National Updates - Weekly Briefing

6th December 2023

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Introduction

- 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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Correspondence

Education update for headteachers: autumn 2023

Published 24 November 2023

Message from the Deputy Director, Schools and Early Education:
Welcome to Ofsted's education update for headteachers and school leaders. This is an opportunity for us to keep you up to date with news at Ofsted and developments taking place in school inspection.

This is Amanda Spielman's last term as Ofsted Chief Inspector after 7 years in the post. As you're no doubt aware, Sir Martyn Oliver has been confirmed as the next Chief Inspector. Martyn is currently the chief executive of Outwood Grange Academies Trust (OGAT), a large multi-academy trust in the north of England. He will take up the post of His Majesty's Chief Inspector on 1 January 2024, for a term of 5 years.

From 1 January, I will also be moving into a new post, as Ofsted's National Director for Education. I will be replacing Chris Russell, who is retiring after 17 years at Ofsted. Chris has made an enormous contribution to us and to education and he will be greatly missed by all his colleagues. I look forward to working with Sir Martyn in the new year. As the end of autumn approaches, I would like to take this early opportunity to wish you well for the rest of the term and a happy Christmas and peaceful new year.

Best wishes
Lee Owston, His Majesty's Inspector
Deputy Director, Schools and Early Education

Changes to how we inspect schools
Last June, we committed to making some changes to how we inspect and report on schools. In September, we updated our school inspection handbook and school monitoring handbook to reflect these changes. We also published a blog summarising the changes and a back-to-school webinar which you can watch below.

Delayed school admissions for summer born pupils (2023)

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DfE – [Delayed school admissions for summer born pupils (2023)](#) – Research and analysis – published 30 November 2023

- Surveys of local authorities and of parents and carers of summer born children requesting delayed admission to reception.

Details

This report provides findings from 2 surveys designed to understand:
- trends in the number of requests for delayed entry into reception for summer born children
- whether local authorities are changing their approach to handling requests
- factors affecting demand for requests to delay entry for summer born children
- parents' and carers' reasons for requesting delayed entry for their summer born children and their demographics and childcare arrangements

This research provides an update to [research published in 2018](#), [2019](#) and [2020](#), providing trends in the number of requests received since 2016.

[Guidance on school admissions for summer born pupils](#) is available.

Delayed school admissions for summer-born pupils (2023)

Delayed school admissions for summer born pupils (2023)

Ref: ISBN 978-1-83870-521-3, RR1385
PDF, 518 KB, 32 pages

Here is a summary of the key points from this report:
- Requests to delay entry to reception for summer-born children peaked in 2021 after increasing annually since 2016. Numbers levelled off in 2022 and 2023.
- More local authorities are automatically approving requests - 28% in 2023 compared to 9% in 2018. Most (72%) still ask parents to make a case and approve some.
- Parent survey shows main reason for requests is child not considered ready for school. Higher household incomes than average amongst those making requests.
- Children whose entry was delayed were more likely to use more funded childcare hours after the age they could have started school.
- Survey shows variation between areas - some parents had smooth process, others found it difficult and stressful.
- Parents raised concerns about children staying in adopted cohort in secondary school - some places insisted child goes into year 1 then jumps to year 7.
- Both parents and local authorities suggested need for more consistency between areas and types of school in handling requests.

DfE – How schools narrow attainment gaps between ethnic groups – Research and analysis – published 30 November 2023

- A study to find out whether schools closing the ethnicity achievement gap have done so by focussing on ethnicity, or as a result of other approaches.

Details

This work was commissioned by the Department for Education (DfE) in partnership with the Cabinet Office as part of Inclusive Britain, the government's response to the independent Commission on Race and Ethnic Disparities report.

How trusts and schools narrow attainment gaps between ethnic groups: a preliminary investigation

Ref: ISBN 978-1-83870-525-1, RR1390
PDF, 342 KB, 37 pages

- The report explores whether schools and trusts have used deliberate strategies focused on raising attainment of pupils from specific ethnic groups to close attainment gaps. It finds they have not - interventions are based on individual pupils' needs, not ethnicity.
- School and trust leaders emphasise creating an inclusive ethos and sense of belonging among pupils, including celebrating diversity. This is seen as important in itself and in supporting attainment.

- Practices used to close attainment gaps relate to the "basics" of school improvement - high expectations, data use, assessment, targeted interventions in literacy, oracy and aspirations.
- Practices to foster belonging include diversifying the curriculum, building diverse leadership teams and staff bodies, community engagement, and strengthening pupil voice.
- Support for pupils with English as an additional language focuses on their specific needs - translation, language acquisition or applying English in academic contexts.
- Where data shows negative outcomes disproportionately affecting ethnic groups, trusts and schools examine reasons and address sensitively with staff and pupils.
- There are lessons about effective practices to narrow attainment gaps applicable across contexts, but adapting approaches to the local context is vital.
- Broad labels for pupil groups are useful for identifying disparities but individual barriers must be addressed - ethnicity does not automatically equate to an educational need.

DfE – [Early years foundation stage profile results: 2022 to 2023](#) – National statistics – published 30 November 2023

- Early years foundation stage profile results for the 2022 to 2023 academic year at national and local authority level.

These statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The assessment framework, or EYFS Profile, consists of 17 early learning goals (ELGs) across 7 areas of learning.

This is the second publication since the [2021/22 EYFS reforms](#) were introduced in September 2021. As part of those reforms, the EYFS Profile was significantly revised. **It is therefore not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years**.

This statistical commentary covers the following at national level:
- the percentage of children assessed to be at the 'expected' level in each of the 17 ELGs (across the 7 areas of learning).
- the percentage of children with a good level of development, including breakdowns by child characteristics and sub-national geographies.
- the percentage of children at the expected level across all 17 ELGs.
- the average number of ELGs for which children are at the expected level.
- the percentage of children at the expected level in the communication and language and literacy areas of learning.

Headline facts and figures - 2022/23

Children with a good level of development: **67.2%** Up from 65.2% in 2021/22

Children at expected level across all early learning goals: **65.6%** Up from 63.4% in 2021/22

Average number of early learning goals at expected level: **14.1** Unchanged from 2021/22

The percentages of children with a good level of development and at the expected level across all 17 early learning goals have increased by around 2 percentage points. The increases seen may be attributable to gradual recovery from disruption caused by the COVID-19 pandemic (rises were also seen over the same period in the most recent [phonics and key stage 1 statistics release](#)) and practitioners having greater familiarisation with the new assessment framework. For example, there was also a sharp rise in assessment outcomes between 2012/13 and 2013/14 following the EYFS Profile being previously revised at the start of the 2012/13 academic year.

In 2022/23, the average number of early learning goals at the expected level remained at 14.1 per child.

Physical development was still the area of learning with the highest percentage of children at the expected level (85.2%) in 2022/23, whilst literacy was still the lowest (69.7%). Gross motor skills was still the early learning goal (ELG) with the highest percentage of children at the expected level (92.1%), whilst writing was still the lowest (71.0%). Compared with a year earlier, all areas of learning and most ELGs increased.

DfE – SAFE taskforces – Guidance – published 29 November 2023

- How SAFE (support, attend, fulfil, exceed) taskforces can help schools to keep children safe from the impact of serious youth violence.

Details

The SAFE taskforces programme aims to reduce children's vulnerability to the harms of serious violence by supporting them to engage in education.

SAFE taskforces are led by local groups of secondary schools, working with partners. They provide access to the right evidence-based support and services for children in their area. This support focuses on:
- supporting children with their wellbeing and behaviour
- improving children's attendance at school
- keeping children engaged with their education

The guidance on evidence informed interventions:
- sets out the evidence on tackling serious youth violence
- explains how to select and put in place interventions

Types of support

Each SAFE taskforce decides what types of support is available in their area. They use the evidence informed interventions guidance to help decide what support would work in their area. Examples of support include:
- mentoring
- social skills programmes
- cognitive behavioural therapy
- speech and language therapy

Who can access this support

SAFE taskforces are in local authority areas where serious youth violence is most problematic.
- Haringey is an area that may access support from a SAFE taskforce.

How to access support

If you're based in one of the 10 SAFE areas, contact your local SAFE taskforce to:
- get involved in the programme
- find out more about what support is available

HTML	How to access support from a SAFE taskforce — HTML	Evidence informed interventions — PDF, 331 KB, 29 pages

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DfE – Minimum service levels (MSLs) in education – Open consultation – published 28 November 2023
- Change: Added a note to explain updates made to the consultation, and the impact on responses.

