

130A Educational Documents still relevant today published between 1.1.20 and 31.8.21

Under each heading, the most recent documents come first and then in chronological order

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Ofsted

- Ofsted has issued "**School inspection handbook**. Ofsted guidance on inspecting maintained schools and academies in England under the education inspection framework". See <https://www.gov.uk/government/publications/school-inspection-handbook-eif> This applies from 1/9.21 It includes a summary of the changes
- Ofsted has issued "**Inspecting safeguarding in early years, education and skills settings**" See <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- Ofsted has issued its protocol on arrangements **for gathering further evidence if an inspection is incomplete**. See <https://www.gov.uk/government/publications/gathering-additional-evidence-to-securean-incomplete-inspection>
- Ofsted has updated its **Further education and skills inspection handbook**. See <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>
- Ofsted has updated "**Ofsted pen portraits of Her Majesty's Inspectors (HMIs)**" See <https://www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis>
- On July 23, Ofsted updated its **Education inspection framework (EIF)** See <https://www.gov.uk/government/publications/education-inspection-framework>.
- Ofsted has issued "**Guidance on the conduct of Ofsted inspectors and Ofsted's expectations of providers during inspection**". See <https://www.gov.uk/guidance/conduct-during-ofsted-inspections>
- Ofsted has updated "**Selecting new schools and schools that undergo significant change for inspection**". See <https://www.gov.uk/guidance/selecting-new-schools-for-inspection>
- Ofsted has issued "**Ofsted EIF inspections and the EYFS**. What schools and registered early years providers need to know about delivering the current and revised early years foundation stage (EYFS)" See <https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs>
- **June 2021**
 - **Section 8 school inspection handbook**
<https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif>
 - **Early years inspection handbook**
<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif>
 - **Independent schools inspection handbook**
<https://www.gov.uk/government/publications/independent-schools-inspection-handbook-eif>

- **Additional inspections of independent schools**
<https://www.gov.uk/government/publications/conducting-additional-inspections-of-independent-schools>
- Ofsted has updated "**School inspection data summary report (IDSR) guide**. This guide gives an overview of the inspection data summary report (IDSR) for primary and secondary schools, along with information to help interpret the charts". See <https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>
- Ofsted has issued "**Inspecting initial teacher education: leaflet for providers**" This leaflet outlines what Ofsted will look at during an inspection of an initial teacher training partnership. See <https://www.gov.uk/government/publications/inspecting-initial-teacher-education-leaflet-for-providers>
- Linked to its revised handbooks, the **Ofsted has issued the following guidance:**
 - Guidance for Ofsted inspectors when they find **separation by sex** on an inspection. See <https://www.gov.uk/government/publications/separation-by-sex-implications-for-inspections-of-mixed-sex-co-educational-schools>
 - A **leaflet for parents and carers of children** whose school is due for inspection. <https://www.gov.uk/government/publications/school-inspections-a-guide-for-parents>
 - A guide explains **how Ofsted selects new schools** and schools that undergo significant changes for inspection. See <https://www.gov.uk/guidance/selecting-new-schools-for-inspection>
 - **Deferring Ofsted inspections**. See <https://www.gov.uk/guidance/deferring-ofsted-inspections>
 - Guidance for Ofsted inspectors on **talking to pupils** during school inspections. See <https://www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection>
 - Inspecting teaching of the **protected characteristics** in schools. See <https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools>
- Ofsted has also issued:
 - **Inspecting non-association independent schools**. See <https://www.gov.uk/guidance/being-inspected-as-a-non-association-independent-school>
- Ofsted has updated the "**Initial teacher education (ITE) inspection framework and handbook**" See <https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>
- Ofsted has issued "**Guidance on writing complaint and compliance action outcome summaries**. Guidance for inspectors when writing outcome summaries. We publish these summaries when we or the setting need to take action". See <https://www.gov.uk/guidance/guidance-on-writing-complaint-and-compliance-action-outcome-summaries>

- Ofsted has issued "**Separation by sex: implications for inspections of mixed-sex/co-educational schools. Guidance for Ofsted inspectors when they find separation by sex on an inspection**". See <https://www.gov.uk/government/publications/separation-by-sex-implications-for-inspections-of-mixed-sexco-educational-schools>
- Ofsted has issued guidance for Ofsted inspectors **on talking to pupils during school inspections**. See <https://www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection>
- Ofsted has issued guidance for inspectors on inspecting teaching of the **protected characteristics** during school inspections See <https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools>
- **For Ofsted state-funded schools inspections and outcomes as at 31 December 2019**, see <https://www.gov.uk/government/statistics/state-funded-schools-inspections-and-outcomes-as-at-31-december-2019>
- For a collection of all the **research and evaluation** that has been carried out by Ofsted, see <https://www.gov.uk/government/organisations/ofsted/about/research>
- Ofsted has updated its **complaints procedure**. See <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure>
- Ofsted has issued "**Ofsted EIF inspections and the EYFS. What schools and registered early years providers need to know about delivering the current and revised early years foundation stage (EYFS)**" See <https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs>

Ofsted reports on subjects

- Ofsted has **issued "A review of research into factors that influence the quality of music education in schools in England"**. See <https://www.gov.uk/government/publications/research-review-series-music>
- Ofsted has published its latest research review looking **at history education in schools** See <https://www.gov.uk/government/publications/research-review-series-history>
- **Ofsted** has published the fifth in a series of reviews into different subjects across the curriculum. The latest review looks at **geography education** See <https://www.gov.uk/government/publications/research-review-series-geography>
- **Ofsted** has published the fourth in a series of reviews into different subjects across the curriculum. The latest review looks at **languages education** See <https://www.gov.uk/government/publications/curriculum-research-review-series-languages>

- **Ofsted** has published the third in a series of reviews into different subjects across the curriculum. The latest review looks at **mathematics education** See <https://www.gov.uk/government/publications/research-review-series-mathematics>
- Ofsted has produced a blog on "**Geography in outstanding primary schools**". See <https://educationinspection.blog.gov.uk/2021/05/11/geography-in-outstanding-primary-schools/>
- **Ofsted** has published the second in a series of **reviews** into different subjects across the curriculum. This review looks at **religious education** See <https://www.gov.uk/government/publications/research-review-series-religious-education>
- Ofsted has issued a blog on "**Languages in outstanding primary schools**", see <https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/>
- Ofsted has published "**science research review**" – the first in a series of subject reviews See <https://www.gov.uk/government/publications/research-review-series-science> <https://www.gov.uk/government/news/ofsted-publishes-science-research-review-the-first-in-a-series-of-subject-reviews>

