

# Headteachers' Update

## The Daily 5 O'Clock Update For Schools

### Friends Resilience Online Training Offer

We have had a great response to this offer, with 112 staff from 32 settings across the county signed up across all four 'age band' courses so far. The next steps are that online support meetings for the staff undertaking training will be held in the week before half term. There will be a separate meeting for each of the four courses. These will be advertised via the 5 O Clock briefing as well as invitations being sent directly to those registered for the respective courses. Participants will be able to share questions in advance and join the meeting if they have not yet signed up but want to learn more.

For further information, please contact the Psychological Services, specifically:  
[julia.udrescu-clarke@northumberland.gov.uk](mailto:julia.udrescu-clarke@northumberland.gov.uk)

### DfE Updates

There are a large number of DfE updates to bring to your attention today. The guidance falls into three categories:

1. Pupils' well-being
2. Remote learning guidance
3. General guidance

#### 1. Pupils' Wellbeing

##### ***Supporting pupils' wellbeing***

Schools have been using various methods to ensure that they are supporting pupils' wellbeing and providing pastoral care.

<https://www.gov.uk/guidance/supporting-pupils-wellbeing>

##### ***Keeping pupils motivated and engaged***

Schools are using various methods to keep pupils interested and motivated when learning remotely.

<https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged>

##### ***Supporting primary and secondary pupils' wellbeing at an academy***

A single alternative provision academy which is part of a multi-academy trust (MAT) shares its approach.

<https://www.gov.uk/government/case-studies/supporting-primary-and-secondary-pupils-wellbeing-at-an-academy>

##### ***Supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND)***

A special school for primary pupils with SEND shares its approach.

<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

##### ***Supporting primary and secondary pupils' wellbeing at a multi-academy trust (MAT)***

A small MAT of alternative provision schools shares its approach.

<https://www.gov.uk/government/case-studies/supporting-primary-and-secondary-pupils-wellbeing-at-a-multi-academy-trust-mat>

#### 2. Remote Learning Guidance

##### ***Coronavirus (COVID 19): online education resources***

The online educational resources for schools and parents to help children to learn at home has been updated to include information about how providers of high-quality resources can be added to the list.

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

### **Get technology support for children and schools during coronavirus (COVID-19)**

Guidance is now available for local authorities, academy trusts and schools on how to get internet access, digital devices and support to provide remote education during the coronavirus (COVID-19) outbreak. Local authorities can also get support for care leavers, and children and young people with a social worker.

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

### **Department for Education funding for training on digital platforms**

The DfE recently announced that they had partnered with Google and Microsoft to help schools to access education platforms. To support schools get set up and use the resource effectively, government-funded training of up to £2,000 is available. Schools can apply for this funding through the Key for School Leaders

<https://covid19.thekeysupport.com/covid-19/deliver-remote-learning/make-tech-work-you/digital-education-platform-hub/>

Schools and colleges can register their interest to receive peer-led advice and training on the use of online platforms here:

<https://edtech-demonstrator.lgfl.net/>

### **Remote education during coronavirus (COVID-19)**

Information, guidance and support is now available for teachers and leaders on educating children during the coronavirus outbreak. A link to new content on 'Remote education practice for schools during coronavirus (COVID-19)' has been added.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

### **Adapting the curriculum for remote education**

Schools have been using various methods to adapt the curriculum for remote education to best meet the needs of pupils.

<https://www.gov.uk/guidance/adapting-the-curriculum-for-remote-education>

### **Adapting teaching practice for remote education**

Schools have been using various methods to adapt teaching practice for remote education to best meet the needs of pupils.

<https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

### **Remote education practice for schools during coronavirus (COVID-19)**

There is an opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

### **Case studies: remote education practice for schools during coronavirus (COVID-19)**

You can find here examples of practice for remote education from schools and academies across England.

<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>

### **Adaptive teaching design**

An urban community secondary school with a high level of pupils who speak English as an additional language (EAL), as well as a high proportion of pupils on free school meals, shares its approach.

<https://www.gov.uk/government/case-studies/adaptive-teaching-design>

### **Using a virtual learning environment**

A small multi-academy trust (MAT) made up of just primary schools with a high proportion of pupils on free school meals shares its approach.

<https://www.gov.uk/government/case-studies/using-a-virtual-learning-environment>

### **Using digital teaching tools**

A multi-academy trust (MAT) of alternative provision schools shares its approach.

<https://www.gov.uk/government/case-studies/using-digital-teaching-tools>

### **Using video lessons**

A multi-academy trust (MAT) of alternative provision schools shares its approach.

<https://www.gov.uk/government/case-studies/using-video-lessons>

### **Adapting the primary school curriculum**

Shared insights from a large urban primary school which is part of a small multi-academy trust of primary schools with a high level of pupils who speak English as an additional language (EAL).

<https://www.gov.uk/government/case-studies/adapting-the-primary-school-curriculum>

### ***Adapting the secondary science curriculum***

A former head of secondary science talks about adapting the science curriculum.

<https://www.gov.uk/government/case-studies/adapting-the-secondary-science-curriculum>

### ***Adapting the secondary geography curriculum***

A high school which is part of a small multi-academy trust and has an average proportion of pupils on free school meals shares its approach.

<https://www.gov.uk/government/case-studies/adapting-the-secondary-geography-curriculum>

### ***Adapting the secondary curriculum across multiple subjects***

A large single secondary academy with a low proportion of SEND pupils and a low proportion of pupils on free school meals shares its approach.

<https://www.gov.uk/government/case-studies/adapting-the-secondary-curriculum-across-multiple-subjects>

### ***Keeping primary and secondary pupils motivated and engaged at a distance***

A very large multi-academy trust (MAT) which oversees a mixture of primary and secondary schools reveals its approach.

<https://www.gov.uk/government/case-studies/keeping-primary-and-secondary-pupils-motivated-and-engaged-at-a-distance>

### ***Supporting engagement in learning for primary pupils when direct communication is limited***

Insights from a large urban primary school which is part of a small multi-academy trust of primary schools with a high level of pupils who speak English as an additional language (EAL).

<https://www.gov.uk/government/case-studies/supporting-engagement-in-learning-for-primary-pupils-when-direct-communication-is-limited>

## **3. General**

### ***Ofqual publishes initial decisions on GCSE and A level grading proposals for 2020***

Ofqual has published its initial decisions on the consultation for the exceptional arrangements it has put in place for awarding GCSEs, AS and A levels this summer.

Ofqual has announced that students entered for these exams in year 10 and below will be eligible to receive calculated grades this summer.

<https://www.gov.uk/government/news/ofqual-publishes-initial-decisions-on-gcse-and-a-level-grading-proposals-for-2020>

### ***Critical workers who can access schools or educational settings***

The title of the document that provides a list of critical workers (key workers) who can send their children to school or other educational settings during the coronavirus (COVID-19) outbreak has been changed to the above to help users find it. There is no change to the content.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

### ***Coronavirus (COVID-19): travel advice for educational settings***

Advice is available for educational settings, and their students and staff, who are travelling or planning to travel during the coronavirus (COVID-19) outbreak. The guidance has been updated to advise British nationals against all non-essential international travel for an indefinite period.

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings>

### ***Coronavirus (COVID-19): attendance in education and early years settings***

The DfE summary of how many children and teachers attended education and childcare settings since Monday 23 March has been updated to include attendance in education settings up to 30 April 2020.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings>