



# National Updates - Weekly Briefing

21st November 2023

**BDSIP** | HELPING  
STUDENTS  
SHINE



- We are providing regular weekly briefings which round up and summarise the advice and guidance issued by DfE and more broadly.
- The aim is to make communication manageable and clear, helping school leaders and governors to filter relevant information efficiently and effectively. In this briefing you will find a round-up of all the latest advice and guidance so you can feel confident you have all the updates since the previous briefing.
- There are typically five sections to this briefing:
  - National guidance
  - BDSIP updates
  - Horizons (as relevant)
  - Additional resources

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# National guidance



## DfE – [Additional support materials for GCSE exams in 2024](#) – Press release – published 16 November 2023

- The Department has asked Ofqual to make arrangements to continue providing formulae and equation sheets for GCSE exams in 2024.

Students set to sit their GCSE exams in 2024 could receive additional support materials, as the Department for Education (DfE) asks Ofqual to make arrangements to continue providing formulae and equation sheets for one more year.

Following a consultation, the proposal would see students provided with enhanced formulae and equation sheets to support them in mathematics, physics, and combined science GCSEs, as was the case for 2023 exams. This means students will not have to memorise formulae, as they need to in a normal year.

These proposed arrangements recognise the disruption this cohort of students experienced during their secondary education due to national school closures during the pandemic while these pupils were in year 7 and 8.

Ofqual is launching a [consultation](#) on this today (Thursday 16 November) to get insight from the sector on introducing this expectation, and it will run for two weeks, ending on 30 November 2023 at 11:45pm.

[Read the full press release here.](#)



2024 will be the final year where enhanced formulae and equation sheets will be available, returning to normal exam arrangements in 2025.

The department's decision on arrangements for 2025 reflect that those pupils will have had the opportunity to benefit from more time in secondary school with support from teachers and interventions such as the national tutoring programme, compared to students from the previous two cohorts.

The government has invested nearly £5 billion to support students' recovery from the impact of the pandemic, including £1.5 billion for tutoring programmes and almost £2 billion in direct funding, largely targeted at those that need help most.



**DfE – [A level and other 16 to 18 results: 2023 \(provisional\)](#) – National statistics – published 16 Nov 2023**

- The attainment of students at the end of their 16 to 18 study in England.

**Details**

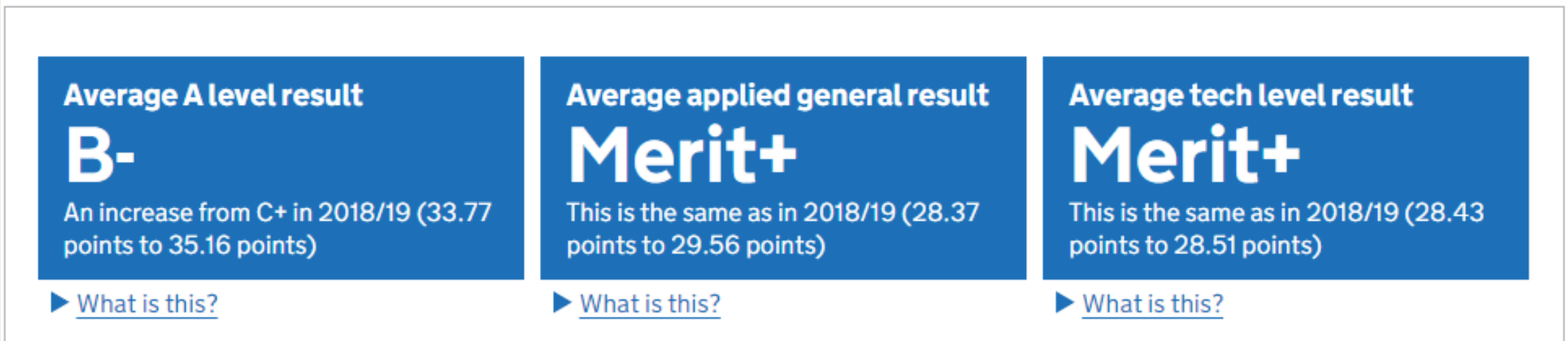
Provisional information on the overall achievement of students at the end of their 16 to 18 study in England by the end of the 2022 to 2023 academic year.

This includes:

- A levels and other academic level 3 qualifications
- applied general and tech levels at level 3
- technical certificate qualifications at level 2

In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. For VTQs that are taken alongside, or instead of, GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. More information on qualification grading approaches in 2023 and in 2022 can be found at [Exam results 2023: 10 things to know about GCSE, AS and A level grades - The Ofqual blog](#) and [Vocational and technical qualifications grading in 2023 - The Ofqual blog](#) and [Ofqual’s approach to grading assessments in summer 2022](#) article.

**Headline facts and figures - 2022/23**



- Average point score per entry (APS) is lower than 2021/22, across all cohorts. This is as expected with the return to pre-pandemic grading.
- Gaps between disadvantaged and non-disadvantaged students have decreased in comparison to last year; the widest gap is the A level cohort.
- Female students perform better than male students for all level 3 cohorts, but gaps have decreased since 2021/22.
- The rank order of attainment by ethnicity has remained almost unchanged at A level through the Covid-pandemic; the Chinese ethnic group have the highest APS and the Black or Black British ethnic group has the lowest.
- The decrease in APS this year has affected all institution types. However, all major institution types remain slightly higher than in 2018/19.
- There was an overall rise in the number of below level 3 entries across both English and maths compared with 2021/22. This follows the return of the summer exam series in 2021/22 and a drop in the proportion of pupils achieving grades 4 or above in English and maths during key stage 4.



2,500 new places on artificial intelligence and data science conversion courses now open to applicants

DfE – [2,500 new places on artificial intelligence and data science conversion courses now open to applicants](#) – Press release – updated 15 November 2023

- Change: Up to £24 million of funding from government, universities and industry partners’ changed to ‘£13.5 million of funding from government’ to clarify the level of government funding.

Graduates have the opportunity to [apply](#) for a place on artificial intelligence (AI) and data science masters courses beginning in autumn 2020 and running through today.

- £13.5 million of funding from government will help bolster the introduction of new and diverse talent into digital and tech roles
- an estimated 2,500 places will be available on new government funded AI or data science conversion courses, with 1,000 scholarships offered to students from underrepresented backgrounds
- funding has been awarded to 18 universities who are working with partner providers to deliver courses in 28 universities and colleges across England



Backed by £13.5 million of government funding, the government has joined forces with the Office for Students, universities and industry partners to increase the number of highly-skilled workers in AI and data science roles. The cash will provide places for graduates from a range of backgrounds - both those that have a degree in science, technology, engineering, maths or social sciences and those that have studied other subjects to date.

The move will enable 2,500 people to develop new digital skills or retrain to help find new employment in the UK’s cutting-edge AI and data science sectors.

Courses are open to anyone who meets a participating university’s entry requirements and details of how to apply are available on the universities’ websites. Eligible applicants can apply for a scholarship through their university. Please visit the [Office for Student’s website](#) for more information.



- A new post, “[Improving school attendance](#)” has just been published on the [Ofsted: schools and further education & skills \(FES\) blog](#).

OFSTED highlights a significant rise in persistent school absence, with almost 1 in 4 pupils missing 10% of sessions in autumn 2022. This is nearly double the 2019 rate, raising concerns about its impact on children.

The DfE underscores the crucial link between high attendance rates and positive outcomes at all key stages. Even minor education gaps can hinder a child's understanding of key concepts.

Schools are urged to prioritise attendance, demonstrating efforts to improve, even if figures are currently below pre-pandemic levels.

OFSTED acknowledges factors beyond schools' control but expects proactive measures for the highest possible attendance.

OFSTED emphasises strong communication with parents and pupils on the importance of attendance. Examples of good practice are detailed in the report on securing good attendance and tackling persistent absence.

Watch the webinar on attendance here:

[Read the full blog post here](#)



## Resources

Ofsted’s [report on securing good attendance and tackling persistent absence](#) includes examples of good practice for schools.

We have also published [a webinar on attendance](#).

The Department for Education also provides support for schools to improve attendance, including through their:

- [toolkit for schools on communicating with families to support attendance](#)
- [new data visualisation tool](#) which makes it easier for teachers to analyse attendance
- [Attendance Action Alliance](#) of national education and care leaders (including Ofsted) who are working together to target the reasons behind poor attendance
- [Attendance Hubs](#), which are networks of schools that share best practice and practical resources with each other

The NHS has also provided a guide for parents on [when children maybe too ill for school](#).

Ofsted hopes this blog underlines the importance of attendance, and how they will ensure they are fair to schools as they navigate this difficult challenge. The hope is that the support signposted here will help schools to do all they can to ensure children are in school every day.



- A new post, “[How we inspect safeguarding in schools](#)” was published last week on the [Ofsted: schools and further education & skills \(FES\) blog](#).

**Introduction:** The blog discusses Ofsted's approach to safeguarding during school inspections, emphasizing the importance of keeping children safe and the alignment with the Department for Education's expectations outlined in [Keeping Children Safe in Education \(KCSIE\)](#).

**Culture of Safeguarding:**

- Ofsted highlights the significance of a 'culture of safeguarding,' emphasising an open and positive environment that prioritises pupils' interests.
- Inspectors evaluate the established safeguarding culture, considering multiple pieces of evidence to assess the effectiveness of safeguarding arrangements.

**Before the Inspection:**

- Schools receive a day's notice before the inspection, outlining the required documents and information for review.
- Specific information related to safeguarding, including the single central record, referrals to the local authority, and open cases, is requested before the inspection.

**During the Inspection:**

- Safeguarding discussions are woven throughout the inspection, informed by provided information and records.
- Main activities include reviewing the single central record, meeting with the designated safeguarding lead (DSL), and discussions with staff and pupils.

**Reviewing the Single Central Record:**

- Inspection starts with a review of the single central record, checking against minimum recording requirements.
- Questions may cover recruitment practices, advertisement procedures, and staff induction to ensure suitability for working with children.