Governance

- The DfE has issued updated guidance on the **policies and documents that governing bodies and proprietors of schools and academy trusts must have**. See <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>
- NGA has published a new **guide for governors on personal, social, health and economic (PSHE) education**. See <https://www.nga.org.uk/getmedia/324ea783-63cf-4b03-86d8-b9171ae90982/nga-pshe-governors-guide-20210408.pdf>
- The DfE has issued an explanation of **how governing boards of maintained schools and academy trusts are structured and descriptions of the roles and responsibilities of members**. See <https://www.gov.uk/government/publications/governance-structures-and-roles>
- The academies minister has urged trust boards **to "nurture" members who could step up to replace chairs**. Speaking at a governance conference, Baroness Berridge said succession planning was "essential to ensuring continuity of leadership". See also
 - the NGA document "**Chairing a board: developing governance, sharing leadership**" [https://www.nga.org.uk/getmedia/d5991bfb-4275-439c-b3b4-ba5965419086/NGA-Chairs-Policy-Report-\(WEB-2020\)-AW-17-38.pdf](https://www.nga.org.uk/getmedia/d5991bfb-4275-439c-b3b4-ba5965419086/NGA-Chairs-Policy-Report-(WEB-2020)-AW-17-38.pdf)
 - "**Chair and vice chair election: model procedure and guidance notes**" https://www.nga.org.uk/getmedia/bc13d21c-40ec-4c3f-86cf-01ef5a812ba5/NGA_guidance_chair-vice-chair-election-procedure_Oct-2020.pdf
 - "**Time management tips for chairs**" <https://www.nga.org.uk/getmedia/b229c274-349a-4379-89ac-0baa20099e3e/NGA-Time-management-tips-for-chairs-Oct-2020.pdf>

- NGA has produced a **Headteacher and executive recruitment toolkit**. See <https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Executive-appointment/Headteacher-Recruitment-Toolkit.aspx>
- The DfE has published "**School and Trust Governance Investigative Report**" See <https://www.gov.uk/government/publications/school-and-trust-governance-investigative-report> The report found that found academy governance was at risk of being "too insular". A lack of separation in roles was "common practice" with more than half of academy trust chairs also holding positions as members of the trust. Plus, about 20 per cent of academy trust trustees reported they were also members. Researchers warned this "may impact their objectivity and ability to oversee trust governance impartially".
- The DfE has issued its new **Governance handbook and competency framework**. See <https://www.gov.uk/government/publications/governance-handbook>
- The DfE has issued links to relevant **guidance and resources for governors of local-authority-maintained schools**. See <https://www.gov.uk/government/collections/local-authority-maintained-schools-governance>
- For the NGA's "**Being Strategic: a guide for governing boards and school leaders**", see <https://www.nga.org.uk/being-strategic.aspx> For "Equality and diversity: A practical guide for governors", see <https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Learning-Link-modules/Compliance/Equality-and-diversity-a-practical-guide.aspx>
- For "Promoting a **culture of wellbeing in schools and trusts, an evaluation tool for governing boards and school leaders**", see <https://www.nga.org.uk/Knowledge-Centre/Best-use-of-Resources/Staffing/Teacher-workload-and-wellbeing/Promoting-wellbeing-an-evaluation-tool-for-governi.aspx>
- NGA has published:
 - NGA 2020 guidance on setting **executive pay** <https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Performance-management/Executive-pay-NGA-guide.aspx>
 - Guidance on schemes of **delegation** <https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Academy-trusts/Scheme-of-delegation.aspx>
 - Model **role descriptions** <https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Roles/Role-descriptions.aspx>
- NGA has published "**Governance volunteers**" which covers the demographic of the school governor, trustee and chairs population and the motivations for volunteering as well as views on governance recruitment. "**Governance practice**" explores the manageability of the role, volunteers' experience of undertaking training and development and their board's experience of clerking as well as their views on chairing. See [https://www.nga.org.uk/Knowledge-Centre/research-\(1\)/Annual-school-governance-survey/School-governance-in-2020.aspx](https://www.nga.org.uk/Knowledge-Centre/research-(1)/Annual-school-governance-survey/School-governance-in-2020.aspx)

- NGA has published "**Managing Risk. A guide for governing boards**". See <https://www.nga.org.uk/getmedia/c1267726-8c0c-4a0b-95ec-222f11611d80/Risk-Management-Guidance-FINAL.pdf>
- To support **governing boards in recruiting and retaining** skilled governors/trustees, NGA has updated its "**Right People Around The Table**" guidance <https://www.nga.org.uk/getattachment/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Composition/The-right-people-around-the-table-a-guide-to-recru/The-right-people-around-the-table-Feb-2020.pdf?lang=en-GB> which covers evaluating the current board and attracting volunteers to making an appointment and induction training. It also highlights how "**Inspiring Governance**", <https://www.inspiringgovernance.org/> its free online service which supports governing boards to find potential volunteers to fill vacancies, can support the recruitment process, and **Future Chairs**, its recruitment service specifically for those looking to taking on chairing roles, <https://www.nga.org.uk/Governance-Recruitment/Future-Chairs-Recruitment-Service.aspx> NGA has also updated its guide on "**Preparing Your Board for the Future**" – the succession planning guide for boards <https://www.nga.org.uk/getmedia/98029c0c-1844-4369-b961-482f60d2232e/Preparing-your-board-for-the-future-Feb-2020.pdf>
- The NGA has updated its **guidance for governing boards and clerks**. See <https://www.nga.org.uk/getmedia/679d59b4-2892-4a34-8d7d-d8cfa34b3e68/NGA-GUIDANCE-ON-BUSINESS-CONTINUITY-UPDATE-19062020-FINAL.pdf>
- The DfE has issued "How to arrange an **external review of governance** for your school and improve the performance of your governing body". See <https://www.gov.uk/guidance/reviews-of-school-governance>

Early years and primary

- The DfE has updated "Lists of **qualifications that meet DfE's criteria for counting in the Early Years Foundation Stage Framework staff/child ratios**". See <https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>
- STA has issued "**The engagement model**. For teachers to use as an assessment tool for pupils working below the standard of national curriculum tests" See <https://www.gov.uk/government/publications/the-engagement-model> The engagement model is statutory for use from 2021/22 academic year. Schools can no longer assess pupils against P scales 1 to 4.
- The DfE has issued "**The reading framework**: teaching the foundations of literacy Guidance for schools to meet existing expectations for teaching early reading. See <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy> For a critique of this, see <https://www.tes.com/news/multiple-problems-dfe-teaching-reading-schools-guidance-literacy>

