



# Headteacher Briefing- Live 8 July 2020



# Today's Agenda



08:30	Welcome, introduction and overview of briefing	Alan Brookes and Matt Dunkley
08:35	KAH overview and looking forward	Alan Brookes
08:45	Using Evidence to Support Decision Making	Caroline Bilton (EEF)
09:15	CYPE Round-Up <ul style="list-style-type: none"><li>➤ SEND Update</li><li>➤ Recovery Phase - KRF's Children's Recovery Cell and Front Door Demand</li><li>➤ Summer Provision, disadvantage gap and funding</li></ul>	Mark Walker Sarah Hammond David Adams and Tel German
09:35	Priorities for CYPE	Matt Dunkley
09:45	Next Steps and responses to themed questions	Matt Dunkley and Alan Brookes
10:00	Meeting concludes	

# KAH - overview and looking forward

Alan Brookes  
Chair, KAH

Caroline Bilton  
Education Endowment  
Foundation



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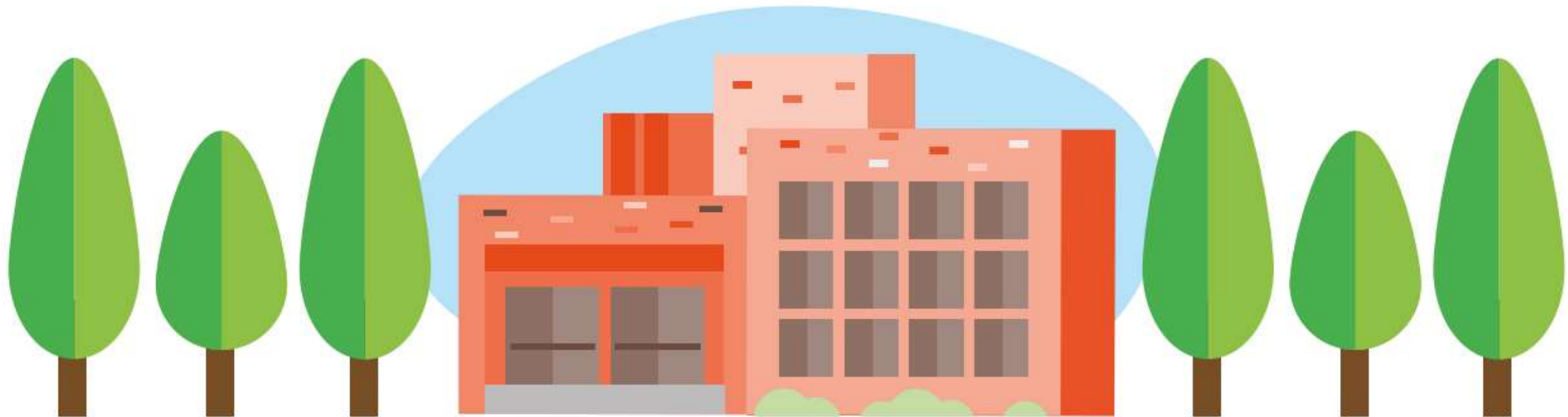
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# Our mission

The EEF is an independent charity dedicated to breaking the link between family income and educational achievement.

