



National Updates - Weekly Briefing

28th 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



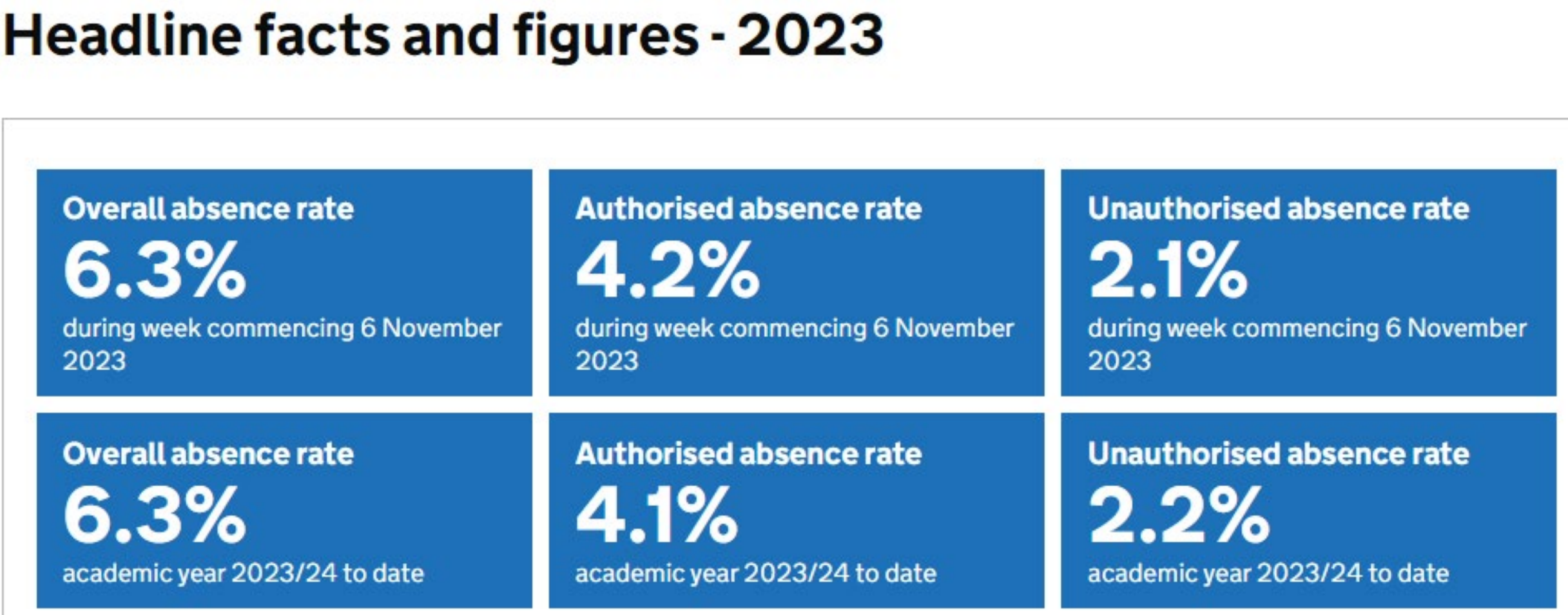
DfE – [Pupil attendance in schools](#) – Official Statistics – updated 23 Nov 2023

- Change: ‘Pupil attendance in schools’ statistics updated to include data covering the period 11 September 2023 to 10 November 2023.

These figures are derived from regular data automatically submitted to the Department for Education (DfE) by participating schools. The data is submitted on a daily basis and includes the [attendance codes](#) for each pupil on their registers during the morning and afternoon sessions. Figures relate to the attendance of 5 to 15 year old (i.e. compulsory school age) pupils in state-funded primary, secondary and special schools in England.

This release covers the 2023/24 academic year from 11 September to 10 November 2023. National level figures are included in underlying data for the week commencing 4 September. For the full 2022/23 academic year and termly pupil absence data, including by characteristics, please see this [historical publication](#).

The figures are published as **experimental official statistics** to give an indicative figure for the absence rate during the 2023/24 academic year. A national level figure was published on 7 September 2023 and from 28 September 2023 the [pupil attendance dashboard](#) will be updated fortnightly, providing aggregate metrics on overall absence and reasons for absence estimated at national, regional and local authority level only.



The attendance rate (proportion of possible sessions attended) was 93.7% across all schools in the **week commencing 6 November 2023**. The absence rate was 6.3%. By school type, the absence rates across the week commencing 6 Nov 2023 were:

- 4.9% in state-funded primary schools (3.5% authorised and 1.3% unauthorised)
- 7.9% in state-funded secondary schools (4.7% authorised and 3.1% unauthorised)
- 12.1% in state-funded special schools (8.9% authorised and 3.1% unauthorised)

The data shows that the attendance rate across the **academic year to date** was 93.7%. The absence rate was, therefore, 6.3% across all schools. By school type, the absence rates across the academic year 2023/24 to date were:

- 4.8% in state-funded primary schools (3.3% authorised and 1.5% unauthorised)
- 8.0% in state-funded secondary schools (5.0% authorised and 3.0% unauthorised)
- 12.2% in state-funded special schools (9.1% authorised and 3.0% unauthorised)

DfE – [Permanent exclusions and suspensions in England: autumn term 2022 to 2023](#) – National statistics – published 23 Nov 2023

- Levels of permanent exclusion and suspension in the autumn term 2022 to 2023 by school type, and reasons for exclusions and suspensions.

The publication includes data on:

- reasons schools report for suspending and excluding pupils
- suspensions and permanent exclusions by pupil characteristics

The data has been collected in the school census. Data for earlier years is also included.