- On June 28, the DfE updated "Statutory guidance. **Early years foundation stage** (EYFS) statutory framework" See <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- The DfE has issued "**PE and sport premium for primary schools**. How much PE and sport premium funding schools receive and advice on how it should be spent". See <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021> <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>
- The DfE has updated "Practical materials for primary and secondary schools to use to train staff about **teaching mental wellbeing**". See <https://www.gov.uk/guidance/teaching-about-mental-wellbeing> and "**Mental health and wellbeing support** in schools and colleges. Find out what help you can get to develop a whole school approach to mental health and wellbeing". See <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
- STA has issued a range of important information about the new **reception baseline assessment** for schools. See <https://www.gov.uk/government/collections/reception-baseline>
- STA has issued information and guidance for primary schools about the **multiplication tables check**. See <https://www.gov.uk/government/collections/multiplication-tables-check> and **administration guidance for the multiplication tables check**, see <https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance>
- STA has issued information for schools, local authorities (LAs) and multi-academy trusts (MATs) on how to use the **Primary Assessment Gateway**. See <https://www.gov.uk/guidance/using-the-primary-assessment-gateway>
- The EEF report, "**Improving mathematics in the early years and key stage 1**", sets out ways school leaders can help children develop a sound understanding of maths at a young age" See <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>
- **Revised 2019 key stage 2 results** for pupils in schools in England at national, regional and local authority level have been issued. See <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised>
- The DfE has issued "**Multi-academy trust performance measures at key stage 2: 2018 to 2019**" - statistics on the performance at key stage 2 of state-funded mainstream schools in multi-academy trusts in England <https://www.gov.uk/government/statistics/multi-academy-trust-performance-measures-at-key-stage-2-2018-to-2019>

- For updated provisional information on the **2019 phonics screening check and national curriculum assessments at key stage 1**, see <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2019>
- The DfE has issued "**Teaching mathematics in primary school**. Guidance for teaching mathematics at key stages 1 and 2 to help pupils progress through the national curriculum". See <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>
- The DfE has updated "**Development Matters. Non-statutory curriculum guidance for the early years foundation stage**". See <https://www.gov.uk/government/publications/development-matters--2>

Academies and Trusts

- The DfE has issued "**Convert to an academy**: guide for schools. How maintained schools can apply to convert to academy status". See <https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>
- The DfE has issued "**Trust Capacity Fund (TCaF)**. Apply for TCaF 2021 to 2022, a fund of up to £24 million to help trusts develop their capacity to grow and take on underperforming schools in higher need areas". See <https://www.gov.uk/government/publications/apply-to-the-trust-capacity-fund>
- The DfE has updated its **Academy sponsor list**. See <https://www.gov.uk/government/publications/academy-sponsor-contact-list>
- The DfE has issued "**Academy conversion: important dates**. Deadlines for schools converting to academy status". See <https://www.gov.uk/government/publications/academy-conversion-important-dates>
- The DfE has issued "**Urgent Capital Support (UCS)**; How to apply: advice for applicants. See [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007857/Urgent Capital Support UCS How to apply guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007857/Urgent_Capital_Support_UCS_How_to_apply_guidance.pdf)
- ESFA has updated "**Academy trust financial management good practice guides**". See <https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides>
- ESFA has issued an updated **Academies Financial Handbook**, now to be known as the Academy Trust Handbook. Academy trusts must comply with this handbook as a condition of their funding agreement. See <https://www.gov.uk/guidance/academies-financial-handbook> On page 9 it lists the main changes in this edition It is said that this latest edition "continues a pattern of introducing more rigorous controls and checks".
- ESFA has updated a large collection of **Academy trust financial management good practice guides**. See <https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides>

- The DfE has updated "**Multi-academy trusts: establishing and developing your trust**". See <https://www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust>
- The DfE has updated "What **academies, free schools and colleges** should publish online", see <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- ESFA has issued a series of **academy trust financial management good practice guides**. Information outlining good practice in academy trust financial management and assurance. See <https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides>
- The DfE has issued links to relevant **guidance and resources for academy trust governors**. See <https://www.gov.uk/government/collections/academy-trusts-governance>
- ESFA has issued how to create an **academies complaints procedure** that complies with the Education (Independent School Standards) (England) Regulations 2014. See <https://www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure>
- For a new report on "**Sustainable growth for multi academy trusts**", see https://primarysite.net/sustainablegrowthinmats/?utm_source=General%20Stakeholders&utm_medium=Multi-%20channel&utm_campaign=MAT%20Research%20Report
- The DfE has issued guidance and resources for academy trusts, including those establishing new trusts and existing trusts **planning to grow**. See <https://www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust>
- The DfE has issued "**Multi-academy trust performance measures at KS4: 2018 to 2019**". Statistics on the performance at key stage 4 (KS4) of state-funded mainstream schools in multi-academy trusts in England. See <https://www.gov.uk/government/statistics/multi-academy-trust-performance-measures-at-ks4-2018-to-2019>

The figures for MAT performance at **KS2** have already been issued. See <https://www.gov.uk/government/statistics/multi-academy-trust-performance-measures-at-key-stage-2-2018-to-2019>

The best way to **check on the performance of a MAT** at primary and secondary level, is to go to the school performance tables at https://www.compare-school-performance.service.gov.uk/?_ga=2.52055594.2089890233.1581074644-1551215430.1578568074 Then bring up an academy within any particular trust, and then click on the MAT name at the top of the page

- ESFA has issued information to help open academies and academy trusts comply with their **funding agreement** and understand their funding and payments. See <https://www.gov.uk/government/collections/academies-funding-payments-and-compliance>
- For **16 to 18 multi-academy trust performance, 2019 revised**, see <https://www.gov.uk/government/statistics/16-to-18-multi-academy-trust-performance-2019-revised>

ITT, Professional development for teachers

- The DfE will create a new international teaching qualification **called International Qualified Teacher Status (iQTS)**, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1012646/IQTS_consultation_response_August_2021.pdf
- The DfE has issued "**National professional qualifications (NPQs): list of providers**". See <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-list-of-providers>
- The DfE has updated "**Teachers' standards**" These standards set the minimum requirements for teachers' practice and conduct. See <https://www.gov.uk/government/publications/teachers-standards>
- The DfE has updated "**National professional qualifications frameworks: from autumn 2021**", see <https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021> and "National professional qualifications **(NPQs) reforms**", see <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms>
- The DfE has updated "Guidance about **changes to newly qualified teacher (NQT) induction** during the coronavirus (COVID-19) outbreak". See <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- The DfE has updated "**Early career framework reforms**: overview Details on the offer available to early career teachers and how this will be developed for national roll-out". See <https://www.gov.uk/government/publications/early-career-framework-reforms-overview>
- The DfE has issued "**Outline of the reforms to initial teacher training (ITT), the early career framework (ECF) and replacements for national professional qualifications (NPQs)**". See <https://www.gov.uk/government/publications/reforms-to-teacher-development>
- The DfE has issued "Appropriate bodies guidance: **induction and the early career framework**- statutory guidance" See <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

- The DfE has updated:
 - **Funding guidance for schools and ITT providers** including bursaries, scholarships and salaried route grants. See <https://www.gov.uk/government/publications/funding-initial-teacher-training-itt>
 - **Early years initial teacher training: 2021 to 2022 funding guidance**, see <https://www.gov.uk/guidance/early-years-initial-teacher-training-2021-to-2022-funding-guidance>
 - **Postgraduate teaching apprenticeship** funding manual for initial teacher training (ITT) places for schools and ITT providers. See <https://www.gov.uk/government/publications/postgraduate-teaching-apprenticeships-funding-manual>
 - **School Direct (salaried): funding manual**. The funding manual for initial teacher training (ITT) places for schools and ITT providers. See <https://www.gov.uk/government/publications/school-direct-salaried-funding-manual>
 - **Initial teacher training (ITT) bursary: funding manual**. A training bursary guide for schools and ITT providers. See <https://www.gov.uk/government/publications/initial-teacher-training-itt-bursary-funding-manual>

- The DfE has updated the **Headteachers' standards**. See <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

- The DfE has updated "**Guidance for accredited providers of initial teacher training (ITT) on developing an annual self-evaluation and improvement plan to raise outcomes for trainees**". See <https://www.gov.uk/government/publications/initial-teacher-training-self-evaluation-and-improvement-planning-advice-for-providers>

- The DfE has updated "Mandatory guidance on the **criteria that organisations must meet** to provide initial teacher training (ITT)". See <https://www.gov.uk/government/publications/initial-teacher-training-criteria> and "Advice for providers looking to offer **early years initial teacher training (ITT)**" See <https://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice>

- DfE has issued "**Initial teacher training (ITT) bursary: funding manual**. A training bursary guide for schools and ITT providers". See <https://www.gov.uk/government/publications/initial-teacher-training-itt-bursary-funding-manual>

- The DfE has issued "Provide training for **postgraduate teaching apprenticeships**" How providers and lead schools can provide training for this ITT route, including who's eligible, funding rules, apprenticeship levy and advertising courses. See <https://www.gov.uk/guidance/provide-training-for-postgraduate-teaching-apprenticeships>

- The DfE has issued updated support, guidance and marketing templates to help you attract and recruit trainee teachers to your **ITT programme**. See <https://www.gov.uk/guidance/initial-teacher-training-itt-marketing-and-recruitment-guide> and <https://www.gov.uk/guidance/initial-teacher-training-itt-marketing-and-recruitment-guide/best-practice-resources-and-suggestions> and <https://www.gov.uk/guidance/initial-teacher-training-itt-marketing-and-recruitment-guide/planning-and-running-promotional-events>
- The DfE has issued promotional materials for schools to **support Teaching Vacancies**, the government's national recruitment service for schools and teachers. See <https://www.gov.uk/government/publications/teaching-vacancies-marketing-materials-for-schools>
- The DfE will establish a new **Institute of Teaching** to train up to 1,000 new teachers each year, with an emphasis on a knowledge-based curriculum and "high standards of pupil behaviour" ". See <https://www.gov.uk/government/news/new-institute-of-teaching-set-to-be-established>
- The DfE has updated information on "**Teaching school hubs**" See <https://www.gov.uk/guidance/teaching-school-hubs>

RSE and PSHE

- The DfE has updated "Support and training materials for schools to help train teachers on **relationships, sex and health education**". See <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
- The DfE has updated "Practical materials for primary and secondary schools to use to train staff to teach about **the changing adolescent body**, including puberty". See <https://www.gov.uk/government/publications/teacher-training-changing-adolescent-body>
- The DfE has issued:
 - "Teacher training: **physical health and fitness** practical training materials for primary and secondary schools to use to train staff to teach about physical health and fitness. See <https://www.gov.uk/government/publications/teacher-training-physical-health-and-fitness>
 - "Teaching about **relationships, sex and health** support and training materials for schools to help train teachers on relationships, sex and health education". See <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
 - "Teacher training: **healthy eating** practical training materials for primary and secondary schools to use to train staff to teach about healthy eating". See <https://www.gov.uk/government/publications/teacher-training-healthy-eating>
- The DfE has issued "**Plan your relationships, sex and health curriculum**. Information to help school leaders plan, develop and implement the new statutory curriculum". See <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum> Teachers should not tell children that they might be a different gender based on their personality or the clothes they want to wear, new guidance from the DfE states. The guidance notes teachers in England must not "reinforce harmful stereotypes" and

resources used to discuss topics involving **gender and biological sex** should be “age appropriate and evidence based”. While teachers should not suggest to children who do not comply with gender stereotypes that either their personality or their body is in need of changing, teachers should be supportive of needs of individual students, the guidance adds.

- The DfE has issued a range of **RSE related teacher training materials**:
 - Basic **first aid** primary/sec
<https://www.gov.uk/government/publications/teacher-training-basic-first-aid>
 - Teaching about **relationships, sex and health** primary/sec
<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
 - **Changing adolescent body** primary/sec
<https://www.gov.uk/government/publications/teacher-training-changing-adolescent-body>
 - **Drugs, alcohol and tobacco** primary/sec
<https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco>
 - **Online relationships and media** primary/sec
<https://www.gov.uk/government/publications/teacher-training-online-relationships-and-media>
 - **Respectful relationships** primary/sec
<https://www.gov.uk/government/publications/teacher-training-respectful-relationships>
 - **Intimate and sexual relationships**, including sexual health secondary
<https://www.gov.uk/government/publications/teacher-training-intimate-and-sexual-relationships-including-sexual-health>
 - **Caring friendships** primary
<https://www.gov.uk/government/publications/teacher-training-caring-friendships>
 - **Health and prevention** primary/sec
<https://www.gov.uk/government/publications/teacher-training-health-and-prevention>
 - **Internet safety and harms** primary/sec
<https://www.gov.uk/government/publications/teacher-training-internet-safety-and-harms>
- The DfE has issued “**Relationships education, relationships and sex education (RSE) and health education**”, see <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The DfE has also issued “Relationships education, relationships and sex education (RSE) and health education: FAQs”. These can be use when **communicating with parents** over the new curriculum. See <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

- The PSHE Association has launched an updated edition of the programme of study for **PSHE** education to support schools to integrate statutory content, by key stage, into your broader PSHE curriculum. See <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

- The DfE has issued guidance about teaching personal, social, health and economic (**PSHE**) education in England. See <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Student safety and welfare

- The DfE now expects local authorities to extend the **virtual school head role** to champion all children with a social worker and promote their education. See <https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker>
- The DfE has confirmed from September 2021, "Statutory guidance, **Keeping children safe in education**. Statutory guidance for schools and colleges on safeguarding children and safer recruitment". See <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The DfE has updated "**Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children**", coming in to force in September 2021 See <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- The DfE has issued "**Working together to safeguard children**, statutory guidance on inter-agency working to safeguard and promote the welfare of children. See <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- The professionals **online safety helpline** (POSH) is a free support service for the whole of the children's workforce in the UK. The helpline is open from Monday to Friday from 10 am to 4 pm. Call 0344 381 4772 or email helpline@saferinternet.org.uk
- The DfE has issued guidance on the mandatory reporting **of female genital mutilation**: procedural information. See <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- The **Inclusive Digital Safety (IDS) advice hub** has been launched as a joint initiative between Internet Matters and SWGf. The hub provides tailored resources and guidance for professionals, parents, and carers to help the children and young people (CYP) most likely to experience online risks to remain safe. These have been specifically designed to support CYP with special educational needs and/or disability (SEND), those currently or previously in care, and CYP in minority groups, in particular LGBTQ+ See <https://www.internetmatters.org/hub/news-blogs/inclusive-digital-safety-a-new-online-safety-hub/>

