



National Updates - Weekly Briefing

16 January 2024

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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Table of contents

The Table of Contents is designed to help you navigate the weekly briefing quickly and easily. Click on the slide or section title to take you directly to that slide. You can also click on the 'Back to Table of Contents' on the top right-hand side of each page to bring you directly back to this page!

National Guidance

- [Ofsted mental awareness training video](#)
- [Pupil attendance in schools](#)
- [Attendance communications toolkit for schools](#)
- [Family hubs now open in 75 areas](#)
- [Major national drive to improve school attendance](#)
- [Statutory EYFS framework update – Paediatric First Aid](#)
- [In the news...](#)

BDSIP Updates

- [BDSIP Service Offer 2024/25](#)
- [BDSIP CPD – January](#)
- [BDSIP CPD – February](#)
- [BDSIP CPD – February – March](#)
- [BDSIP CPD - March](#)

Additional Resources

- [Anti-Racist Teacher Education Network \(ARTEN\)](#)
- [Free Reading Resources from Bookmark](#)
- [Safer Internet Day 2024](#)
- [Safeguarding support and resources from LGfL](#)
- [City University of London UniFocus Day Programme](#)
- [EEF News Alert](#)
- [FFT: Pupil absence in Autumn Term 2023](#)
- [Education Support newsletter](#)
- [Picture News – 4 weeks access](#)
- [Bow Arts Educators' Retreat Free CPD](#)
- [The Economist Educational Foundation](#)
- [Schools History Project New Teachers' Conference](#)
- [AI tool of the week](#)

[Contact
Us](#)

National guidance



A mental health awareness [training webinar](#) for all inspectors took place on Monday 8 January 2024.

The webinar included an introduction from Sir Martyn Oliver, His Majesty's Chief Inspector (HMCI).

There were sessions led by Ofsted's national directors for education, and regulation and social care, Lee Owston and Yvette Stanley, and by Ofsted's Deputy Chief Operating Officer (Delivery) and senior well-being champion, Andrew Cook.

The webinar also included a briefing from the Chief Executive of Mental Health First Aid England, Simon Blake OBE.

DfE – [Pupil attendance in schools](#) – Official Statistics – updated 11 January 2024

- Change: ‘Pupil attendance in schools’ statistics updated to include data covering the period 11 September 2023 to 22 December 2023.

Figures presented in this publication relate to the week commencing 11 December 2023 as this is the most recent week in which all schools are expected to be open. Local authority data covering the week commencing 18 December 2023, can be found in the data catalogue where pupils were still in attendance in that local authority. The attendance rate (proportion of possible sessions attended) was 91.6% across all schools in the **week commencing 11 December 2023**. The absence rate was, therefore, 8.4% across all schools.

By school type, the absence rates across the week commencing 11 December 2023 were:

- 6.7% in primary schools (4.8% authorised and 1.8% unauthorised)
- 10.4% in secondary schools (6.4% authorised and 4.0% unauthorised)
- 14.4% in special schools (11.0% authorised and 3.4% unauthorised)

The data shows that the attendance rate across the **academic year to date** was 93.2%. The absence rate was, therefore, 6.8% across all schools.

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

- 5.3% in primary schools (3.8% authorised and 1.4% unauthorised)
- 8.4% in secondary schools (5.3% authorised and 3.1% unauthorised)
- 12.7% in special schools (9.7% authorised and 3.0% unauthorised)

High-level national figures for the week commencing 4 September 2023 (first week back) are available in the data catalogue below. For the full 2022/23 academic year and termly pupil absence data, including by characteristics please see this [historical publication](#).

Headline facts and figures - 2023



If you are a school that has not yet signed up to share your data, please visit ‘[Share your daily school attendance data](#)’ for more information. This will also give you, your local authority and your multi-academy trust (if applicable) [access to daily attendance reports](#) to help identify pupils needing attendance support earlier.

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Attendance communications toolkit for schools



Department
for Education



DfE – [Family hubs now open in 75 areas](#) – Press release – published 10 January 2024

- Family hubs now open in local authorities across half the country as new Little Moments Together campaign launches.

“Parents across England can now access free help and support at local family hubs, with all 75 local authorities involved in the government scheme now offering access to a centre.

The hubs centralise a range of vital services in one location and act as a ‘one stop shop’ for parents and children. Trained staff provide practical help including early language and communication development, mental health support for parents and carers, and programmes for improving children’s home development.

This milestone comes as the government launches the new national Start for Life [Little Moments Together](#) campaign, providing free resources and advice to help parents make the most of every moment - even waiting for a bus or shopping together - to further their child’s development.

The government is investing around £300 million to embed the family hub approach and enhance Start for Life services across the country for families with children aged 0-19 years, and 0-25 years for children with SEND.”

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

“On top of this, eligible working parents of 2-year-olds are currently able to register to access 15 hours free childcare per week from April 2024. This is the first step in the rollout of the largest investment in childcare in England’s history, expanding 30 free hours of childcare for working parents, from nine months old up to when their child starts school by September 2025. This is set to save parents using the full 30 hours up to £6,500 per year.”

“Across all 75 local authorities, parents will now have access to a key contact who can support parents with their home learning. Hubs will support parents to improve their children’s language and communication skills and ultimately increase levels of school readiness.

