



School Improvement & Training Bulletin : January 2021

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Dear Colleagues

Happy New Year to you all. I hope that you all managed to have some time to spend time with loved ones and to rest over the Christmas break. I know that the last week has led to you contacting staff and parents about the recent guidance, which changed so close to the start of term. Thank you for doing all you can to support your school families during this period.

It's a small token, but for those of you using Letters and Sounds for Phonics, I wanted to share a link to daily phonics lessons for YR, Y1 and Y2 which may be useful for your KS1 teachers. This is used by DfE phonics hubs too. The link is <https://lettersandsounds.org.uk/> - please lick on the link for lessons on the home page.

You will also find attached here our updated website checklist which now includes requirements for you to include remote learning information by the 25th January. We are very happy to use some of our support time checking your websites not only for compliance but in more detail. This may be helpful if you are due an inspection. Please let us know if you wish for us to complete this for you.

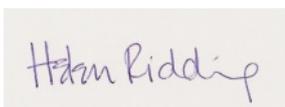
We wish to remain as flexible as possible in our support to you this term. Many of you have taken up our offer to use your school improvement days for remote training for several staff and have signed up for the Coaching Circles we advertised last term. We will be starting two new circles in the next few weeks and will be sending out the information again shortly.

Following your requests for online training focussing on core aspects, we are delighted to introduce some new online courses this term. Most have just been added to the website and focus on pedagogy, reading, writing, spelling and subject leadership. Some are being held as twilight sessions to support timings for you. If you wish to use these as CPD for a group of staff, or your entire staff, please contact us and we will do all we can to ensure this happens.

You will find a comprehensive listing of our courses at <https://grow-education.org/training/event-directory/> but I would like to draw your attention to our new courses below. These are just a sample of our offer this term. Please do look at the website for RE, SMSC, Maths, HR and Data Protection courses too.

Whilst we appreciate that the return to normality is still some away off, we will do all we can to meet your needs in the meantime. Please don't hesitate to contact either me or Yee.

Wishing you all a safe and healthy 2021.



Helen Ridding
Grow Education Partners

<p>SEND</p>	<p>Understanding autism in the mainstream classroom 2 morning sessions / £175 These 2 sessions form part of a unit of learning to support SENCO's, class teachers and support staff who want to develop an understanding of the Autism spectrum and how best to support children and their families in any setting. Attending as teams is actively encouraged</p>	<p>25th January and 24th February 9.30am 12.30pm</p>
<p>SAFEGUARDING DSL's</p>	<p>Designated Safeguarding Leaders certified course 2 morning sessions / £175</p>	<p>1st and 3rd February 9.30am -12.30pm</p>
<p>ENGLISH</p> <p>WRITING READING PHONICS VOCABULARY</p> <p>Further discount applied for attendance on all courses marked.*</p> <p>They will be very helpful for groups of staff.</p> <p>Do contact us so that we can offer you the best cost solution.</p>	<p>Aiming for GDS in writing KS2* 2 after-school sessions (fiction & non-fiction stimulus) / £100 Using high-quality reading experiences (fiction and non-fiction) as a stimulus to motivate and enable pupils to produce sustained and engaging pieces of writing with a clear sense of audience and purpose. We will also explore opportunities for pupils to demonstrate '<i>assured and conscious control over levels of formality</i>' and look at vocabulary and punctuation.</p>	<p>4th and 11th February 3.45pm-5.15pm</p>
	<p>Improving outcomes in reading KS2* 2 after-school sessions / £100 This practical course focuses on how to teach reading to ensure that pupils make the necessary progress from KS1 to KS2. This may also support older KS2 teachers in closing any gaps in pupils reading this year.</p>	<p>8th and 15th March 3.45pm-5.15pm</p>
	<p>Phonics into spelling 1 session / £75 This new course is being offered to KS1 teachers and Phonics and Reading phase leaders to support them in delivering Letters and Sounds Phase 6 and the spelling programme as outlined in The National Curriculum.</p>	<p>18th March 1.30pm-3.00pm</p>
	<p>Approaches to teaching vocabulary * 1 after-school session / £50 In this session, we will consider approaches for developing pupils' vocabulary - from explicit teaching of language in context, eg: going beyond "<i>what does this word mean?</i>" to a rich exploration of language and relationships between words. We will explore activities and strategies so that pupils 'own' the words and can use them in different contexts. The focus is on developing vocabulary for both reading and writing.</p>	<p>23rd March 3.45pm-5.15pm</p>
	<p>Effective phonics teaching with Letters & Sounds Session 1 – 3: 22nd March @ 9.30am – 3.30pm / Session 4: 23rd March @ 9.30am – 11am Back due to popular demand, this course, split over a day and a morning, will enable participants to acquire or refresh the necessary phonics subject knowledge and skills to deliver high quality phonics lessons.</p>	<p>£175</p>
<p>SCIENCE</p>	<p>Effective science assessment 1-day course / £175 For science leaders and class teachers, this course will support you in developing formative science assessment leading to robust summative judgements. We will explore a range of assessment models.</p>	<p>12th February 9.30am-3.30pm</p>