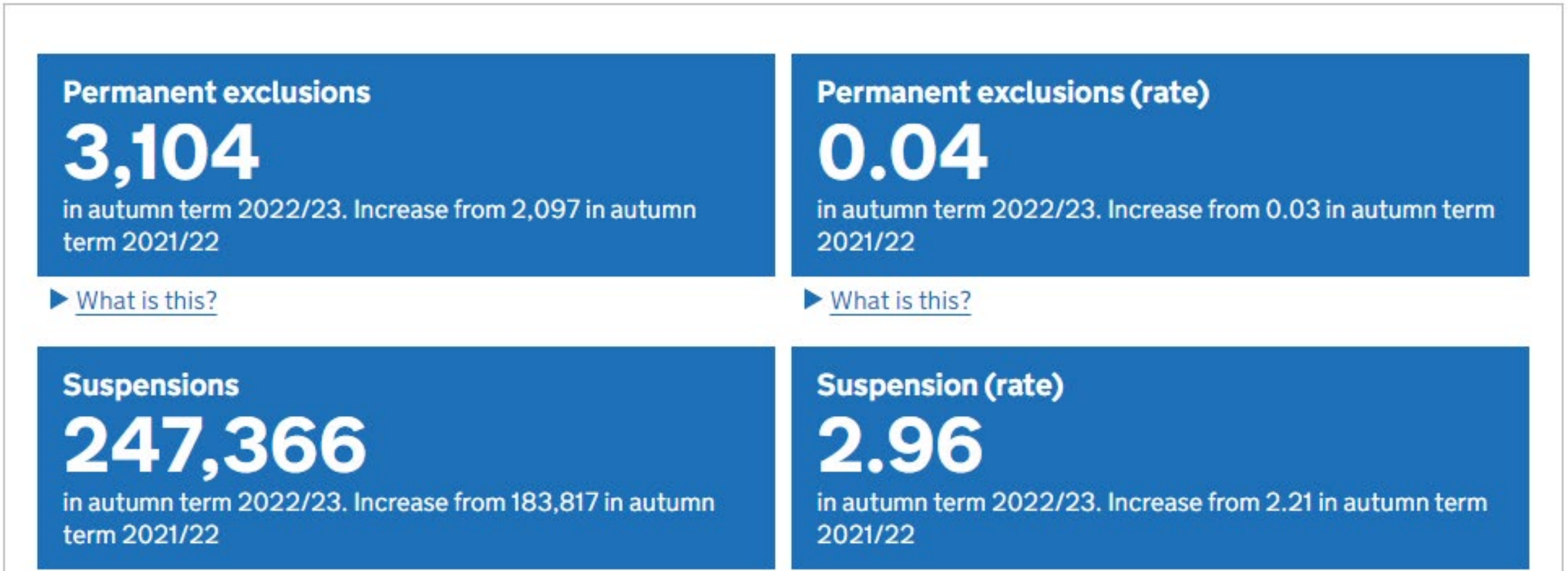
The latest release provides data from the autumn term (Sep to Dec) 2022/23. The publication will next be updated with spring term 2022/23 data in April 2024, followed by a full year release covering the whole of the 2022/23 academic year in July 2024, similar to previous years.

Permanent exclusion numbers have increased compared to previous terms

In autumn term 2022/23, there were 3,100 permanent exclusions. This is an increase from 2,100 in autumn 2021/22 but is slightly lower than the final pre-pandemic autumn term (2019/20) when there were 3,200 permanent exclusions.

The rate of permanent exclusions is 0.04, equivalent to 4 permanent exclusions for every 10,000 pupils. This is similar to rates seen before the pandemic, which remained around 0.03 and 0.04.

Headline facts and figures - 2022/23



Suspensions have also increased

There were 247,400 suspensions in autumn term 2022/23. This is also an increase compared to the previous autumn term, when there were 183,800 suspensions and is higher than the final pre-pandemic autumn term when there were 178,400 suspensions. The rate of suspensions was 2.96, equivalent to 296 suspensions for every 10,000 pupils. The rate in the previous autumn term, 2021/22, was 2.21. The rate in autumn 2019/20, before the pandemic, was 2.17.

The most common reason for suspensions and permanent exclusions was persistent disruptive behaviour

Persistent disruptive behaviour was included as a reason in 55% of all suspensions and 49% of all permanent exclusions in autumn term 2022/23.

More children score full marks in their times tables check

DfE – [More children score full marks in their times tables check](#) – Press release – published 23 Nov 2023

- 29% of children scored full marks in their Multiplication Table Check in 2023, up from 27% in 2022.

“Standards in schools continue to rise as more primary aged children are learning their times tables and boosting their future maths skills, [new data](#) reveals today (Thursday 23 November).

These results build on this Government’s success in driving up standards in schools. In its second year, the times table national data has shown that more children scored full marks in the check than last year with 29% of eligible pupils in 2023 up from 27% in 2022. Overall attainment rose among all eligible children with an average score of 20 out of 25 marks for those who took the check.

Disadvantaged children also scored higher this year getting on average 18 out of 25 marks, up by +0.4 points on 2022. Both boys and girls scored higher than last year.

The multiplication table checks results show:

- Of pupils who took the check, the average attainment score was 20.2
- 25 (full marks) was the most common score (29% of eligible pupils achieved this score)
- London was the highest performing region, with an average score of 21.1
- South West was the lowest performing region, with an average score of 19.7
- Over 620,000 students took the check in the summer

The results from the data published today will provide teachers with standardised information to help to identify pupils who may need additional support.



The government is driving improvements in maths across the education sector from primary school up to post-18. In 2019, primary pupils achieved their highest ever score in the TIMSS international test, and Ofsted recently found a ‘resounding, positive shift in (primary) mathematics education.’ The Maths Hub’s flagship Teaching for Mastery offer was expanded to 75% of primary schools by 2025, in line with the government’s wider strategy on maths. The mastering number programme, which aims to support children in early primary school master the basics of arithmetic, is also expanding to 8,000 primary schools by 2024.

More broadly, standards of education have risen sharply since this government entered office in 2010, with 89% of school rated good or outstanding by Ofsted, up from just 68% in 2010. The results published today are another small example of how this government’s long-term reforms are delivering a brighter future for the next generations.”

DfE – [Multiplication tables check attainment: 2023](#) – Official Statistics – published 23 Nov 2023

- Information on the 2023 multiplication tables check, including breakdowns by pupil characteristics, at national and local authority level.

This statistical release focuses on the multiplication tables check (MTC) results of pupils at the end of year 4 attending schools in England.

