

WEEKLY BULLETIN

07 July 2026



BDSIP

SERVICE OFFER

TRUSTED
PARTNER IN
EDUCATION

BDSIP IS YOUR EDUCATION PARTNER - OWNED BY SCHOOLS, FOR SCHOOLS



BDSIP SERVICE OFFER 2026/67

Explore Our Services & Secure
Your Support

Our new Service Letter and
Order Form for 2026/27 are
now available. Discover the full
range of BDSIP services
designed to support your
school next academic year.

👉 Click [here](#) to view service
offer 2026/27

👉 Click [here](#) for order form



A photograph of children in a library or classroom. In the foreground, two girls are looking at a book. One has a yellow bow in her hair, and the other has a braid. In the background, a boy is reading a book. There are bookshelves with various books, including one titled 'The Cat in the Hat' and another with a picture of a man and a woman. The scene is brightly lit and shows a positive learning environment.

BDSIP UPDATES

BDSIP SPOTLIGHT

FULLY FUNDED NPQS

**TARGETED LITERACY INTERVENTIONS: IMPROVING
READING OUTCOMES AND CONFIDENCE**

**INCLUSIVE LEADERSHIP: LEADING FOR EQUITY,
BELONGING, AND ACHIEVEMENT**

CPD

CONTACT US

BDSIP SPOTLIGHT

Creating a Universal Design with Social Engagement as the Fuel for Learning

Introduction and Implementation to the SEE-KS framework

Emily Rubin

Director at Communication Crossroads, and SEE-KS and SCERTS co-author



Social Emotional Engagement – Knowledge & Skills (SEE-KS) by Emily Rubin is a professional learning framework designed to help educators understand and foster social, emotional, and engagement skills that fuel effective learning in classrooms. Participants learn how to measure engagement, embed social-emotional learning (SEL) within everyday instruction using Universal Design for Learning principles, and build stronger student relationships and inclusive learning environments.



Mon 12 - Tues 13 Oct
2026
9.30am - 3.30pm



Dagenham &
Redbridge FC

[Register now!](#)



NATIONAL PROFESSIONAL QUALIFICATIONS

AUTUMN 2026

Barking and Dagenham

National Professional Qualifications

Fully Funded Leadership Development



FULLY FUNDED NPQs

NPQH • NPQSENCO • NPQSL

DfE scholarship funding is available for eligible teachers and leaders in publicly funded schools and 16-19 settings in England.

2026/27

Choose the programme that matches your next leadership step



NPQH

For colleagues preparing for, or new to, headship.

FULLY FUNDED



NPQSENCO

SENCO Leadership

For current or aspiring SENCOs leading SEND provision and inclusive practice.

FULLY FUNDED



NPQSL

Senior Leadership

For colleagues leading a phase, subject, pastoral or curriculum area, or a whole-school priority.

FULLY FUNDED

Why choose our locally delivered NPQ offer?



Contextualised leadership

Practical discussion grounded in complex, diverse and ambitious local school contexts.



Experienced facilitators

Led by school leaders and practitioners with direct experience of school improvement.



Teach First expertise

High-quality national materials, evidence-informed content and structured leadership learning.



Local professional networks

Build relationships with leaders across East London, Essex and neighbouring trusts.

- Locally delivered with experienced school leaders
- Evidence-informed content through Teach First
- Build professional networks across the region
- Fully funded DfE scholarships available for eligible teachers and leaders in publicly funded schools and settings



Click [here](#) to sign up.



APPLICATIONS OPEN
TUESDAY 23 JUNE 2026

Register early: scholarship places are limited. Discuss your application with your headteacher or line manager, then select Teach First as your lead provider.




EMAIL TO EXPRESS INTEREST





VISIT OUR NPQ WEBPAGE

Targeted Literacy Interventions: Improving Reading Outcomes and Confidence

 We are pleased to share a new blog from Louise Harding reflecting on the impact of targeted literacy interventions delivered across secondary schools in Barking and Dagenham as part of the Making Friends with a Book research project.

