



National Updates - Weekly Briefing

12th December 2023

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- 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



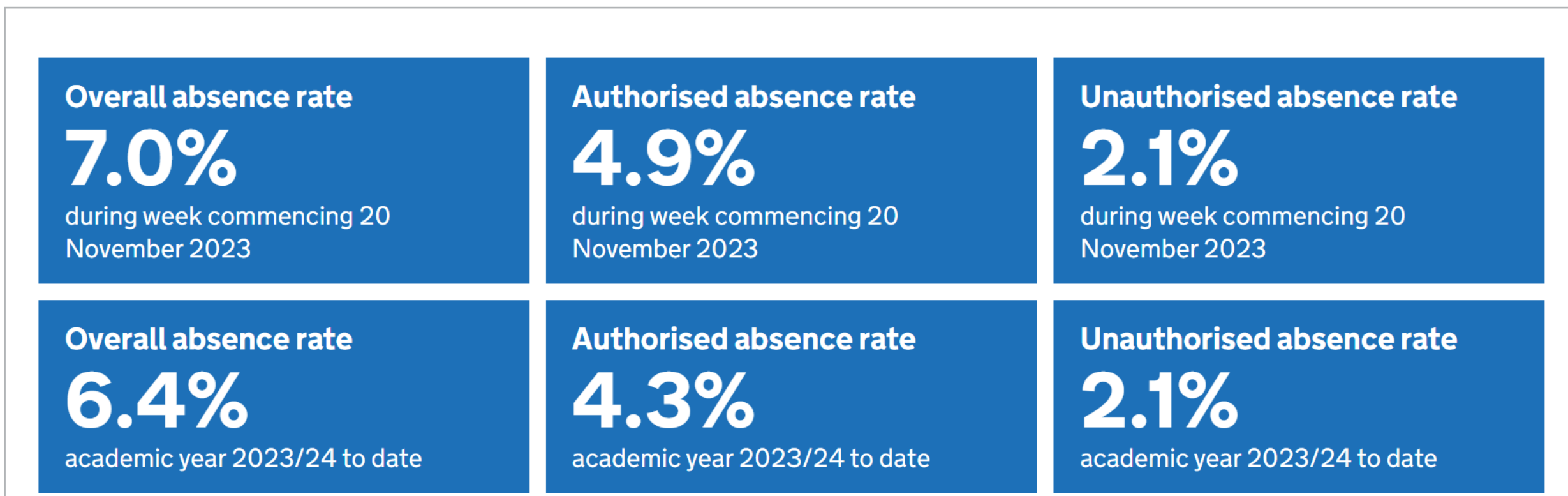
DfE – [Pupil attendance in schools](#) – Official Statistics – updated 7 December 2023

- ‘Pupil attendance in schools’ statistics updated to include data covering the period 11 September 2023 to 24 November 2023.

This release covers the 2023/24 academic year from 11 September to 24 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 **official statistics in development** 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 series was first published in 2022/23 and is intended to continue the series that was previously sourced from the daily [Educational Settings Survey \(EdSet\)](#). Due to the timeliness of the data and that they are based on a subset of schools, figures are estimates that we expect to change as registers are adjusted. They should be viewed as an early indicator for the more detailed but less regular [National Statistics on pupil absence](#) (which include school level breakdowns). The National Statistics are updated termly, with the latest data published in October 2023 relating to the Autumn and Spring terms 2022/23 and next expected to be updated in March 2024 (full year 2022/23).

Headline facts and figures - 2023



The **attendance rate (proportion of possible sessions attended) was 93.0% across all schools** in the week commencing 20 November 2023. The absence rate was, therefore, **7.0% across all schools**.

By school type, the absence rates the week commencing 20 November 2023 were:

- 5.6% in state-funded primary schools (4.4% authorised and 1.2% unauthorised)
- 8.5% in state-funded secondary schools (5.4% authorised and 3.1% unauthorised)
- 13.2% in state-funded special schools (10.1% authorised and 3.1% unauthorised)

The data shows that the attendance rate across the academic year to date was 93.6%.

The absence rate was, therefore, 6.4% across all schools.

By school type, the absence rates across the academic year 2023/24 to date were:

- 4.9% in state-funded primary schools (3.5% authorised and 1.4% unauthorised)
- 8.0% in state-funded secondary schools (5.0% authorised and 3.0% unauthorised)
- 12.3% in state-funded special schools (9.3% authorised and 3.0% unauthorised)

DfE – [England among highest performing western countries in education](#) – Press release – published 5 December 2023

- England is among the highest performing European and western countries in global education study.

A worldwide education study published [today](#) (5 December 2023) shows England has significantly outperformed the international average and risen from 17th for maths in 2018 to 11th, and from 27th in 2009.

The Programme for International Student Assessment (PISA) is an international assessment of 15-year-olds' mathematics, reading and science ability. Conducted by the OECD, it is widely accepted as the international benchmark for academic attainment for secondary school pupils.

Today's results also show that England has ranked 13th for both reading and science, having been placed at 14th and 13th respectively in 2018 and 25th and 16th in 2009.

They build on England's significantly improved position for 9- to 10-year-olds reading ability in a separate international study earlier this year, PIRLS, in which English children were ranked fourth out of 43 comparable countries – making them the best in the West.

Education standards have risen sharply since 2010, with 89% of schools now rated good or outstanding by Ofsted, up from just 68% 13 years ago.

Aside from attainment, the report has also highlighted other positives findings, including that England's education system is more equitable than most – meaning that all children all have access to a brilliant education and a chance of success, no matter their background.

Additionally, the report found that pupils in England were generally more positive about the quality of their maths lessons and the support given by their teachers, than the OECD average.

There has been considerable success for maths recently, with England achieving our highest ever score in primary school maths in TIMSS 2019. Over £100 million has been invested in the Maths Hubs programme, whose flagship Teaching for Mastery offer will have reached 65% of secondary schools by 2025. To help boost maths attainment further, the Government also announced the creation of a new National Professional Qualification in April to help embed best practice in their schools.

The report does highlight the challenge of the pandemic. In England, pupils have been supported to catch up with almost £5 billion available for education recovery measures, including more than £1 billion for the National Tutoring Programme alone, which has revolutionised the way targeted support is provided for the children and young people who need it most.

DfE – [International comparisons of education](#) – Collection – updated 5 December 2023

- Added '[PISA 2022: national report for England](#)' to PISA survey reports section.

Executive Summary:

- PISA assesses 15-year-old pupils in maths, reading, and science globally.
- England participated in PISA 2022, involving 4,763 students from 165 schools.
- The study took place in Nov-Dec 2022, with most students completing GCSE exams in 2023.
- Caution is advised in interpreting results due to sample representativeness issues.

Highlights:

- Average performance in maths and reading declined globally since 2018.
- England's scores declined but remained above the OECD average.
- Science performance in England was similar to 2018 and above the OECD average.
- High-performing systems were primarily in East Asia.

Achievement in Mathematics:

- England's mean PISA maths score was 492, above the OECD average of 472.
- A decline in average maths scores globally in 2022 compared to 2018.
- In proficiency levels, 12% of England's pupils at Levels 5 or 6, higher than the OECD average of 9%.

Achievement in Reading:

- England's average reading score was 496, above the OECD average of 476.
- A decline in England's reading score from 2018, aligning with a global trend.
- 10% of England's pupils at Levels 5 or 6 in reading, exceeding the OECD average of 7%.

[Read the full report here.](#)

Achievement in Science:

- England's overall science score was 503, above the OECD average of 485.
- A decline in science performance in England and globally from 2015 to 2022.
- 11% of England's pupils at Levels 5 or 6 in science, higher than the OECD average of 7%.

Variations by Pupil Characteristics:

- Boys outperformed girls in maths, while girls outperformed boys in reading.
- Socioeconomic status had an impact, with performance gaps in line with OECD averages.

Pupil Wellbeing and Experiences:

- Pupil life satisfaction in England lower than the OECD average.
- Safety perception correlated with higher maths scores.
- Belonging at school linked to better performance in PISA maths.

Schools:

- Admission policies in England focused on residential area and family connections.
- 97% of pupils in England grouped by ability for some or all subjects.
- Teaching staff shortages reported as a common barrier to instruction.

PISA across the UK:

- England's scores are higher than Northern Ireland, Scotland, and Wales in maths, reading, and science.
- Consistent gender differences across the UK, with boys excelling in maths, and girls in reading.



Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Published: 8 December 2023

Effective: 4 January 2024

From **4 January**, two revised frameworks will replace the current EYFS framework.

Providers are responsible for ensuring that they follow the current version of the framework for their provider type.

The 2 new frameworks are:

- EYFS statutory framework for childminders
- EYFS statutory framework for group and school-based providers

The EYFS framework also includes [Early years qualification requirements and standards](#).



7 December 2023 — News story
[Statement from His Majesty's
Chief Inspector, Amanda Spielman](#)

A statement on the conclusion of the coroner's inquest from Ofsted's Chief Inspector.

Ruth Perry's death was a tragedy that deeply affected many people. My thoughts remain with her family, the wider Caversham school community, and everyone else who knew and loved her. On behalf of Ofsted, I would like to say sorry to them for the distress that Mrs Perry undoubtedly experienced as a result of our inspection.

After Mrs Perry's death we made changes to the way we work, to help reduce the pressure felt by school leaders. We will do more. The Coroner highlighted a number of areas of concern. We will work hard to address each of these as soon as we can, and we are starting that work straight away.

We have started to develop training for all inspectors on recognising and responding to visible signs of anxiety. As a first step, we will delay our inspections next week by a day so we can bring all our lead school inspectors together ahead of further school inspections. As well as addressing the issue of anxiety, we will be clear with inspectors what to do if a pause is needed.

We will also make it clear through our inspection handbook that school leaders can be accompanied by colleagues in meetings with inspectors, and that they can share inspection outcomes with colleagues, family, medical advisers and their wider support group, before they are shared with parents. From next week, we will provide all schools with a number to call if they have concerns about their inspection. This will put them directly in touch with someone senior from Ofsted.

It's right that we inspect first and foremost in the interests of children, their parents and carers. But in the light of Mrs Perry's sad death, it's also vital that we do all we can to minimise stress and anxiety when we inspect. Our inspectors are all former or current school leaders. They have a deep understanding of the work that schools do and the demands on school leaders – because they have done that work themselves. We will continue to listen to heads and teachers, and to refine and improve the way we work, with school staff in mind.

OfstedNews

Issue 128 | November 2023

All Ofsted

[The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2022/23](#) - Ofsted's annual report (AR) presents our findings for the areas we inspect in early years childcare, schools, further education (FE) and skills and social care. See accompanying [press release](#). [Children's social care data](#) was also published alongside the AR. We have also produced a number of [videos](#) to discuss various aspects of the AR: [A message from Amanda Spielman, His Majesty's Chief Inspector](#) - His Majesty's Chief Inspector (HMCI) sets out some of the key themes.

- [Schools](#) - Chris Russell, National Director, Education, talks about some of the key findings.
- [Special educational needs and/or disabilities and alternative provision](#) - Anna Trethewey, Deputy Director, Cross Remit Education looks at what the AR said about SEND and AP.
- [FE and skills](#) - Paul Joyce, Deputy Director, Further Education and Skills

[Amanda Spielman at the Association of Colleges Annual Conference 2023](#)

[Lee Owston appointed as Ofsted's new National Director, Education](#)

[Ofsted pen portraits of His Majesty's Inspectors](#)

[Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023](#) -

See [revised equalities impact assessment](#) and [press release](#)

[Ofsted: gender pay gap report and data 2023](#)

[Area SEND inspections: information about ongoing inspections](#)

[Area SEND inspections and outcomes in England: management information summer term 2022 to 2023](#) - Management information for area SEND.

Schools

[Education update for headteachers: academic year 2023 to 2024](#)

[Independent Schools Inspectorate: annual Ofsted report letters](#)

[Improving school attendance](#) - Blog post by Lee Owston, Deputy Director, Schools and Education.

[How we inspect safeguarding in schools](#) - Blog post by Lee Owston.

[State-funded school inspections and outcomes: management information](#)

[State-funded schools inspections and outcomes as at 31 August 2023](#) - Provisional data

[Non-association independent schools inspections and outcomes in England](#)

[School inspection data summary report \(IDSR\) guide](#)

[Initial teacher education: inspections and outcomes as at 31 August 2023](#)

You can [subscribe to this newsletter here](#).



Children's social care

[Supported accommodation application datasets](#) - Data included the figures on applications accepted as 'complete' by Ofsted for supported accommodation providers.

[The multi-agency response to children and families who need help](#) - This joint report examined the multi-agency response to children and families who need help. Read the accompanying [press release](#). [Fostering in England 1 April 2022 to 31 March 2023](#)

Further education and skills

[T levels: making a difference to UK plc?](#) - Podcast episode.

[FE and skills: Are colleges meeting skills needs?](#) - Podcast episode.

[In conversation with the MoD on Ofsted's 'Welfare and duty of care in the Armed Forces initial training' report](#) - Podcast episode.