Consultation description
The Department for Education (DfE) is publicly consulting on the most appropriate approach for delivering minimum service levels (MSLs) for education services.
Any minimum service levels regulations we might implement following the consultation would apply on days when strike action is taking place in education services, and help minimise disruption to children and learners across education settings.
If introduced, regulations would be brought forward under the powers provided to the Secretary of State in the Strikes (Minimum Service Levels) Act 2023.
The Strikes Act amends the legal framework around industrial action by giving the Secretary of State the power to set MSLs for certain key services, including education.

The consultation was updated at 17:37 on 28 November, after the identification of word limits in some questions.

All responses submitted up until that time remain valid and will be taken into account.

The changes to the survey include:
- allowing more characters for free text responses
- adding the ability to select 'not applicable or no preference' in response to some questions
- ensuring early years, schools, and further education respondents can skip the higher education questions

If you feel these changes would have altered your response, we invite you to resubmit your response by 30 January 2024.

If the changes do not affect your response, no action is required and all responses will be considered as normal.

Summary

We are seeking views on the most appropriate approach for delivering minimum service levels in education services and evidence on the impact of strike action.

This consultation is being held on another website.

This consultation closes at
11:59pm on 30 January 2024

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DfE – New research paves way for Artificial Intelligence in education – Press release – published 28 November 2023

- Over 500 respondents contributed to the Department for Education's call for evidence on generative AI.

Education professionals, Artificial Intelligence (AI) technology specialists, and ed-tech experts are embracing the opportunities offered by AI in the education sector, according to the results of the government's first ever Call for Evidence on Artificial Intelligence in Education, published today.

Results show that many respondents recognise the benefits of AI and some are already using AI tools to streamline administrative tasks, create subject-specific resources and provide personalised support for learners with special educational needs and disabilities (SEND).

Other opportunities cited include the creation of more interactive lessons, and additional support for learners for whom English is an additional language.

The respondents range from educators in schools, colleges and universities, to research bodies including The Alan Turing Institute and Jisc.

The report will provide a base to inform future policy on AI, and the government is already supporting the sector to realise the potential of AI in education.

In October, the government announced an additional investment of up to £2 million in Oak National Academy to create new teaching tools using AI, followed by a two-day hackathon hosted by the Department for Education in collaboration with Faculty AI, the National Institute of Teaching, which brought together teachers, leaders, students and technology experts to experiment with AI.

While respondents are broadly optimistic about the benefits AI could bring, they also recognise risks around harmful content, intellectual property protection and concerns about accuracy.

The Government's AI Regulation White Paper set out the first steps towards establishing a regulatory framework for AI, including working with UK regulators on how they might need to regulate the technology given its cross-cutting nature and impact on various sectors, including education.

The government committed to evaluate and adapt the UK's regulatory approach as AI evolves, and the insights from this call for evidence will continue to shape policy in this emerging area.

Earlier this year, the UK also convened the world's first AI Safety Summit at Bletchley Park, which brought together world leaders, businesses, and civil society to build consensus on international action to ensure safety at the frontier of AI.

This drive to harness the potential of AI comes as new analysis is published by the government on the impact of AI on Jobs and Training.

Technology in schools survey report:
2022 to 2023

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DfE – Technology in schools survey report: 2022 to 2023 – Research and analysis – published 28 Nov 2023
- Results of the survey on technology use and suitability within the school sector in England.

The technology in schools survey (TiSS) was commissioned to help the Department for Education understand:
- schools' decision making and planning for technology
- what technology is being used and how effective it is
- advantages of, and barriers to, effective implementation and use of technology

This report is a follow up to the previous Education technology (EdTech) survey: 2020 to 2021.

This report is including in the list of documents, support, and guidance on the Using technology in education page.

Here is a summary of the **key points** from the **Technology in schools survey report**:
- 68% of secondary schools and 55% of primary schools have a digital technology strategy in place, an increase compared to 2020-21. Strategies most commonly cover technology maintenance, adapting teaching approaches, and infrastructure refresh plans.
- Teachers use a range of devices as part of lessons, especially interactive whiteboards, laptops, and desktops. Specialist assistive devices are less commonly used. Laptop availability has increased for teachers since 2020-21.

Read the full report here.