New findings have revealed that 83% of parents are unaware that their child’s brain is 90% grown by the age of five, shedding light on a critical gap in parents’ understanding of the impact they can have in these crucial early years.

The research uncovered that parents prioritise activities like reading bedtime stories (65%) and playing with toys (61%) for their child’s language and communication skills. Yet, everyday moments are often overlooked, which is why the campaign focuses on the importance of day-to-day activities such as the daily routine around the house.”



DfE – [Major national drive to improve school attendance](#) – Press release – published 8 January 2024

- Attendance hubs to more than double to support 1,000 more schools and £15 million investment to expand the attendance mentor pilot programme.

“Driving up attendance and tackling persistent absence is at the centre of new stronger measures launched today as pupils return to school. More than one million children and young people will be supported into regular education as part of a major expansion of the [attendance hubs](#), which provide a range of tailored support to families and pupils to boost time in school.

There will be 18 new attendance hubs across 6 regions, bringing the total to 32 and will see nearly 2,000 schools helped to tackle persistent absence.

Hubs are run by schools with excellent attendance that share practical ideas with other primary, secondary, alternative provision and special schools in England who need help to boost their attendance.

From direct pupil engagement initiatives like breakfast clubs and extracurricular activities, to improving their processes and analysis of attendance data, lead hub schools provide a range of support to schools that they can tailor to their pupils and families.

The government is also increasing the direct support offered to children and their families with the expansion of the attendance mentor pilot programme.”

“With an investment of up to £15 million, over 3 years, this programme will provide direct intensive support to more than 10,000 persistent and severely absent pupils and their families.

The programme will see trained attendance mentors working in 10 further areas from September 2024.

These areas are in addition to the existing pilot programme with Barnardo’s which is already operating in Middlesbrough, Doncaster, Knowsley, Salford, and Stoke on Trent.

The programme provides intensive one-to-one support to pupils who are persistently absent working with them and their families to find out why the child is skipping school. This can lead to extra support, more intensive work with teachers or in some cases bridge-building between school and family. A national communications campaign on the importance of attendance is also launching today targeting parents and carers. Under the strapline ‘[Moments Matter, Attendance Counts](#)’ it outlines the importance of attendance for attainment, wellbeing, and development as well as signposting to advice for further support.”



Paediatric First Aid 3.29 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training¹⁹ must be renewed every three years and be relevant for people caring for young children and babies.

3.30 Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

3.31 All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting²⁰. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

3.32 Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.



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



**Khan extends London
primary free school
meals for a year**

**SCHOOLS
WEEK**



**School leadership is about
commitment, not compliance**



**Would Labour really herald
big change for teachers?**



**The next government
must learn from Sir Tim
Brighouse's legacy**



**Poorer pupils less likely
to attend top
comprehensives**

**tes
magazine**



**Is coaching the key to tackling
behaviour?**



BDSIP Updates



BDSIP

SERVICE OFFER 2024/25

**IGNITING
TALENT**

January

Secondary Deputy Heads Network

18 January, 2pm – 4pm

Agenda: How schools monitor departments, school performance at GCSE 2023, and school attendance – strategies

SENCO Network

18 Jan, 3pm – 5pm

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

23 Jan, 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.

Nursery Meeting

23 Jan, 3.45pm – 5pm

This meeting will provide practitioners with an opportunity to update their knowledge on new EYFS developments in nursery, share good practice, and network with other nursery practitioners.

AET Schools Making Sense of Autism GAP Progression

24 Jan, 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

24 Jan, 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

25 Jan, 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.

Attendance Network: Safeguarding for Attendance Leads

25 Jan, 1.30pm – 3.30pm

This network will help to better your understand how safeguarding and attendance are linked, provide an opportunity to ask questions. This a chance to discuss and share ideas with attendance leads from other schools.

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

29 Jan, 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.

Inclusion by Design: Maximising the functionality of technology for learners with SEND

29 Jan, 3.30pm – 4.30pm

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three-part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Secondary Religious Education Network Meeting

30 Jan, 4pm – 6pm

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

Integris Admin – Basic Administration part 1

31 Jan, 4pm – 6pm

A workshop to support your use of Integris in school, covering the basic admin tools.

February

Getting started with the micro:bit

1 Feb, 3.45pm – 5pm

Explore physical computing using the micro:bit device; finding out how it can be used to develop understanding of programming through creative projects. During this workshop, you'll learn how to get started with the micro:bit, exploring the in-built buttons, LEDs, and sounds. You'll find out how to setup and use the device, and how to teach using micro:bit, making use of freely available resources.

Assessment Briefing for Head Teachers and Senior Leaders

2 Feb, 10am – 11am

This course will update senior leaders on the assessment and reporting arrangements for 2024.

Integris Admin – Basic Administration part 2

7 Feb, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the basic admin tools.

Primary Computing Professional Learning Network

7 Feb, 1.30pm – 3.30pm

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

AET Early Years Making Sense of Autism GAP Progression

8 Feb, 9am – 4pm

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

KS5 Chemistry Network Meeting – Electrochemical Cells Required Practical Focus

8 Feb, 1.30pm – 3.30pm

This meeting is aimed at teachers who are new to teaching KS5 Chemistry and Lab Technicians. There will be time provided to network and meet colleagues from other LBBD schools; we will then review the technical preparation for the Electrochemical Cells practical (OCR PAG8, AQA RP8). Technicians and Teachers will then work together to carry out the practical. We will then review examples of exam questions related to the practical.