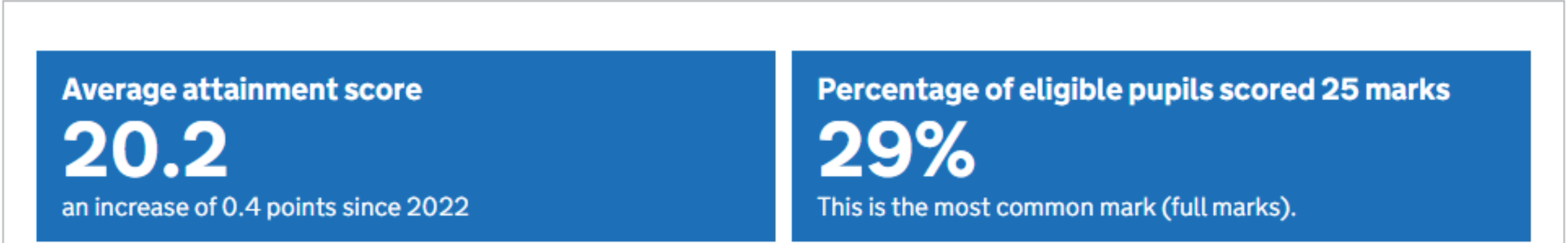
It includes statistics for pupils:

- at national level by characteristic breakdowns such as gender, disadvantage, free school meal eligibility, ethnicity, special educational need status, first language, month of birth, school type, school phase and school religious character;
- at regional and local authority level by characteristic breakdowns such as free school meal eligibility, ethnicity, special educational need status and first language.

The multiplication tables check publication was first released in 2022 when the assessment became statutory for all year 4 pupils registered at state-funded maintained schools, special schools, or academies (including free schools) in England.

Throughout this release, comparisons are made between 2023 and 2022 attainment. All gaps and percentage point differences are calculated from unrounded figures.

Headline facts and figures - 2022/23



- 29% of eligible pupils scored 25 (full marks) in the multiplication table check**, an increase of 2.9 percentage points (from 27%) compared to 2022 (based on unrounded figures). This was the most common score achieved.
- Average attainment score of those who took the check increased 0.4 points for all pupils (19.8 to 20.2) since 2022.**
- Disadvantaged pupils and pupils with English as first language performed less well in the multiplication check than other pupils, and the gap has remained broadly similar for both groups. The average attainment score of pupils who took the multiplication tables check increased for disadvantaged pupils from 17.9 to 18.3 and the average score of pupils who took the multiplication tables check with a first language of English has increased 0.5 points from 19.4 to 19.9 compared to 2022.
- London is the highest performing region**, with an average score of 21.1; the South West is the lowest performing region with 19.7. In other regions, the average score ranged from 20.0 in the South East to 20.3 in the West Midlands.

DfE – [Apply for a national professional qualification \(NPQ\)](#) – Guidance – updated 22 Nov 2023

- Change: Restructured content in the ‘Find a training provider’ section to clarify information.

1. Choose an NPQ

Find out about the different [NPQ courses](#) and the [early headship coaching offer](#).

If you’re employed, talk to your employer. You may need their approval to take an NPQ. They may be able to help you choose a course that’s suitable for you and your workplace.

Some courses have specific eligibility requirements, so check you’re eligible before you register.

2. Check if you can get funding

Most teachers and school leaders in state funded settings in England can get funding to cover the course fees.

Your workplace may also receive funding to support you to do your NPQ.

[Learn about funding for NPQs.](#)

3. Find a training provider

If you’re employed, ask your workplace if they already work with a particular training provider.

You can also contact providers directly. Refer to the course pages to find which providers offer your course:

- [leading teacher development NPQ](#)
- [leading teaching NPQ](#)
- [leading behaviour and culture NPQ](#)
- [leading literacy NPQ](#)
- [leading primary mathematics NPQ](#)
- [senior leadership NPQ](#)
- [headship NPQ](#)
- [executive leadership NPQ](#)
- [early years leadership NPQ](#)
- [early headship coaching offer](#)

Alternatively, [find your local teaching school hub](#) and ask them who provides your chosen NPQ in your area.

Most providers operate throughout England, but your NPQ will include some face-to-face sessions that you need to attend in person.

DfE – [Robert Halfon UUK Mental Health conference speech](#) – Press release – published 21 November 2023

- Higher Education Minister Robert Halfon delivered a speech at the Universities UK conference on mental health in higher education in London on 21 November 2023.

1.Importance of Mental Health for Students:

- Emphasises relevance of mental well-being to students' success in university.
- Acknowledges the role of student services staff in supporting students.
- Mental health is crucial for personal academic success and a matter of social justice.

2.Increasing Need for Support:

- Notes a 23% increase in students declaring mental health conditions in 2022.
- Calls for rewarding the bravery of students in seeking support.

3.Government Initiatives and Funding:

- Describes a three-pillar approach: Funding vital services, spreading best practice, and clear responsibilities.
- Mentions £3.6 mil investment in Student Space, benefiting 450000 students.
- Highlights a £15 million investment in mental health by the Office for Students.
- Refers to the Transforming Access and Student Outcomes in Higher Education (TASO) Student Mental Health Evidence Hub.

4.Improving Join-Up Between University and NHS:

- Stresses need for better coordination between university services and NHS.
- Discusses efforts by the OfS to address challenges and create a seamless experience for students transitioning between services.

5.Best Practices and University Mental Health Charter:

- Advocates for a whole-university approach to mental health.
- Commends the University Mental Health Charter.
- Celebrates a 50% increase in Charter Programme membership, aiming for all universities to join by September 2024.

7. Stories of Tragedy and Call to Action:

- Shares a story about a student, Theo Brennan-Hulme, who took his own life.
- Highlights the need for clear information-sharing policies and family involvement.
- Recognises the efforts of Edward Peck and the Higher Education Mental Health Implementation Taskforce.



8. Taskforce's Goals:

- Outlines the taskforce's plan to identify students needing support, ensure accountability, and develop a 'student commitment.'
- Invites Polly Harrow, the FE Support Champion, to join the taskforce.

9. Government's Commitment to Suicide Prevention:

- Pledges to reduce suicide rates within 5 years, with a focus on young people.
- Introduces a National Review of Higher Education Student Suicides.
- Calls to the importance of learning from past incidents and families' stories.

10. Future Actions:

- Hosts a roundtable with HE leaders to discuss action plans.
- Expresses confidence in current plan but hints at possibility of further measures.
- May involve the Office for Students in introducing a new registration condition on mental health if needed.

Press release

Ofsted Annual Report: Steadily improving picture in education and care, but ‘social contract’ remains fractured

This year’s Annual Report from Ofsted concludes there are reasons for optimism, as education and children’s social care continue to recover from the lingering impact of the pandemic restrictions.



Some of the findings in the report:

- There is evidence that the curriculum has improved with many subjects and the teaching of reading in primary schools significantly better.
- There has been a marked increase in interest and policy development around further education over the past 7 years. The skills agenda has re-energised the conversation about post-16 education.
- Improvements in education have been supported and reinforced by the progress in teacher training.

