'. Rather, it should be seen as a mindset we all adopt as part of our daily practice within school. **We will need to be incredibly kind, reflective and flexible practitioners** over the coming months, as we deal with what we and our students have lost since school abruptly closed for the majority of us.

- **We will demonstrate this through our willingness and ability to adapt the organisation, planning, resourcing and delivery** of our lessons to meet the wide range of needs of our returning learners. Some will reintegrate without much fuss and will want to push on quickly; others will take time to adjust, and will need our patient guidance to [re]teach them how to be the successful learners we want them to be.
- **We will model this in our compassionate interactions with our students**, adapting to their wildly differing needs. The language we use with each other and with students; the time and space we give to students to interact socially as well as academically; the expectations we have of learners both inside and outside the classroom; the ways we build upon the closer relationships we have established with them and their families.
- **We will only succeed through working together**

The fundamental mission of a recovery curriculum is to 'journey with our students through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner'. **In order to successfully navigate this journey, we need to start considering our answers to key questions.** Here are some to get you thinking:

- What is our intent? As a school community. As a department. As a class.
- What is our ideal successful post-closure student? What do they need, and which steps, resources, mindsets, training and changes need to be in place in order for this to happen?
- Now consider our students who challenge our practice most, those who are 'furthest away' from our definitions. Which other definitions of success are missing from our original? What additional support is needed?
- What have been the positive aspects that have shone out of the school's closure [that we don't want to leave behind]?
- What does ideal post-closure teaching and learning look like?
- How has the role of a tutor changed during closure, and which aspects do we want/need to prioritise?
- What are our new priorities for learners, and how do they differ from pre-closure priorities? And how much control do we have over these internally vs external pressures?



Further Reading

Getting connected after isolation – 3 words to reconnect kids to the joy of school

<https://equalpartseducation.co.uk/getting-connected-after-isolation-3-words-to-reconnect-kids-to-the-joy-of-school>

Re-Establishing Teaching Routines

<https://teacherhead.com/2020/05/29/re-establishing-teaching-routines/>

3 ways we need to approach the teaching of Year 10

<https://www.tes.com/news/coronavirus-3-ways-we-need-approach-teaching-year-10>

Rebooting behaviour after lockdown

<https://behaviourguru.blogspot.com/2020/05/rebooting-behaviour-after-lockdown.html>

DfE Attendance Guidance Summary

As you have no doubt seen, the department has published its detailed [guidance](#) on the return to school in September – including details on school attendance. Alongside this guidance for mainstream schools, the department has published detailed guidance on [specialist education settings](#), [Further Education](#) and [Early Years Settings](#).

For ease of reference, the details on school attendance are:

Attendance expectations

In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- *parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;*
- *schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct*

Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- *a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)*
- *shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. [Read the current advice on shielding](#)*
- *if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).*
- *some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.*

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).

Where children do attend school as parents are following clinical and/or public health advice, absence will not be penalised.



Department
for Education



Department for Children, Adults and Health
Education, Learning and Skills

Pupils and families who are anxious about return to school

All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

Action for all schools and local authorities

We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.

We are asking schools and local authorities to:

- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year
- identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance