

# AD EDUCATION NETWORK MEETING

10<sup>th</sup> July 2020



**Chair:** Cate Duffy (DCS Slough),

**Present:** Mike Stoneman (Portsmouth), Michelle Stanley (Kent), Clive Haines (RBWM), Hayley Good (Oxfordshire), Sal Thirlway (Wokingham), Johnny Kyriacou (Slough), Ian Pearson (W Berks), Paul Wagstaff (W Sussex), Kim James (Oxfordshire), Chris Owen (SESLIP).

Apologies: Lucy Butler (W Sx), Elizabeth Funge (ESx), Jane Winterbone (Surrey), Rebecca Smith (Medway), Brian Pope (Hants).

ITEM	ACTIONS
<p><b>What have we learned from the response to covid-19?</b></p> <ul style="list-style-type: none"> <li>• General, positive, joining together, including school-to-school and LA with schools.</li> <li>• Relationship with the RSC and DfE feels improved. Ofsted placing HMIs in LAs has hopefully helped their understanding of the LA too.</li> <li>• To respond to <u>guidance</u> rather than ministerial announcements. The devil is in the detail and this is rarely reliable from announcements. Reminding schools of this too.</li> <li>• Good working in partnership within LA: such as with social care and virtual school.</li> </ul>	
<p><b>1. Comments and reflections on DfE guidance for September opening schools, early years, colleges and special school.</b></p> <p>Broadly schools have been positive and have appreciated guidance this time that offers them some preparation time, rather than last minute guidance and updates that have happened a lot over recent months. LAs have been helping schools sift through the 'musts' and 'shoulds'. <u>Planning for contingencies</u> (plans A and B and C, as a minimum; if 'bubble' closed or local lock-down etc) and updating risk assessments and action plans are essential.</p> <p><u>Bubbles</u> guidance is workable. Been encouraging schools to test their thinking about bubble size by asking what would the impact be if 1 pupil or member of staff had to self-isolate (by implication the whole 'bubble' would then have to)? Also struggling with the practicalities of school day bubbles together with some of the same children in wrap-around care.</p> <p><u>School transport</u>: a big challenge which is yet to be clarified or enough practical solutions described by the DfE. Issues include: transport and staggered start times for pupils; bubbles and travel on public transport or when school transport vehicle collects for more than one school. Even more complications with special schools' transport.</p> <p><u>The attendance</u> announcement is tricky. Feel the approach is impractical and some parents are going to need quite a bit of coaxing and help to return children to school; not just threats. LAs and schools see fining as a last resort. Awaiting more guidance from the DfE on this.</p>	
<p><b>2. What are the big challenges for September onwards?</b></p> <ul style="list-style-type: none"> <li>• <u>Dealing with local lockdown</u>: key that local public health teams define boundary in discussion with education and there are clear messages about children travelling or not travelling to school.</li> <li>• <u>Learning</u>: there has been a new focus on disadvantaged learners, and it is hoped this will continue since many will have missed more learning opportunities than most pupils. Concerns still about remote learning and those schools that do not have a good enough offer that can be 'switched on' as soon as a bubble has to self-isolate etc. DfE devices for disadvantaged pupils has been problematic throughout. Portsmouth are working with SEGfL about a wider digital strategy. MS is willing to share the approach being taken, including about a MAT that offers a subscription service for</li> </ul>	MS

ITEM	ACTIONS
<p>families to hire / acquire a chromebook for learning (at very reasonable prices). CO will circulate Heather Hadfield's contact details and stressed that their support, as part of Ed Tech, is not reliant on being a subscriber to them. Plus exams / tests...</p> <ul style="list-style-type: none"> <li>• <u>Start of term in September</u>: some maintained schools have asked about more INSET days in September, and many are planning year by year induction days, before the whole school returns in the second week. The view was that extra INSET days would have to count as 'authorised absence' or taught days will have to be made up in other ways. Some schools are using the flexibilities at the moment to undertake one or two INSETs in July. Some concerns that one or two MATs might "do their own thing", leaving some logistics in a difficult place or parents concerned about inconsistencies.</li> <li>• <u>Ofsted</u>: schools disappointed by the 'reopening themed' visits starting from September and about the nature of the letter to parents following a visit. Ofsted note that such visits can be turned into a full inspection should they see inadequate practice in a limiting area such as safeguarding. Also, if there is local lockdown, it is essential Ofsted are notified of the details and schools affected ASAP (to Sian Thornton and link HMI).</li> <li>• <u>Flexi-schooling</u>: this has been a topic of conversation with some heads. Might there be value of having a local statement about this? Concerns that it might be used to justify expanding the number on reduced timetables.</li> <li>• <u>School transport</u>: as above (item 1), plus increasing costs to be met.</li> <li>• <u>Attendance and children missing education</u>: some LAs are already seeing increasing numbers being registered as EHE. How to strike the right balance so children access the education they are entitled to?</li> </ul>	CO
<p><b>3. Brief updates</b></p> <ul style="list-style-type: none"> <li>• Children Missing Education: <ul style="list-style-type: none"> <li>○ discussing the use of development fund to support 2, 3 or 4 LAs working together on a theme;</li> <li>○ joint SESLIP position: would like to lobby for schools to record reduced timetables at registration and report via the LA; discussion about in-year admissions being the responsibility of the LA, but larger LAs are reluctant.</li> </ul> </li> <li>• - Education data group: <ul style="list-style-type: none"> <li>○ Met last week. Much of the focus of data teams has been on the attendances and monitoring vulnerable CYP. Most other data recording / reporting from and with schools has been put on hold. Leaves a gap in data.</li> <li>○ Dashboard: a well-developed version is available. Education Ads are keen that some key indicators such as numbers EHE / CME are recorded as accurately as possible from September so trends can be noted and monitored. DP will circulate a list of the indicators in the 'under-test' version and seek any further comments / clarifications from members of the AD Education Network.</li> </ul> </li> </ul>	DP / CO
<p><b>4. Future dates:</b></p> <ul style="list-style-type: none"> <li>• Joint meeting with SEND network: 25<sup>th</sup> September (3 or 4 reps per LA): CD / LB / CO to discuss the practical options for this with the SE19 SEND network. It might be turned into more of a webinar format if travel and venue are impractical for a larger gathering.</li> </ul> <p>All other meetings are scheduled at the usual time, 10.30am to 1.30pm (including lunch)</p> <ul style="list-style-type: none"> <li>• 27<sup>th</sup> November 2020</li> <li>• 29<sup>th</sup> January 2021</li> <li>• 12<sup>th</sup> March 2021</li> </ul>	CO