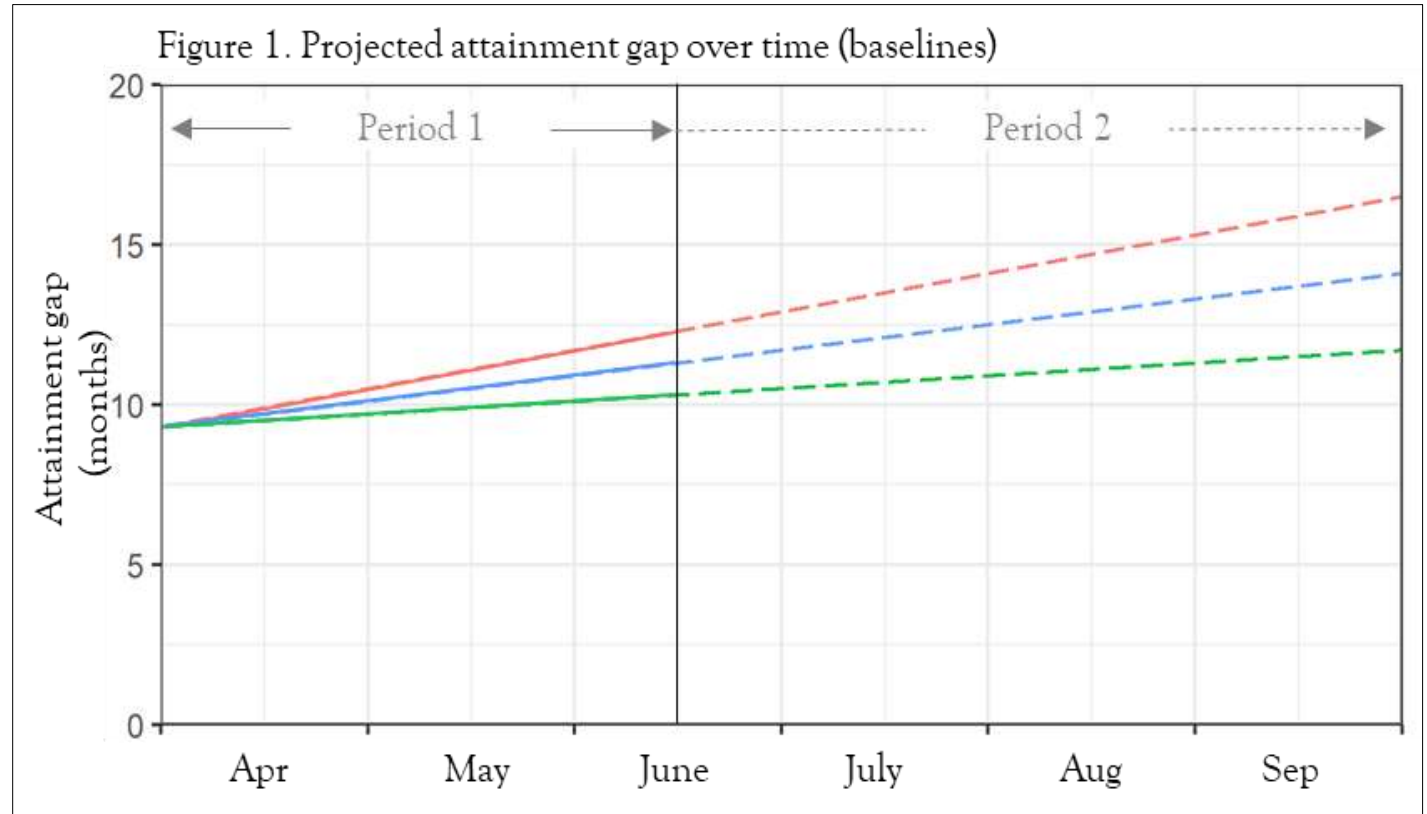
# Impact of reduced opening of schools

- School closures are likely to reverse progress made in the last decade to narrow the gap
- Supporting effective remote will mitigate the extent of this
- Sustained support will be needed to help disadvantaged pupils to catch up



# What has the Covid-19 pandemic taught us?

- It is estimated that the socio-economic attainment gap will grow by between 11% and 75% as a result of school closures in 2020.
- This will more than reverse the progress on narrowing the gap seen over the last decade.
- It is projected that the gap will widen most in mathematics and for younger children.



Source: EEF Policy Briefing, 2020

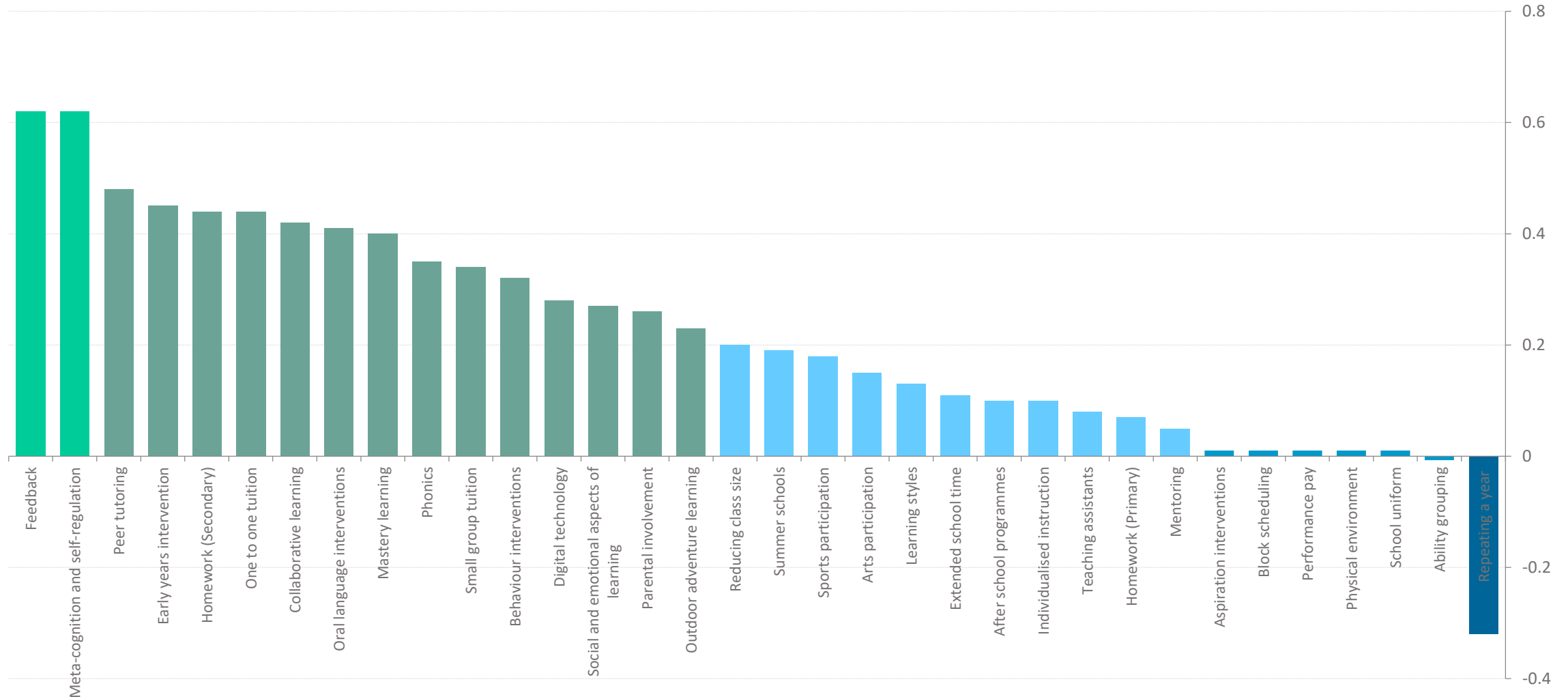


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# What happens in the classroom makes the biggest difference



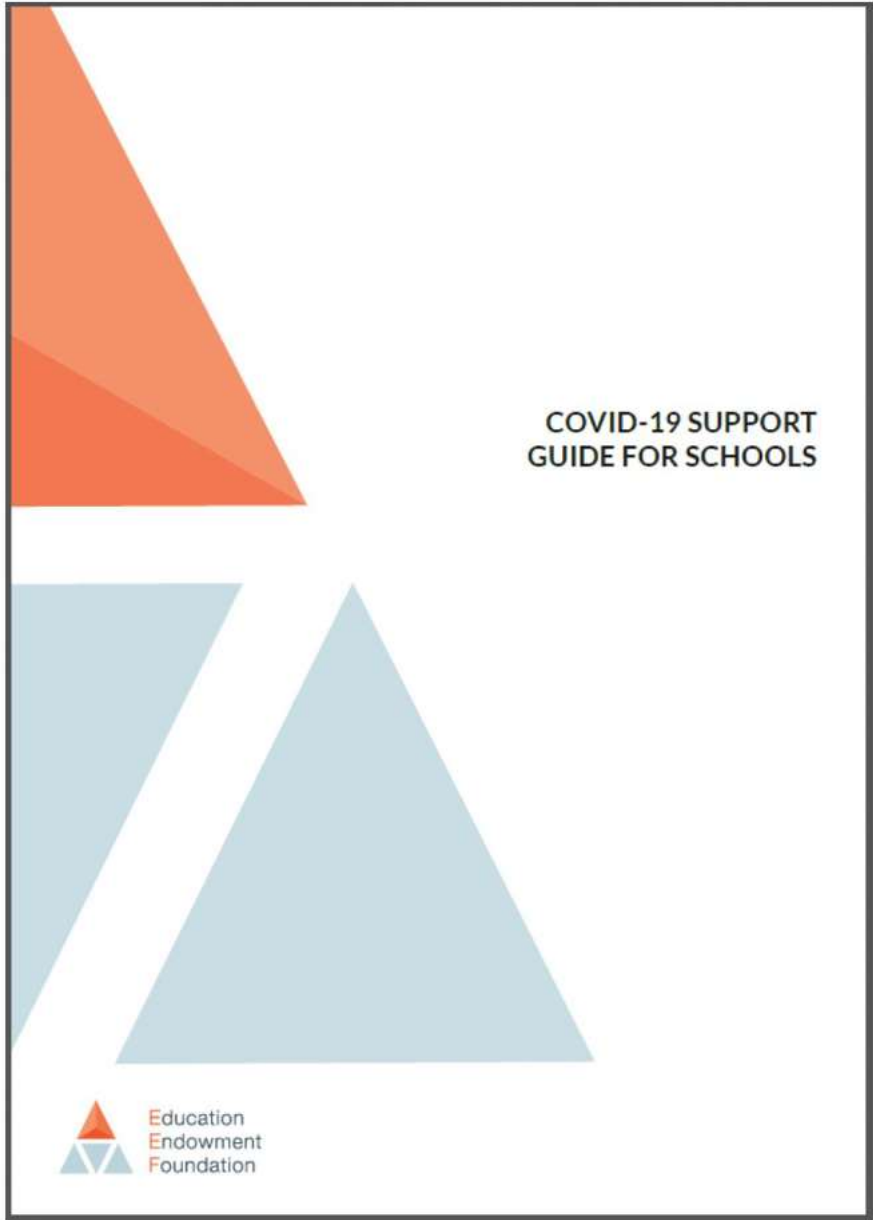


# 1-Teaching

## 2-Targeted academic support

## 3-Wider strategies





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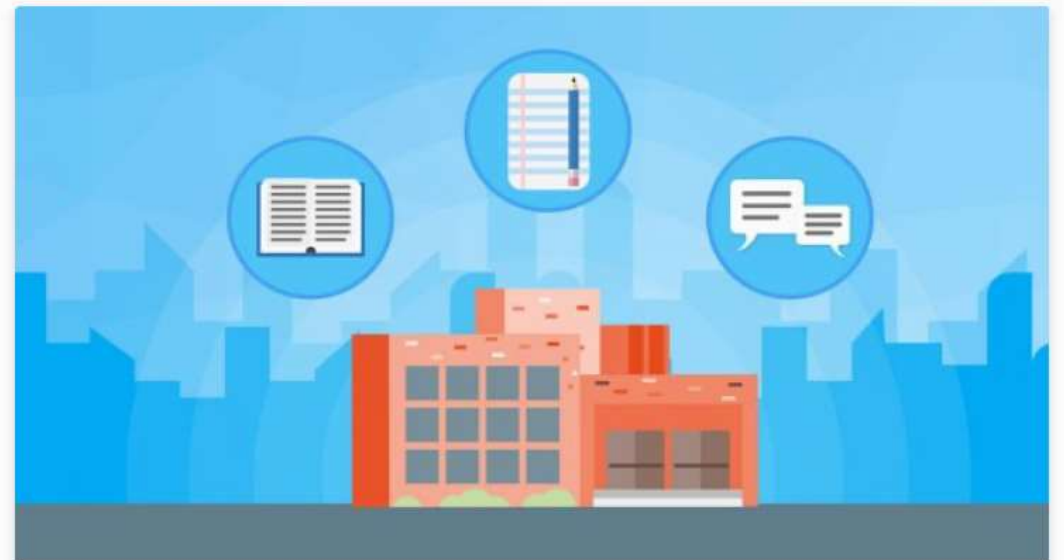


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## Support resources to share with parents

Resources to share with parents on how to support home routines.



## Support resources for schools

Tools for schools to help support home learning and maximise the impact of work set.





## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

### 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

### 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

### 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

### 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

### 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

### 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

### 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef-early-years/](https://eef.org.uk/eef-early-years/)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef-11-18/](https://eef.org.uk/eef-11-18/)

Breadmore, H.L., Verdy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carril, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef-literacy-development-evidence-review/](https://eef.org.uk/eef-literacy-development-evidence-review/)

## Communicating Effectively with Families: Guide for Schools

### Communicating with families during Covid-19

Schools are doing tremendous work in extraordinary circumstances to support their pupils during the Covid-19 crisis.

One key challenge for you (and every other school!) is how to communicate most effectively with all families about home learning, ongoing school developments and how children are coping.

Families have hugely different personal circumstances. For example, while some parents/carers will have time and the ability to access lots of online resources, others may have less access to technology (maybe one device per family) and limited time to process messages.