 The blog explores how carefully matched one-to-one and small-group literacy interventions have supported students to make progress in reading, build confidence, improve engagement and develop a more positive relationship with reading. This is exactly the thinking underpinning the [Literacy Skills Courses](#) and [Talk Through Text](#) programmes being delivered at BDSIP.

 The article also includes feedback from Barking Abbey School, highlighting the value of the programme in practice and the importance of building whole-school approaches to literacy.

 As schools begin planning support for the next academic year, this is a helpful read for those looking to strengthen reading intervention, support students below age-related expectations and improve reading confidence across the curriculum.

Read the full blog [here](#).

For more information about the Literacy Skills Courses and Talk Through Text programmes, **please contact Louise Harding at Louise.Harding@bdsip.co.uk**.

Inclusive Leadership: Leading for Equity, Belonging, and Achievement

with Frances Akinde

2026 - 2027 Dates



Hunters Hall Primary
Dagenham



1pm - 4pm



Session 1: Weds 14th Oct
Session 2: Weds 11th Nov
Session 3: Weds 9th Dec
Session 4: Weds 20th Jan
Session 5: Weds 10th Mar

Designed for teachers and school leaders. This programme integrates the SEND Code of Practice, Universal Design for Learning (UDL), and principles of race and social justice. It invites personal reflection, collaborative problem solving, and direct school-based observation to empower inclusive leadership.



 **Register now**

Inclusive Leadership: Leading for Equity, Belonging, and Achievement; designed for teachers and school leaders. This programme integrates the SEND Code of Practice, Universal Design for Learning (UDL), and principles of race and social justice. It invites personal reflection, collaborative problem solving, and direct school-based observation to empower inclusive leadership.

UPCOMING CPD

Click on the course titles to learn more and register

CPD

Mon

Tues

Weds

Thurs

Fri

w/c 6 July	Secondary Economics Network		Arbor Assessment – Analysing DfE assessments		
w/c 28 September			Primary Religious Education New to leading in RE	Cracking the Code: A Practical Guide to Phonics Intervention in Secondary	
w/c 5 October	Secondary Economics Network ----- Primary English Subject Leader Network	Secondary Religious Education Network Meeting			
w/c 12 October	Creating a Universal Design with Social Engagement as the Fuel for Learning – Introduction and Implementation to the SEE-KS framework		Inclusive Leadership: Leading for Equity, Belonging, and Achievement ----- Arbor – Custom Report Writer		
w/c 9 November		Primary Religious Education Network Meeting		Arbor Admin: Guardian Consultations	
w/c 16 November		Secondary Religious Education Conference	Primary ECT Training in RE		
w/c 23 November			Arbor Admin: Clubs, Trips and Payments		

This calendar shows the upcoming CPD for the term ahead, further dates can be found via [our website](#)

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, Deputy Chief Executive – Paul.Claydon@bdsip.co.uk

General enquiries – info@bdsip.co.uk

CPD enquiries – cpdevents@bdsip.co.uk



USEFUL RESOURCES

PUPIL ABSENCE DURING THE HEATWAVE

READING FOR PLEASURE

PRIDE IN PLACE IN BARKING AND DAGENHAM

JUNE RESEARCH UPDATE

SUMMER READING CHALLENGE

Pupil Absence During the Heatwave

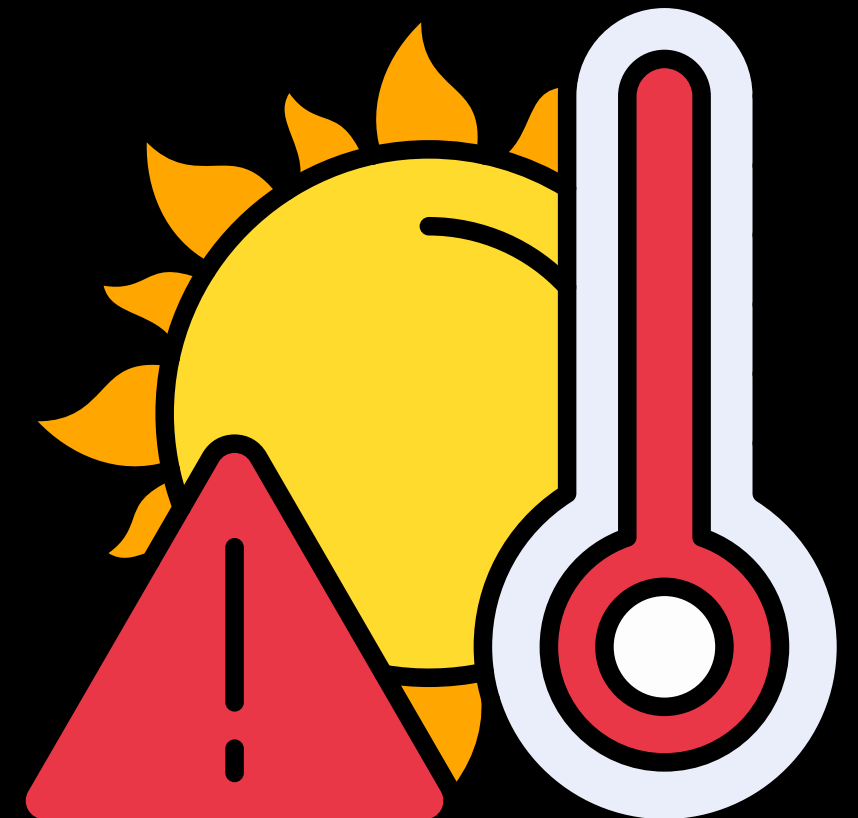
Attendance Trends & School Closures

FA new FFT Attendance Tracker analysis shows a significant rise in missed school sessions during the recent heatwave, with some schools closing fully or partially due to extreme temperatures.

Key findings include:

- Primary missed sessions rose from 5.4% to 16.5%
- Secondary missed sessions rose from 9.3% to 23.6%
- School closures had a greater impact on secondary pupils
- Absence increased most towards the end of the week, peaking on Friday
- The South West, South East, West Midlands and London saw higher levels of closures and absence
- Disadvantaged pupils missed more sessions overall, but the heatwave did not appear to widen the usual attendance gap significantly

The report highlights how extreme weather can affect attendance, school operations and pupil wellbeing.



↓ Click [here](#) for the full blog.

Reading for Pleasure

Building Confident, Engaged Readers

 Recent national discussion has highlighted concerns that a strong focus on measurable literacy outcomes may be impacting children's love of reading.


 In a recent article, Charlotte Hacking explores how reading should remain connected to enjoyment, identity, discussion and imagination – not just assessment.

 This reflects the approach underpinning BDSIP's Literacy Skills and Talk Through Text programmes, which support schools to develop:

- Reading confidence
- Stronger comprehension
- Meaningful discussion
- Motivation to read
- Independent reading habits

 Student voice highlights the impact:

“Reading used to be boring, but now I read every night before bed.”

 The programmes aim to help schools create cultures where pupils read because they want to, not just because they have to.

 Contact [Louise](#) here to find out more about BDSIP literacy support and programmes.

 Click [here](#) to read the full article and explore the national discussion around reading for pleasure.


Pride in Place in Barking and Dagenham

£40 Million Investment for Barking & Dagenham

 Barking & Dagenham is set to receive £40 million in Government Pride in Place funding to support long-term regeneration and community development.

 **Two Neighbourhood Boards are being established:**


- Mayesbrook & Rippleside
- Central Park & Frizlands Lane


 Each Board will oversee £20 million of investment over the next 10 years, focusing on:

 Local infrastructure improvements

 Stronger communities

 Vibrant and sustainable high streets

 Applications are now open for Board Chairs and Members, offering residents and businesses the opportunity to help shape local investment priorities.

 Residents are also invited to share their views on proposed boundary changes for the two areas.



 Find out more and get involved here.

June Research Update

Key Issues Affecting Children & Young People

Adela Kay, Assistant Headteacher at Aspire Virtual School, shares this month's research on key issues affecting children and young people, including disadvantage, inclusion, school readiness, domestic abuse guidance, child sexual abuse response pathways, mobile phone use, online masculinity, looksmaxxing and AI in children's media lives.


Please note, this update references child sexual abuse and domestic abuse, which some readers may find upsetting.

↓ Click [here](#) to read the full blog.



Summer Reading Challenge

Free Classroom Resources for Schools

 Teachers can register for a free resource pack to help pupils take part in the Summer Reading Challenge at their local library or online.

The pack includes:

- Pupil participation guide
- Assembly presentation
- Printable posters and activities
- Editable parent letter

✨ Why get involved?

- Boosts reading for pleasure
- Encourages family library visits
- Helps maintain reading skills over summer

 Register today to receive your free resource pack [here](#).



A photograph of three young women sitting together in what appears to be a library or study area. The woman in the center is smiling broadly, wearing a grey and white patterned sweater and a lanyard with a 'STAFF' tag. The woman on the left has curly hair and is looking towards the center. The woman on the right is wearing a black hijab and a dark jacket, also smiling. The background shows bookshelves and bright overhead lights.

NATIONAL GUIDANCE

END 'DEGREE BY DEFAULT' CULTURE

3,000 MORE SURPRISE OFSTED VISITS

CAREERS GUIDANCE AND ACCESS

YOUNG PEOPLE WITH SEND TO BENEFIT

EVERY CHILD TO GET ACCESS TO ENRICHING

ACTIVITIES

DFE: KS2: Return of Results

Speech - 2 July 2026

Schools will now receive Key Stage 2 test results on 16 July 2026, instead of 7 July.

The deadline to apply for reviews of marking or clerical errors has also moved to 24 July 2026.

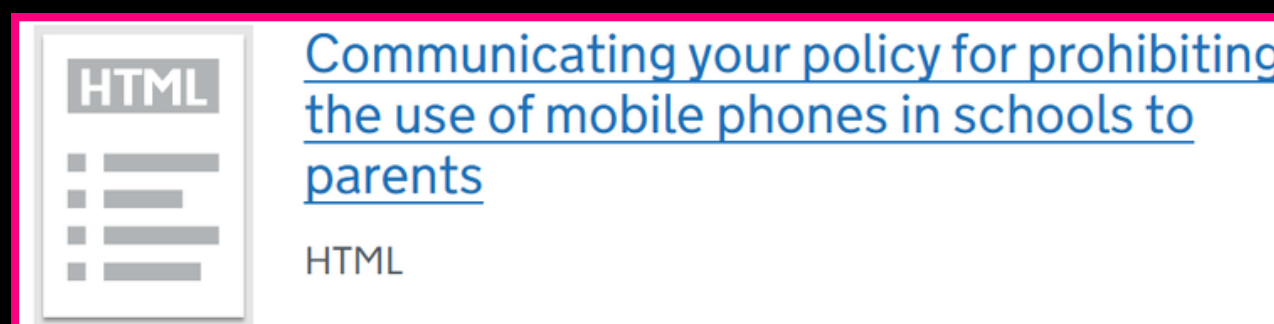
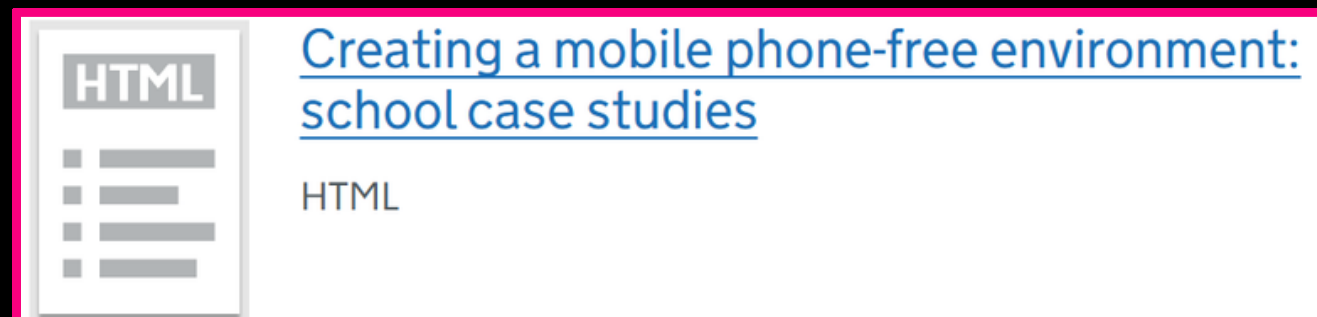
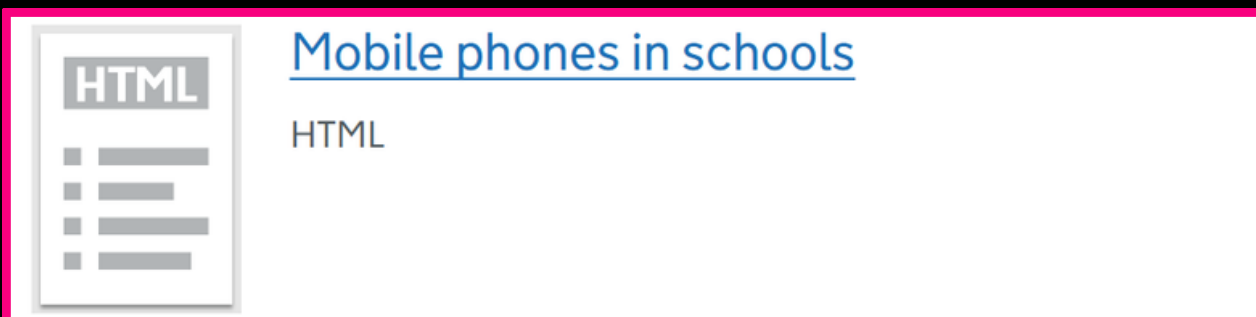
The delay is due to additional time needed to ensure the online results portal is ready. The DfE has confirmed this is not related to the quality of the tests or accuracy of results.