School management and resources

- The DfE has updated "**School admissions code**. Statutory guidance that schools must follow when carrying out duties relating to school admissions". See <https://www.gov.uk/government/publications/school-admissions-code--2>

- The DfE has updated "**Standards for school food in England**. Guidance on the standards for planning and providing food in schools". See <https://www.gov.uk/government/publications/standards-for-school-food-in-england>
- The DfE has issued "**School resource management self-assessment checklist**". This self-assessment checklist helps academy trusts check they are managing resources effectively and identify any adjustments they need to make. See <https://www.gov.uk/guidance/school-resource-management-self-assessment-checklist>
- The DfE has issued "**Data protection: privacy notice model documents**. Suggested privacy notices for schools and local authorities to issue to staff, parents and pupils about the collection of data". See <https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices>
- The DfE has issued "**Health and safety: advice for schools**". See <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>
- The **national food strategy** has published its second report today, see <https://www.nationalfoodstrategy.org/>
- The DfE has issued "**Breakfast clubs programme 2021-2023**. Details of school breakfast provision until July 2023". See <https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023>
- The DfE has issued "**Schools' buying strategy**. An outline of initiatives to help all schools improve how they buy goods and services". See <https://www.gov.uk/government/publications/schools-buying-strategy> and "Launch of the **Get Help Buying for Schools service**", see <https://www.gov.uk/government/consultations/launch-of-the-get-help-buying-for-schools-service>
- The DfE has updated "**School resource management**. Information, tools, training, and guidance to help schools and trusts save money on day-to-day costs". See <https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>
- The DfE has issued "**Buying procedures and procurement law for schools**. How to buy goods, works or services for your school". See <https://www.gov.uk/guidance/buying-procedures-and-procurement-law-for-schools>
- The DfE has issued "**Buying for schools. Resources for buying goods and services, and finding DfE-recommended suppliers**". See <https://www.gov.uk/guidance/buying-for-schools>
- The DfE has updated the **School resource management self-assessment tool**. See <https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>
- The DfE has issued a collection of all its documents relating to **Health and safety** in schools. See <https://www.gov.uk/government/collections/health-and-safety-in-schools>

- “What **maintained schools** must publish online”, see <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- The DfE has updated “**School admissions appeals code**. Statutory guidance on how schools should organise and run their pupil admissions appeals”. See <https://www.gov.uk/government/publications/school-admissions-appeals-code> and “**Guides which will help admission authorities** advise those involved with school admission appeals to understand their roles and responsibilities” See <https://www.gov.uk/government/publications/admission-appeals-for-school-places>
- The DfE has updated “Buy **school furniture**. Use this 'framework' to buy loose and fitted school furniture and bleacher seating from DfE approved suppliers and have it delivered and installed”. See <https://www.gov.uk/guidance/buy-school-furniture>
- The DfE has issued guidance documents to help with the **design and construction of school building projects**. See <https://www.gov.uk/government/publications/output-specification-generic-design-brief-and-technical-annexes>
<https://www.gov.uk/government/publications/output-specification-school-specific-brief-and-annexes>
- The DfE has updated “**Good estate management** for schools. Advice for schools and responsible bodies to help manage their school buildings and land” See <https://www.gov.uk/guidance/good-estate-management-for-schools>
- The DfE has produced guidance for school leaders, governors, local authorities and academy trusts about **managing asbestos** in schools and colleges. <https://www.gov.uk/guidance/asbestos-management-in-schools>
- The DfE has produced an overview of **strategic estate management** and the policies and governance arrangements you should have in place to help manage your estate effectively. See <https://www.gov.uk/guidance/good-estate-management-for-schools>
- The DfE has issued “How local authority-maintained schools and maintained nurseries can set up or review their **complaints procedures**”. See <https://www.gov.uk/government/publications/school-complaints-procedures>
- Schools are being urged to step up their efforts to guard against **cybercrime** , see <https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector>
- The DfE has issued as a collection, “Reducing school workload. Support and practical resources for schools to help **reduce workload**, including the school workload reduction toolkit”. See <https://www.gov.uk/government/collections/reducing-school-workload> and a report by the Education Development Trust (EDT) on school-led projects aimed at reducing teacher workload. See <https://www.gov.uk/government/publications/reducing-teacher-workload-education-development-trust-report>
- The DfE has issued:

- Find the right way to buy **multi-functional devices** (MFD) and printing services for your school. See <https://www.gov.uk/guidance/buying-for-schools/multi-functional-devices-mfd-and-printing>
- How schools can evaluate the **legal services** they currently have, renegotiate fees and switch suppliers. See <https://www.gov.uk/guidance/buying-for-schools/legal>
- How schools can buy **consultancy services** and use a DfE-recommended framework to get good value. <https://www.gov.uk/guidance/buying-for-schools/consultancy-educational-services-and-design-and-build>
- The DfE has produced guidance on **copyright licences** and how copyright affects schools. See <https://www.gov.uk/guidance/copyright-licences-information-for-schools>
- The DfE has issued "**Flexible working: resources for teachers and leaders** Resources, including guidance and case studies, to help to promote flexible working in schools". See <https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools>

Finance and pay

- The DfE has updated "**National funding formula tables for schools and high needs: 2022 to 2023**. Tables showing provisional allocations for the schools, high needs and central school services blocks from 2022 to 2023". See <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2022-to-2023>
- ESFA has issued "**High needs funding arrangements: 2022 to 2023**. Information for local authorities and institutions about high needs funding arrangements for the 2022 to 2023 financial and academic year". See <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2022-to-2023>
- ESFA has updated "**Consistent financial reporting (CFR) framework**. A framework to help schools to collect information about their income and expenditure". See <https://www.gov.uk/guidance/consistent-financial-reporting-framework-cfr>
- The DfE has updated "**School teachers' pay and conditions**. Statutory guidance on pay and conditions for teachers in England" See <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- ESFA has issued "**View my financial insights**. Guidance for the view my financial insights (VMFI) tool which provides users with insights into the financial position and performance of schools". See <https://www.gov.uk/government/publications/academy-trusts-view-my-financial-insights>
- For updated details on the **Schools financial value standard** (SFVS), see <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>