[Building a great curriculum in FE and skills](#) - Podcast episode.

[Early career framework and national professional qualification inspection framework and handbook](#) - See [summary of changes](#) for updates.

[Early career framework and national professional qualification inspections and monitoring visits between September 2022 and August 2023](#) - Outcomes published.

[FE and skills inspections and outcomes: management information from September 2023 to August 2024](#)

[FE and skills inspections and outcomes as at 31 August 2023](#) - Official statistics published.

Early years and childcare

[Ofsted's role in regulating childcare: poster for parents](#) - Updated the poster to clarify Ofsted's role in childcare registration and regulation.

[Early years and childcare: Ofsted's enforcement policy](#) - See [summary of changes](#) for details of changes.

[Childcare: application review](#) - Added guidance on reference and employment history requirements for childminder and childcare on domestic and non-domestic applicants.

[Apply to join a nursery or other daycare organisation \(EY2\)](#) - Added guidance.

[Become a childminder: pre-registration briefing](#) - Replaced PDF and PowerPoint files with versions that include guidance on reference and employment history requirements for childminder and childcare on domestic and non-domestic applicants.

[Childminder agencies: registration and suitability](#) - See [summary of changes](#) for details of change made.

[Consented addresses for childminders and domestic childcare](#) - Updated consented addresses for childminders and domestic childcare as at 31 October 2023.

[Childcare providers and inspections as at 31 August 2023](#) - Official statistics published.

[Getting the right DBS when registering with Ofsted](#) - Blog post



Schools sound warning over vaping devices laced with drugs

Concerns follow reports that pupils from at least two schools were rushed to hospital after inhaling vapes laced with...

© 1d



How we're promoting psychological safety in our schools



PISA 2022: 'Reason for optimism' but 'job not done yet', says Hinds



Ruth Perry: Ofsted delays inspections by a day for extra training



Re-prioritising data in inspections is a backwards step

At the risk of "annoying successful headteachers", my school shows why the current inspection framework is getting the big...



Overseas teachers exempt from new visa crackdown

SCHOOLS WEEK

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BDSIP Updates



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 LBBDD 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.

[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.

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.

Inclusion by Design – Nurturing Minds: Building a Supportive School Culture

4th March, 3.30pm – 5pm

Free for schools subscribed to our CPD package. This course covers essential aspects to create a supportive educational environment. Participants will delve into defining nurturing approaches, looking 6 principles of Nurture and understanding their positive impact on academic and emotional well-being.

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 LBBDD 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.

SEND and Inclusion Conference

UDL: A Framework for Inclusion

Thursday, 14th December
CEME Business Campus

LAST CHANCE TO REGISTER

[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



National Professional Qualifications

We are delighted to have the opportunity to deliver two fully funded National Professional Qualifications locally, for Barking and Dagenham colleagues. The NPQs provide a wonderful opportunity for professional learning for your teams.

The two programmes available are:

National Professional Qualification for Senior Leadership (NPQSL)

- The course for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
- The NPQSL is an 18-month programme, with 2 full day conferences. All other aspects of the programme are delivered outside of school hours (there are Clinics every 7 weeks or so from 3.45pm to 5.30pm and 50 minutes of weekly study to be done in the leaders own time).

National Professional Qualification for Leading Literacy (NPQLL)

- The course for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase
- The NPQLL is a 12-month programme, with one full day conference. All other aspects of the programme are delivered outside of school hours (there are Clinics every 7 weeks or so from 3.45pm to 5.30pm and 50 minutes of weekly study to be done in the leaders own time).

This is a great opportunity for Secondary and Primary colleagues to take advantage of a local offer for professional development.

[Click here to register your interest](#)

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Additional resources





The Department for Education has launched a [new page](#) on the [Foundation Years website](#) to provide teachers with support to complete the Early Years Foundation Stage (EYFS) Profile.

This will be updated regularly throughout the 2023/24 academic year. Each update will cover a new area of the EYFS Profile, focusing on topics the sector has asked for more information on.

The first update provides information on how to complete the EYFS Profile for children with special educational needs and disabilities, and includes case studies and key information from the [EYFS Profile 2024 handbook](#)

Help your students build their numeracy skills with free MoneySense resources for 5-18s

[NatWest MoneySense](#) is a free financial education programme for 5-18s, which offers a breadth of learning materials to support your lesson planning. MoneySense covers a wide range of topics, many of which include differentiated resources for students with SEND.