	<p>Working scientifically 1-day course / £175</p> <p>In this practical course, participants will look at the types of science enquiry that should be incorporated into the primary curriculum. They will consider the individual working scientifically skills that are required for independence and progression. You will become familiar with the types of science enquiry that should be incorporated into the curriculum and the skills required to work scientifically and age- related expectations.</p>	<p>19th March 9.30am-3.30pm</p>
<p>CURRICULUM</p> <p>PEDAGOGY LEADERS</p>	<p>Synergy: Curriculum, Pedagogy, and Learning 1-day course / £175</p> <p>Following on from our highly successful self-evaluation and EIF sessions, this course provides leaders with the opportunity to explore the research underpinning the new Inspection framework and will translate it into practical strategies that can be implemented in school. Leaders will gain a greater awareness of the key concepts that impact on curriculum design including progress, learning, automaticity, limitations of short-term memory, and cultural capital.</p>	<p>25th March 9.30am-3.30pm</p>
	<p>History Leaders Toolkit 1-day course / £175</p> <p>This new course is offered to History and Humanities leaders to support them in understanding their role in the light of the new Inspection Framework expectations. Participants will have the opportunity to consider the knowledge and understanding pupils are expected to gain by the end of each key stage and look at how the whole school curriculum hangs together. This will support them in driving forwards improvements in History.</p>	<p>9th February 9.30am-3.30pm</p>

Grow Education Partners supports over 200 schools in more than 18 local authorities across the boroughs of inner and outer London, through a comprehensive range of support packages, add-ons, training courses & programmes. Please contact grow@london.anglican.org to discuss any item here. Alternatively, find out more about our training courses & programmes [here](#) ›

This checklist follows the latest 2020 <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

A few considerations to note in addition to the aspects below:

- Are all elements easy to find? E.g. 2 mouse clicks away?
- Quality of appearance?
- Up-to-date? E.g. most recent information, policies and links?

What MUST be on the website	Y	N	Comments/actions
<p>Contact details</p> <ul style="list-style-type: none"> • Name, address, telephone number and name of person to whom enquiries should be addressed. • The name and contact details of the special educational needs (SEN) co-ordinator (SENCO) if you are a mainstream school 			
<p>Information on admission arrangements Foundation schools and voluntary-aided schools If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year. You must explain:</p> <ul style="list-style-type: none"> • how you'll consider applications for each relevant age group at your school • what parents should do if they want to apply for their child to attend your school • your arrangements for selecting the pupils who apply (if you are a selective school) • your 'over-subscription criteria' (how you offer places if there are more applicants than places) <p>Community/VC schools</p> <ul style="list-style-type: none"> • Direct parents to LA to find out about admissions 			
<p>Access to Ofsted reports (suggest SIAMS also for VA/VC schools- but not statutory). You must publish either:</p> <ul style="list-style-type: none"> • a copy of your school's most recent report <p>OR</p> <ul style="list-style-type: none"> • a link to the report on the Ofsted website 			
<p>Key stage 2 exam and assessment results (Primary)</p> <ul style="list-style-type: none"> • Key stage 2 results • average progress score in reading; • average progress score in writing; • average progress score in maths • percentage of pupils achieving the expected standard in reading, writing and maths • percentage of pupils achieving a high level of attainment in reading, writing and maths • average scaled score in reading • average scaled score in mathematics. 			<p>For 2019-2020 this will of course not be the case. You may also wish to include KS1, phonics and EYFS, information although this is not statutory</p>
<p>Access to performance tables You must include a link to the school and college performance tables and your own school's performance tables page</p>			