### Evidence-based messages for schools to share with families

To help schools at this time, the Education Endowment Foundation (EEF) has produced a small number of targeted resources for schools to share with parents/carers to support home learning. These are all based on the evidence-based recommendations of our [Guidance Reports](#). These include useful resources for schools to share with families who are looking to support their children's learning, from establishing home learning routines, to shared reading help, to handy tips for supporting maths in the home for younger children. They can work alongside the excellent resources already offered by schools, along with those offered by national organisations, such as [BBC Bitesize](#), [Hungry Little Minds](#) and [Oak Academy](#). The EEF has designed these resources to support and supplement the brilliant work you are doing already. Where relevant and helpful, please share them with parents/carers, selecting and adapting what is appropriate for the needs of the families you know so well. You can access all the resources [here](#).

Below, we have also distilled the key messages of these resources into draft emails and text messages for schools to share with families to provide simple tips on a variety of topics related to home learning.



#### Tips for communicating with families:

- Develop a clear plan for your communications with families.
- Audit your current communications (especially with less-involved families) to assess what is working well and what is not.
- Try to personalise messages as much as possible.
- Frame your messages positively, such as celebrating home learning successes so far.
- Reinforce simple, encouraging messages around home learning, routines and study tips.
- Consider how emails, phone calls and text messages may be combined effectively.
- Avoid, where possible, complex communication about curriculum content.
- It may be beneficial to involve the family members, not just the primary contact, if possible.

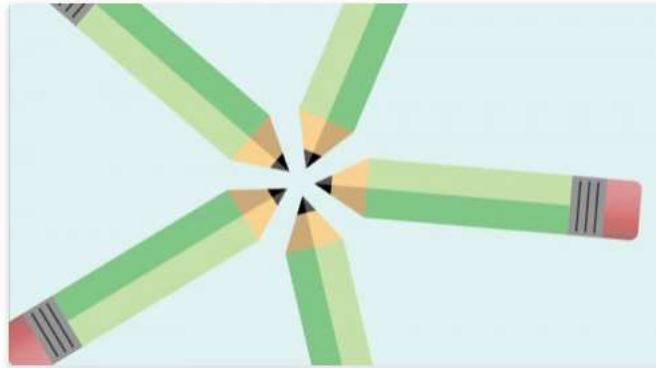


## Special Educational Needs in Mainstream Schools

Primary & Secondary

Five recommendations on special education needs in mainstream schools

[Download PDF](#)

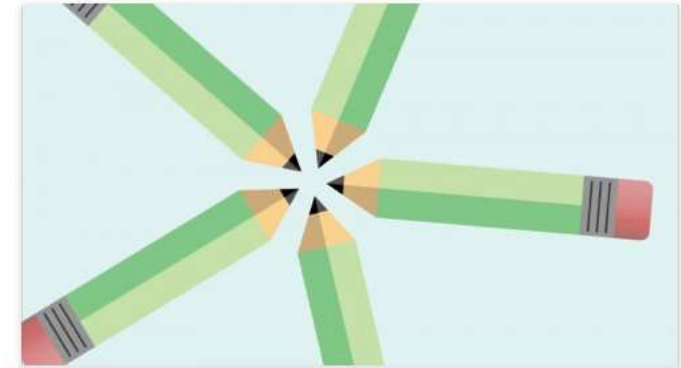


## Improving Literacy in Key Stage 1

Primary

Update to be published in Autumn 2020

Launching in about 3 months



## Improving Literacy in Key Stage 2

Primary

Update to be published in Autumn 2020

Launching in about 3 months



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# The **EEF**ective Kent Project

