Support for School Planning 2020-21

Principle 1: Learners in Greatest Need: Affected Cohorts
- Pupils preparing for examinations in the forthcoming academic years 11, 12 and 13 (Note to Heads of schools with sixth forms – in addition to the resource referenced here, there is an uplift to the sixth form funding to meet the needs of Years 12 and 13 – the same principles apply to both sets of funding) who have relatively little time between returning to school and taking life-chance determining public examinations
- Vulnerable and disadvantaged children, as defined by a range of approaches, but including the poorest children and families, learners with special educational needs, learners from BAME communities and learners in Welsh medium schools who live in non-Welsh speaking households
- Year 7, because of the disruption to the transition from primary to secondary schools

Principle 2: the Recruit, Recover, Raise Standards Curriculum: Areas of Support Learners Should Receive
- Literacy, numeracy and digital competence within a broad and balanced curriculum – for the examination years, this will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications
- Development of independent learning skills, to enable and motivate learners in all groups to make accelerated progress by working more effectively alone and out of school
- Support and engagement through coaching – this in recognition that the most disengaged learners will need coaching and emotional support as well as support for examination preparation and skills

Principle 3: Growing Capacity: What the Funding is Designed to Provide
- Schools may appoint teachers, Teaching Assistants and other roles in the school designed to provide coaching such as Youth Workers, in line with the school's understanding of its learners
- The new capacity may be full time or part time
- The new colleagues might work across more than one school
- Head Teachers may appoint new teachers to the school in order to release those who know their pupils best to work with them to accelerate their progress
- There may be instances where a group of new colleagues is recruited to work across a whole cluster or collaborative partnership
- The skill-sets of new colleagues will need to reflect the needs of groups and learners
- The delivery model within which new colleagues work will be specific to the needs of the school and its learners

Principle 4: Reducing Bureaucracy and Ensuring Transparency
- The school should set out what it intends to do with the resources in a simple way, indicating the number of pupils included and an outline of the curriculum and staffing solution
- This should be agreed by the school's CA in the case of schools currently designated as requiring red and amber levels of support
- The intention should be signed off by the Governing Body and made available to the school's parents and community
- We will maintain a 'learning brief' as an education system, by sharing intelligence and insights in respect of the impact of the programme as it develops

Principle 5: The Principle of Collaboration
  Regions, Local Authorities, Universities and Other Partners
- We want to encourage strategic education partners to collaborate in support of this work. We are already seeing examples of this emerging across the system, and these activities will provide further opportunities for the regions, Local Authorities, Universities, FE Colleges and other partners to support children, families and schools in returning to school.

  School Level Collaboration
- We want to encourage clusters and collaboratives of schools to pool their resources and achieve critical mass in growing capacity. This may include cross-phase collaboration, collaboration between schools in the same phase and collaboration based on partnership delivery in sixth forms.estions

1. **Teaching**
   - High-quality teaching for all
   - Effective diagnostic assessment
   - Supporting remote learning
   - Focusing on professional development

2. **Targeted academic support**
   - High-quality one to one and small group tuition
   - Teaching Assistants and targeted support
   - Academic tutoring
   - Planning for pupils with ALN

3. **Wider strategies**
   - Supporting pupils' social, emotional and behavioural needs
   - Planning carefully for adopting a social and emotional learning (SEL) curriculum
   - Communicating with and supporting parents
   - Supporting parents with pupils of different ages
   - Successful implementation in challenging times

Questions to consider

- How will we support staff-and-pupil wellbeing during the return to school?
- What approaches to social and emotional learning will best support pupils to reconnect with their peers/teachers and re-establish positive in-school learning?
- Are there additional arrangements to make to support pupils with ALN on their return?
- What changes do we need to make to our curriculum and teaching & learning to support pupils on their return, and again further through the year?
  - What does this look like for our disadvantaged learners? [RADY]
- How effective is our diagnostic assessment and what assessments do we need through the year?
- What will be a good use of the Welsh Government funding to support pupils' learning? Can we benefit from collaborating with other schools? How will the hwb infrastructure grant best be used?
- If using tutors/teachers/TAs to tutor ([Best Tutoring Guide](#), NTP, 2020) certain groups of pupils, what are the best strategies to do this, and on what basis are pupils being selected?
  - How will work support/align classroom practice?
- Are we aware of research findings (e.g., [EEF, 2020](#), [Lucas *et al.*, 2020](#), [NfER, 2020](#)) that are positively associated with higher levels of pupil engagement and curriculum learning during the lockdown? Aspects such as:
  - Having an effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE)
  - Making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils
  - Providing activities that involve consolidating learning
  - Using strategies that focus on helping pupils to become independent learners (metacognitive/self-regulation approaches)
  - Engaging communicating with parents effectively
- Do we have sufficient plans in place to maintain teaching and learning during a partial of full lockdown? In the event of a partial or full lockdown:
  - Will pupils have sufficient digital equipment to support their learning while at home?
  - How will we make equipment available, should the need arise?
  - How will we manage the balance of in-school and remote learning?
  - How will we deliver a good balance (mixed diet approach) of interactive learning, consolidation activities and supporting pupil metacognitive/self-regulation?
- Do staff have the necessary equipment, and training, to make the best use of digital teaching and learning strategies?
- If live streaming lessons/sessions with pupils, are our safeguarding procedures in line with WG and local standards, and are they being applied robustly?
- What other professional development might staff benefit from in the light of this pandemic?
- How will we deal with non-attending pupils/families? Is there an expectation to provide work and monitor progress?
- Are we familiar with induction regulations for NQTs this year?
- If taking ITT placements, how will they be deployed during this period?

Useful Links

EEF
[Guide to Supporting School Planning: A Tiered Approach to 2020-21](#)
[Assessing learning in the new academic year](#)
['Back to School' - Meaningful and Manageable Assessment](#)
[Best evidence on supporting students to learn remotely](#)
[Using Digital Technology to Improve Learning](#)
[Making Best Use of Teaching Assistants](#)

Estyn
[Arrangements for September 2020 Planned approaches across maintained schools and PRUs](#)

NfER
[Pupil Engagement in Remote Learning](#)

NTP (England)
[Best Tutoring Practice](#)

Welsh Government
[Recruit, Recover, Raise Standards: Accelerating Learning Programme](#)
[Guidance on learning in schools and settings from the autumn term](#)