As the cost-of-living crisis continues, helping young people learn essential money skills is more important than ever – both for their financial and mental wellbeing. Thankfully, NatWest MoneySense has an amazing selection of free and fun resources to help. Sign up today and take the stress out of lesson planning with activities, presentations and workshops provided by MoneySense. It only takes a moment to register and start improving your students' financial education.

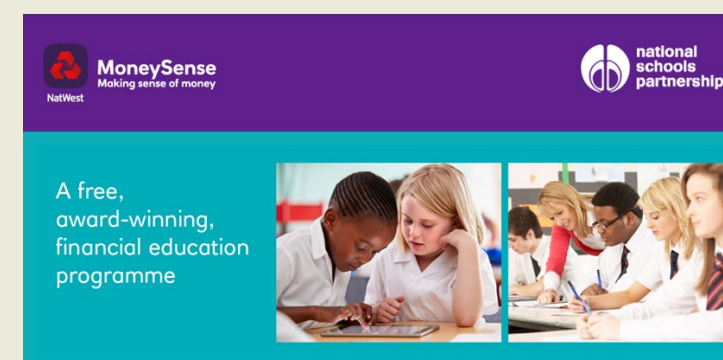
Read on to find out more about the recommended MoneySense SEND resources, which have been provided with an age range for guidance but can be used according to your students' specific needs and abilities.

Free MoneySense SEND resources for budgeting and saving

From lesson plans to engaging activities, MoneySense has everything you need to bring financial education to life. [Sign up](#) today to download your free SEND resources and explore budgeting and saving with your class this winter.

Do your 5-8s understand the types of cash we use? Test their knowledge with the [What coins and notes we use SEND resource](#), which includes a spot the coins interactive.

[How can I use a bank account?](#) introduces 8-12s to the main services and types of accounts offered by banks, and explains banking charges.



Book a free MoneySense workshop for the New Year

With 2024 just around the corner, there's never been a better time to book a free MoneySense workshop and invite an expert bank volunteer into your classroom.

[Why is it important to save money?](#)

for 5-8s explores the reasons people need to save and how it may make them feel.

[Find out more](#)

[Where does money come from?](#) for 5-8s explores how people get money, including working to earn and saving for the future.

[Sign up here](#)

[How can I pay for things?](#) for 8-12s looks at cash, cheques, bank cards, online payments, and the best way to pay in different situations.

[Register to access](#)

12-16s can look at the differences between using debit and credit cards in [How can I understand credit and debt?](#), while [How do I keep my finances secure?](#) teaches students how to recognise different types of fraud and scams.



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

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>.

Find out more: [Your Story Corner](#)

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

Bookmark

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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.

Dear Colleague,

Research confirms that London schools have improved at a faster rate than anywhere else in the country over the last decade and there is growing national and international interest in the journey taken by London schools.

We are asking headteachers and teachers in London to complete this quick survey about tackling educational disadvantages. The survey will help us understand what is important in driving school improvement and tackling educational inequality in London schools. This will be followed by a case study in the future.

Please find the link for the survey below.

<https://forms.office.com/e/MW94wJ8NBv>

This survey is anonymous. This means you do not put your name on it. Nobody will know who gave which answers.

The survey should take approximately 10 minutes of your time. If you find a question difficult or prefer not to answer, you can easily skip it. We would welcome your comments on any of the issues raised. We will be happy to share the findings with you later.





We're thrilled to introduce the latest release of nasen Connect! Get ready for a treasure trove of valuable insights, resources, and reviews crafted specifically for SENCOs, practitioners, parents, and carers.

Whether you have extensive experience in the sector or are simply eager to broaden your knowledge, this edition has been meticulously crafted to address your requirements. We can't wait to share what we've prepared for you!

[View Connect](#)

- 1
- 2
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Here's why the November/December issue of nasen Connect is an absolute must-read for you:

Universal SEND Services

Amanda Wright, nasen's Head of Whole School SEND, explains how online SEND CPD can help.

Time-saving tips for busy SENDCOs

School SENDCO Ginny Bootman gives you some handy tips for managing a busy workload.

Is your class getting their five-a-day?

Teacher Zoe Hardman examines the five-a-day approach to meeting the needs of children with SEND.