## Strand 1: Promising Projects

- 1stClass@Number
- App-based maths learning (Onebillion)
- Children's University
- Embedding Formative Assessment
- Mathematical Reasoning
- Nuffield Early Language Intervention (NELI)
- SAPERE Philosophy for Children
- Switch-on Reading
- Stop and Think: Learning Counterintuitive Concepts
- Reciprocal Reading
- Reading and Understanding in Key Stage 1 (RUKS)
- Thinking, Doing, Talking Science
- Working Memory Plus Arithmetic

**Funding application window now open.**

Find out more about each of the Promising Projects by taking a look at the [Prospectus](#) and the [Promising Project Virtual Roadshow](#).

Apply now by completing the online application form on [Kelsi](#)

# The **EEF**ective Kent Project

## Launching Strand 2: Evidence-based training

The EEF Research Schools are developing evidence-based training in response to our specific needs in Kent and based on the EEF's Guidance Reports. Currently we are exploring:

- Characteristics of deprivation including coastal school issues
- SEND inclusion in mainstream schools
- Leading teacher development (linked to the Early Career Framework)
- Social and Emotional Learning and Learning Behaviours
- Delivery of online learning

We will be holding taster sessions in September for these and want your feedback to help us shape the programme for Kent schools. If you are interested, please email [EEFectiveKentProject@kent.gov.uk](mailto:EEFectiveKentProject@kent.gov.uk).



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# Thank you

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[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)



