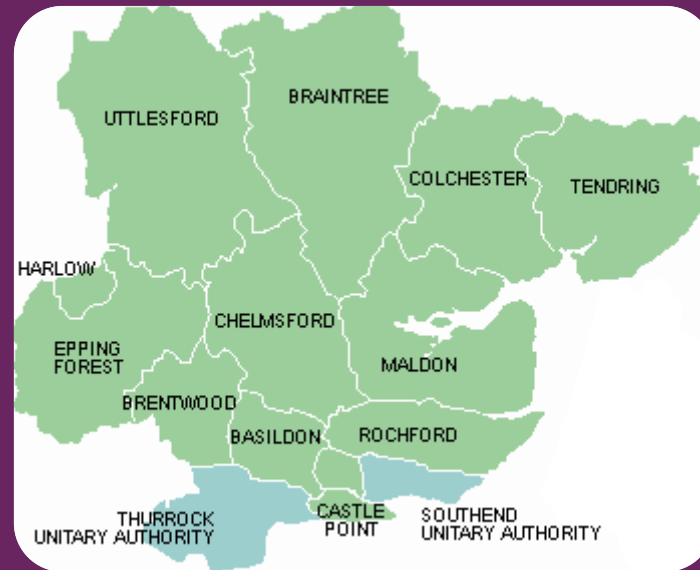


Essex Primary Headteachers NE meeting



11th November 2020





Updates on

- National Lockdown Covid-19
- ECC Education – Our Strategic Priorities 2020-2021
- School Funding
- Strategy for Sustainable Schools
- The Essex Teaching Awards
- Disadvantaged Strategy
- Partnership Strategy
- Early Years Strategy
- Recruitment of Well-Being Coaches



2020 / 2021 LA Strategic Priorities

- Continue to work with all schools and MATs to improve the quality of education and also support the full curriculum recovery work and assessment of learning
- **Refresh the School Partnership Strategy and embed a culture of partnership working across school improvement and outcomes for children and young people**
- Continue to work with the Headteacher Roundtable to develop a suite of tools and expectations to ensure every school can be as inclusive as possible for all pupils
- Publish an Inclusion Framework which will incorporate the work achieved on the Essex Inclusion Statement
- Embed the new SEND teams to ensure the highest quality of support to schools and families for pupils with EHCPs and those identified as requiring SEN Support
- Deliver against the actions required in the Written Statement of Action following the LA SEND inspection 2019, which will include a full review of the EHCP processes, and the High Needs Block spend
- Continue to promote the safety and emotional wellbeing of all children and young people across Essex
- Accelerate the roll out of Trauma Perceptive Practice across all schools and education establishments.
- **Launch the Headteacher Wellbeing programme across primary, secondary and special schools.**
- **Launch the renewed disadvantaged strategy**
- **Publish a new Early Years Strategy towards the end of the Spring term 2021**
- Review all of our processes that are in place for children not in full time education and will publish an action plan in response to this review during the Spring term.

School Funding 2021/22

- Consultation on proposed changes to the Essex School Formula took place at the end of September
- Proposals are to move towards the NFF over a 2 year period (3 years for the primary lump sum)
- Rationale - The NFF places more funding on deprivation characteristics and less on the AWPU.
- Schools Forum Extraordinary Meeting held 10th November voted to agree the proposed changes to the Essex Formula.
- Individual School allocations and further details can be found here:
https://consultations.essex.gov.uk/ef/school-funding-consultation-2021-22-to-2023-24/consult_view/

Strategy for Sustainable Schools in Essex

Building on the learning from the Small Schools Strategy

- Impact of National Funding Formula and reduction in Lump Sum
- Falling roll in some localities, expansion in others which is impacting on forward planning including staffing
- Proactive approach to keeping sustainability at the heart of decision making
- Process map co-designed with internal and external review using several relevant quantitative and qualitative indicators to support leaders and governors evaluate viability
- Consideration of sustainability criteria and indicators does not mean that where problems are identified, closure or amalgamation needs to be pursued. However, difficulties with one or more factors should draw attention to the need for a more detailed review and evaluation.