<p>Curriculum Information</p> <ul style="list-style-type: none"> • in relation to each academic year, the content of the school curriculum for each subject, including RE, and details as to how additional information relating to the curriculum may be obtained • The names of Phonics and reading schemes used in KS1 • How parents or members of public can find out more about the curriculum your school is following 		
<p>Behaviour policy Details of your own behaviour policy (which must comply with Section 89 of the Education and Inspections Act 2006)</p>		Useful to refer to 'developing and publishing your school's behaviour policy' document
<p>Complaints procedures</p> <ul style="list-style-type: none"> • must comply with Sec 29 of the Education Act 2002 • must publish any arrangements for handling complaints for parents of SEND pupils about the support provided by the school 		You may wish to refer to guidance 'developing your school's complaints procedure'- in addition check with our HR team if you have a HR package with us
<p>Pupil Premium Funding You must publish a strategy for your use of the pupil premium https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>For the current academic year you must include:</p> <ul style="list-style-type: none"> • the amount of the school's pupil premium allocation; • a summary of the main barriers to educational achievement faced by eligible pupils of the school; • how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach; • how the school is to measure the impact and effect of its expenditure of the pupil premium allocation; and • the date of the school's next review of its pupil premium strategy. <p>For the previous academic year, you must include:</p> <ul style="list-style-type: none"> • how you spent the pupil premium allocation • the impact/effect of that expenditure on eligible and other pupils <p>The information you publish on line should refer to the academic (not financial year) to support parents' understanding. Report on the funding to the end March and update it when you have all the figures).</p> <p>Primary template example: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840000/pp_Primary_blank.odt You may also wish to review phonics progress in relation to DA pupils in your PP strategy statement (not expected but useful)</p>		NB this is often non-compliant – check carefully
<p>PE and Sports Premium You must publish:</p> <ul style="list-style-type: none"> • how much funding you received • a full breakdown of how you've spent the funding or will spend the funding • the effect of the premium on pupils' PE and sport participation and attainment • how you'll make sure these improvements are sustainable • how many pupils within their year 6 cohort can do each of the following: <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25m • use a range of strokes effectively • perform safe self-rescue in different water-based situations 		

<p>SEND information You must publish a SEND Information Report on your school's policy and update it annually. It must comply with (Section 69(2) of Children Families Act 2014 including:</p> <ul style="list-style-type: none"> • the arrangements for the admission of disabled pupils. • the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils • the facilities you provide to help disabled pupils to access the school. • the accessibility plan you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 which should include: <ul style="list-style-type: none"> • increasing the extent to which disabled pupils can participate in the curriculum (including after school) • improving the physical environment so that disabled pupils can take advantage of the education, facilities and benefits offered by the school • it should also include regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate • and section 6 of the SEND code of practice 0-25 years • (further guidance on www.gov.uk) 		
<p>Equality Objectives Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010. This means you have to publish:</p> <ul style="list-style-type: none"> • details of how the school is complying with the public sector equality duty - you should update this every year. • school's equality objectives – you should update this at least once every 4 years 		<p>Have you listed all 9 protected characteristics in your policy?</p>
<p>Charging and remissions policies These must include details of:</p> <ul style="list-style-type: none"> • the activities where the school will charge pupils' parents • the circumstances where your school will make an exception on a payment you would ordinarily expect to receive under your charging policy 		
<p>A statement of your school's ethos and values</p>		
<p>Governor's information and duties</p> <ul style="list-style-type: none"> • the structure and responsibilities of the governing body and any committees • Information about each governor including: <ul style="list-style-type: none"> • their full name, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body's instrument of government) • relevant business and financial interests • governance roles in other educational institutions • any material interests arising from relationships between governors OR • relationships between governors and school staff (including spouses, partners and close relatives) • the attendance record at governing body and committee meetings over the last academic year 		<p>NB this is often an area which is not compliant, especially attendance information</p>
<p>Request for paper copies of the information on the website - if requested must be provided free of charge</p>		
<p>NEW Your school is expected to publish information about its Remote Education Provision on its website by 25 January 2021. You can use the optional template from the DfE to do this Providing remote education information to parents: template - GOV.UK (www.gov.uk)</p>		

NEW Financial information (maintained schools)

You must publish:

- how many school employees (if any) have a gross annual salary of £100,000 or more in increments of £10,000 - recommend using a table to display this
- a link to the webpage which is dedicated to your school on the [schools financial benchmarking](#) service - follow the prompts to find your school's specific page

NEW COVID-19 catch-up premium

- How it is intended that the grant will be spent?
- How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

CP and Safeguarding policy and other safeguarding information

This is not listed on the statutory website list but it IS noted under the DfE statutory policy list, which states that:

The policy should also be available publicly on the school or college website or elsewhere

Grow Education strongly advises that this is both on the school website in addition to a paper copy available in the school office (check you always have the latest version on the website.)

- What else does your website include which really helps to tell the story of your school?
- What are your unique selling points? Are they represented?
- What might you now wish to include in addition to the above?

January 2021



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