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# CYPE Round-Up

# SEND Improvement Programme

**Mark Walker**  
**Interim Director SEN and Disabilities**

# Working with DFE

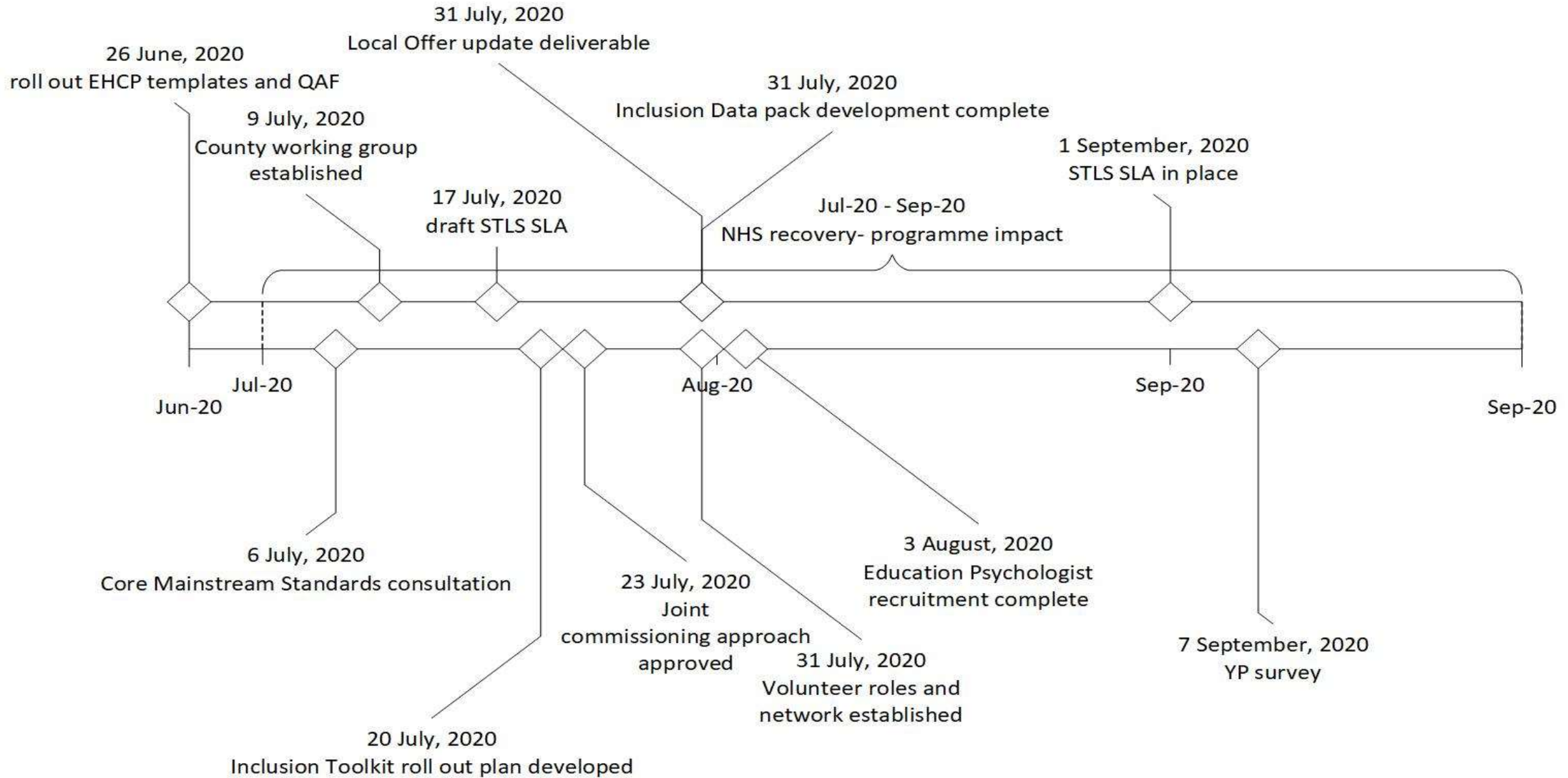


- DFE monitoring meeting took place on the 7<sup>th</sup> July
- Detailed updates across all workstreams provided, including impact that Covid19 has had across the programme.
- It was a positive meeting with good progress acknowledged. Inclusion and outcomes are high on the agenda, with whole system changes desired to support inclusion in Kent.
- Desire to monitor data to track and evidence progress being made
- Links between Local Offer website and individual school website information detailing SEN information was explicitly highlighted, with a focus on ensuring school websites are up to date with SEN policies and information along with links to the Local Offer site.
- No timescales known for re-inspection and any impact Covid may have had on the original timescales

# Key Progress

<b>Workstream A - Parental Engagement and Co-production</b>	<ul style="list-style-type: none"><li>• <b>Re launch of the local offer</b> Recently launched “<b>explore my options</b>” and the ability to request an <b>assessment on line</b></li><li>• <b>Local Area SEND strategy is being drafted, and will link to an Inclusion strategy as well as other KCC strategies</b></li></ul>
Workstream B - Inclusive Practice and the Outcomes, Progress and Attainment of Children and Young People	<ul style="list-style-type: none"><li>• New County Education Reference group - sits 15<sup>th</sup> July. Initial agenda includes: The draft Kent Schools System Inclusion Statement, Core Mainstream Standards and Additional funding to support Inclusion Agenda</li><li>• Development of an Inclusion Data scorecard from September - supporting us in developing the right offer to schools and settings.</li><li>• Peer to peer leadership programme</li><li>• Developing long term sustainable improvements to support inclusion</li></ul>
Workstream C - Quality of EHCP	<ul style="list-style-type: none"><li>• New EHCP templates, and Quality Assurance Framework developed and implemented</li><li>• Intensive service wide staff training underway</li><li>• EP capacity improvements</li></ul>
Workstream D - Joint commissioning and governance	<ul style="list-style-type: none"><li>• CYP services have continued to prioritise urgent cases and those risk assessed based on need.</li><li>• A SSN Network recruitment - all schools will be staffed by the end of April 21.</li><li>• Referrals into all services, but notably the NELFT SPA, have fallen dramatically. Planning in place for a spike in cases when children return to school in September</li><li>• Joint commissioning framework drafted</li></ul>
Workstream E - Service Provision	<ul style="list-style-type: none"><li>• This workstream has seen some delay in delivery as a direct result of the Covid 19 pandemic,</li><li>• NHS recovery plan being developed to re-plan delayed services</li></ul>

# Delivery - key activities over next 3 months



# Next steps



- Continued focus on delivery across all workstreams
- Re-planning key activities following Covid 19, with Workstreams D and E (joint commissioning and health service provision) restarting over the coming weeks
- Working with schools as they re-open to ensure support as well as re-starting co production and consultation for key products (e.g. core mainstream standards, STLS SLA)
- Re start co-production work with KENT PACT to enable further improvements to our SEND service outputs as well as key products (e.g. co-production protocol, SEND strategy).
- Continued improvement of the local offer and its website

# KRF Children's Recovery Cell and Front Door activity

**Sarah Hammond**

**Director, Integrated Children's Services and Social Work Lead**

# KRF Children and Young People's Recovery Cell

- Multi-agency, strategic level recovery planning from the impact of Covid-19
- Membership from children's sector across Kent and Medway includes KAH, Early Years, Police, Health and Voluntary Sector
- Focused conversations with partners identified key cross-cutting themes which fed into an Impact Assessment
- An Action Plan has been drawn up, identifying how opportunities for more effective partnership working can inform practice