Strategy for Sustainable Schools in Essex

Proposed Timescales

- Working group with representatives from schools, Diocese and LA meeting 13 November
- Wider consultation through to December 2020, collation of case studies and identification of pilot schools
- Publication of strategy, criteria and audit tool – January 2021
- Write to leaders and governors where LA internal review of the indicators highlights ‘at risk schools’ - January 2021
- School based reviews – February 2021
- Webinars made available for leaders and governors to access support – March 2021

LA annual review using agreed/renewed criteria once school budgets are set for 2021-23 – May to June 2021

The Essex Teaching Awards

A celebration of the talent, hard work and commitment of all staff working across Essex

- The Essex Teaching Awards are now entering the 8th year of recognising the hard work and commitment of teachers, support staff and governors across our county from EYFS-KS5.
- Teachers and school support staff make a huge difference to the lives of children in Essex and it is important they get the recognition they deserve.
- This year we will be recognising all schools and settings for their sterling work during the recent unprecedented times.
- There will also be an opportunity for the school community to nominate individuals. Nominations will be open in November 2020
- For more information and details, visit: <https://www.essex.gov.uk/essex-teaching-awards>



Maximising the attainment of disadvantaged pupils in Essex

An interrelated process

Strategy - November 2020

Philippa Holliday

Carole Farrer

Marc Rowland



Maximizing the attainment of disadvantaged pupils in Essex

Disadvantaged
priority work in
Essex – launch
January 2021
through
partnership
meetings



Our vision is for all learners needs to be understood, that every person working within our schools, colleges and settings is a champion of the disadvantaged and that every pupil receives high quality teaching and learning.



The Aim of the Strategy

Intended impact:

- To improve confidence in schools to meet the needs of disadvantaged pupils
- To deliver high quality support and challenge for schools and settings in removing barriers to achievement at a strategic level
- To accelerate progress for disadvantaged pupils (inc. PPG pupils), improve readiness to learn, develop personal and cultural capital and develop self-efficacy.



Maximising the attainment of disadvantaged pupils in Essex

- an interrelated process



PLANNING			IMPLEMENTATION			EVALUATION	
System wide support: partnerships, diagnostic reviews, clinics, professional development, cross sectors working, signposting, research evidence							
Culture	Assessment of need <i>The impact of disadvantage on learning</i>	Issues	Teaching	Intervention	Wider	Monitoring	Evaluate
	<i>these are inter-related</i>						
Collective buy in ownership and commitment	Diagnostic	Language development / comprehension	Language development / comprehension	Small group reading	Attendance	A clear plan, with milestones	Outcomes for pupils, using the Guskey model
High expectations	Formative	Metacognition / self regulation	Metacognition and self regulated learning	Small group / one to one tuition	Parental involvement	EEF implementation guidance	EEF DIY evaluation guide
Understanding disadvantage	Summative	Independence in learning	Assessment for learning	Use of TAs	Social emotional / mental health	Governance	Evaluate, don't demonstrate
Early intervention	Classroom observation	Motivation fatigue	Use of TAs	Subject specific intervention	External agencies		Governance
Relationships	Teacher voice	Learning environment	Expectations				
Inclusion	Pupil voice	Access to resources	Determinism				
Bias	Parent voice	Gaps in prior learning	Bias				
Governance	Academic	School capacity / expertise					
Research evidence informed	Pastoral						

Maximising the attainment of disadvantaged pupils in Essex – an interrelated process