**Meeting with the DSL:**

- Inspectors meet with the designated safeguarding lead (DSL) to explore the safeguarding culture, inquire about incidents since the last inspection, and assess staff training and awareness.
- Information-sharing and timely response to concerns are crucial aspects evaluated during this meeting.

**Discussions with Staff and Pupils:**

- Inspectors prioritize discussions with staff and pupils to understand training, actions on concerns, and pupils' feelings of having someone to talk to.
- Age-appropriate conversations with pupils ensure a careful evaluation without making assumptions.

**Making a Judgement:**

- Inspectors reflect on gathered evidence to judge safeguarding as effective or ineffective, with 99% of inspections in the last academic year resulting in effective safeguarding.
- 'Minor safeguarding improvements' may be identified, focusing on administrative errors without immediate impact on pupil safety.

**Judgement Impact on Overall Grade:**

- Schools judged to have effective safeguarding with minor improvements can still be rated as good or outstanding.
- In cases of inadequate safeguarding, a monitoring inspection within three months focuses on improvements, potentially leading to an improved overall grade.

**Reassurance for Schools:**

- Ofsted assures that schools complying with KCSIE and fostering an open and positive safeguarding culture will be judged to have effective safeguarding.

[Read the full blog post here](#)



## DfE – [Promoting children and young people's mental health and wellbeing](#) – Guidance – updated 16 November 2023

- Change: Retagged as belonging to OHID (rather than PHE).

### [Anti-bullying week 2023: 5 ways we support schools to deal with bullying](#)

Bullying in school or college can have a devastating effect on children, young people and their families. We're committed to helping schools tackle bullying, supporting them to create a calm environment where everyone feels safe. Here are 5 ways we're ...



### [Free school transport explained: From who's eligible to how it works](#)

[mediaofficer](#), 3 November 2023 - [Schools](#)







★ Exclusive

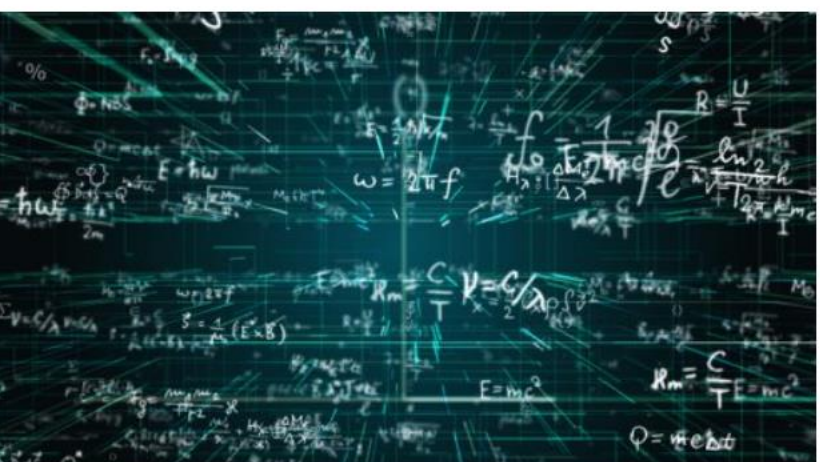
### Are schools in poorer areas now getting better Ofsted grades?



★ Exclusive

### 1 in 5 schools face handing back all their tutoring cash

More than 4,000 schools did not submit their end of year tutoring statement last month



### GCSE students set to be given exam aids for one more year

It follows Nick Gibb, ex-schools minister, saying there was ‘an expectation’ the support would not be offered this year



### Schools working to cut absences will be judged ‘favourably’ says Ofsted

Watchdog clarifies its position as absence rates remain stubbornly higher than pre-pandemic

SCHOOLS

WEEK



### Damian Hinds returns to DfE as schools minister

Appointment follows resignation of schools minister Nick Gibb



### How schools with the poorest intakes boosted progress

Heads explain how they improved behaviour, changed leadership and reached outside of the school gates to boost results



# BDSIP Updates



## November

### Governor Training: New to Governance

**21st November, 5.30pm – 6.30pm**

New to Governance – a session for new governors providing the knowledge, understanding and skills to undertake roles effectively.

### How to Really Teach Times Tables

**23rd November, 1.30pm – 4pm**

**21st May, 3.45pm – 5pm**

This two-part course will look at researched backed approaches to the teaching & learning of times tables, including brain plasticity and the difference between memorization and automaticity. It includes practical approaches that can be directly applied back in the classroom and support both a whole school approach & policy development. The second part of the course will include further challenge and reasoning and look at the administration of the MTC in year 4.

### Early Years Maths: How to Create a Nation of Maths Lovers

**28th November, 9.30am – 3pm**

Children's maths confidence at the start of school determines their later maths learning – so early years practitioners can really make a difference to children's life chances.

### School Refusal with Guest Speaker, Sasha Evans from Uncommon Minds

**29th November, 1.30pm – 3.30pm**

An opportunity to discuss reasons for school refusal and how to overcome them.

### Putting the SCERTS principles into practice

**30th November, 9am – 12.30pm**

The SCERTS practice principles are a good practice guide for implementing the SCERTS framework into any setting. This session will focus on managing transitions, task engagement and enabling environments.

### Year 6 Writing at Greater Depth

**30th November, 4pm – 5.30pm**

This is an opportunity for year 6 teachers to come together to share their children's writing and to have the support from trained moderators to assess how their children are progressing. We recognise the challenge in achieving greater depth in writing and we aim to help clarify what makes a greater depth writer.

## December

### Primary Deputy Heads Professional Learning Network

**6th December, 2pm – 4pm**

This will be an opportunity for deputy heads from primary schools to meet every half term to share practice and explore challenges. We aim to create a safe space to learn and grow collaboratively.

## January

### SENCO Network

**18th January, 3pm – 5pm**

Free to LBBD schools. The SENCO network is a professional forum for sharing information between SEND leaders in schools, specialist settings, the local authority, external service providers and BDSIP.

### Teacher Assessment in Writing at the end of KS2

**23rd January, 1.30pm – 4pm**

This course is an opportunity for year 6 teachers to moderate their children's writing evidence using the teacher assessment frameworks at the end of KS2. It will support preparation for moderation and there will be an opportunity to unpick examples of standardised writing that are used to train moderators.

### AET Schools Making Sense of Autism GAP Progression

**24th January, 9am – 4pm**

A full day session covering AET's training sessions: Making Sense of Autism, Good Autism Practice, and Progression Materials

### Primary Deputy Heads Professional Learning Network

**24th January, 2pm – 4pm**

This will be an opportunity for deputy heads from primary schools to meet every half term to share practice and explore challenges. We aim to create a safe space to learn and grow collaboratively.

### Primary Geography Professional Learning Network

**25th January, 1.30pm – 3.30pm**

Network meetings for Geography leads. Each meeting will contain updates (including Ofsted), content around a curriculum theme, an opportunity to discuss planning and experiences of subject leadership with colleagues.

### Understanding and Developing the Role of New and Nearly New Maths Subject Leaders

**29th January, 9.30am – 4pm**

These three sessions will support NEW and NEARLY NEW (and even existing) maths subject leaders in understanding and developing their role to implement, monitor and improve the teaching and learning of mathematics within their school.

### Secondary Religious Education Network Meeting

**30th January, 4pm – 6pm**

This secondary religious education network meeting offers the opportunity to share updates, receive subject support, and share best practice.

## February

### Primary Computing Professional Learning Network

**7th February, 1.30pm – 3.30pm**

Professional forum for subject leader development, updates and sharing good practice.

### ARP Network for Autism

**7th February, 3.30pm – 5pm**

ARP Network Meeting for Autism for leads and ARP teachers to share good practice and professionally support each other with next steps.

### AET Early Years Making Sense of Autism GAP Progression

**8th February, 9am – 4pm**

A full day session covering AET's training sessions: Making Sense of Autism, Good Autism Practice, and Progression Materials

### Primary Art Professional Learning Network

**9th February, 1.30pm – 3.30pm**

This course will support the development of subject leaders professional knowledge and understanding of the art curriculum in primary school.



# SEND and Inclusion Conference

## UDL: A Framework for Inclusion

Thursday, 14th December  
CEME Business Campus

LAST FEW PLACES REMAINING

[Book your place](#)



### Kevin Merry

Associate Professor, Author,  
Teacher Fellow at De Montfort  
University, Editor, Network  
Founder, PFHEA, CATE  
winner



### Dr Zachary Walker

International speaker, Policy  
Adviser, Author, Head of  
Department, UCL IOE  
Psychology and Human  
Development



# Additional resources




# Speech and Language UK - No Pens Day



We're excited to share with you that No Pens Day is back again for 2023 – and this year, we have big plans for the biggest ever show and tell!

We're asking schools to join us on Wednesday 29th November (or any day that week), to help celebrate the power of communication skills – while raising vital funds to help support the 1.9 million children who struggle with talking and understanding words in the UK.

 When? Wednesday 29th November (or any day that week!)

 Where? In your school classroom

To make it as easy as possible for you and your class to have the best time ever, we'll provide all the resources you need to plan your day – including tons of activity ideas, take home leaflets, certificates, lesson plans and more!

Sound good? We hope so! So go on – why not sign up today?

Just by taking part, you'll be helping to raise awareness of children who struggle to talk and understand words – and what's more, you'll give your class a wonderful day of talking, listening, learning and most likely, lots and lots of laughter!

We hope you're as excited as us for what's shaping up to be a brilliant No Pens Day.

[Click here to sign up](#)



# STEM: Protect Our Planet Day



## Protecting Our Planet Day – 30<sup>th</sup> November

Protecting Our Planet Day (POP) is the inspiring live-streamed event for schools brought to you by the UK Space Education Office (ESERO-UK) at STEM Learning and in collaboration with the European Space Agency and the UK Space Agency.

