



Reading Governors' Association

2.12.2020

Three core functions

1. Vision, values and strategic direction
2. Holding leaders to account
3. Financial performance



Vision, values and strategic direction



- Self-evaluation including the impact of COVID
- Positive changes as a result of COVID
- Impact of COVID on the strategic direction of the school



Self-evaluation/ School Development Planning

- What was achieved and what wasn't achieved last year?
- What needs to change?
- What can stay the same or be rolled over?
- What are the key priorities for this year? – narrowing it down
- What is possible?
- Build in constant review taking into consideration the context of your school and COVID



Holding leaders to account



- Curriculum development and implementation of the curriculum – how to challenge this area
- The quality of remote learning
- Revisiting benchmarking and the IDSR from 2019
- Holding leaders to account in challenging times



Curriculum Quality

Possible areas to focus on:

- Curriculum intent – is there a clear rationale about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences in later life?
- How and why have content choices been made? Can leaders explain this well and is there consensus across the school?
- Is it clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points?



Curriculum Quality

Possible areas to focus on:

- Is the school's curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points?
- Does the curriculum reflect the school's local context by addressing typical gaps in pupils' knowledge and skills?
- Does the curriculum remain as broad as possible for as long as possible?
- Is there ambition for all pupils, including for disadvantaged and SEND pupils? How do you know?



Cultural capital



Areas to focus on:

- Is the curriculum equipping pupils with the knowledge and cultural capital they need to succeed in life?

Definition in the national curriculum

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'

- How have leaders considered this?

Long term memory

‘Learning can be defined as an alteration in long term memory. If nothing has altered in long term memory, nothing has been learned.’

- How is new knowledge connected to existing knowledge? (prior knowledge)
- How is fluency and automaticity developed? Can pupils unconsciously apply their knowledge as skills?
- What strategies are teachers using to move learning into long term memory?

Implementation and impact

- Is the curriculum being implemented consistently well?
- Do teachers have the required subject knowledge and pedagogy to deliver the curriculum effectively?
- What training have subject leaders had to ensure they are experts in their subject?
- What training have teachers had?
- What progress are pupils making in terms of knowing more, remembering more and being able to do more?
- How do you know?



Remote Learning

Schools have a duty to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DFE expects schools to be able to immediately offer them access to remote education.

Schools should ensure remote education, where needed, is high quality and aligns as closely as possible with the in school provision.



Remote Learning



- How does it fit into the curriculum sequence?
- How is it linked to the school's curriculum expectations?
- Is it high quality? How do you know?
- Does it allow for interaction, assessment and feedback?
- Are printed copies provided if pupils don't have online access?
- How is the school working with SEND and younger pupils' parents to ensure that remote learning can be broad and ambitious?
- Video teaching and high quality resources – is it happening in your school?
- Is the coverage the same as those pupils still working in school?

Financial performance



Catch up funding



- Use this funding for specific activities to support their pupils to catch up on lost learning
- Schools can use the funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils to catch up on missed education
- The EEF has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.
- The EEF has also published the [school planning guide: 2020 to 2021](#) which provides guidance on how schools should implement catch up strategies and includes case studies of effective practice.

Catch up



Accountability

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Additional COVID workforce fund

Announced on Friday 27th November

- DFE pledges staff absence funding to keep schools open
- Backdated to Nov 1st
- Mainstream schools will only be eligible if they are experiencing a short-term teacher absence rate at or over 20 per cent, or a lower long-term teacher absence rate at or above 10 per cent.
- Before accessing the fund, schools “will first need to use any existing financial reserves”.
- This means that schools will only be eligible if they have depleted reserves down to 4 per cent of their annual income.

- Interim school visits – Autumn term 2020
- Full inspections from January 2021
- However this week Ofsted have announced that there will be no graded inspections in January
- There won't be an inspection frenzy – it will be a gradual approach



Exams

- SATS – plans that these will take place
- Moderation of KS1 teacher assessments and KS2 writing – plans that these will go ahead although the guidance has not yet been released
- GCSEs and A levels – plans that these will go ahead but some contingency plans are being discussed
 - ❖ Covid asterisks on exam certificates (disruption)
 - ❖ Generous grading
 - ❖ Letting candidates see exam material in advance
 - ❖ Reserve papers
 - ❖ Mock exams in spring
 - ❖ Special consideration (TES 1.12.2020)



Questions