# KRF Children and Young People's Recovery Cell

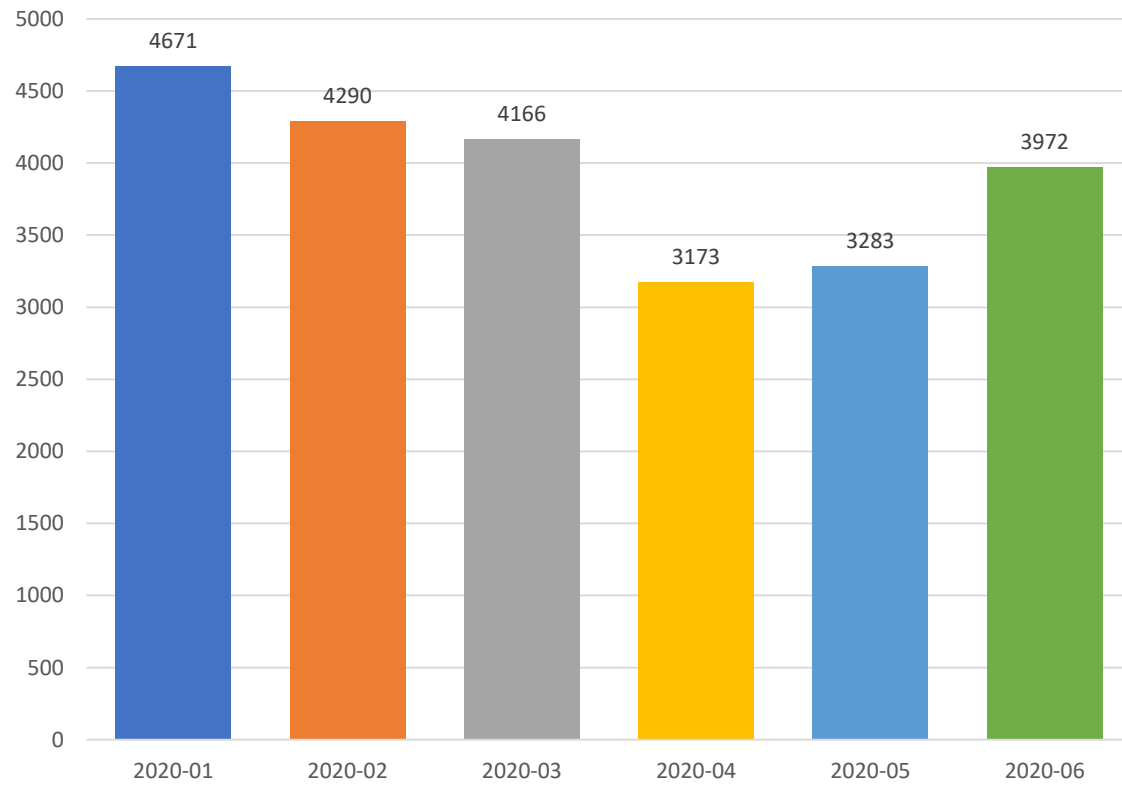


- Key themes from the Action Plan are:
  - Valuing and Listening to the Voice of the Child
  - Facilitating Early Years, Childcare and Schools' Return
  - Ensuring Sustainability of the Sector
  - Managing Safeguarding and Referrals
  - Supporting Vulnerable Children and Young People
- Actions from all 7 Recovery Cells will be considered by the Recovery Coordinating Group and feed into over-arching Kent and Medway Recovery Plan

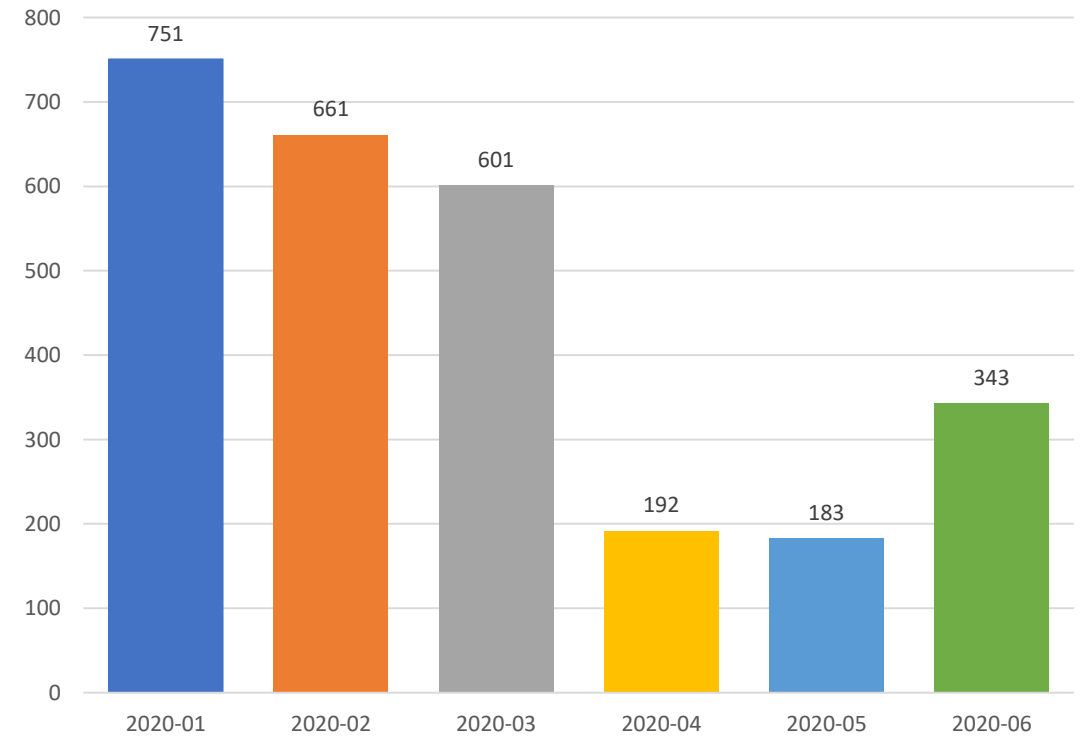
# Activity at the Front Door : Jan-June 2020