POP23 takes place on Thursday 30 November. Join us for a world full of experts and leading researchers - passionate people working to protect our planet from here on Earth and from space - into your classroom. There are a range of activities during the day, including two interactive sessions for primary.

Further information, and registration details, here:  
<https://www.stem.org.uk/enrichment/protecting-our-planet-day>



[Here are 24 STEM investigations for you to try!](#)

Dr Jo Science is posting one a day on social media @DrJoScience as a science advent calendar, or you could do them all right now, have a bumper science week in the run up to christmas (or betwixtmas in that unknown time between christmas a new year when the days all roll into one...) or have some festive fun on Christmas day!

Follow for even more science fun at [twitter.com/DrJoScience](https://twitter.com/DrJoScience), [instagram.com/DrJoScience](https://instagram.com/DrJoScience) or [facebook.com/DrJoScienceSolutions](https://facebook.com/DrJoScienceSolutions).







## **Assessment in PSHE (Via Zoom) - Free for schools**

### **For Secondary Schools**

Date & Time: Tuesday 5<sup>th</sup> December, 1 to 3 pm

Booking: [Assessment in PSHE \(Secondary\) – Health Education Partnership](#)

### **For Primary Schools**

Date & Time: Thursday 7<sup>th</sup> December, 1 to 3 pm

Booking: [Assessment in PSHE \(Primary\) – Health Education Partnership](#)



# Samsung's Solve for Tomorrow Competition 2023/24



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Your students could win once-in-a-lifetime mentoring opportunities and cash prizes of up to £10,000!

The Samsung Solve for Tomorrow Competition 2023/24 is an opportunity like no other to explore how tech can take on some of society's biggest issues. No qualifications needed.

Samsung invites young people aged 16-25 to enter their tech product, service or app that could make a real difference to people and communities within one of the following four areas:

- Education
- Sustainability
- Equity, Diversity & Inclusion
- Health & Wellbeing

Winners and runners up will be selected and awarded prizes for both 16-18 and 18-25 age categories.

Entries can be from an individual or a team of up to five, so whether you've got a maverick or a dream team in mind, get young people involved!

Solve for Tomorrow's 2023 winner (18-25), Kiara Taylor, developed a device to transform the lives of farmers by recycling e-waste into wind turbines and car batteries. She shared these thoughts with us on her experience:

"As a young person, I didn't have that much industry experience, so it was really helpful meeting the mentors and experts who have done it already, and also meeting other contestants who are all in the same boat as you."

If your students are shortlisted, they'll have the opportunity to accelerate their idea through a programme of workshops led by industry experts, as well as 1-2-1 mentorship from Samsung employees.

Applications close on the 18th December 2023. This should give you and your students plenty of time for you to pass this onto potentially interested young people you know, and for them to create their idea.

The competition has cross-curricular links to:

- ICT
- D&T
- Business Studies

To support young people in their applications, the National Schools Partnership has created resources to guide them at each step of the way. These materials can be downloaded here.

- Competition Entry Pack walking them through the Design Thinking process
- Poster to tell students all about the opportunity
- Access to the Solve for Tomorrow Innovator Hub full of inspiration and resources
- Delivery Guide for Teachers explaining how best to deliver the resources

[\*\*Sign up now!\*\*](#)



# Free Reading Resources from Bookmark



[Bookmark](#) is a children's literacy charity with a simple mission, they want every child to read. They are currently working on a project to help primary schools in Barking & Dagenham to develop a Whole School Reading Culture and encourage reading for pleasure through the distribution of their "Your Story Corner" packs.

The packs include £2,000 worth of new books and resources and are **completely free and without commitment**. To find out more about what's in the pack and how to apply, please visit Bookmark's website: <https://www.bookmarkreading.org/your-story-corner>.

**Applications open on January 4, 2024, and the deadline to apply is the February 4, 2024.**

**Bookmark**

## Your Story Corner

**FREE reading resources for your school!**

**What's included?**

- **200** new, high quality books suitable for children aged 4 – 9.
- Annual subscription to Bookmark's children's magazine: *The Story Corner*.
- Posters, postcards, worksheets and a certificate to help encourage reading for pleasure.
- The chance to win additional resources through the 'Your Story Corner' competition.
- Support and inspiration for 'book chat' to create a Whole School Reading Culture.

**WORTH OVER £2,000!**

Register for a Your Story Corner pack today:  
[bookmarkreading.org/your-story-corner](https://www.bookmarkreading.org/your-story-corner)







City University of London are pleased to share their upcoming UniFocus Day programme taking place at their campus near Angel.

Year 12 Uni-Focus Days are taking place over the course of academic year and the programme has been expanded this year to include new subjects.

Uni-Focus Days are series of subject specific days that will raise attainment, awareness, and confidence of year 12 students who are thinking about or plan to study that subject at university. The events will help students make informed choices about going into higher education and provide a focused understanding of what it is like to study a specific subject. They are specifically targeting and prioritising young people with backgrounds which are underrepresented in university (young people who are eligible for free school meals, who have a disability, who are care experienced, refugees or who have asylum seeker status, young carers, or would be the first generation in their family to go to university), but welcome applications from all.