SecEd



[CPD and self-observation: Tips and ideas to get you started](#)

Using video to record yourself in action in the classroom can provide a powerful form of CPD. Jon Tait looks at the benefits of this approach and offers a range of practical tips and ideas to refine your practice or get you started



[Art, craft, or science: What does pedagogy mean to you?](#)



[Cultivating effective revision and study habits in neurodivergent learners](#)



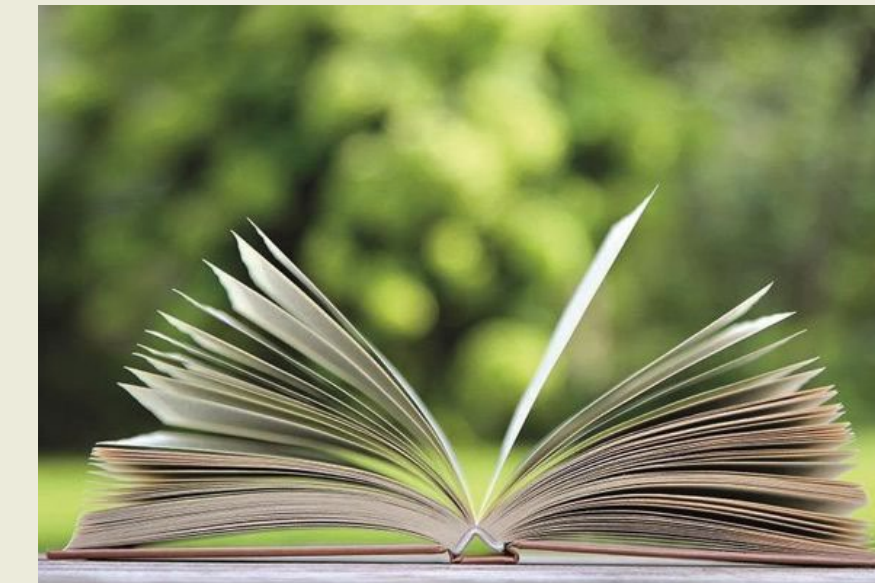
[Blog: The day I became a headteacher](#)

When did you become a headteacher? Paul Burrows is not talking about your first day on the job – but the day when you finally understood what it means to be a headteacher...



[Cost of schooling: Struggling parents identify 10 areas where costs are too high](#)

A quarter of parents are struggling with the cost of sending their children to school – with the top three challenges being uniform, trips and school meals.



[Literacy fears: The disadvantaged pupils who don't own a single book](#)

More than 1 in 12 children in the UK do not have a single book of their own at home, rising to as many as 1 in 8 disadvantaged pupils.



[Programme unveiled for SecEd's 16th National Pupil Premium Conference](#)

How can we diminish the impact of disadvantage for our most disadvantaged pupils and their families? What is working on the ground in schools across the country when it comes to the Pupil Premium? And how does Ofsted go about judging our work in this crucial area?



SecEd

BEST PRACTICE



[Promoting student mental health: Everyday strategies for classroom teachers](#)

Is there anything that teachers can do in their classrooms and during their lessons to help students with their mental health? Jean Gross looks at elements of social and emotional learning that can be easily transferred to the classroom



[Mental health: What to do while waiting for CAMHS](#)

It's a familiar scenario – a student needs specialist mental health support but the CAMHS waiting list is long and thresholds are high. Frances Akinde looks at what schools can do to support young people who face a long wait to access CAMHS



[The cost of living crisis: Responding in schools with three Cs](#)

The cost of living crisis is pushing families to the brink and the impact of disadvantage on children's lives and their education is far-reaching. Sean Harris explains how schools can respond using three Cs...



[The SecEd Podcast: Mental health in schools](#)

This episode offers practical advice and ideas for how schools can support and protect the mental health of their students, including creating mentally healthy school cultures and how to handle interactions with young people who are struggling...