Inspections this year resulted in:

- 88% of schools judged good or outstanding
- 90% of previously good schools remaining good or improving to outstanding
- 75% of schools that previously required improvement improving to good or outstanding
- 97% of previously inadequate schools improving
- Overall, 89% of all schools are now judged good or outstanding at their most recent inspection, a slight increase from 88% at the end of last year.

[Read the report](#)

DfE – [Early years qualifications achieved in the United Kingdom](#) – Guidance – updated 20 Nov 2023

- Change: '[Early years qualifications achieved in United Kingdom check list](#)' was updated.

DfE – [Subject knowledge enhancement \(SKE\): course directory](#) – Guidance – updated 24 November 2023

- Change: Updated directory: added GITEP SCITT, changed contact details for Birmingham City University, University of Worcester added to English.

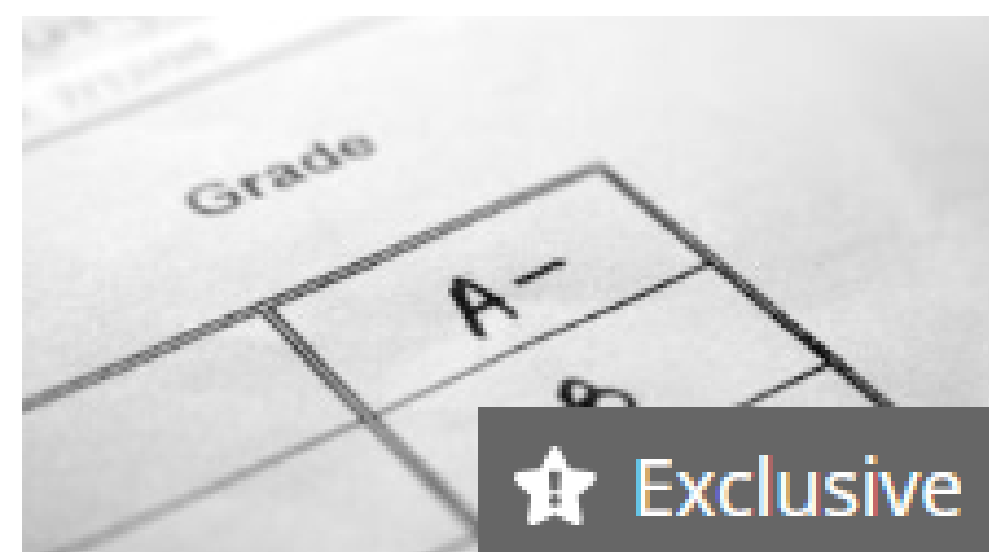


**‘More transparent’
Ofsted complaints
process gets go
ahead**



**Schools improving,
SEND failings and AP
‘misuse’: 9 Ofsted
annual report findings**

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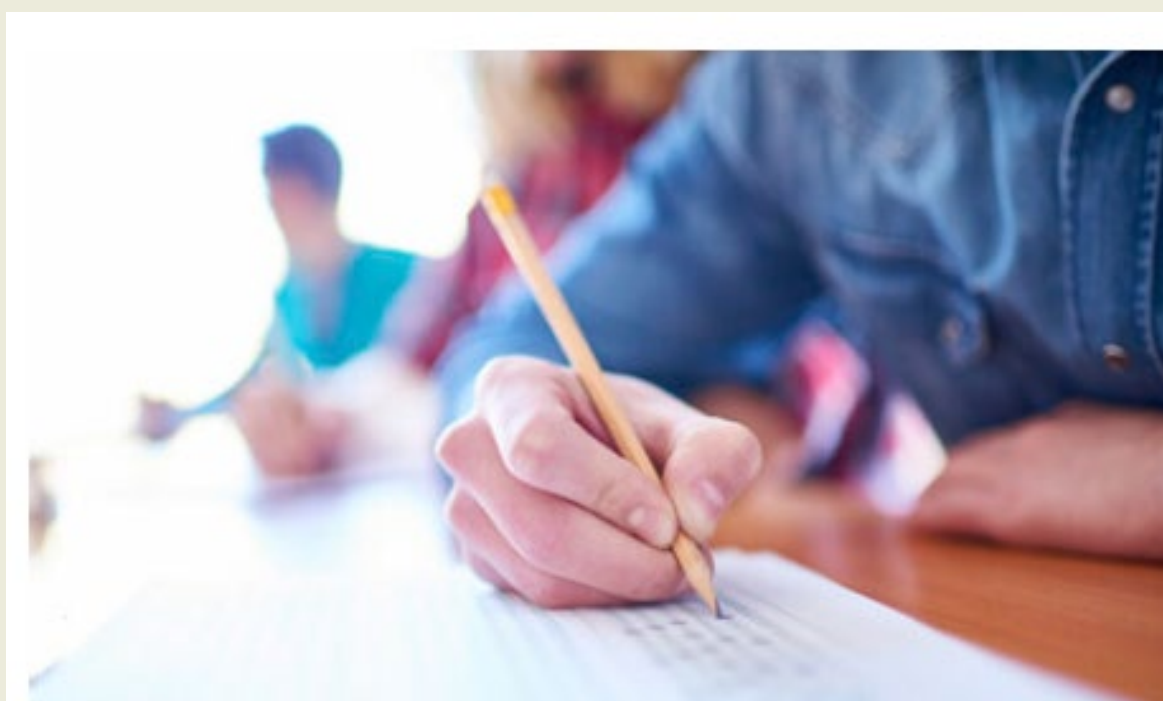


**Thousands more
kids leaving school
without GCSE
grades ‘new norm’**

**SCHOOLS
WEEK**



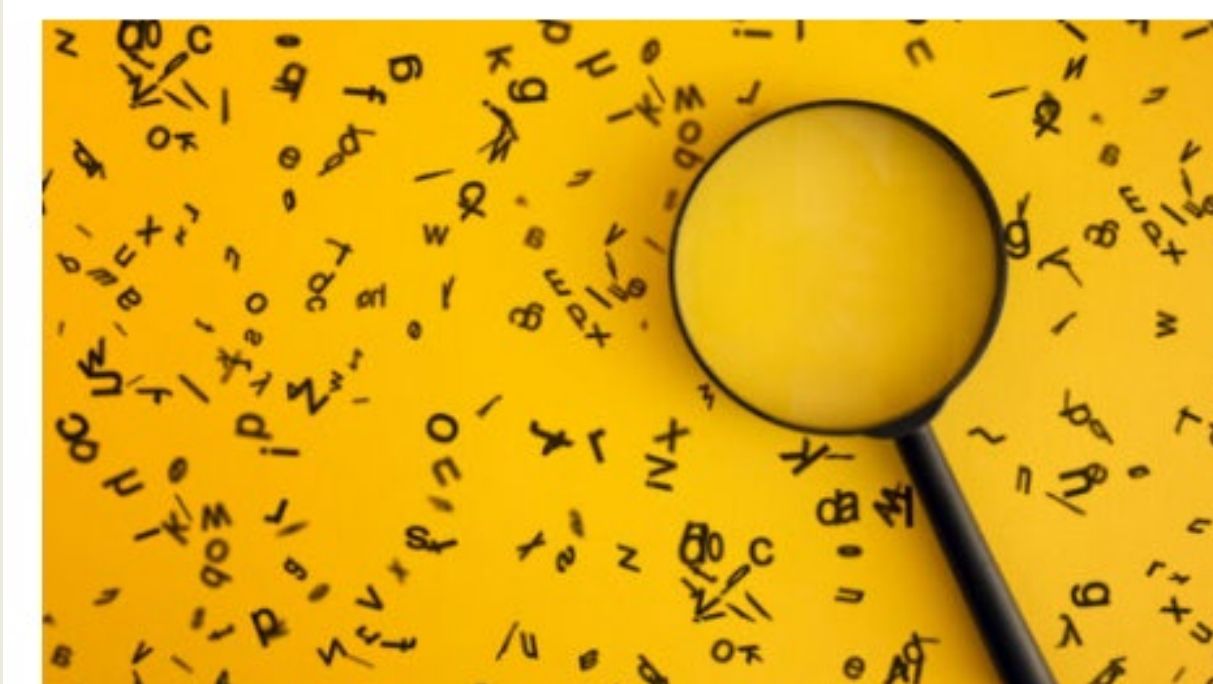
**Only public confidence
stopping us from using
AI in marking, says AQA**



**Rise in pupils hitting
top marks in times
tables tests**



**Exclusion rate back to
pre-pandemic norm as
suspensions soar**



**Reforming
accountability hinges on
lowering the stakes**

BDSIP Updates

November

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.

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

Putting the SCERTS principles into practice

6th December, 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.

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

Integris Admin – Spring Census Workshop

11th January, 10.30am – 12pm

A workshop to help schools prepare for the January Census using Integris.

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

Professional Learning Community for SEND

8th February, 3.30pm – 5pm

This network is a professional learning community for SENCOs and Inclusion leads. The aim of this community is to provide a forum for learning and reflection that supports the development of inclusive practice within your school settings.

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.

Primary Religious Education Network Meeting

27th February, 1.30pm – 4pm

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

Introduction to SCERTS

28th February, 9am – 3.30pm

SCERTS is a flexible framework that identifies the core differences in autistic learners.

Primary Maths Professional Learning Network

28th February, 1.30pm – 3.30pm

This course will not only be an opportunity to network with maths subject leaders from across the borough but it will also deliver high quality CPD based on the latest research.

Providing non clinical supervision in an educational environment

29th February, 10am – 1pm

This course will provide you with an insight into why there is a growing need for non clinical supervision nationally in the educational environment, the impact on school life without it, and how this can be undertaken safely so that staff are better supported to 'emotionally hold' your most complex cohorts.

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



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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.

STEM: Protect Our Planet Day



Protecting Our Planet Day – 30th 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, instagram.com/DrJoScience or facebook.com/DrJoScienceSolutions.





Assessment in PSHE (Via Zoom) - Free for schools

For Secondary Schools

Date & Time: Tuesday 5th December, 1 to 3 pm

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

For Primary Schools

Date & Time: Thursday 7th December, 1 to 3 pm

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



SWGfL is back with its annual **Online Safety Day** event, bringing together industry professionals and policy makers from across the UK for an afternoon of informed discussion about how we can all work together to create a safer online world. SWGfL will be joined by TikTok and leading experts to discuss Digital Wellbeing, the Online Safety Act and Education for 2024.

The event is on **Wednesday 13th December, 3:00pm – 7:00pm**, and will be streamed online. For further information and to book tickets, please visit:

<https://swgfl.org.uk/events/online-safety-day-2023/>

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

Change a child's story

[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)



Registered Charity No. 117768

City University of London UniFocus Day Programme

BDSIP | HELPING
STUDENTS
SHINE

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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:

17th January 2024 - Law Uni-Focus Day

31st January 2024 - Computer Science Uni-Focus Day

28th February 2024 - Politics Uni-Focus Day

13th March 2024 - Psychology Uni-Focus Day

21st March 2024 - Engineering Uni-Focus Day

24th April 2024 - Journalism Uni-Focus Day

8th May 2024 - Music Uni-Focus Day

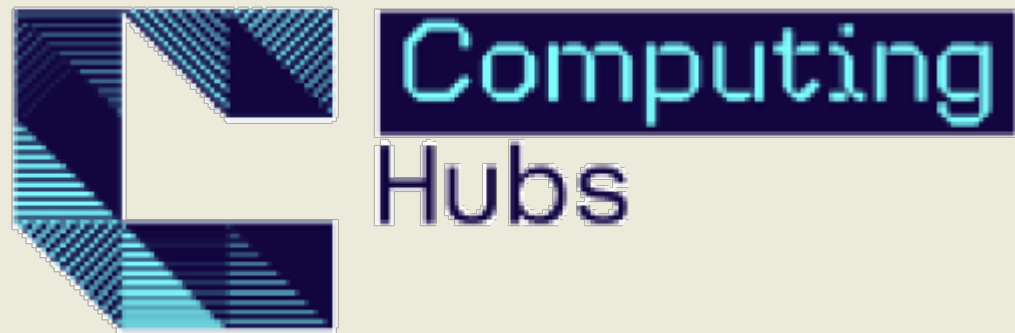
15th May 2024 - Business Uni-Focus Day

22nd 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.



Schools in this area are supported by the London, Surrey and West Sussex Computing Hub, based at Newstead Wood School in Orpington. The Computing Hub can support schools through training, support and loaning physical computing kit.

Please use the following newsletters to find out further information or contact Gillian Bratley.