Attendees will meet current City, University students and find out more about life as a university student in their subject of interest as well as meeting industry professionals. There will be workshops and mini lectures provided by academics from the subject department, a campus tour and a

subject focused talk provided by their careers adviser.

A free, hot lunch on campus will be provided for any students who attend!

The events will be taking place on the following days:

17<sup>th</sup> January 2024 - Law Uni-Focus Day

31<sup>st</sup> January 2024 - Computer Science Uni-Focus Day

28<sup>th</sup> February 2024 - Politics Uni-Focus Day

13<sup>th</sup> March 2024 - Psychology Uni-Focus Day

21<sup>st</sup> March 2024 - Engineering Uni-Focus Day

24<sup>th</sup> April 2024 - Journalism Uni-Focus Day

8<sup>th</sup> May 2024 - Music Uni-Focus Day

15<sup>th</sup> May 2024 - Business Uni-Focus Day

22<sup>nd</sup> May 2024 - Clinical Sciences & Healthcare Uni-Focus Day

Year 12 students can apply to attend the event by using the following link -

<https://tinyurl.com/UniFocus2023-4>

If you have any questions about the events or would like to get in touch about any of the Widening Participation work done at City, University of London, please send me an email at [joseph.jackson@city.ac.uk](mailto:joseph.jackson@city.ac.uk).



A poster for BRIT Kids Kings Cross. It features a silhouette of a person in a dynamic pose, possibly a dancer or athlete, against a vibrant, multi-colored background. The text on the poster includes logos for The BRIT School and Westminster Kingsway College, a partnership statement, the main title 'BRIT KIDS KINGS CROSS', a description of the courses, a tagline, and contact information with social media icons and a QR code.

The BRIT SCHOOL

IN PARTNERSHIP WITH

wk Westminister Kingsway College

THE BRIT SCHOOL'S SATURDAY COURSES IN CREATIVE, MEDIA & PERFORMING ARTS FOR 7-18 YEAR OLDS.

**BRIT KIDS**  
KINGS CROSS

WHAT DO WE DO?  
MORE THAN YOU CAN IMAGINE

TO FIND OUT MORE, GO TO  
BRITKIDS.ORG

FOLLOW US ON:  



## Apply now for January 2024 allocation!

This is a new branch with The BRIT School collaborating with Westminster Kingsway to bring you Creative and Performing Arts Classes to 7-18 year olds on a Saturday. It is an exciting partnership using Westminster Kingsway's specialist studios and equipment and The BRIT Schools world famous, highly specialised teaching methods and ethos.

We are launching bursaries for low-income families, please see the website link below for more information- deadline 1st December for bursary places for the January launch!

### Why Choose [BRIT Kids Kings Cross](#)?

- Experience a unique blend of two iconic institutions.
- Work with industry experts
- Build skills in both creative and performing arts

Join our BRIT community

[Start your application for January 2024](#)



## Removing barriers to education

### Identifying and supporting pupils with vision and hearing problems

Taking place on **Thursday, 7th December between 4:30 PM and 5:30 PM**, our free webinar will consider the prevalence of vision and hearing problems and their potential impact on children's development.

During the one hour discussion, our panel of experts will discuss topics including the importance of vision and hearing in learning and behavioural development, how the behaviour of children with undetected vision and/or hearing deficits can present as challenging in the school environment, and the impact of Covid and increasing screentime on children's speech and language development and myopia.



Brought to you by:

**SecEd** **HEADTEACHER** **Children & Young People Now**  
UPDATE

**FREE WEBINAR**

**Removing barriers to education:**  
Identifying and supporting pupils with vision and hearing problems

**Register today**

**7th December 2023 4:30 PM**

in partnership with **SchoolScreeners<sup>®</sup> For Schools**

**SECURE YOUR PLACE TODAY**





Between November 30th and December 12th 2023, world leaders will come together in the United Arab Emirates for COP28.

What kinds of numbers might be discussed? And why is it important to consider stock and flow when looking at numbers to do with climate change?

Hear from *The Economist's* global energy and climate innovation editor and explore why it's important for leaders at COP events to ask questions about the numbers that are shared.

[Download resource](#)

CONFLICT IN THE NEWS

## Israel and Palestine: news literacy



Whenever there is a humanitarian crisis, people are more likely to see more misinformation, conflicting opinions and distressing images.

Our one-hour lesson helps students understand the history of Israel and Palestine, discuss how bias affects the news people might see and explore how to navigate the news during conflicts and humanitarian crises.

The Research team at *The Economist* is developing a project focused on students aged between 16 and 25 to explore what students think about journalism, how they access the news and what factors influence their decisions.

As a thank you for regular participation, students will be eligible to earn vouchers that can be redeemed at a variety of online stores.

If you have students who may be interested in participating, or you have any questions, please contact [foundationteam@economist.com](mailto:foundationteam@economist.com).

[Download resource](#)

Check out our [Special Edition](#) to explore the issue in depth across six lively lessons.