Professional Learning Community for SEND

8 Feb, 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.

GCSE Masterclass for Barking and Dagenham Heads of RE

9 Feb, 1pm – 4pm

This half day masterclass course provides for those managing GCSE RS at their schools everything you need to reflect on your present practice with plenty of ideas building on your practice.

Primary Art Professional Learning Network

9 Feb, 1.30pm – 3.30pm

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

Data logging with the micro:bit

13 Feb, 3.45pm – 5pm

Explore physical computing using the micro:bit device; finding out how it can be used to develop understanding of programming through creative projects. During this workshop, you'll learn how to use the micro:bit as a data logger, using its in-built sensors to collect data. The workshop will focus on the Teach Computing Year 4 Data Logging unit.

Primary Technicians Network

15 Feb, 10am – 12pm

Termly meeting for primary computing technicians.

KS5 Physics Network Meeting – Required Practicals, Examples and Standardisation

15 Feb, 2pm – 3.30pm

This meeting is aimed at new and experienced KS5 Physics teachers. There will be time provided to network and meet colleagues from other LBBD schools; we will then look at the practical set up of key Required Practicals. Will then work together to carry out the standardisation of key Physics Practical Skills.

EYFS Coordinator Network Meeting

27 Feb, 1.30pm – 3.30pm

This meeting will provide practitioners with an opportunity to update their knowledge on new EYFS developments, share good practice, and network with other EYFS coordinators.

Primary Religious Education Network Meeting

27 Feb, 1.30pm – 4pm

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

Inclusion by Design: Maximising the functionality of technology for learners with SEND

27 Feb, 3.30pm – 4.30pm

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three-part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Introduction to SCERTS

28 Feb, 9am – 3.30pm

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

Primary Maths Professional Learning Network

28 Feb, 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 nonclinical supervision in an educational environment

29 Feb, 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.

Inclusion by Design: Universal Design for Learning

29 Feb, 2pm – 3.15pm

Universal Design for Learning is a framework that enables inclusive practice from inception. This four-part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.

March

Primary Science & D&T Subject Leader Network Meetings

1 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

4 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

6 March, 10.30am – 11.15am

A workshop to help schools understand the use of CTF files in Integris.

Moderating Reading at the end of KS1

6 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their reading assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

Inclusion by Design: Universal Design for Learning

6 March, 2pm – 3.15pm

Universal Design for Learning is a framework that enables inclusive practice from inception. This four part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.

Going further with micro:bits

7 March, 3.45pm – 5.15pm

Explore physical computing using the micro:bit device; finding out how it can be used to develop understanding of programming through creative projects. During this workshop, you'll learn how to use sensors to monitor the environment and use sensors and inputs with selection and variables to create more complex programs. The workshop will focus physical computing in upper key stage 2.

RSJ facilitators' network

8 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

13 March, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the attendance module.

Primary English Professional Learning Network

13 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

14 March, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the attendance reports.

Inclusion by Design: Maximising the functionality of technology for learners with SEND

14 March, 10.30am – 11.15am

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Moderating Maths at the end of KS1

15 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their maths assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

Team Teach Training Positive Behaviour Management – Level 1

20 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

20 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

21 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.

Year 6 Writing at Greater Depth

21 March, 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.

Moderating Writing at the end of KS1

22 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their writing assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

Inclusion by Design: Universal Design for Learning

26 March, 3pm – 4.15pm

Universal Design for Learning is a framework that enables inclusive practice from inception. This four-part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.

A group of five diverse primary school children are smiling and posing for a photo. They are wearing school uniforms. The child on the far left is a Black girl with short hair, wearing a dark blue sweater with a white collar and a school crest that reads 'Five Elms Primary School'. Next to her is a white boy with short hair, also in a dark blue sweater with a white collar. In the center is a white girl with long brown hair, wearing a white shirt. To her right is a Black girl with short hair, wearing a dark blue sweater with a white collar. On the far right is a white boy with short hair, wearing a white shirt. The background is a blurred outdoor setting with trees and a building.

Additional resources

Are you a teacher educator committed to anti-racism?

The Anti-Racist Teacher Education Network (ARTEN) is a long-established network which started in the 1980s to improve the content and teaching of antiracism in pre-service teacher education.

However, as initial teacher education (ITE) policy changed and members of ARTEN retired the ground-breaking work of the network seemed to disappear off the ITE radar. It is with great pleasure and the support of the current members of ARTEN that the Centre for Race, Education and Decoloniality at Leeds Beckett University would like to invite you to build the next iteration of ARTEN.

The new network for teacher educators committed to anti-racism will build on the anti-racist schools' award which has been developed at the Centre and the Leeds City Council and Liverpool City Council anti-racist schools' networks.

Anti-Racist
Teacher
Education
Network
Launch
30th January
2024

HOW WILL IT
WORK?

The new ARTEN will largely be a virtual/online community which will develop anti-racist practice in ITE/T. There will be four meetings per academic year.

WHO IS IT
FOR?

The network will consist of teacher educators committed to anti-racism and racially just teacher education. It will include teacher educators in higher education, school mentors as well as ITE/T tutors in SCITTs who are willing to share and develop their anti-racist practice.

WHAT WILL
IT DO?

The Network will have a page on the Centre for Race, Education and Decoloniality website, and we will look to develop videos and other resources which ITE/T tutors can download in order to develop anti-racist curricula, pedagogy and practice. ARTEN will showcase antiracist practice in ITE and develop a collegial approach to advancing anti-racism in ITE/T. In time, it may develop regional groups which could provide in-person support to colleagues wanting to develop antiracism in ITE/T related to the Anti-racism Framework for ITE/T. The network will provide a supportive environment to enable the collaborative development of anti-racist practice, support the development of teacher educators wishing to embed anti-racism in their work with pre-service teachers and the network will seek to research anti-racism transformations in ITE/T.

BOOK HERE

Free Reading Resources from Bookmark



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

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

Find out more: [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

Safer Internet Day 2024 will take place on **February 6th 2024**, with celebrations and learning based around the theme ‘Inspiring change? Making a difference, managing influence and navigating change online’.

- Resources for all ages can be downloaded from the Safer Internet Day website: <https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024> (with further resources to come).
- BBC are hosting a live lesson on February 6th at 11:00am, exploring the world of AI and learning how to stay safe online: <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-2024-live-lesson/zqgy46f>
- Tech We Can are hosting live lessons on February 6th for KS2 (9:30am) and KS3 (2:00pm). Further information and to register for the live lessons (plus the other forthcoming events) here: <https://techshecan.org/live-assemblies>

Safeguarding support and resources from LGfL



SafeguardED

Working Together to Safeguard Children 2023 – webinar for schools

The DfE published the revised statutory safeguarding guidance in December 2023; the first significant refresh since 2018.

LGfL are holding a free webinar on **Wednesday 7th February 15:30 – 16:30**, so schools can find out about the key changes and implications.

Register for Working Together to Safeguard Children 2023 here: <https://lgfl.bookinglive.com/book/add/p/150>

Further safeguarding training courses from LGfL via their training portal: https://lgfl.net/training?field_training_category=451

Spotlight on safeguarding videos

LGfL have a series of short videos available for schools to use for staff training on various aspects of safeguarding. The videos are available here: <https://lgfl.net/safeguarding/spotlight-on-safeguarding>

Filtering checks pro forma

LGfL have produced a pro forma for schools to use when undertaking regular filtering checks; suitable for both LGfL and non-LGfL schools. The pro forma, and lots of other support, can be found on their dedicated web filtering for DSL teams page: <https://lgfl.net/safeguarding/kcsie/web-filtering>
Additional safeguarding resources: <https://lgfl.net/safeguarding/resources>

SEND DSL Forum

LGfL are holding half termly meetings for DSLs working in SEND schools or schools with a high proportion of pupils with SEND. The meetings will provide an opportunity for DSLs to network and explore safeguarding themes that are prevalent when working with pupils with SEND. Dates and registration: <https://lgfl.bookinglive.com/book/add/p/145>



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.



[You can subscribe to the EEF News Alert here.](#)

New guide to help education professionals use research
[Using research evidence: a concise guide](#) gives an overview of different types of education evidence, what they can be used for, and what their limitations might be. It's designed to help you make sense and best use of the wide range of education research available.

Explore

Deliver evidence-informed programmes at a heavily reduced cost

We're inviting schools and early years settings to sign up to deliver subsidised programmes with a proven record of improving children's maths and literacy outcomes. The programmes are:

- Maths Mastery
- Embedding Formative Assessment
- Maths Champions



Early years settings, primary, and secondary schools across England can sign up to access these programmes for free, or at a heavily reduced cost.

Search your setting

Could your research team help us investigate how to support teacher recruitment and retention?

There's still time to submit research proposals for our flagship theme: teacher recruitment and retention.

Expressions of interest must be received by Wednesday 31st January 2024.

More info



Join our trial of cognitive science-based teaching approaches!

We're looking for secondary schools to take part in a trial of different approaches to teaching grammar, based on cognitive science principles.

The project will explore the use of three approaches to using worked examples in English in Key Stage 3.

Navigating the maze of 'evidence' claims

"Educators and leaders are increasingly turning to research evidence to help identify promising approaches and practices that have the potential to make a difference to pupils and communities."

Kirstin Mulholland and Harry Madgwick introduce our new guide to help education professionals make sense of an increasingly complex research evidence landscape.

Addressing attendance: Getting below the surface

"We need to go beyond the 'symptom' of absence and explore possible underlying causes to more precisely diagnose the issue that we are trying to solve."

Freya Morrissey, our learning behaviours specialist, discusses pupil absence and how to empower teachers to boost attendance in schools.



More info



Read more



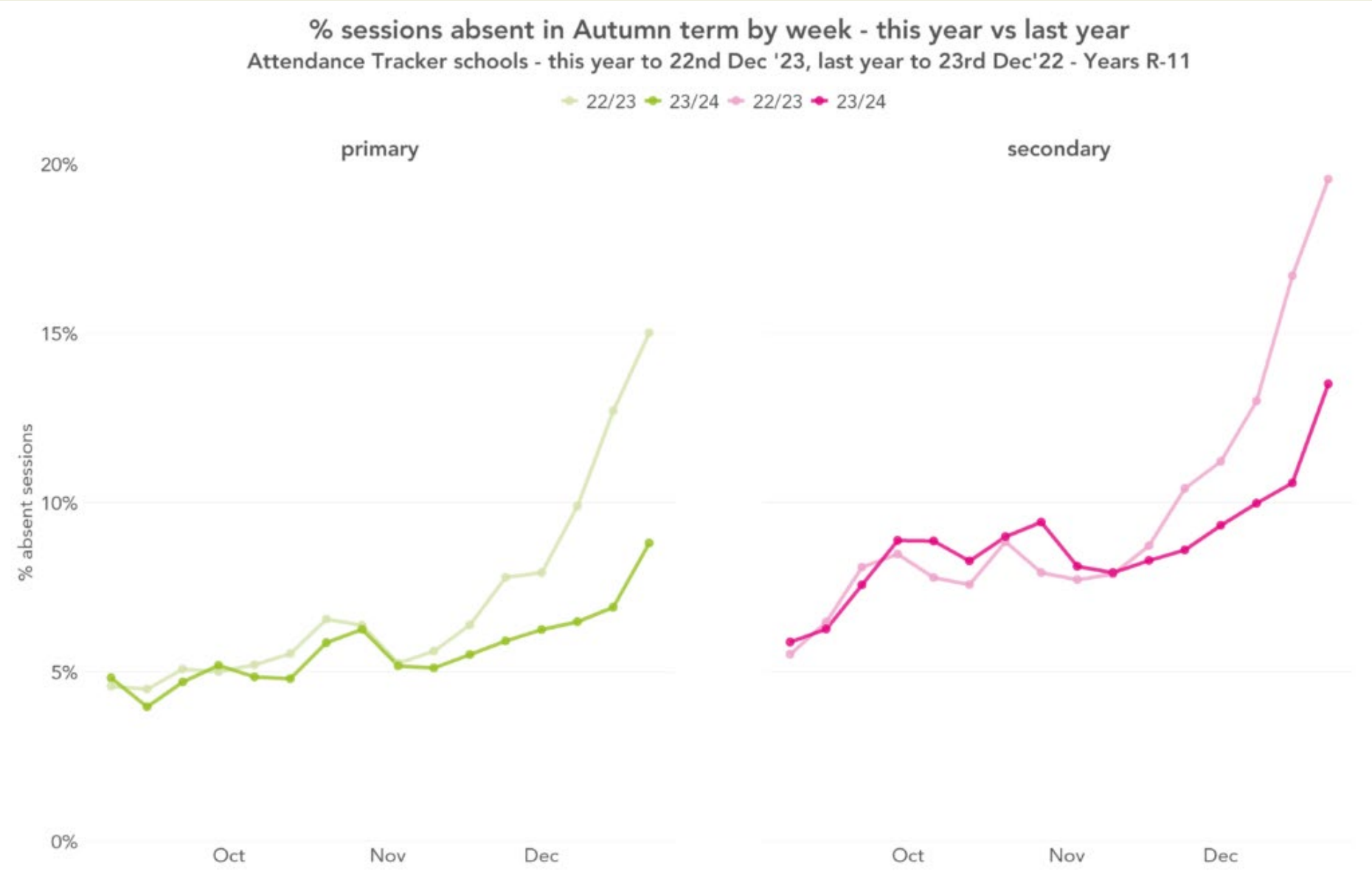
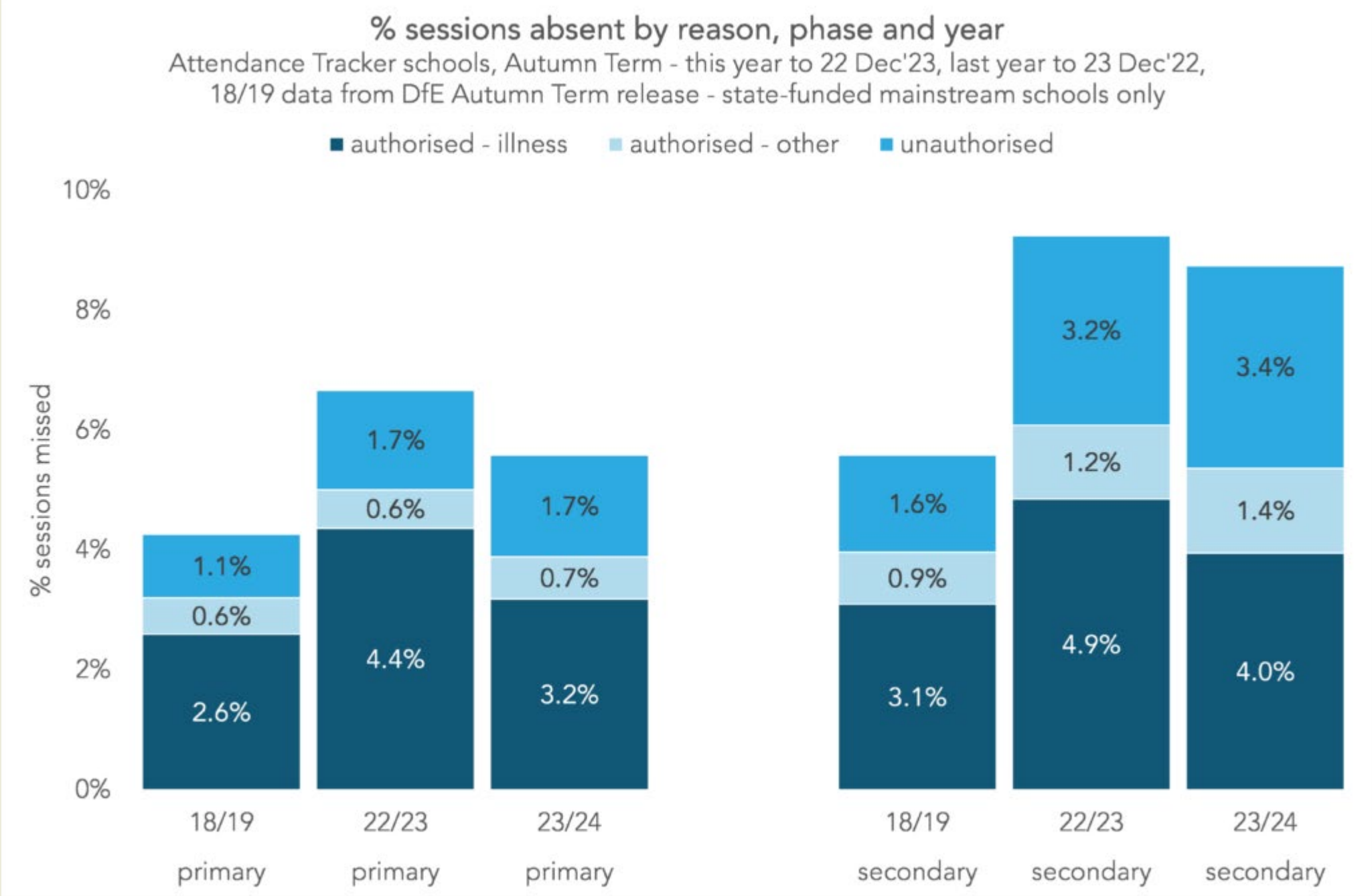
Read more



[This FFT blog post](#) looks at pupil absence in Autumn Term 2023

This FFT Education Datalab blog post looks at 2023 Autumn Term absence. The data is from schools using the Aspire Attendance Tracker – about 2,700 secondaries and 7,200 primaries.

First, weekly absence is compared from this academic year with last year (see below). Then, reasons for absence are examined (see right). Then, FFT continues to look at regional absence, before finally examining persistent absence.



Summing up

“Absence rates this Autumn Term are lower, on average, than last Autumn Term, with bigger reductions among primary pupils than secondary. This is driven almost entirely by reductions in absence coded as illness.

The reduction in absence for primary pupils is so large in fact, that average absence is now only around a percentage point higher than pre-pandemic. It remains to be seen whether this will hold as the year progresses, particularly as there’s still two months of winter to get through.

And rates of persistent absence are still stubbornly high, both at primary and, particularly, secondary.”



Happy 2024!

This is a busy half term for many of you. Your wellbeing matters just as much as your students. So kick-start the year with your wellbeing in mind.

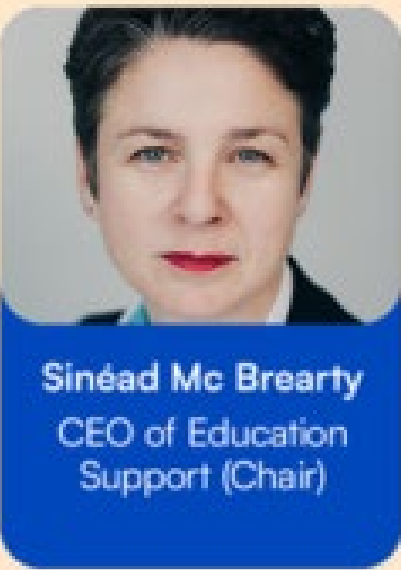
We've got some inspirational new resources to help keep you and your colleagues mentally well.

Our free and confidential helpline, is also here to support you and your staff all day, every day. You're never on your own.

08000 562 561. Call us. We'll listen

[Download helpline poster](#)

Let's get talking about menopause and perimenopause: supporting education staff



Tues 23 Jan
4pm



Let's get talking about menopause and perimenopause

There is still a stigma around talking about the menopause and a lack of understanding of the challenges faced by education staff going through it.

We want to start the conversation. Please join our webinar where our amazing speakers will offer practical advice and information on how to create a supportive and stigma-free culture for you and your colleagues.

Everyone needs help sometimes

We recognise that everyone faces challenges at some point in their lives. Whether it's financial difficulties, personal struggles, or feeling overwhelmed, our Employee Assistance Programme provides the support your staff need.



How can middle leaders beat burnout?

We talk to middle leader Bethan Ware about what burnout is, how to spot the signs and, most importantly of all, what middle leaders can do to avoid burnout.

Shining a spotlight on supply staff

The valuable contribution of supply staff can often be overlooked in a busy school or college. This may leave supply staff feeling under-appreciated or under-valued. So what can you do to support supply staff and help them stay mentally well? Read our tips.



3-2-1: Your wellbeing journey

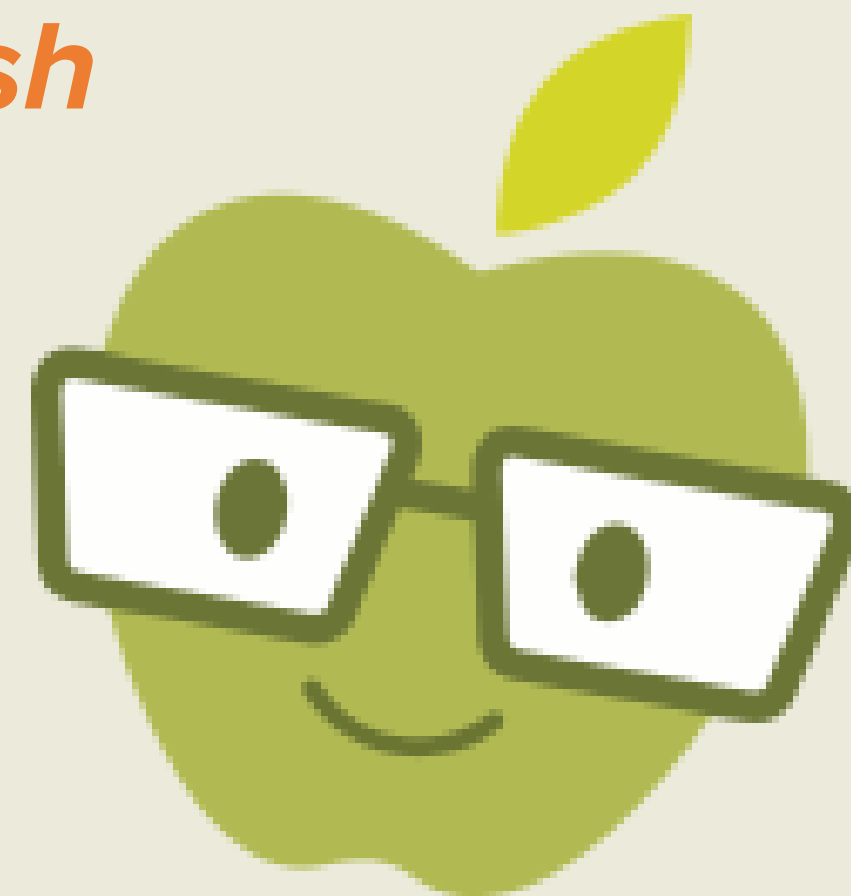
This quick exercise will help you reflect on where your school or college is on its wellbeing journey, enabling you to focus on areas for development and think about the 'what next?'

Picture News – 4-week trial for 2024!

We're delighted to offer the first 4 resources of the year free of charge for you to use in school.

*Centred around an engaging image from the news and a 'big question', the resources can be used as a weekly assembly, class discussion, and interactive display. Each week, we embed a different **British value** and **protected characteristic**.*

First pack [found here!](#)



**Picture
News**

Educators' Retreat 2024: Climate Conscious Arts Learning

Thursday 15th and Friday 16th of February 2024

11am - 5pm

Old Diorama Arts Centre, 201 Drummond Street, Regent's Place, NW1 3FE

Join us for a free, two-day exploration of visual art in education, examining how we can push our learning practice beyond environmental awareness and towards more sustainable ways of working. Consider adjustments to practice that can make a positive impact, and explore how the arts can be a meaningful arena for young people to explore solutions to climate issues. Take part in creative workshops, talks and discussions to refresh your own practice, experiment, learn new skills and meet like-minded creative practitioners.

Spaces will be offered on a first come first served basis.

Sign up here.



Want to find out more? Read about last year's event here.



Happy New Year!

From rapid progress in [artificial intelligence \(AI\)](#) to [elections](#) that will affect 4.2 billion people in 2024, journalists have predicted the news stories which will be important in the year ahead.

Consider the effect that these predictions might have on the world if they come true and discuss some of the key issues in a series of mini-debates.



TOPICAL TALK RESOURCES

The world in 2024

[Download resource](#)



TOPICAL TALK IMPACT


Impact report 2022-23

We're delighted to share our new [Impact report](#).

Did you download our most popular Headlines? And how does your experience of Topical Talk compare with our teacher case studies?

Discover our Headline creation process and check out the stats you and your students influenced.

[Download report](#)



Relevance ♦ Enquiry ♦ Understanding ♦ Diversity ♦ Locality ♦ Enjoyment

The Schools History Project is proud to present our (Virtual) New Teachers' Conference on Saturday February 3rd 2024.

Who is the conference for?

- Primary Leads for History / Humanities and Secondary History teachers
- History PGCE / Teach First / SCITT
- ECTs
- Teachers in years 3-5




How much are the tickets?

- Trainees / ECTs/Primary £35*
- Full Price £50*

* Price includes access to recordings of ALL workshops and the keynote lecture

Where do I book my ticket?

<https://shorturl.at/mxKN6>

<div><div>Schools History Project</div><div>Leeds Trinity University</div><div>Supported by OCR <small>Oxford Cambridge and RSA</small></div></div>			
New Teachers' Conference Outline			
Welcome 9:30-10:15	Welcome to SHP's New Teacher's Conference 2024 SHP Director, Dan Lyndon-Cohen		
10:15-10:40	Break		
Slot A 10:40-11:40	Practical tips for better Secondary History lessons Dale Banham	Practical tips for better Primary History lessons Stuart Tiffany	
11:40-12:00	Break		
Slot B 12:00-13:00	How to plan better lessons Sally Thorne	Five things that made me a better History teacher Sally Burnham	Planning for progression in History from EYFS to KS2 George Gould & Kelly English
13:00-14:00	Lunch Getting the most from our OCR Subject Advisers		
Slot C 14:00-15:00	Using material culture to widen the lens in your classroom Sarah Longair & Sasha Smith	What does it mean to get better at history, and how do I know students are doing it? Paula Lobo Worth	Improving transition between Primary and Secondary history David Church
Keynote Lecture 15:30-16:30	Professor Corinne Fowler: From Copper to Cotton: Incorporating Histories of Empire into the Teaching of British Labour History, Enclosure and the Industrial Revolution.		



Choose how to get started



Text on media
Convert your blog post or script to video



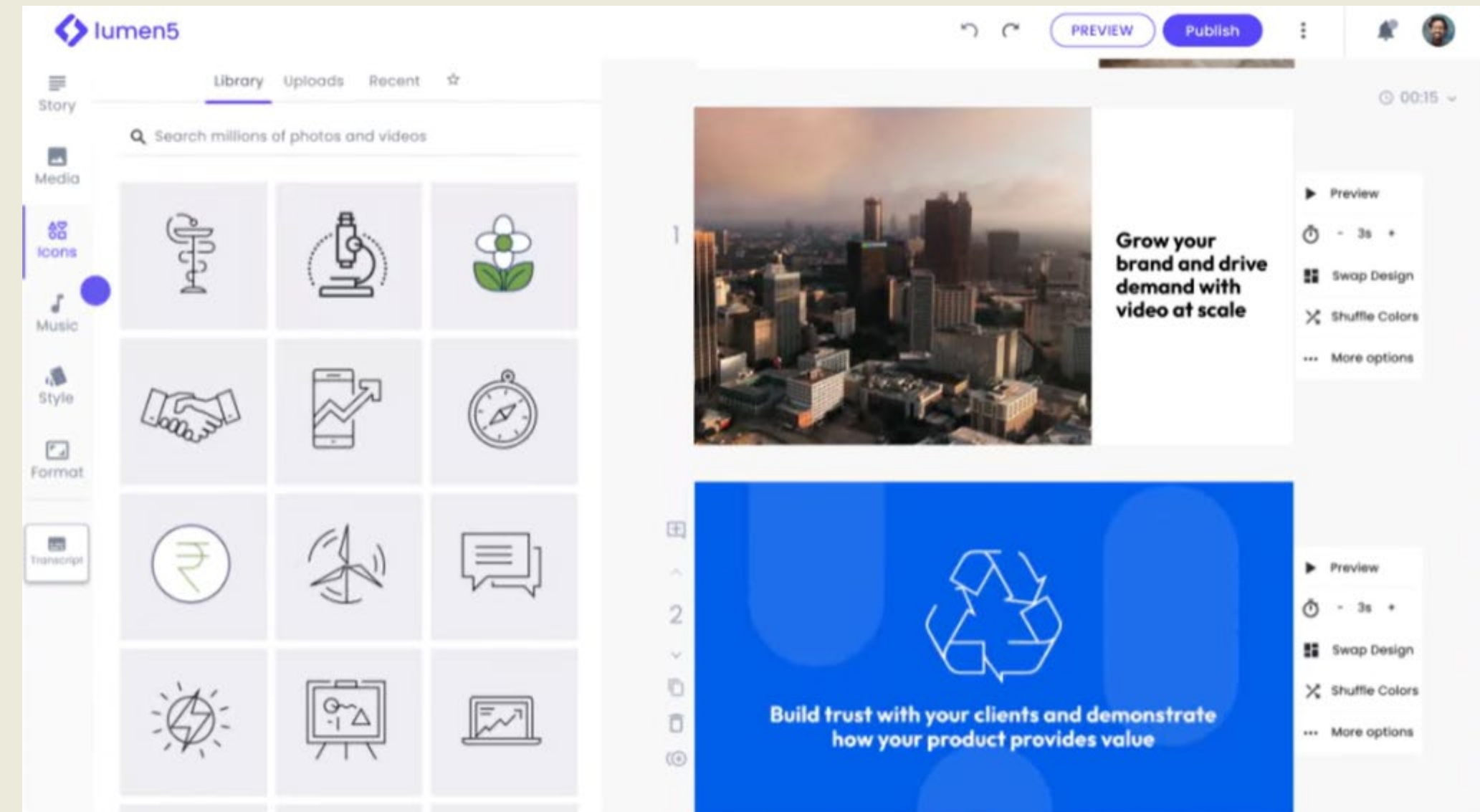
AI Voiceover Beta
Convert your blog post or script to an AI voiceover video



Voiceover
Upload or record your own voiceover and convert to video



Talking head
Upload or record your own talking head clip



Lumen5 is an online video creator that incorporates AI to make engaging video content almost instantaneously. Ever wanted to bring a blog post to life? Or put text to speech in an instant? Lumen5 simply needs a URL or a script and it will create a video of the content for you, according to your chosen template and specifications.

[Try out Lumen5 now by clicking here.](#)



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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- Hannah Hamid, Senior Inclusion Adviser – hannah.hamid@bdsip.co.uk
- Nicole Leah, Senior Inclusion Adviser – nicole.leah@bdsip.co.uk
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- 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



bdsip.co.uk