### Referrals into Front Door Jan-Jun 2020



### Requests for Support Jan-Jun from Primary, Secondary, Special schools and Early Years





# Summer Provision, September Opening and the disadvantage Gap

**David Adams**

Interim Director Education

**Tel German**

TEP, Head Primary School Improvement

# Working with DFE



## National Resources:

- Cover school based and blended home learning
- Signposted through KNET, TEP and KCU
- Key national resources links through DFE website and Oak National Academy
- <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources> focus English and maths home learning but includes SEND resources with a focus on accessibility and inclusion
- Specific advice around learning gaps <https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding> expecting resources to follow
- <https://www.thenational.academy/> Year long plan of video lessons and resources continuing over next academic year

# Kent LA Offer - Learning Gaps



**Version 2 of “Return to School Toolkit” includes advice and links to support and resources.**

Range of resources developed or updated around learning gaps

- Curriculum audit tool
- Disadvantaged/ Pupil premium toolkits
- Disadvantaged and SEND audit tools
- Recovery toolkit - core toolkit to all schools

Additional adviser support

- Additional face to face or virtual visits. Working with staff and leaders to further develop recovery curriculum and resources

# Additional Support



## Specialist advisers working on range of additional support materials webinars and resources

- Recovery curriculum English <https://www.theeducationpeople.org/events/reconnect-restore-and-recover-learning-in-english-for-primary-schools/> and maths <https://www.theeducationpeople.org/events/identifying-and-planning-for-misconceptions-and-gaps-in-mathematical-knowledge-and-understanding/>

## Training and resources over coming months will focus on closing gaps.

- Recovery toolkit - suite of resources across the wider curriculum (Core coming to all LA primary schools)
- HTBB and SL briefings focus on and signpost best practice
- E- learning to support development of support staff
- National speakers - ensure maintain national perspective
- <https://www.theeducationpeople.org/our-expertise/professional-development/>

# Summer Holiday Childcare



## Government guidelines

Currently out of school care can only operate on a school site and only accept children from that school. Bubbles remain the same throughout the day to avoid cross contamination.

New guidance released **2 July 2020**

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

**From 4 July** all Ofsted registered wraparound providers can re-open (not just those on school sites) if protective measures can be adhered to.

**From 20 July** change to the protective measures in early years settings, removing the requirement to keep children in small consistent groups within settings but still minimising mixing where possible. Children of compulsory school age will be kept in groups of 15.

# Summer Holiday Childcare



## Ofsted

Registration requirements have not changed during COVID-19 - providers looking after children under the age of 8 must register with Ofsted

<https://www.gov.uk/government/collections/early-years-childcare-registering-with-ofsted>

Schools providing for their own pupils do not need a separate registration.

## Support and advice

The Education People can offer resources, advice and support through our Early Years and Childcare Service <https://www.theeducationpeople.org/our-expertise/early-years-childcare/>



# Summer Holiday Childcare



## Sufficiency of places

Surveys have been sent to out of school providers, holiday play schemes, early years providers who may offer summer provision, childminders and schools to determine availability of places.

- 39 schools operating summer activity/catch up.
- Range of activity commissioned for disabled children - details to be published shortly.
- Youth and children's centre offer being finalised.
- Holiday clubs - have been surveyed - details to be published.

## Information for Families

The Kent Children and Families Information Service is available to support families in finding childcare <https://www.kent.gov.uk/education-and-children/childcare-and-pre-school> tel: 03000 412323

# Guidance on Return in September



- Government guidance issued 3 July - full return September
- Previous strands now consolidated in to phases, KAH colleagues supporting
- Format will follow previous guidance, sections released as completed
- Locality conversations to take place (secondary) re transport. LAs to work with schools to survey travel student intentions
- DfE laptops and internet access - after 6 months

# Priorities for CYPE

**Matt Dunkley CBE**  
**Corporate Director**

# Future Developments and our key priorities moving forward



- CYPE's Covid-19 Recovery Planning
  - Prototyping and demand modelling taking place
  - Significant increase of demand for Social Care and EHP Services expected in September
  - New ways of working for staff and ensuring their health and wellbeing
  - Contingency planning for a second wave
  - Addressing the MTFP and significant in-year savings
- September return for schools and the support required for months of 'lost learning'
  - Large number of children do not return and now missing education or are EHE
  - Parents of disabled pupils 'afraid' to send back to school
  - Teenagers 'falling through the gap'
    - Missing from care
    - Persistent absence
    - Exclusions
    - Dropping out of school system at Yr11

# Con't. Future Developments and our key priorities moving forward



- Children's mental health and ensuring 'voice of the child' is heard
- Supporting vulnerable children at all times:
  - Those with a CP Plan
  - Those with SEND
  - Those FSM and disadvantaged
- Partnership working - TEP, KAH, NHS and the voluntary sector
- Unaccompanied Asylum Seeker Children - ensuring robust plans are in place
- Early Years settings and their future financial viability

# **Next steps and answers to some themed questions from the chat site**

**Matt Dunkley and Alan Brookes**

**Thank you attending**