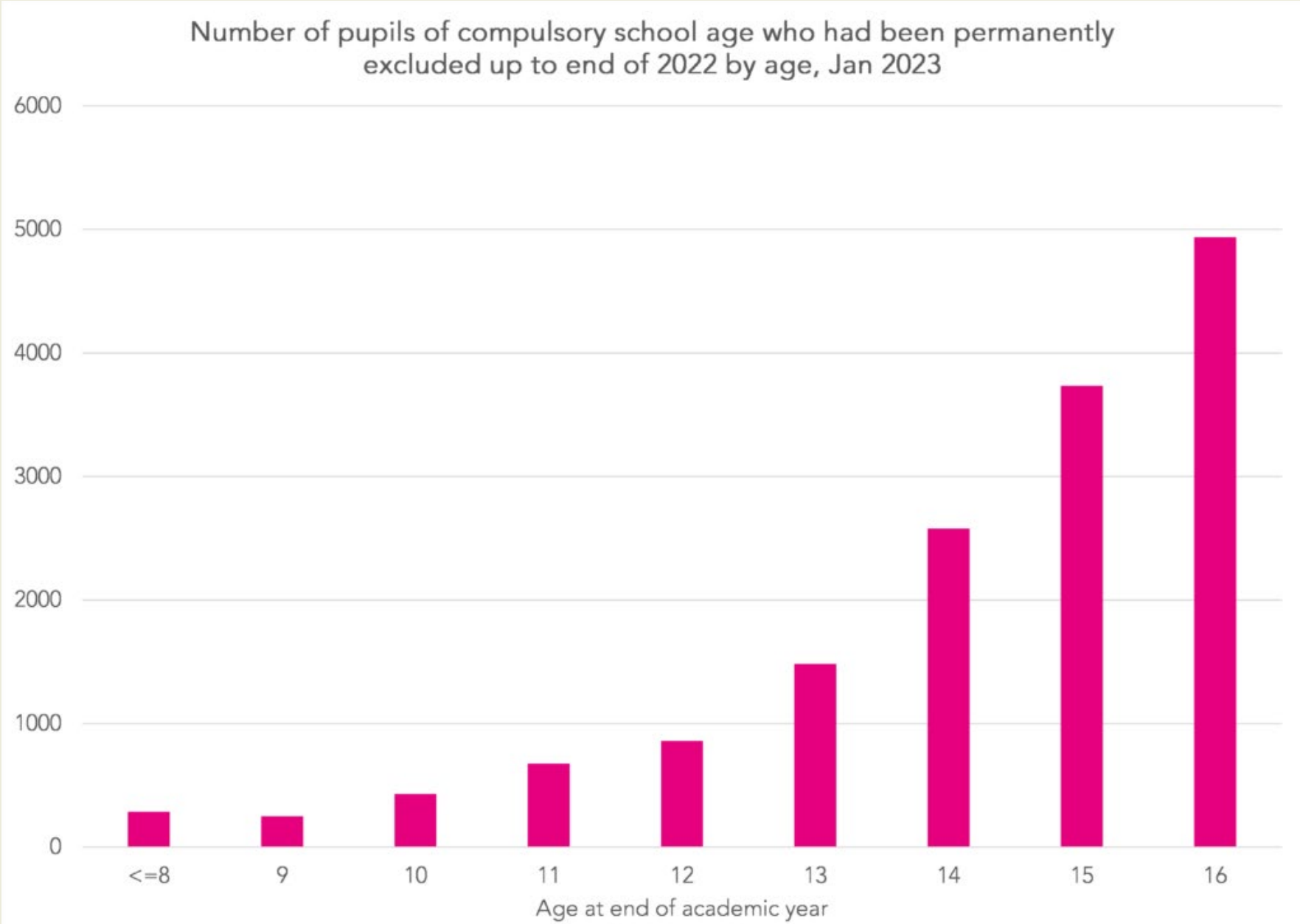
- [Computing Newsletter - Primary Schools - November 2023](#)
- [Computing Newsletter - Secondary Schools - November 2023](#)
- [STEM London website](#)



[This FFT blog post](#) looks at pupils destinations after exclusion, while [this one](#) examines alternative provision.

In January 2023, where were all the pupils who had previously been permanently excluded up to the end of 2022? How many were attending mainstream schools? How many were in alternative provision? How many seemed to be outside the state-funded education system in England?

Summary: Pupils who experience permanent exclusion are a small but vulnerable group. The majority of the 15,000 pupils excluded at some point up to the end of the 2021/22 academic year (and who were still of compulsory school age) were enrolled in some form of educational provision in January 2023. 34% were attending state-funded AP schools. However, 12% were not observed in any form of state-funded education.



Pupils of compulsory school age in state-funded AP schools and local authority AP, 2023

	State-funded AP schools		Local authority AP	
	Number	%	Number	%
Previously excluded	5185	41%	1973	8%
Never excluded, ever SEMH	5237	42%	12230	48%
Other pupils with SEN	1123	9%	10447	41%
All other pupils	1014	8%	813	3%
Total	12559		25463	

Pupils enrolled in mainstream and special schools, 2023

Pupils of compulsory school age in state-funded AP schools, 2022

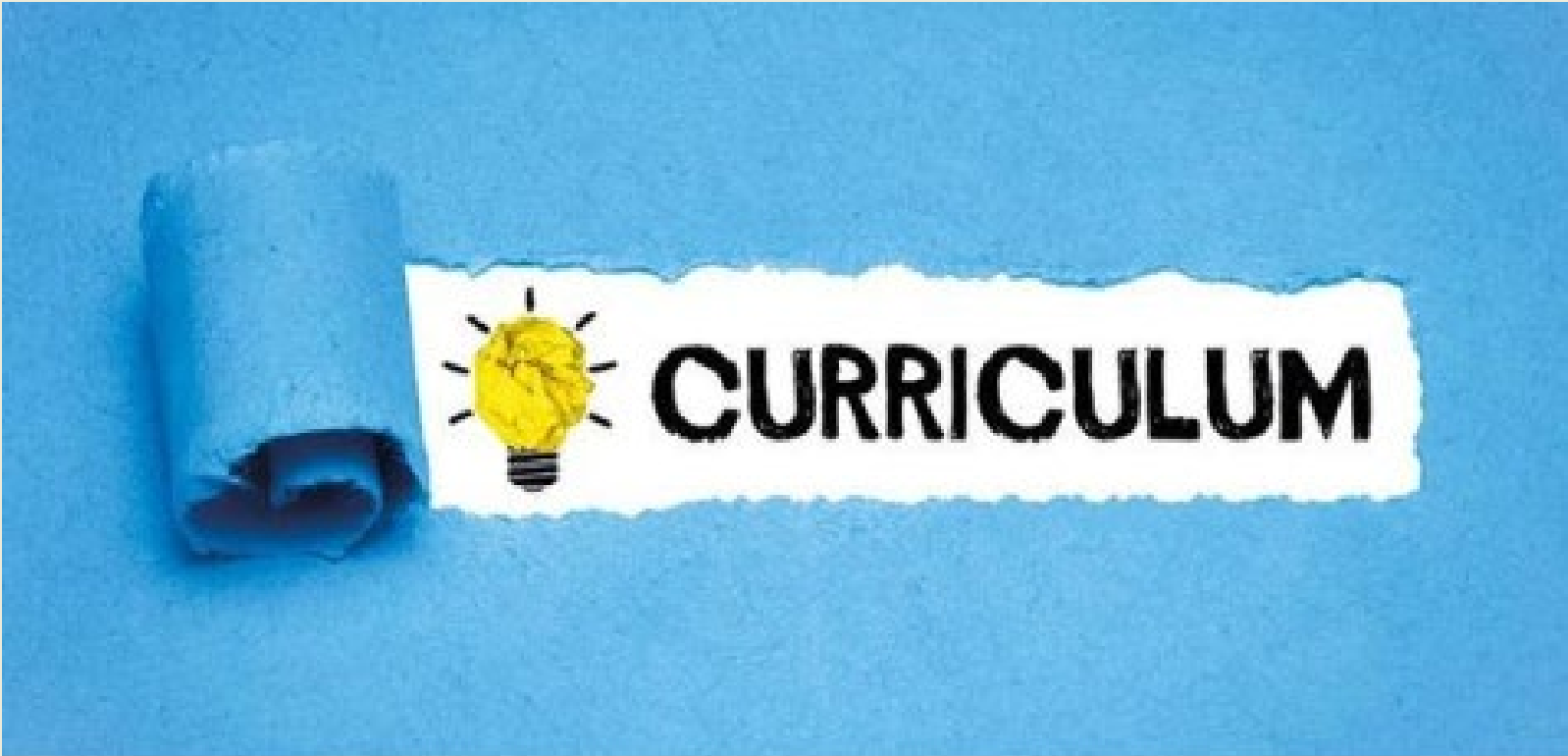
	Age <=13		Age 14 or 15	
	Attending mainstream or special	Total pupils	Attending mainstream or special	Total pupils
Previously excluded	31%	969	11%	2299
Never excluded, ever SEMH	31%	1020	13%	1415
Other pupils with SEN	30%	279	10%	271
All other pupils	36%	42	17%	185
Total pupils	31%	2310	12%	4170

State-funded alternative provision (AP) schools are often thought of as schools for excluded pupils. But [as we wrote here](#), not all their pupils have experienced permanent exclusion.

Summary

41% of pupils attending AP schools with a “current” or “main” registration in January 2023 had previously been permanently excluded. This then leaves the question of why the other 59% have been moved into the AP sector. School Census now collects data on reasons for attending alternative provision. However, unless I am mistaken, this data isn’t published for pupils attending AP full-time nor is it available to researchers. Publishing this data would help those working in the education sector and the general public to understand routes into the AP sector.

SecEd



Sixty questions: Self-evaluate your school's curriculum

To mark the publication of his book *Intent Implementation Impact*, SecEd's resident curriculum expert Matt Bromley offers 60 self-evaluation questions spanning all three of Ofsted's I's to help you review and improve your curriculum design and delivery



The cost of winter: Ideas for how schools can support families




A questioning classroom: The purpose and timing of your questions



School buildings: 'Absolute catastrophe averted through sheer luck'

School buildings in England have deteriorated to the point where 700,000 pupils are learning in a school that needs major rebuilding or refurbishment.



NEU demands 'major correction' in teacher pay as cost of living bites

The National Education Union is calling for a "major correction" in pay after a snapshot survey showed many teachers are struggling to pay their bills.



NHS warning: 23% of 11 to 16-year-olds have probable mental health condition

More than 1 in 5 children and young people in England aged 8 to 16 had a probable mental health disorder in 2023, with prevalence rising as pupils get older, NHS figures reveal.




Stars in our Schools: Recognising the contribution of support staff




Listen now on





The SecEd Podcast: Boosting student curiosity and motivation in the classroom



Best Practice Focus: Supporting vulnerable learners: Five golden steps

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RESOURCES FOR
YOUR CLASS**

**MUSIC GCSE SKILLS:
CELLO EDITION**

WORKSHEET 2: LISTENING ACTIVITIES

Exam-style Unfamiliar Listening C

1. Circle the two terms which best describe the texture of the opening.
legato arco

2. Give the harmonic device played by the cello in the second half of the extract.
Be as accurate as you can.

3. Describe the texture of the opening.

4. What string technique can you hear in the second half of the extract?

5. Which two chords do the violins play in the second half of the extract?
Give your answer in Roman Numerals

BRITISH ARMY MUSIC TOOLKITS

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CLARINET EDITION**

**TURN YOUR
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INTO A CAREER**

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THE ROYAL CORPS OF
ARMY MUSIC**

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- A valued and prestigious music career, with progression opportunities.
- Combine a love of music with the sport and adventure of the Army.

**CLICK HERE
FOR ENTRY VIDEO**

Empower the next generation of professional musicians with new music resources that dive into composition and musical techniques, featuring real-life tutorials from British Army musicians.

Download for free
here: <https://tinyurl.com/mw3usmsh>



Amazon is announcing “**AI Ready**,” a new commitment designed to provide free AI skills training to 2 million people globally by 2025. To achieve this goal, we’re launching new initiatives for adults and young learners, and scaling our existing free AI training programs—removing cost as a barrier to accessing these critical skills.

The three new initiatives are:

- Eight new and free AI and generative AI courses
- Amazon Web Services (AWS) [Generative AI Scholarship](#), providing more than 50,000 high school and university students globally with access to a new generative AI course on Udacity
- New collaboration with Code.org designed to help students learn about generative AI

Courses for business and nontechnical audiences

- **Introduction to Generative Artificial Intelligence** provides an introduction to generative AI, its applications, and need-to-know concepts, like foundation models. Find it on [AWS Educate](#).
- **Generative AI Learning Plan for Decision Makers** is a three-course series covering how to plan a generative AI project and build a generative AI-ready organization. Find it on [AWS Skill Builder](#).
- **Introduction to Amazon CodeWhisperer** teaches participants how to use Amazon’s AI code generator, which produces whole lines of code. Find it on [AWS Educate](#).