- The DfE has issued:
 - **“Guide to national funding formula**. How the schools national funding formula (NFF) is used to calculate core funding allocations to mainstream, state-funded schools in England”. <https://www.gov.uk/government/publications/guide-to-national-funding-formula>
 - **National funding formula for schools and high needs**”. See <https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>
 - **National funding formula tables** for schools and high needs: 2021 to 2022. Tables showing provisional allocations for the schools, high needs and central school services blocks from 2021 to 2022. See <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2021-to-2022>
- The DfE has updated details on the **Condition Improvement Fund**. Information for eligible academies, sixth-form colleges and voluntary aided (VA) schools about the Condition Improvement Fund (CIF). See <https://www.gov.uk/guidance/condition-improvement-fund>

Pupil Premium

- The DfE has issued **“How school leaders can manage their pupil premium funding**, including reporting procedures and online statements. See <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability> and “How school leaders can **write a pupil premium strategy statement** using these templates and resources”, see <https://www.gov.uk/guidance/pupil-premium-strategy-statements>
- The DfE has issued a policy paper on **Pupil premium for 21-22**, see <https://www.gov.uk/government/publications/pupil-premium/pupil-premium> and **“Pupil premium: effective use and accountability**. How school leaders can manage their pupil premium funding, including reporting procedures and online statements”. See <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability> and **“Pupil premium: allocations and conditions of grant 2021 to 2022”**, see <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022>
- The DfE has published the Conditions of Grant for schools and local authorities on how to use their **Pupil Premium funding**, expected to increase to £2.5 billion in total next year. From September 2021, schools will be asked to show how their spending decisions are backed by evidence. Schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation’s (EEF) toolkit, <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- The DfE has also issued **“Pupil premium: effective use and accountability**. How school leaders can manage their pupil premium funding, including reporting procedures and online statements”. See <https://www.gov.uk/guidance/pupil-premium-effective-use->

and-accountability <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Curriculum and subjects, including remote learning

- ESFA has issued "Get help with technology: **conditions of connectivity support grants**. Information about the eligibility criteria and payment process for connectivity support funding". See <https://www.gov.uk/government/publications/get-help-with-technology-conditions-of-connectivity-support-grants>
- The DfE has issued "**Schools blended delivery case studies**. Good practice developed during the coronavirus (COVID-19) pandemic". Schools have written case studies to share how they have approached teaching classes of pupils both in school and remotely (which is referred to as 'blended delivery'). See <https://www.gov.uk/government/publications/schools-blended-delivery-case-studies>
- The DfE has updated "**Teaching school hubs**" See <https://www.gov.uk/guidance/teaching-school-hubs>
- The DfE has issued "**Music education Report** on the call for evidence conducted February – March 2020" See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1006059/Report_on_the_call_for_evidence_on_music_education.pdf
- The DfE has issued "**Teaching a broad and balanced curriculum for education recovery**. Optional guidance for school leaders and staff in reception, and key stages 1 to 3, who are responsible for the curriculum and its teaching". See <https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery>
- The DfE has updated "**Integrated curriculum and financial planning (ICFP)**. How schools can use ICFP to create the best curriculum for pupils with available funding". See <https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp>
- The DfE has published a **new music curriculum for Key Stages 1, 2 and 3**. For the "**National curriculum in England: music programmes of study**. The statutory programmes of study and attainment targets for music at key stages 1 to 3", see <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study> For "**Guidance for schools** to help teach music at key stages 1, 2 and 3 and progress pupils through the national curriculum", see <https://www.gov.uk/government/publications/teaching-music-in-schools>
- The DfE has updated "**Remote education good practice**. Good practice to support school leaders in developing their remote education contingency plans". See <https://www.gov.uk/government/publications/remote-education-good-practice>

- On Jan 11, Ofsted issued "**Guidance on what's working well in remote education**" See <https://www.gov.uk/government/publications/whats-working-well-in-remote-education>
- The DfE has issued "**Review your remote education provision**. A framework to help schools and further education (FE) providers in England identify strengths and areas for improvement in their remote education provision". The framework is not statutory and you can adapt it to suit your school. It is for internal use, and should support detailed discussions on appropriate next steps. The framework is designed to help schools to identify the strengths and areas for improvement in the lessons and teaching they provide remotely, and points towards resources that can help them improve where needed. See <https://www.gov.uk/government/publications/review-your-remote-education-provision>
- The DfE has issued "**Core maths qualifications**: technical guidance. The purpose and characteristics of core maths qualifications for 16- to 19-year-olds who do not progress to AS/A level maths". See <https://www.gov.uk/government/publications/core-maths-qualifications-technical-guidance>
- The DfE has issued "TALIS video study: **teaching of mathematics in secondary schools**. An insight into the teaching of mathematics in secondary schools in England". See <https://www.gov.uk/government/publications/talis-video-study-teaching-of-mathematics-in-secondary-schools>
- Lack of relevant role models combined with fewer opportunities for practical work and extracurricular events are among the significant "barriers" preventing disadvantaged students from studying **chemistry** beyond the age of 16, according to scientists. In the report "Is Chemistry for All?", the Royal Society of Chemistry (RSC) argues that disadvantaged pupils and BAME (black, Asian and minority-ethnic) girls are being held back from studying chemistry by misconceptions about career options and a lack of real-world application. See <https://www.rsc.org/events/detail/45619/chemistry-for-all>
- The DfE has issued "National curriculum in England: **mathematics** programmes of study. The statutory programmes of study and attainment targets for mathematics at key stages 1 to 4". See <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>
- The DfE has issued an update on the subject content required for **GCE AS and A level specifications in physical education (PE)**, see <https://www.gov.uk/government/publications/gce-as-and-a-level-physical-education> and the same for **GCSE physical education**, see <https://www.gov.uk/government/publications/gcse-physical-education> and <https://www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-physical-education>

Mental health

- The DfE has issued "**Mental health and wellbeing support in schools and colleges**. Find out what help you can get to develop a whole school approach to mental

health and wellbeing". See <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

- The DfE has issued "**Education staff wellbeing charter**. An explanation of the education staff wellbeing charter and the benefits of using it". See <https://www.gov.uk/guidance/education-staff-wellbeing-charter>
- EduKit has compiled an extensive, **free mental health activity pack**, designed to be used in or out of the classroom by school children of all ages. See https://lp.edukit.org.uk/download-bounce-back-pack?utm_source=Email&utm_medium=SI1503
- **Mentally Healthy Schools** offers schools access to information, advice and resources to support their pupils' mental health. See <https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguarding-news/mentally-healthy-schools-advice-and-resources-on-mental-health-and-well-being/>
- NGA, ASCL and the NAHT have provided joint guidance on the **conduct of schools on professional matters** in light of Covid-19. Underpinning it is an expectation that governing boards and school leaders will respond flexibly with care, due diligence and concern for the mental health and wellbeing of those working in schools. See https://www.nga.org.uk/getmedia/88c9f00b-a84f-4946-b960-e7a3bc401b77/NAHT-ASCL-NGA-guidance-on-the-conduct-of-schools-in-light-of-the-pandemic-Final_1.pdf
- The DfE has issued practical materials for primary and secondary schools to use to train staff about teaching **mental wellbeing**. See <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>
- The government has committed to monitoring how happy school staff are, and will publish findings alongside a new **wellbeing charter** see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/890547/Nick_Gibb_letter_to_EAG.pdf
- Ofqual has issued a set of resources for students, parents, schools and colleges to help manage concerns about **exam stress**. See <https://www.gov.uk/government/publications/resources-for-managing-assessment-related-anxiety> and <https://www.gov.uk/government/collections/resources-to-help-with-test-anxiety> and <https://www.gov.uk/government/publications/a-review-of-the-literature-on-anxiety-for-educational-assessments>