- Technology is commonly used to support a range of teaching activities, especially homework, collaborative learning, communicating with parents/carers and safeguarding. It is less used for assessments.
- Most leaders and teachers believe devices and infrastructure are fit for purpose, but issues exist around wear and tear, warranties, software and lack of availability.
- Over 70% of leaders believe technology has saved time for parental engagement, managing staff, and governance. 53% think it has reduced staff workload, and 67% believe it has improved pupil attainment.
- The main barriers to further technology uptake are budget constraints, high costs, and lack of time/funding for CPD. Secondary schools face fewer barriers.
- Investment decisions are mainly school-based, drawing on school budgets and best practice evidence. Top priorities are devices for pupils and supporting pupils with SEND.
- 72% of IT leads are aware of the technology standards for schools. 16% meet them fully but 46% have plans to meet them.
- Cyber security threats are common - 62% of schools experienced staff receiving fraudulent emails. But under half of primary schools test cyber attack plans annually.
- 84% of leaders believe over half of teachers are confident with technology. But most see CPD opportunities, new technology trials and peer support as valuable.

DfE – The impact of AI on UK jobs and training – Research and analysis – published 28 November 2023
- Report showing the impact of artificial intelligence (AI) on areas within the UK labour market and education.

This report covers the UK labour market and how it is expected to be impacted by AI and large language models (LLMs), focusing on:
- **Occupations; sectors; geographic areas**

It also shows the qualifications and training routes that most commonly lead to highly impacted jobs.

Results should be interpreted with caution

The estimates of which jobs are more exposed to AI are based on a number of uncertain assumptions so the results should be interpreted with caution. Quantifying occupations in terms of abilities to perform a job role will never fully describe all roles and a level of judgement is required when interpreting the results. Further, the extent to which occupations are exposed to AI will change due to the pace at which AI technologies are developing and as new data becomes available.

However, the themes highlighted by the analysis are expected to continue and provide a good basis for considering the relative impact of AI across different parts of the labour market.

Read the full report here.

Here is a summary of the key points from the report relating to education:
- Teaching occupations show higher exposure to AI, where the application of large language models is particularly relevant. This includes further education teaching professionals and higher education teaching professionals.
- The education sector overall has relatively high exposure to AI compared to other industries. It has the 6th highest exposure out of 14 broad industry categories.
- Employees with higher education qualifications (level 6/degree level and above) are typically in jobs more exposed to AI than those with lower level qualifications.
- Employees who studied economics, mathematics, statistics, accounting, finance, and law at degree level or above are in the jobs most exposed to AI.
- Employees who achieved apprenticeships at level 4 and above are in jobs most exposed to AI compared to any other route. Popular higher level apprenticeships lead to business analyst, accountancy, project management and data technician roles.
- Geographically, workers in London and the South East have the highest exposure to AI which reflects the concentration of professional and teaching occupations requiring higher level qualifications. The North East has the lowest exposure.

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DfE – Senior mental health lead training – Guidance – updated 27 Nov 2023
- Change: Updated the list of DfE assured senior mental health lead training courses.

Ofsted
- **Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023**
  This is a consultation on proposed changes to our post-inspection arrangements

- **Ofsted Annual Report 2022/23**
  Ofsted's Annual Report examines the quality of schools, early years, children's social care and FE

In the news...

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Report reveals how top trusts closed ethnicity attainment gap

Diversifying curriculum was one of the successful strategies in government study commissioned after Sewell report

Why is academy conversion suddenly so attractive?

There are now 608 schools using the voluntary converter route to move out of local authority control

Minimum service level proposals: Everything schools need to know

It will be left up to heads to decide 'appropriate' staffing levels and down to schools and trusts to...
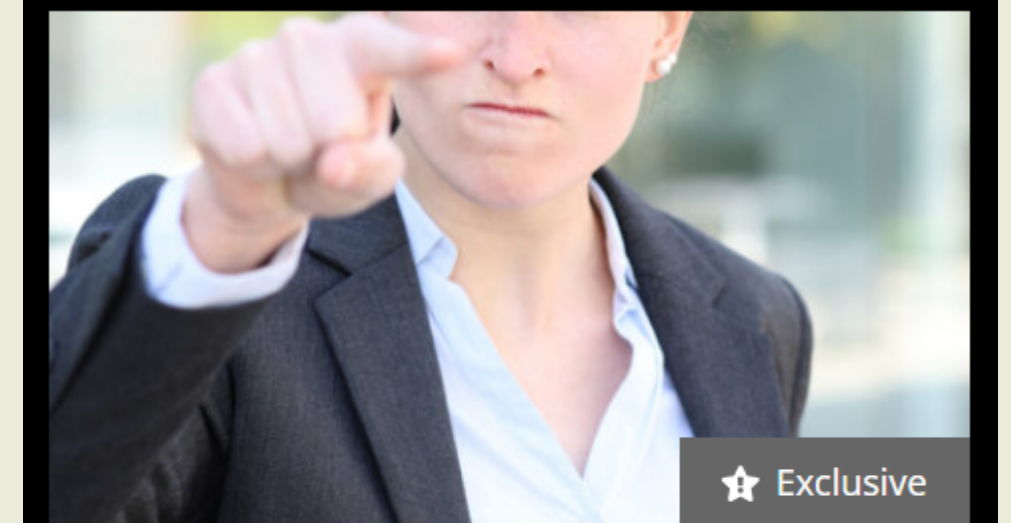
EYFS results improve, but some pupils far behind

DfE says improvement may show Covid recovery or familiarity with new assessments - but gender gap widens

SCHOOLS WEEK

What makes for great primary science teaching?

A new EEF review signposts key considerations for teachers and school leaders

Exclusive

Schools demand national campaign against abusive parents

More than a third of school staff report receiving verbal abuse from parents

BDSIP Updates

Continuing Professional Development

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.

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.

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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.

Continuing Professional Development

March

Primary Science & D&T Subject Leader Network Meetings
1st March, 9.30am – 4pm
The Primary Science and D&T Subject Leader Network will support subject leaders to develop in their role through subject-specific training, regular updates, and opportunities to share best practice.

Integris Admin – CTF Files
6th March, 10.30am – 11.15am
A workshop to help schools understand the use of CTF files in Integris.

RSJ facilitators' network
8th March, 9am – 12pm
The network meeting for RSJ facilitators to share practice and develop our work on race and social justice..

Integris Admin – Attendance Module
13th March, 10.30am – 11.15am
A workshop to support your use of Integris in school, covering the attendance module.

Primary English Professional Learning Network
13th March, 1.30pm – 3.30pm
This is an opportunity to meet termly with colleagues from across the borough to discuss different aspects of the primary English curriculum. It is a forum where we can share our successes and challenges, creating opportunities for school-to-school support and development. Through these sessions we will also explore current research findings and implications for classroom practice.

Integris Admin – Attendance Reports
14th March, 10.30am – 11.15am
A workshop to support your use of Integris in school, covering the attendance reports.

Team Teach Training Positive Behaviour Management – Level 1
20th March, 9am – 3.30pm
Delivered by qualified, expert trainers, with current experience in Education, this course will equip individuals with an understanding of the values and philosophy of the Team Teach approach.

Primary Deputy Heads Professional Learning Network
20th March, 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.

SENCO Network
21st March, 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.

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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

STEM: Investigations Advent Calendar

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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.

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Click here to view the new LBBD SEND Local Offer

Health Education Partnership

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Assessment in PSHE (Via Zoom) - Free for schools

For Primary Schools
Date & Time: Thursday 7th December, 1 to 3 pm
Booking: Assessment in PSHE (Primary) – Health Education Partnership

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SWGfL
Safe, Secure, Online

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

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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

Registered Charity No. 117768

City University of London UniFocus Day Programme

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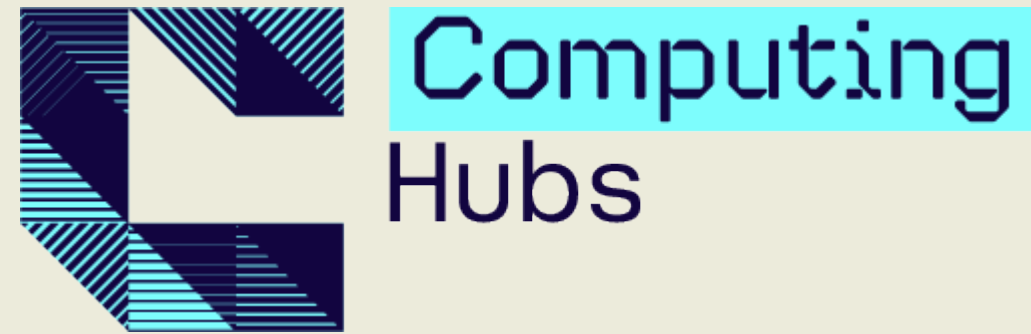
Schools in this area are supported by the London, Surrey and West Sussex Computing Hub, based at Newstead Wood School in Orpington. The Computing Hub can support schools through training, support and loaning physical computing kit.