The
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Bursary

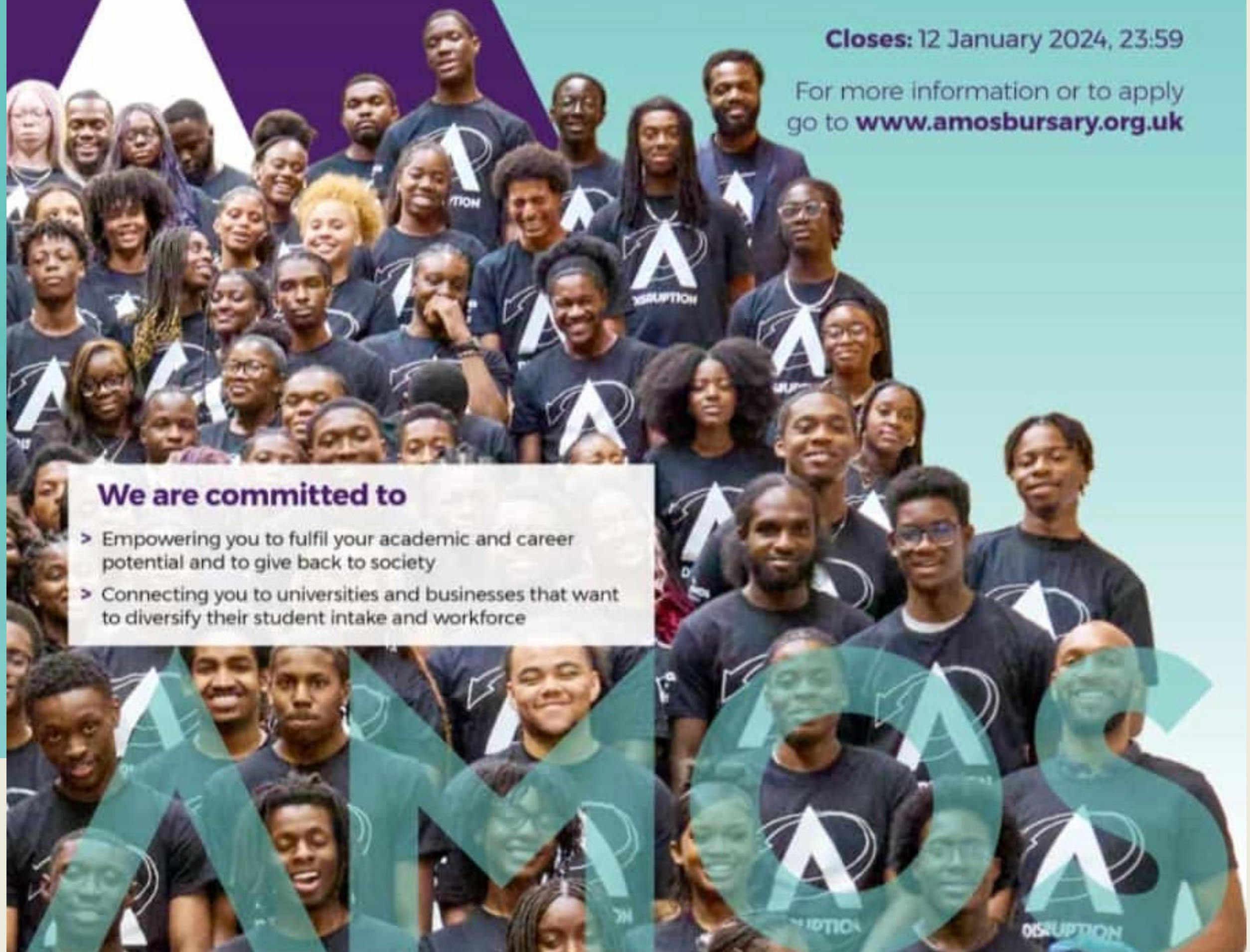
APPLICATIONS ARE OPEN

To talented, ambitious, young British people of African or Caribbean heritage who:

- > In Year 12
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- > Hold at least 6 GCSE's Grades 9-6 (A*-B)
- > Have the right to work and live in the UK
- > Qualify for home student status at a UK university
- > Are hardworking and committed to making the most of every opportunity
- > Meet our additional socio-economic selection criteria (detailed on the website)

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- > Academic guidance and university support
- > Internships and career guidance
- > International experiences and commercial awareness
- > Networking and cultural opportunities
- > A family of like-minded people supporting one another to succeed
- > A financial contribution of £1,500 while at university and support to secure additional financial assistance