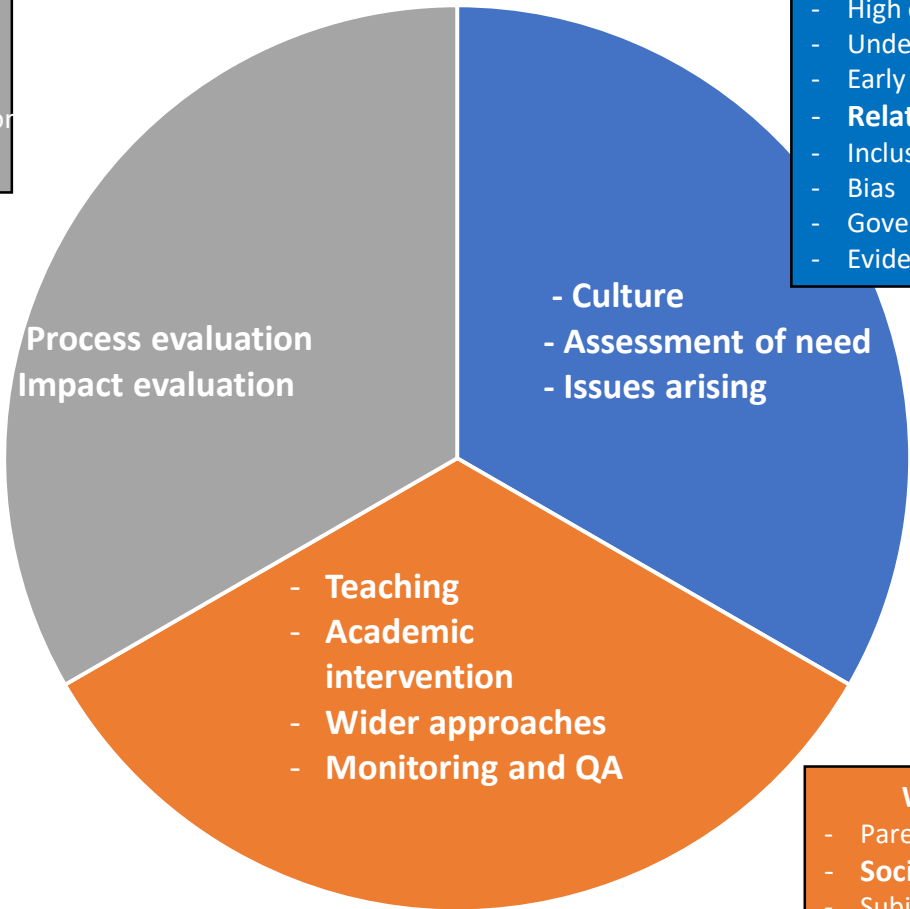


System wide support: partnerships, diagnostic reviews, clinics, professional development, cross sectors working, signposting, research evidence

- EVALUATE**
- Outcomes for pupils
 - DIY Evaluation guide
 - Evaluate, don't demonstrate
 - Governance

- CULTURE**
- Collective buy in
 - High expectations
 - Understanding disadvantaged
 - Early intervention
 - **Relationships**
 - Inclusion
 - Bias
 - Governance
 - Evidence informed

- ISSUES**
- Language development
 - Language comprehension
 - **Metacognition**
 - **Self regulation skills**
 - Independence
 - Motivation
 - Resources
 - Gaps in learning
 - School capacity / experience



- ASSESSMENT**
- Diagnostic
 - Formative
 - Summative
 - Classroom observation
 - Teacher voice
 - Parent voice
 - Pupil voice
 - Academic
 - Pastoral

- TEACHING**
- Language development
 - Language comprehension
 - Metacognition / self regulation
 - Assessment for learning
 - Use of TAs
 - Expectations
 - Bias
 - Determinism

- INTERVENTION**
- Small group reading
 - Tuition
 - Use of TAs
 - Subject specific
 - In class intervention

- WIDER**
- Parental involvement
 - **Social and Emotional**
 - Subject specific

- MONITORING**
- Clear plan, with milestones
 - Implementation guide
 - Governance

■ Planning ■ Implementing ■ Evaluating

Maximising the attainment of disadvantaged pupils in Essex – an interrelated process

Research and resource links



Planning	Implementation	Evaluation
Tackling Educational Inequalities with Social Psychology: Identities, Contexts, and Interventions	EEF Literacy guidance: Preparing	DIY evaluation toolkit
A generation adrift	KS1	
Between the cracks	KS2	
Drivers of human development: How relationships and context shape learning and development	KS3-4	
Drivers of human development: How relationships and context shape learning and development	Social and Emotional	Does it make a difference?
Low income and early cognitive development in the UK	Metacognition and self regulated learning	Impact Ed
Effective use of the Pupil Premium	Getting started with assessment for learning?	Improving education
Assessing and monitoring pupil progress Assessment lead programme Identifying gaps in learning How bias subconsciously emerges in teacher assessment	School attendance, exclusion and persistent absence	
Spotlight on disadvantage	Parental involvement	
Early years toolkit	Schools guide to implementation	
Early intervention foundation	Teaching Assistants In class intervention (Teachers and Teaching Assistants)	
School planning guide and Pupil Premium guide	Small group tuition and One to one tuition	
School Organizational Contexts, Teacher Turnover, and Student Achievement	Determinism Bias	
The effects of high-quality professional development on teachers and students	Reading comprehension Just reading Background knowledge	
Improving outcomes for disadvantaged learners (opportunity areas)	Great teaching toolkit	

Maximising the attainment of disadvantaged pupils in Essex

An interrelated process

Strategy November 2020



Philippa.Holliday@essex.gov.uk

Carole.Farrer@essex.gov.uk

mrowland@unitysp.co.uk





School Partnerships Update - EPHA Autumn Term 2020

• Something has happened – a grassroots movement. Schools up and down the country began to share in a way like never before and with one core principle at its heart; helping others. It's quite a change. This experience has changed what we hold dear and true and so, out of one of our country's and indeed the world's darkest hours, has come something pure and beautiful – true altruism.



- Lessons from Lock Down: Big Education Blog Stephen Taylor
- <https://bigeducation.org/learning-from-lockdown/>

School Partnerships Update

Strategy being relaunched Summer term 2021

Core outcomes of the strategy:

- A county-wide partnership system in which every child can attend a school which is at least good and improving.
- A culture in which each Headteacher has aspirations for all the children in their partnership to achieve their highest outcomes.
- Partnerships that take responsibility for their own improvement by using regular external challenge; promoting cohesion, confidence and skills through networking with colleagues
- Governing bodies and Trust boards with the skills, knowledge and understanding to accelerate school improvement through the promotion of partnership working
- Link and be a vehicle for other strategies such as the Disadvantage strategy, Trauma Perceptive Practice and the Inclusion Framework
- School Partnership Strategy to encompass all school partnerships i.e. LA and MATs

School Partnerships Update

School Led Improvement Project Board renamed - **School Partnership Board** has met twice since March 2020

- Reviewed the impact of Partnership working during this time
- Revised the vision for school partnerships
- Considered priorities for the coming year
- Discussed outcomes, indicators and measures
- Reviewed Strengths and challenges

This term instead of a Partnership Board meeting, meetings will take place with

- Groups of Board members, Partnership Leads, Quadrant Chairs, ECC staff

To discuss

- Effectiveness of the Partnership System
- Roles and Responsibilities within the system
- Steps needed to strengthen Partnership working

These conversations will feed into the revised School Partnership Strategy

Nicola Woolf, Lead for School partnerships- has emailed Partnership Leads and MATs to come together on **Wednesday 9th Dec 2pm to 3pm** to reconnect virtually to discuss this in more detail and the resources available to support Partnership working in the current climate.

This summary is based on feedback from SLIS Partnership Leads and School Effectiveness Partners about the work of Essex school partnerships in supporting schools and enabling collective working.

1 How have partnerships been keeping in touch and working together during the crisis?

- ✓ Zoom meetings
- ✓ whatsapp groups
- ✓ update messages from partnership leads
- ✓ cluster meetings
- ✓ e-mail contacts

2 What issues have partnership discussions focussed on?

This has been most often through sharing ideas, helping schools to work together, and peer and well-being support. A number of partnerships mentioned looking for consistency in approaches across schools.

By far the most common issues being discussed...

- re-opening and re-integration arrangements
- transition (particularly EYFS and Y6)
- staffing issues
- advice on DfE guidance
- sharing policies and examples of practice e.g. sharing 'Return to School Action Plans'
- provision for key worker children

Other issues mentioned included...

- virtual training opportunities, for example "...Zoom training for the TAs in my cluster - over 40 TAs joined from home to take part"; management of paediatric first aid; trauma perceptive practice training
- bereavement counselling
- sharing premises
- organising shared cover arrangements over holiday periods

School Partnership Vision

- We believe that every school in Essex should actively engage in a formal school partnership with a number of schools. Children and families of school communities will benefit from the strength of schools working in collaboration with each other rather than in isolation, particularly in these challenging times.
- The type of partnership is less important than its ability to share practice and capacity, hold schools within the partnership to account in mutually reinforcing ways, and enable schools to access the support they need. The aim is to have a positive impact on school improvement and outcomes for children.
- Within these partnerships, schools will work together to develop and share best practice, utilising a system of peer reviews and self-evaluation. System Leaders will play a key role in enabling schools in the partnership to improve and empower schools across Essex to own and develop their own future.

"The strength of the network has helped, especially for information sharing and supporting each other."



"I'm not sure how we'd have got through it without the collaboration."

Peer Review Resources available for whenever you are ready for them

Reminder that Essex schools continue to have access to the Education Development Trust Peer Review resources at <https://www.schoolpartnershipprogramme.com/> Where you will find (when you are ready) resources to support virtual peer reviews that have been tried and tested

- ❖ Blog – How Peer Review can be an asset in uncertain times
- ❖ Peer review materials
 - Covid-19 rapid response - Example Covid-19 lines of enquiry
 - Covid-19 curriculum review- Recovery curriculum example lines of enquiry
- ❖ Advice on process - face to face, online, blended
- ❖ Webinar recording with a Headteacher who has undertaken a virtual peer review
- ❖ 3 Short Videos
 - **Support for Peer Reviewers** - Giving feedback and gathering evidence in a virtual environment
 - **Support for Improvement Champions** - Using familiar SPP Facilitation Tools in a virtual environment
 - **Virtual Improvement Workshop in Action** - Highlights from Yealmpstone Farm Primary School (Sep 2020)

If you have any questions about the School Partnership work please contact your link SEP or Nicola Woolf



Early Years & Childcare Strategy Update

November 2020

Background

- **The Early Years and Childcare Strategy 2015–2018** set out the specific commissioning and operational approach that delivered the strategic direction for the Authority.
- A multi-disciplinary team was put together to review this strategy, understand the current landscape, produce and implement a new 2021 version.
- Activity so during the Discovery phase has included:-
 - An analysis of the Essex GLD data
 - Initial engagement with schools, early years settings and parents
 - Initial review of the impact of Covid-19
 - Horizon scanning of other local authorities strategies and approaches
 - A series of internal workshops with key ECC staff

Which has led onto the following 5 key aims being identified as key areas of focus

The Discovery phase has identified that these are the 5 aims the new EYCC Strategy should focus on:



1. INCREASING THE NUMBER OF CHILDREN WHO MAKE EXPECTED OR BETTER THAN EXPECTED PROGRESS FROM THEIR STARTING POINTS IN THE EARLY YEARS.

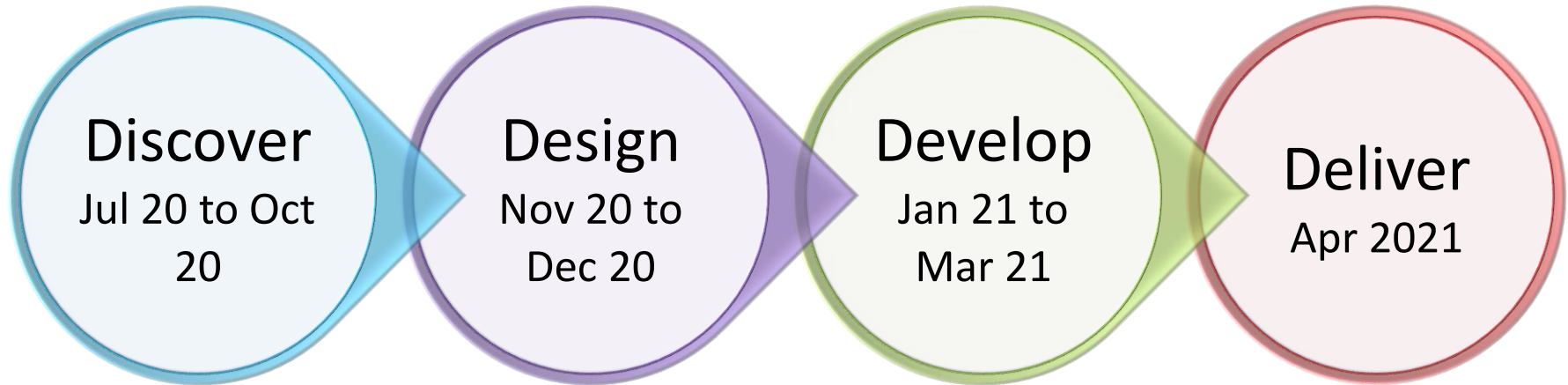
2. SUPPORTING EVERY CHILD TO BE THE BEST THEY CAN BE

3. DEVELOPING THE EARLY YEARS WORKFORCE TO PROVIDE THE EXPERTISE AND KNOWLEDGE TO SUPPORT CHILDREN'S EARLY LEARNING AND DEVELOPMENT

4. ENSURING SUFFICIENT CHILDCARE PLACES TO SUPPORT EARLY LEARNING AND CHILDCARE FOR WORKING PARENTS

5. AN EFFECTIVE, CONNECTED WHOLE EARLY YEARS SYSTEM THAT HAS A CLEAR VISION, PURPOSE AND DIRECTION – WITH PRIMARY FOCUS ON ELEMENTS THAT WILL DELIVER STRATEGY AIMS

Proposed Timeline and Key Deliverables



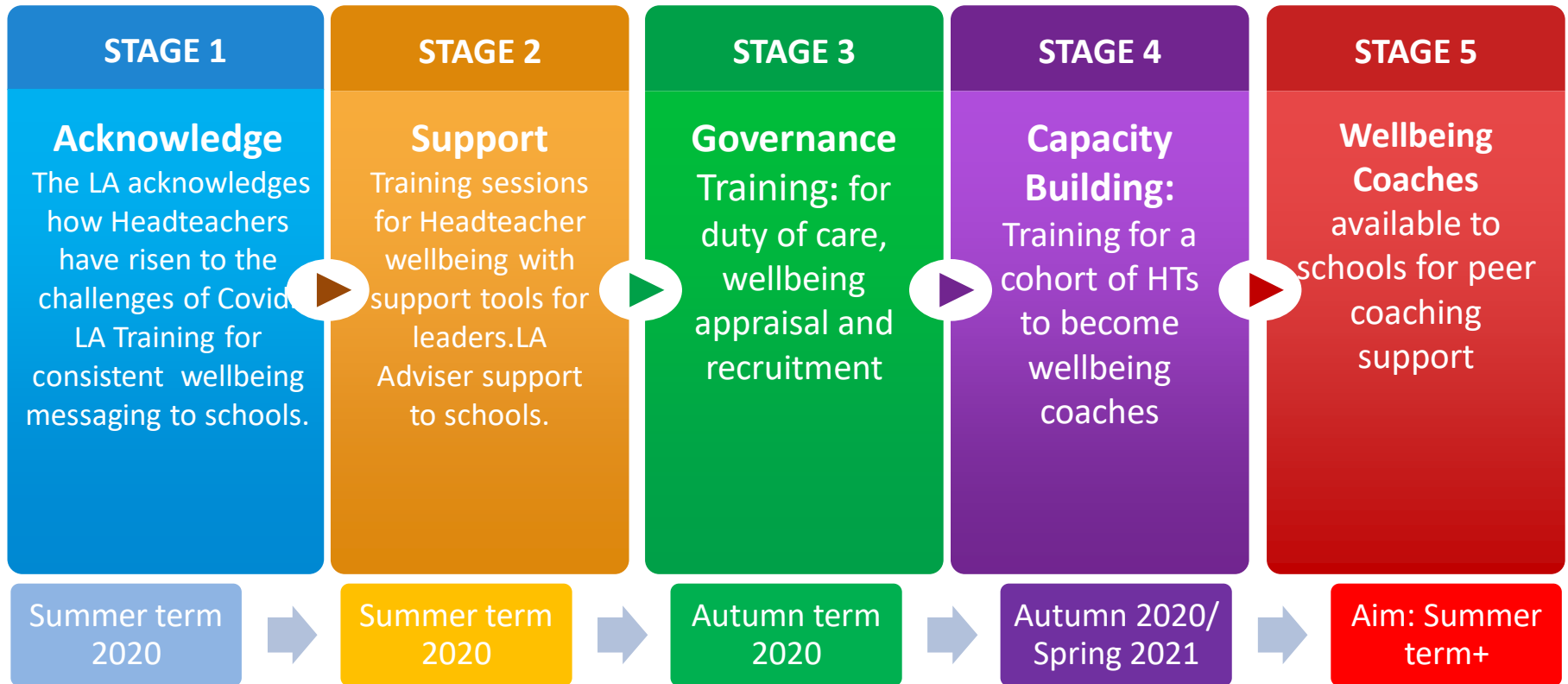
- Local Authority Insight
- Wider engagement with key partners
- Further engagement with Schools, Settings and the Internal Workforce
- Parental Engagement

- Future Vision
- Draft Early Years and Childcare Strategy
- First draft of Early Years Charter
- Alignment to Education Strategy
- Draft Comms Strategy & Engagement Plan
- Implementation Plan
- Develop outcomes and success measures
- Develop outcomes and success measures

- Share Strategy with Stakeholders incl. Schools, Settings and Children's Partnership to create buy in
- Develop Strategy following feedback from Stakeholders
- Finalise solutions and different ways of working
- Implementation Plan
- Communications Plan
- Project Governance

- Go Live - Launch strategy (alongside issuing the Essex free early education entitlement funding contract)
- Measure success - ongoing

5 Stages of the Wellbeing in Education Strategy, with initial focus upon headteachers



Headteacher update webinars – Thursday 19th Nov (3 x afternoon sessions, details distributed via EPHA)

Frodo: *I wish the ring had never come to me.*

Gandolph: *So do all who live to see such times, but that is not for us to decide. All we have to decide is what we do with this time that is given to us.*

J.R.R. Tolkien
The Lord of the Rings