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**
- **Computing Hub - A Level Computer Science Programme and Support**

- **STEM London website**

https://www.amosbursary.org.uk/

Bett UK 2024 is bursting with thrilling keynotes, incredible conversations and EdTech insights that you won't find anywhere else! **Check out the agenda now.**

See you at the world's biggest week in education. 24 - 26 January, ExCeL, London.

VIEW THE AGENDA

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SecEd BEST PRACTICE

Vulnerable learners: Breaking down the trauma-informed approach

The government's behaviour tsar has urged caution over adopting trauma-informed approaches, but being a trauma-informed school is not about being "soft" on pupil behaviour – in fact it is challenging for all concerned. Virtual school head Darren Martindale explains

Delivering free school meals: Research study offers lessons learned and things to avoid

Flaws in the way free school meals are delivered in schools and a number of lessons learned have been identified after a research project led by disadvantaged students themselves.

'The fourth emergency service' – food aid is becoming the norm in schools

Food charity is becoming mainstream in state schools, ranging from discreet food parcels to food "sheds" in the playground and even larger scale food banks.

Right to strike? Furious unions slam 'draconian' work notices plan

Schools will be able to issue "work notices" ahead of planned strike action requiring certain staff to work as part of proposed minimum service level (MSL) regulations designed to ensure the attendance of priority students.

A questioning classroom: Five practical questioning techniques

Andragogy vs pedagogy: Which approach is best in the post-16 classroom?

BLOGS

Six big ideas: The future of education

The time has come for us to seriously re-examine what we in education are doing and how we are going about it. To this end, Mark Wilson proposes six big ideas for the future…

PODCAST

The SecEd Podcast: Career progression options for teachers

This episode looks at career progression pathways in the secondary school, advising teachers on the range of options out there, how to develop specialisms and experience, and key things to consider when planning where you want to take your teaching career.

Free Early Years DfE Funded SEND Training

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FREE Early Years SEND Training!
Meeting the Needs of Every Child
Book Today!
nasen.org.uk/events
SCAN ME

Free Early Years DfE funded training is now accessible for practitioners within the Family Hub Network!

Embark on our 'Meeting the Needs of Every Child' training, offering Early Years practitioners, childminders, and new SENCOs a valuable opportunity to deepen their understanding of inclusive practice for Special Educational Needs and Disabilities (SEND) in Early Years settings.

With a variety of flexible dates, seize the opportunity to join us throughout December 2023 and January 2024! Enhance your skills, expand your knowledge, and contribute to fostering inclusive and supportive environments for every child. Don't miss out on this enriching training opportunity!

Key Highlights

'Meeting the Needs of Every Child' will cover the following engaging and complimentary training topics:

- Responsibilities of a setting towards children with SEND
- Role of the SENCO and the Key Person in PVI settings
- Early identification of SEND
- Effective inclusive practice strategies
- Developing positive relationships with parents and carers of children with SEND
- Access to nasen's free Early Years resources to support your journey

Before the webinar, you will receive helpful documents to aid your online training. Following the webinar, upon completing a post-webinar evaluation, you'll be issued a certificate of attendance.

Seize the chance to elevate your skills and actively contribute to meeting the diverse needs of children in your setting. Ensure your participation by registering for one of our complimentary online training sessions. Don't let this opportunity pass you by! Book now.

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Education Endowment Foundation

News Alert
149 • 28th November, 2023

New guidance on teaching science in primary school

Improving Primary Science

Today, we've published a new guidance report, "**Improving Primary Science**", complete with six practical, evidence-based recommendations to support primary science teachers and leaders in making meaningful improvements to their current science teaching provision.

Explore here

Deliver evidence-informed programmes at a heavily reduced cost

We're inviting schools and early years settings to sign up to **subsidised programmes** with a proven record of improving children and young people's maths and literacy skills.

Search your setting

New blog

Generic literacy versus 'disciplinary literacy': a false dichotomy?