A template letter is available for schools to share with Year 6 parents and carers.

 Click [here](#) for the full blog and template email.

DFE: [Mobile Phones in Schools](#)

Statutory Guidance - 29 June 2026



Details

New guidance supports schools to develop, communicate and maintain a policy that prohibits mobile phone use in school.

It includes guidance for engaging parents, key facts and figures to support discussions, and case studies from primary and secondary schools that have created mobile phone-free environments.

This should be read alongside Behaviour in Schools and Keeping Children Safe in Education guidance.

DFE: Communicating Your Policy for Prohibiting the Use of Mobile Phones in Schools to Parents

Statutory Guidance - 29 June 2026


Updated guidance helps schools communicate clearly with parents and pupils about policies that prohibit mobile phone use during the school day.

It includes facts and figures to support discussions, advice on introducing or reinforcing a policy, and practical ways to engage parents through newsletters, emails, induction events and open evenings.

The guidance highlights the importance of parental support, clear expectations, reasonable adjustments where needed, and consistent links with the school's wider behaviour policy.


 Click [here](#) to read the full guidance.

DFE: Working Or Volunteering in Regulated Activity With Children Guidance - 29 June 2026



[Supervision of activity with children \(for use until 31 August 2026\)](#)

Ref: DFE-00016-2014
PDF, 137 KB, 3 pages



[Regulated activity: removal of the supervision exemption \(comes into force 1 September 2026\)](#)

HTML

Details

This statutory guidance is for:

- headteachers
- managers
- local authorities

It applies to:

- local-authority-maintained schools
- sixth-form colleges
- further education colleges

DFE: Teachers to Benefit from Multi-year Pay Deal

Press Release - 1 July 2026

The Education Secretary has accepted the School Teachers' Review Body recommendations in full.

Key points include:

- 3.5% pay increase from September 2026**
- 3% pay increase from September 2027**
- £1.8 billion additional funding for schools over two years**
- £485 million additional funding for colleges and FE providers**
- Schools expected to fund the first 1% of each award through budget efficiencies**
- New controls on academy trust executive pay from September**

The changes aim to support teacher recruitment and retention while ensuring public funding is targeted appropriately.

 **Click [here](#) to read the full update.**



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in BDSIP