Student behaviour and discipline

- The DfE has updated "**School suspensions and permanent exclusions**. Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units". See <https://www.gov.uk/government/publications/school-exclusion> The additional guidance on changes to the school exclusion process during the coronavirus (COVID-19) outbreak should be used alongside the main guidance. See <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

- The £10 million **behaviour hub programme**, in which 22 lead schools across the country have been appointed to work with others with challenging behaviour, will be rolled out in September 2021. See https://www.change.org/p/department-for-education-stop-10million-being-spent-on-behaviour-hubs-instead-spend-it-on-mental-health-support?recruiter=false&utm_source=share_petition&utm_medium=twitter&utm_campaign=psf_combo_share_initial&recruited_by_id=92e6a900-9d1b-11eb-88ce-53cc1d0da564
- The DfE has reissued **Tom Bennett's** "Creating a culture: how school leaders can optimise behaviour", along with its **response**. See <https://www.gov.uk/government/publications/behaviour-in-schools> There's further updated guidance and resources, like checklists and tools, **at behaviour and discipline in schools**. See <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- The DfE has issued "**Behaviour and discipline in schools**. How school leaders and staff can develop a school behaviour policy, including checklists to support full school opening following the coronavirus (COVID-19) outbreak". See <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- The DfE has issued and updated "Statutory guidance for schools, local authorities and the police on dealing with **poor attendance and behaviour in schools**". See <https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>
- The DfE has updated "**School attendance: guidance for schools**" See <https://www.gov.uk/government/publications/school-attendance>

SEND

- The DfE has issued a summary of findings from the government's **review of the National Autism Strategy** 'Think Autism': call for evidence. See <https://www.gov.uk/government/consultations/review-of-the-national-autism-strategy-think-autism-call-for-evidence/outcome/summary-of-findings-from-the-governments-review-of-the-national-autism-strategy-think-autism-call-for-evidence> leading to **the national strategy for autistic children, young people and adults: 2021 to 2026**, see <https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>
- The DfE has issued "Insights on the **use of assistive technology in educational settings by pupils and students with special educational needs and disabilities** (SEND)". See <https://www.gov.uk/government/publications/assistive-technology-at-stakeholder-reports> <https://www.gov.uk/government/news/childrens-minister-keynote-address-on-assistive-technology>
- The DfE has issued updated "Statutory guidance, **SEND code of practice: 0 to 25 years**. Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014". See <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- For a blog on **supporting military children in school**, see <https://www.inspiringgovernance.org/little-troopers-guest-blog/>

KS4 results and performance tables

- The DfE has updated "**English Baccalaureate: eligible qualifications**" See <https://www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications>
- The DfE has issued "**Approved key stage 4 qualifications (GCSEs, Technical Awards, AS levels and graded music exams), discount codes and point scores for reporting in the 2014 to 2023 school and college performance tables**". See <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>
- The DfE has produced chronological summaries of all **performance table** data. See <https://www.gov.uk/government/collections/statistics-performance-tables>
- The DfE has updated "**School performance: key stage 4 similar schools**", how to use school performance tables to see how a school is performing at key stage 4 compared to a school with a similar intake of pupils, (clearly only of use for 2019 results). See <https://www.gov.uk/government/publications/school-performance-key-stage-4-similar-schools>
- The DfE has issued revised statistics on the achievements of pupils at the end of **key stage 4** in schools, including pupil characteristics. See <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>
- The DfE has issued:
 - the **secondary school performance tables in England: 2018 to 2019** (revised) See https://www.compare-school-performance.service.gov.uk/?_ga=2.52055594.2089890233.1581074644-1551215430.1578568074
 - Revised statistics on the **achievements of pupils at the end of key stage 4** in schools, including pupil characteristics. See <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

Student destinations and careers

- The Careers and Enterprise Company has launched a new careers education toolkit, "**What's Next?**" See <https://www.tes.com/news/careers-education-toolkit-launched-boost-parity>
- The Careers & Enterprise Company has recently launched their **primary careers resource platform**. See <https://primary-careers.careersandenterprise.co.uk/>

- The DfE has issued updated details of the **September Guarantee**, which requires local authorities to find education and training places for 16- and 17-year-olds. See <https://www.gov.uk/government/publications/september-guarantee-offers-of-education-or-training-for-16-to-17-year-olds>
- The DfE has issued "**Destinations: key stage 4 and 5 pupils: 2019**. Data on key stage 4 (KS4) and key stage 5 (KS5) students (2018 leavers) going into apprenticeship, education, employment and training destinations". See <https://www.gov.uk/government/statistics/destinations-key-stage-4-and-5-pupils-2019> <https://www.gov.uk/government/collections/statistics-destinations>
- The DfE has issued "**Destinations of KS4 and 16 to 18 (KS5) students: 2018**, data on key stage 4 (KS4) and 16 to 18 (KS5) students going into apprenticeship, education and employment destinations. See <https://www.gov.uk/government/statistics/destinations-of-ks4-and-16-to-18-ks5-students-2018> In addition, the DfE has issued **guidance** on key stage 4 and 16 to 18 destination measures: **2019** data. See <https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Post 16 results, curriculum and misc

- The DfE has issued "**Approved 16 to 18 qualifications, discount codes and point scores for reporting in the 2018 to 2023 school and college performance tables**". See <https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>
- **For A level and other 16 to 18 results, 2018 to 2019 (revised)**, see <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2018-to-2019-revised>
- The DfE has issued "**Review of post-16 qualifications at level 3: second stage. Consultation response**" See <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-second-stage> For the consequent "**What the government will do to reform level 3 qualifications** following a consultation that closed in January 2021", see <https://www.gov.uk/government/publications/reforms-to-post-16-qualifications-at-level-3-in-england> For "Post-16 qualifications at level 3: **guidance for providers**. Guidance for post-16 education providers and other professionals working in the post-16 education sector", see <https://www.gov.uk/government/publications/post-16-qualifications-at-level-3-guidance-for-providers> For "Post-16 qualifications at level 3: guidance for awarding bodies. **Guidance for awarding organisations** on the approvals process for academic and technical qualifications", see <https://www.gov.uk/government/publications/post-16-qualifications-at-level-3-guidance-for-awarding-bodies> For the **impact assessment**, see <https://www.gov.uk/government/publications/review-of-post-16-qualifications-at-level-3-in-england>
- ESFA has issued "**Resources and materials for promoting T Levels**" This collection brings together all of the available resources to be used in promoting T Levels. See <https://www.gov.uk/government/collections/resources-and-materials-for-promoting-t-levels>