In the final lessons, students create a piece of work to share their opinions on the best way to maintain politicians' standards of behaviour.

Enter your students' work into our competition **by November 20th 2023** for a chance to win the [Politics Prize 2023](#).



[Find out more](#)



# Durham University survey of teacher experiences in England

**Durham University** is conducting an important national survey of teacher experiences in England, funded by the **Economic and Social Research Council**. The results will help inform national strategies for enhancing teacher status, working environment, recruitment, retention, and career advancement.

Please find the link for the survey below.

[https://durhamuniversity.qualtrics.com/jfe/form/SV\\_0Bp6LdIRGXsYNNQ](https://durhamuniversity.qualtrics.com/jfe/form/SV_0Bp6LdIRGXsYNNQ)

Whether you are a classroom teacher, a member of promoted staff, or a school leader, we would value your unique perspective.

The survey should take **approximately 12-15 minutes** of your time. If you find a question difficult or prefer not to answer, you can easily skip it. We would welcome your comments on any of the issues raised. We will be happy to share the findings with you later.

Durham University will store your responses securely, ensuring complete anonymity.



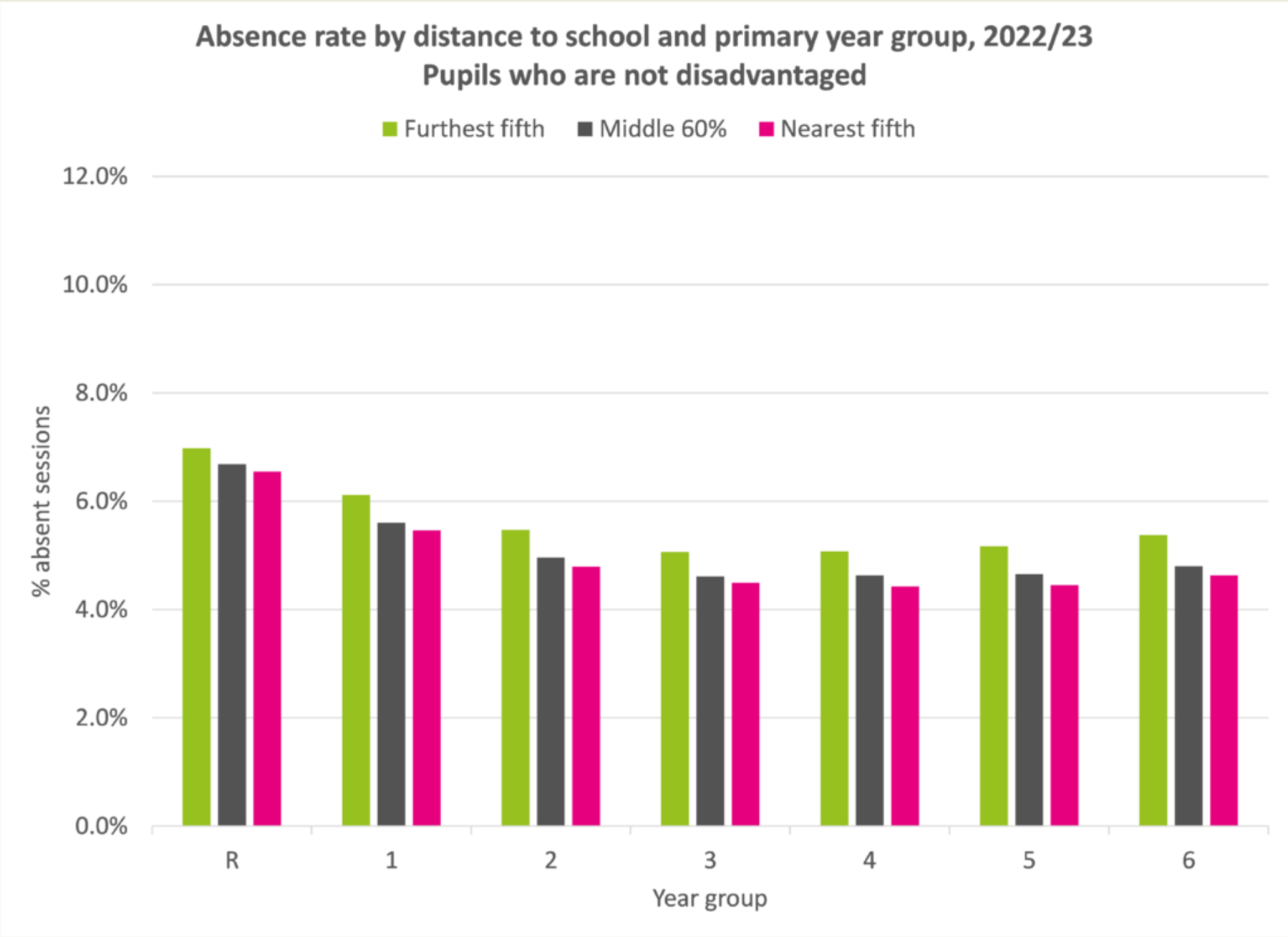
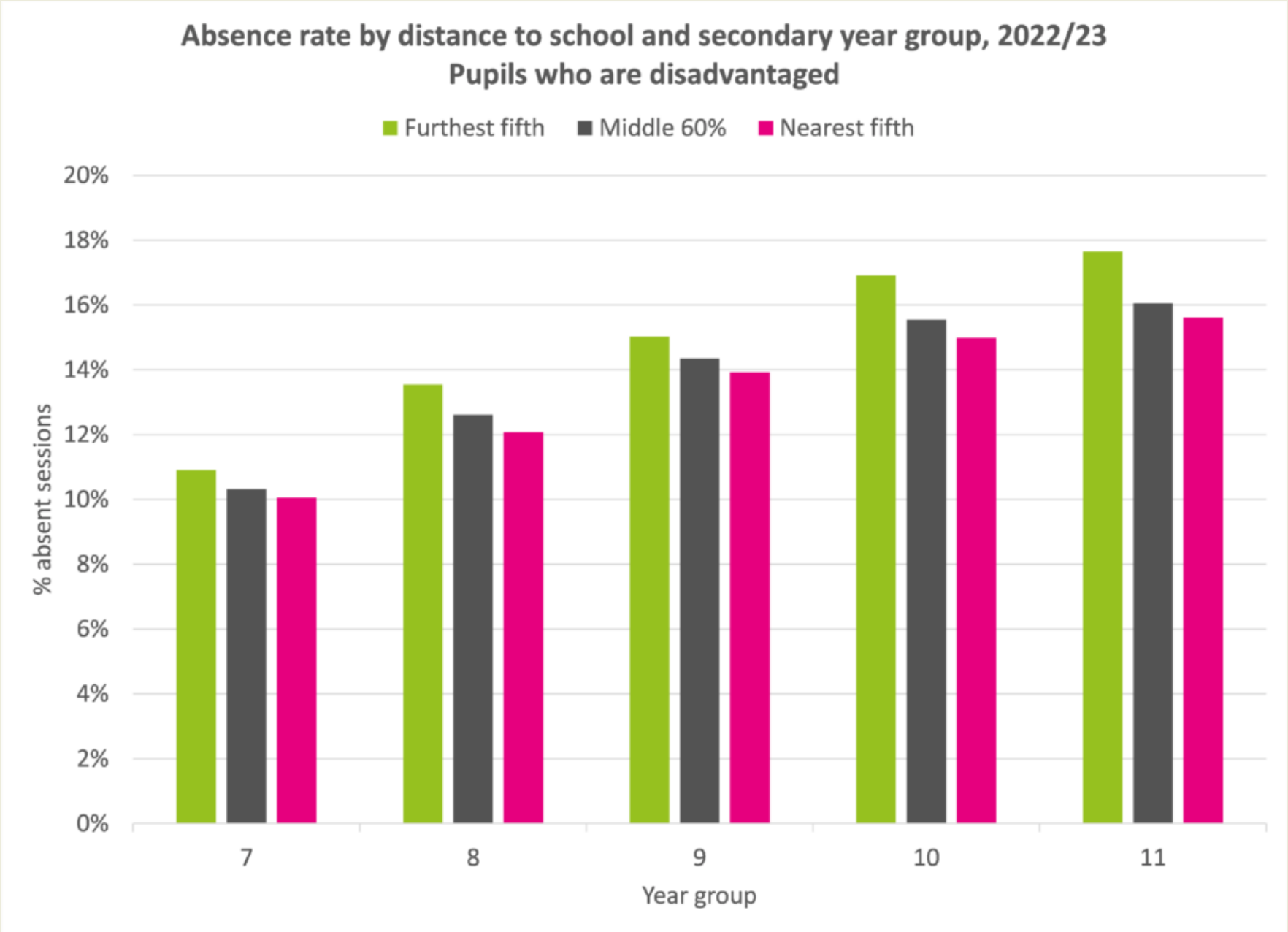


# FFT: Are pupils who live further away from their school absent more often?



[This FFT blog post](#) looks at whether pupils who live further away from school are absent more often

In this blog post, FFT looked for a common sense correlation – that pupils who live further away from a school are more likely to be absent. They took data from the FFT Attendance Tracker for the 2022/23 academic year but limited the sample to schools with data on pupils’ postcodes (1900 secondary schools and 4600 primary schools). Distance to school was measured with a straight line, and groups were broken down into primary/secondary not disadvantaged/disadvantaged. The green bar in the graphs shows pupils closest to school while the pink bar shows those furthest away.



### Summing up

“This simple analysis we’ve presented here suggests that there is a relationship between absence and distance from school.

In the context of the current level of absence in schools, it can only be considered a relatively minor factor.

But pupils who live nearest to school tend to attend school slightly more often. This could be due to families not being able to afford transport costs and/ or a lack of available transport options, particularly during bus/train strikes.

Further analysis based on pupils’ travel times to school (rather than straight line distance) may be instructive.”



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**Contact us**



All feedback and questions are welcome. If you have any queries about any aspects of this briefing or any wider issues, please use the contacts below:

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Thank you



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