Read more

New blog

Cognitive science – the tip of the iceberg

Read more

The Economist Educational Foundation

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The Economist EDUCATIONAL FOUNDATION

TOPICAL TALK RESOURCES

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.
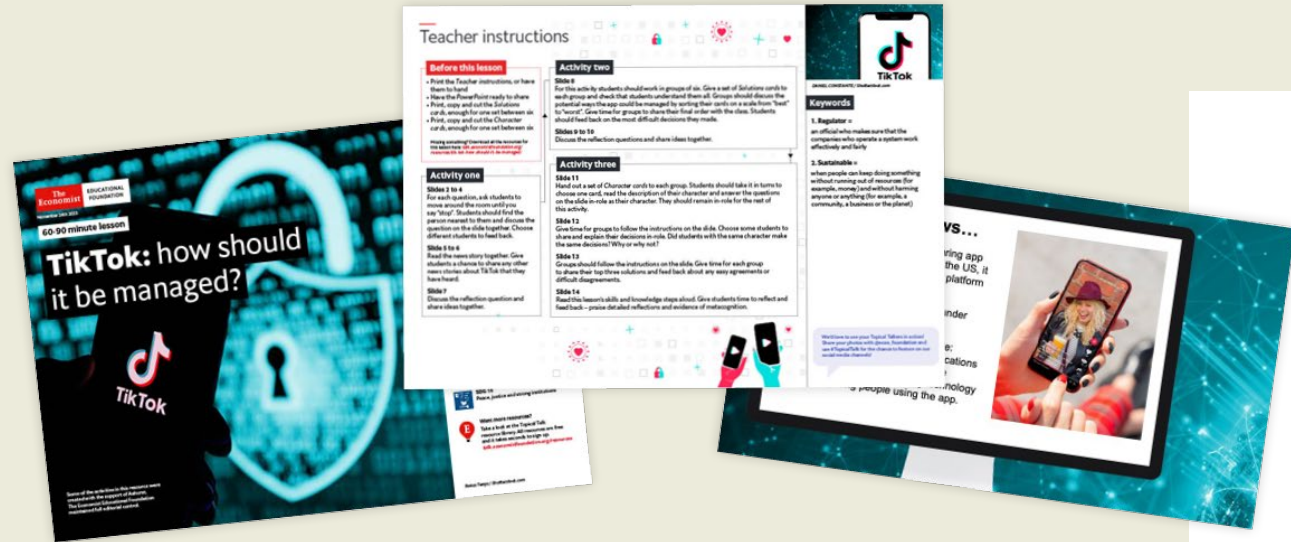
Download resource

Several countries and states have already banned TikTok, but for many educators, brands and influencers the app has become an important platform.

How should TikTok be managed?

Discuss different solutions and explore whether they are easy or sustainable to implement.

Download resource

Use this **one-hour** lesson to help your students:
- Understand why TikTok is in the news
- Explore different perspectives on how to manage the app
- Decide on the top three solutions

Take part in **Topical Talk Festival 2024**

Between **January 22nd and March 28th 2024**, bring the world into your classroom through inspiring and lively lessons, online events and the chance to win exciting prizes!

Check out our video to find out more and register your interest to take part.

FFT: Four things to look out for when the PISA results are released

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f.f.t. education datalab

[This FFT blog post](#) talks about things to look out for when the PISA results are released.

1. Impact of COVID on England's PISA Scores:
The latest PISA scores for England might be influenced by the impact of COVID. While there have been positive trends in reading and math scores, this blog post predicts a potential decline, especially in math, attributing it to observations from NRT mathematics scores since COVID and the uncertainty around the 2018 uptick in math scores.

**2. Timing of UK PISA Tests and Recovery from COVID Learning Loss:**
The blog emphasizes the significance of the UK conducting PISA tests around six months later than most Northern Hemisphere countries. This extended time frame may offer a recovery period for students dealing with COVID learning loss. Despite the expected score decline, the author suggests that this timing could be advantageous for cross-national comparisons.

3. Transparency in Reporting Data Limitations:
There are concerns about potential data issues in the PISA 2022 results for the UK. While not specifying the problems, past participation rate issues are mentioned. The blog urges the OECD and UK governments to be more transparent about any limitations in the data to provide a clearer understanding of the results.

4. Impact of Pupil Absence Rates on PISA Scores:
The blog highlights the relevance of monitoring pupil absence rates, particularly in the context of COVID. Higher school absence rates could potentially bias PISA scores, especially if academically weaker students are more likely to be absent. The author suggests that examining pupil absence rates is crucial for both comparing scores over time and across countries, urging readers to consider this factor in countries where PISA scores unexpectedly hold up.

AI tool of the week
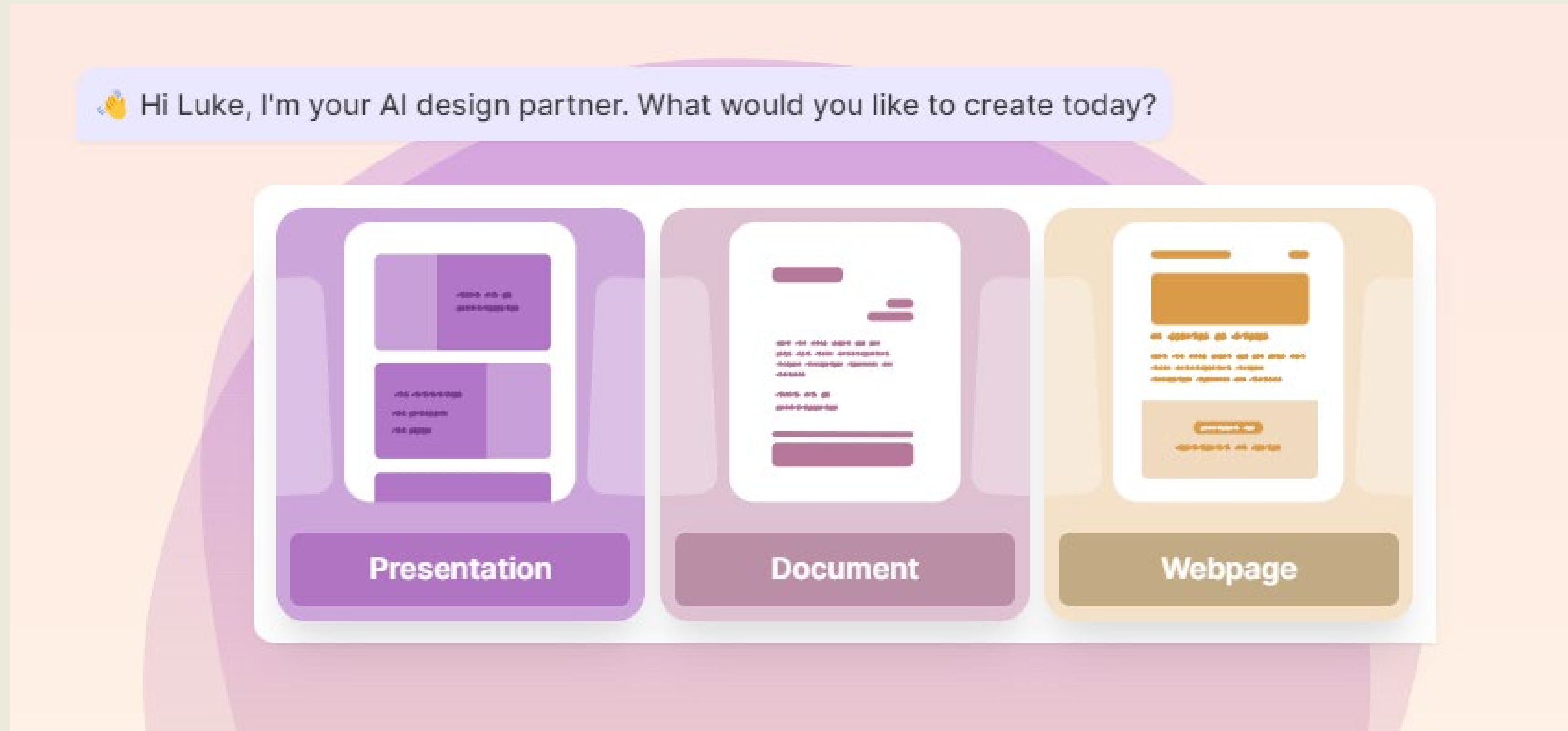
Gamma is a magical AI tool for presenters, writers, and webpage designers alike. Educators can use Gamma to almost instantly create beautiful and stylistic PowerPoints on whichever topic they may desire. Simply type in the subject matter, edit the generated outline, and watch as a presentation materialises before your eyes.

Try out Gamma at the link here.

Contact us

Contacts

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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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