Courses for developer and technical audiences

- **Foundations of Prompt Engineering** introduces the basics of prompt engineering, the practice of designing inputs for generative AI tools, all the way through to advanced prompt techniques. Find it on [AWS Skill Builder](#).
- **Low-Code Machine Learning on AWS** explores how to prepare data, train machine learning models, and deploy machine learning models, with minimal coding and without deep knowledge of machine learning. Find it on [AWS Skill Builder](#).
- **Building Language Models on AWS** covers how to use Amazon SageMaker distributed training libraries to build language models and how to fine-tune open source models and foundation models. Find it on [AWS Skill Builder](#).
- **Amazon Transcribe—Getting Started** explores how to use Amazon Transcribe, a fully managed AI service that converts speech to text using automatic speech recognition technology. Find it on [AWS Skill Builder](#).
- **Building Generative AI Applications Using Amazon Bedrock** teaches how to use Amazon Bedrock to build generative AI applications. Find it on [AWS Skill Builder](#).

Teaching Teacher Bulletin

2024 Teaching Awards now open for nominations
Don't miss the opportunity to nominate a special teacher, colleague or friend for the 2024 Teaching Awards. The nominations are free and there are 16 categories to choose from, including individual, team and support staff awards. This is a great way to show someone you appreciate their outstanding work and commitment.

[Nominate someone for a National Teaching Award](#)

Send a free thank you to a colleague who deserves it
You can send a free personalised e-card to thank a colleague who has made a difference to you. Make their day by letting them know how much of a difference they make. You can send an anonymous message if you'd prefer, and they're open to teachers, leaders, individuals, teams, support staff and anyone else working in schools.

[Send a free thank you](#)

Nominate a colleague for an honour
The honours system celebrates people who go above and beyond. Anyone can nominate or receive an award, whether they're a teacher, further education lecturer, member of nursery staff or meal-time assistant. Nominations are open all year-round, and we want to recognise deserving people, of all ages, backgrounds and walks of life who are making a positive difference.

[Find out more about how to nominate](#)

Hear from fellow teachers and school leaders on the DfE Teaching Blog

Daniel Callaghan, Teacher at Thorpe Primary in Bradford, won the Silver Award for Outstanding New Teacher of the Year at the National Teaching Awards 2023. In the blog, he talks about his experience as an Early Career Teacher and shares some top tips.

[Read the blog](#)

Winner of the Silver Award for Lifetime Achievement, Julie Deville, CEO of Extol Academy Trust, talks about her career and shares some advice for fellow school leaders.

[Read the blog](#)

[Subscribe to the Teacher Bulletin](#)

EAL teachers share practical examples of their best practice

Our termly [EAL Quality Mark](#) webinars give schools with fantastic EAL provision a platform to share how they work with EAL pupils and their families.

“Language is at the core of what we do and is celebrated across the board.”

Watch our latest webinar [here](#) and [read more about Miriam’s school on our blog](#). Find out about the [Extended online EAL course](#) that Miriam completed below.

Highlights

- [Encouraging use of home language in the classroom](#) (1 min)
- [Assessing language proficiency in a language you don’t speak](#) (2 mins)
- [The benefits of a buddy for pupils new to English](#) (1 min)
- [Measuring the impact of good EAL practice](#) (2 mins)

Register for 7 March webinar

Watch our previous webinars



Would you like to study alongside other EAL professionals?

Extended online EAL course
Starts 15 January 2024

Book your place

- Fully interactive with highly experienced tutors
- Examine a range of EAL issues over a six-month period
- Learn from a real peer group, study at times that suit you

Watch the trailer here



Join our January 2024 cohort today!

SecEd BEST PRACTICE



Boosting attendance and addressing the impact of poverty for vulnerable learners

The cost-of-living crisis and the attendance challenges emerging after the pandemic are high priorities for all schools. SecEd's annual vulnerable learners supplement offers practical, expert insights into how we can boost attendance, address emotionally based school avoidance, and tackle the impact of poverty in our schools



Case study: Implementing a Vulnerable Learners' Strategy
King Egbert School began this academic year with a Vulnerable Learners' Strategy in place. Headteacher Paul Haigh describes what this looks like, what its purpose is, and how it works in practice...



Four ideas to ensure high school attendance
School attendance is a priority for all schools. No matter what your context, it is vital that you do not leave attendance to chance. Paul K Ainsworth considers four ideas to try and ensure high attendance



Vulnerable students: The four domains of safety
What are the four domains of safety and why are they so important in enabling vulnerable and other children to flourish? Dr Pooky Knightsmith explains

REGISTER

Nursery World Business Summit

Join us on 2nd February 2024

The **Nursery World Business Summit** takes place on **Friday 2nd February 2024** at the Nursery World Show in The Gallery Hall at the **Business Design Centre, London**.

We can now confirm that our keynote speaker will be **Children's Minister David Johnston**, who will be outlining the Government's strategies to support the expansion of the funded hours of childcare for working parents. This will include a heads up on a 'comprehensive' recruitment campaign for the sector, planned for 2024 roll-out.

You will also be able to share your views and opinions, as well as gain valuable information and advice from other experts in the field.

Extended lunch and refreshment breaks will also mean you have the opportunity to visit the [Nursery World Show](#), the must-attend show for everyone in the early years community, allowing you to access the exhibition and demonstrations by leading early years experts and suppliers.

Secure your place today and take advantage of our **early bird rate**, saving you £50.



BOOK YOUR PLACE

Using the magic of AI to help educators with saving time.

Fight burnout and join thousands of teachers saving hours of time using MagicSchool to help lesson plan, differentiate, write assessments, write IEPs, communicate clearly, and more.



Recommended at the AI in Education conference last week, this tool is a school-minded AI assistant with tailored tools for teachers, administrative staff, and school leaders. MagicSchool offers time-saving instruments that can help you lesson plan, differentiate, communicate with families, write a teacher joke, an IEP, personalize learning, and more! Moreover, it is free to sign up and use. As always, it is advised to check AI output.

[See what you can do with Magic School.](#)

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:

- Lee Boyce, Chief Executive – lee.boyce@bdsip.co.uk
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Thank you



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