Closes: 12 January 2024, 23:59

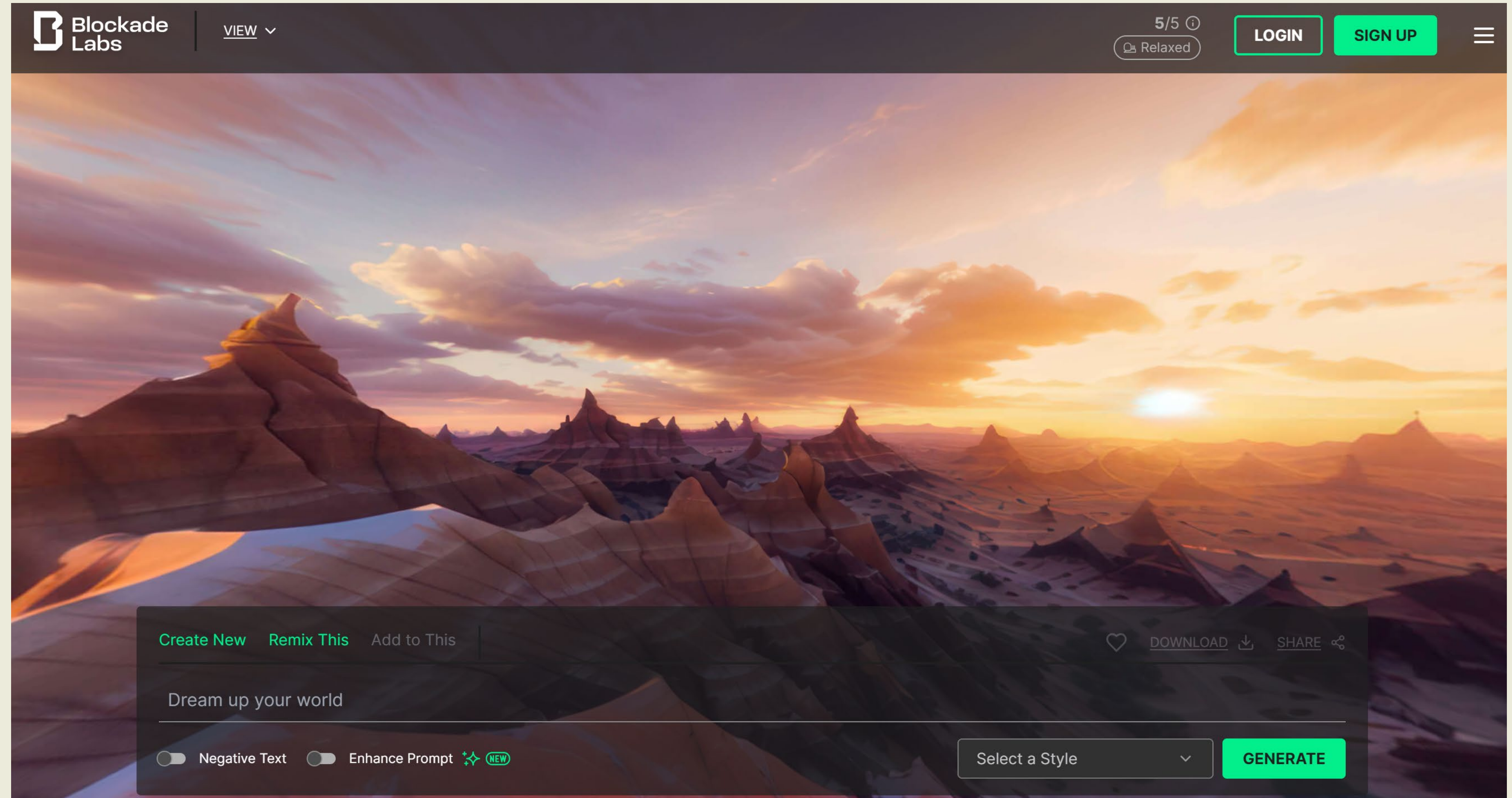
For more information or to apply go to www.amosbursary.org.uk

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

Skybox AI from Blockade Labs is one of the most interesting AI tools we've come across so far. Like DALL-E and Midjourney, it can create art with regular language prompts, but rather than creating a 2-D piece of artwork, Skybox creates a 360-degree virtual world. Once created, you can look around all you want, and educators can add elements to make the virtual world into a class resource.



[Find Skybox here.](#)

BDSIP

HELPING
STUDENTS
SHINE

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
- Paul Claydon, Senior School Improvement Adviser, Secondary – paul.claydon@bdsip.co.uk
- Kate Gooding, Senior School Improvement Adviser, Primary – kate.gooding@bdsip.co.uk
- Hannah Hamid, Senior Inclusion Adviser – hannah.hamid@bdsip.co.uk
- Nicole Leah, Senior Inclusion Adviser – nicole.leah@bdsip.co.uk
- Aasiya Hassan, Head of Careers and Work Experience – aasiya.hassan@bdsip.co.uk
- Mike Ormerod, Head of Central Services and Operations – mike.ormerod@bdsip.co.uk

- General enquiries – info@bdsip.co.uk
- CPD enquiries – cpdevents@bdsip.co.uk

Thank you



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