- ESFA has issued “**Financial assurance: monitoring post-16 funding**” See <https://www.gov.uk/government/publications/financial-assurance-monitoring-post-16-funding>

Covid related documents issued on 18.8.21

- The DfE has updated the **key virus related documents**. In most cases the **changes** made are outlined within each document:
 - Actions for **FE colleges and providers** during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
 - Protective measures for **holiday or after-school clubs** and other out-of-school settings for children during the coronavirus (COVID-19) outbreak <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>
 - **Actions for schools** during the coronavirus outbreak <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>
 - What all **special schools and other specialist settings** will need to do during the coronavirus (COVID-19) outbreak. <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>
 - **What parents and carers need to know about early years providers, schools and colleges during COVID-19** <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>
 - **Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak** <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
 - **Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak** <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
 - **Transport to schools and colleges during the COVID-19 pandemic** <https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020>
 - **Managing coronavirus (COVID-19) in education and childcare settings** <https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings> This gives the **contingency framework**. This outlines new Covid case “**thresholds**” that could prompt extra controls – but it will be up to leaders whether to use them. Schools may want to consider “extra action” once certain thresholds are met. The DfE said education settings should “revisit their contingency plans” based on the updated guidance published today.

- The **first suggested threshold** is if five pupils or staff likely to have mixed closely test positive for Covid within a 10-day period.
- The **second** is if 10 per cent of pupils or staff who are likely to have mixed closely test positive within 10 days.
- The guidance includes a different threshold for **special schools**, residential settings, and settings that operate with 20 or fewer pupils and staff "at any one time". For these settings, the suggested threshold is if two pupils and staff likely to have mixed closely test positive in a 10 day period.

The DfE said the thresholds "can be used by settings as an indication for when to seek public health advice if they are concerned". It also states it will "make sense" for most settings to consider extra action if the number of positive cases "substantially increases". This is because it "could indicate transmission is happening in the setting". The guidance states that identifying groups likely to have mixed closely will be "different for each setting". For schools, they could include form groups or subject classes, friendship groups mixing at breaktime, sports teams and groups in after-school activities; it "will rarely mean a whole setting or year group".

The guidance also sets out **actions for schools to "consider once a threshold is reached"**.

- As well as reviewing and reinforcing **testing, hygiene and ventilation measures** already in place, the DfE said schools should consider **whether any activities "could take place outdoors, including exercise, assemblies, or classes"**.
- Schools should also consider ways to "improve **ventilation** indoors, where this would not significantly impact thermal comfort", as well as "**one-off enhanced cleaning**" focusing on "touch points and any shared equipment".
- The guidance also states that settings "may wish to seek **additional public health advice** if they are concerned about transmission in the setting", either through the DfE's helpline or "in line with other local arrangements".
- Directors of public health or health protection teams "may give settings advice reflecting the local situation". In areas where rates are high, this "may include advice that local circumstances mean that the **thresholds for extra action can be higher than set out above**".
- Local directors of public health and health protection teams may also advise schools to **strengthen communications on testing at home**, temporarily **reinstate face coverings**, **reinstate on-site lateral flow testing** and **increase the frequency of testing**. In "extreme cases", and as a "last resort where all other risk mitigations have not broken chains of in-school transmission", directors of public health "may advise introducing **short-term attendance restrictions in a setting**, such as sending home a class or year group". High-quality **remote learning** "should be provided for all students well enough to learn from home".

Existing Covid rules for schools from September

The above extra measures come on top of existing rules for schools from September, which include:

- Students in secondary schools and colleges should be **tested** twice on site on return in the autumn term. The tests should be between three and five days apart. Thereafter, staff and students in secondary schools and colleges, and staff in primary schools, should test themselves twice a week at home until the end of September, when this will be reviewed. Those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive.
 - Schools and colleges need to be prepared to implement high-quality **remote learning** arrangements.
 - **Under-18s** will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate.
 - **18-year-olds** will be treated in the same way as younger students until six months after their 18th birthday, to allow them the opportunity to get fully vaccinated (double-vaccinated adults do not need to isolate either).
 - All schools should continue to maintain **appropriate cleaning regimes, keep occupied spaces well ventilated, and follow public health advice** on testing and managing confirmed cases of Covid-19.
 - There should continue to be "**strong messaging**" about signs and symptoms, isolation advice and testing, to support prompt isolation of suspected cases.
- The DfE has updated "**How to complete the educational setting status form**" See <https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form>

DfE statistics

- **New statistics** issued by the DfE:
 - **Pupil absence** in schools in England: 2018 to 2019. This release reports on pupil absence in primary and secondary schools in the 2018 to 2019 academic year. See <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019> Outcomes for **children looked after** by local authorities: 31 March 2019. See <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities-31-march-2019>
 - Statistics on children **under local authority care** at national and local authority level. See <https://www.gov.uk/government/collections/statistics-looked-after-children>
 - **Parental responsibility measures**: 2018 to 2019 academic year. National and local authority data on **penalty notices**, cases entering fast-track case management, parenting orders and parenting contracts. See <https://www.gov.uk/government/statistics/parental-responsibility-measures-2018-to-2019-academic-year>

- **National achievement rates tables** 2018 to 2019. Apprenticeship, education and training annual national achievement rate tables (NARTs), including open data CSVs.. See <https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>
- Characteristics of **children in need**: 2018 to 2019. Statistics on children referred to and assessed by children's social services for the year ending 31 March 2019. See <https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2018-to-2019>
- **Further education and skills data** for the first 2 quarters of the 2019 to 2020 academic year in England (August 2019 to January 2020, reported to date). See <https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>
- Statistics covering **apprenticeships**, including the apprenticeship service, and traineeships from August 2019 to January 2020, reported to date. See <https://www.gov.uk/government/statistics/apprenticeships-and-traineeships-march-2020>
- **School capacity**: academic year 2018 to 2019. Statistics on school places, unfilled school places, pupils over capacity, pupil number forecasts and place planning in England. See <https://www.gov.uk/government/statistics/school-capacity-academic-year-2018-to-2019>
- Information on **education and training** by participation and achievements, including offender learning. See <https://www.gov.uk/government/statistical-data-sets/fe-data-library-education-and-training>
- **Early years and childcare statistics**. See https://www.gov.uk/government/collections/early-years-and-childcare-statistics?utm_source=c400a12c-0ce7-496a-9d8f-302d129e0db6&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate