



EDUCATION MATTERS



24th June 2020

As the term moves forward and schools continue engaging with an increasing number of learners, it would be wrong to pass the opportunity to thank colleagues for the ingenuity and creativity implemented at this time. The Covid 19 crisis has challenged everyone, whilst also questioning established ways of working as we plan for the new academic year. There is a mountain of advice and concern on the impact these last few months have had on the achievement gap between pupils and also on the emotional health and wellbeing of staff and pupils.

The importance of online, distanced and home learning has never been greater than at this time. It has been interesting to hear how, for some children, online learning has helped them thrive with some responding far better than they do face to face. In reviewing learning from the last few months we need to analysis why some children have successfully managed online study, and need to consider how we can build on this moving forward. Many colleagues have used virtual classrooms creatively, providing online assemblies and lessons using the communication platforms of Zoom, Microsoft Teams. Such technology has significant potential as part of a blended approach and it will be crucial that we really capture the best of examples and apply these into our future approach. One of the key concerns for us all in West Sussex however is the gap that exists in the achievement between those who are disadvantaged and their peers. The current situation has restricted opportunities to close this skill gap. As we think ahead to the new year, they know that many need to make up lost ground, and fundamentally address the skill gaps that will exist. Thinking on how we accelerate progress among disadvantaged children has to be at the core of our thinking and will feature heavily in our focus on closing the gap as we work to improve outcomes for all.

I hope that you find the articles included in this edition of Education Matters, helpful.

Paul Wagstaff
Director of Education and Skills



Paul Smith
Assistant Director

School Effectiveness Updates

Online learning across West Sussex

Our School Effectiveness team have been keeping close contact with schools and academies during the current pandemic and these conversations have provided an interesting 'snapshot' of what is happening in our schools regarding digital learning. We have attached a summary document to this edition of Education Matters for your information.

You will see the picture is mixed and varied, but impressive nonetheless and underpins to a degree the rationale for our schools continuing to support children and families in providing continuous learning experiences using a blended approach to curriculum design and delivery, whether children attend a school or remain at home.

We have many excellent examples of good news and practices which I hope you will enjoy reading.

Closing the attainment gap – Durrington Research School & WSCC

The attainment gap between disadvantaged and non-disadvantaged pupils is a problem so entrenched and complex that despite a decade of work to close it, the issue remains one of the greatest challenges we face in education.

Thanks though to the relentless work of school leaders and teachers, between 2011 and 2019, the gap in attainment nationally had begun to slowly close.



What is particularly sobering then, is the analysis the Education Endowment Foundation has recently published regarding the implications of Covid-19 closures. This found that the closures are likely to reverse the progress of the past decade. This same analysis suggests the gap could widen by between 11% and 75% between March and September. The Chief Executive of the EEF, Professor Becky Francis, characterised the situation by saying that Covid-19 had "created the test of a generation". However, she also said a successful response is not out of reach for the profession, as long as it is "collaborative, intelligent and sustained".

In order to rise to this challenge, we need to root our response in research evidence from education and cognitive science. This evidence base gives us the strongest mandates for change and ultimately the best bets for success in improving the outcomes of disadvantaged pupils.

We need to use the best available research evidence to empower our teachers to teach disadvantaged students in the most effective way possible. Whilst research evidence will not solve every single problem, it will guide us towards the classroom approaches that are most likely to have a positive impact on pupil learning. This is important for all pupils, but it is especially important for pupils who come from a disadvantaged background.

This is what the Durrington Research School team have tried to do in this booklet. We have Identified three aspects of teaching that the research evidence suggests we are best placed putting our energies into as teachers:

- Metacognition - developing the way pupils think about and then tackle the learning tasks in front of them.
- Memory - understanding what cognitive science tells us about the process of learning and how we should use this to shape our teaching.
- Vocabulary - words are key to accessing the curriculum at any stage of our learning. An understanding of how we can support pupils with this is key to effective teaching.

For each of these three areas, we have summarised some of the key points from the research evidence, why these matter for disadvantaged pupils and then some suggested teaching strategies for classroom teachers. It's worth pointing out that whilst the research evidence suggests a positive impact on learning for these three areas, based on very controlled, non-classroom-based experiments, many of the classroom-based strategies have yet to be rigorously tested in UK classrooms. This is an area of research that the EEF are beginning to explore with their 'Teacher Choices' trials.

We are hoping that this booklet, created in partnership between the Durrington Research School and West Sussex County Council, will serve as a catalyst for further discussion and professional development. Our aim is that it will provide a springboard for teachers and leaders addressing the disadvantaged gap as well as the mounting challenges created by Covid-19 closures.

Shaun Allison
Durrington Research School

Governor News

Governor Locality Group Collaborations

Having read the previous Education Matters publications, which includes the invitation for governing bodies to share their work, I would like to highlight the work of governing bodies in working collaboratively across a locality.

Two years ago, I set up a group for the Chairs in the Billingshurst locality group and we began meeting each term with a different school hosting each time.

This has built upon the already strong relationship between headteachers across the locality and enabled the sharing of good practice.

The current situation has encouraged closer collaboration between schools and the locality chairs are now meeting virtually approximately every 2 weeks to share ideas around home schooling, virtual governance and the re-opening of schools. This support network has very much been strengthened at this time with every school participating in the meetings. I know all the chairs are finding this communication channel very useful at this time. For more information on the work being undertaken within the Billingshurst locality group please email chair@williampenn.co.uk

Nicola Waters
Chair of Governors, William Penn School



How governors are supporting schools in maintaining services

Just as schools and teachers never stopped during the Covid-19 crisis, governors have never stopped governing in their schools. Throughout, governors have worked to support the work of school leaders in maintaining services for critical worker children and those children who are vulnerable and / or have EHCP.

More recently, governors have been working with school leaders to review their risk assessments and reopening plans, providing the constructive scrutiny and challenge which is core to the role of a governor.



Like people across our country, governors are working differently. Virtual governing body meetings are now the 'new normal', and most boards have adapted their work incredibly successfully. The need to hold virtual meetings has amplified, not changed, the core features of effective governance. This has meant boards prioritising their time on the immediate crisis, planning agendas carefully to ensure they are manageable via video link, the Chair bringing a clear focus to the meeting and ensuring that everyone is able to contribute virtually.

As we head to the end of a quite extraordinary academic year, what do governing bodies need to be thinking about next? Clearly, much will be informed by government guidance about how schools can welcome more children back in September. However, boards will need to begin shifting our focus to working even more closely with school leaders on their wider reopening plans, thinking about what support pupils (some of whom won't have been physically in school for close on 6 months) may need as they return and how any budgetary impacts are mitigated.

Finally, I know all governors in West Sussex will want to pay tribute to the incredible work and commitment of everyone working in schools and the County education and skills services throughout this crisis. Thank you for all you are doing.

Jonathan Ash-Edwards
National Leader of Governance and Chair of Sussex Learning Trust



Ken Lloyd

Governing during a pandemic

Striking the right balance can sometimes be tricky for governors but particularly so when governing through this pandemic. It's that swirling mix of advice, views and emotions that invade the thoughts, such as personal and parental concerns, the desire to care for the school's students and staff and making sure the essentials of governance continue to be delivered.

No one ever said it was easy being a governor, but as all know, it can be hugely rewarding and make a big impact, especially so in these times. However, there is no simple template approach to making it all work and we have all been finding different solutions – and if they are right for us then they are probably right for the school and the Board – and the children.

For me, it has been about keeping out of the way unless there is a contribution that will make a difference and add something. So, no visits to school, no requests for continuous updates, and no belief that I need to be in the discussions for it to come out right.

But, lots of connecting with periodic briefings from the Headteacher, keeping 'thin agenda' virtual FGB meetings going, keeping an ear to the ground on staff welfare, resisting the urge to speak opinion as fact, being responsive when asked for an opinion, staying out of the operational (no-matter how fascinating it looks), and above all trusting in the professionalism of the leadership team.

The current ways of operating have produced the best in joint governor/leadership team working and given us an approach for finding workable solutions from complex and difficult considerations. We will never be the same again, but I suspect we'll be even better than we were before.

Ken Lloyd
National Leader of Governance and Chair of Governors, Felpham Community College

West Sussex Traded Services for Schools

E-Learning

Our team are continuing to explore opportunities to support schools utilising different methods for delivering training and support services.

Our WSSfS system provider Frontline Data have started to pilot e-Learning technology and the team have signed up to this scheme which will enable our authority to influence the final solution which is expected to be fully launched in September.



Making use of the pilot we have been able to host our first online Designated Safeguarding Lead training session ensuring school staff requiring this statutory training are able to remain up to date. Our thanks go to Alison Hannant for embracing this new method for delivering this training and taking the time to record the extensive video content required to deliver this session effectively and Leigh Barber for working through the new system technical processes to get this loaded and ready for use on WSSfS. The feedback we are receiving on these initial e-learning events will help shape and improve the delivery of these sessions going forward.

Colleagues in team across the authority are being kept updated on progress and are considering how to best utilise this to adapt some of their training programmes for online delivery.

School out of hours emergency contacts

On the 13th May we wrote to schools to advise on the new method of recording your out of hours emergency contact numbers using WSSfS – [Article 74556](#) (please log into WSSfS to use this link).

This change in process will enable schools to view and update these essential details at any time a change occurs. The information is accessible to those with the appropriate account access 24/7 from any device with internet access.

Registering the details of your emergency contacts is a simple process and so far, 67 schools have completed this process. Whilst we recognise that schools have been somewhat swamped with tasks as a result of the pandemic, we would ask that this update is completed by all schools before the summer break when accurate data for your emergency contacts will be essential. We

will continue to send reminders via the weekly headteachers' newsletter and as we approach the end of the summer term direct reminders to remaining schools will be emailed.

As with all matters WSSfS related please do not hesitate to contact myself or Leigh Barber via our help desk school.services@westsussex.gov.uk

Lisa Hickman
Traded Services for Schools Manager

Legal Services – Data Protection Updates

Data protection fee

When the GDPR came in to force on 25th May 2018 it replaced the requirement to 'notify' (or register) with the ICO, with a requirement that organisations processing personal data must pay the ICO a data protection fee (subject to certain exemptions which do not apply to schools)

There are three different tiers of fee and controllers are expected to pay between £40 and £2,900. The fees are set by Parliament to reflect what it believes is appropriate based on the risks posed by the processing of personal data by controllers.

Schools, who are their own Data Controllers, are a "public authority" and therefore the fees are linked to staff numbers only (as clearly Schools do not need to take turnover into account)

Tier 1	You have no more than 10 members of staff. The fee for tier 1 is £40.
Tier 2	You have no more than 250 members of staff. The fee for tier 2 is £60.
Tier 3	If you do not meet the criteria for tier 1 or tier 2, you have to pay the tier 3 fee of £2,900.

NB: The ICO regards all controllers as eligible to pay a fee in tier 3 unless and until they tell us otherwise.

Calculating members of staff

For the purpose of working out the fee, 'members of staff' includes all employees, workers, office holders and partners. The number of staff is the average number working for you during your financial year. Each part-time staff member is counted as one member of staff.

So you should:

- work out, for each completed month of your financial year, the total number who were members of staff in that month;
- add together the monthly totals; and
- divide it by the number of months in your financial year.

The ICO has an [online self -assessment tool](#) to help work out which fee applies to you.

Direct debit discount

If you choose to pay your fee by [direct debit](#), you will receive an automatic discount of £5 at the point of payment.

Data protection fee FAQ's

The link below will take you to the ICO's page of FAQ's

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/data-protection-fee/data-protection-fee-faqs/>

Linda Spanner
Solicitor

GDPR implications for school contracts

GDPR, which came into force on 25th May 2018, requires all contracts with data processors to be in writing and must incorporate certain minimum mandatory data processing clauses. In addition, the contract must describe the subject matter and duration of the data processing, the nature and purpose of the processing, the type of personal data and categories of individuals to whom the data relates and the obligations and rights of the data controller.



Quite often the Council/School will be a data controller and will enter into a contract with a third party supplier who will be provided with personal data and act as a data processor on behalf of the Council/School, e.g. payroll services.

For existing contracts, Schools should consider whether the supplier is being provided with any personal data from the School and/or obtaining any personal data as a result of their provision of the services. If so, the existing contract should be varied to incorporate updated data protection and processing clauses. Guidance, standard data protection clauses (which meet GDPR/DPA 2018) and template variation letters can be found on the WSCC Commercial Legal Team page on the Services for Schools website, found here - <http://schools.westsussex.gov.uk/P2983>

If the School is considering procuring or entering into a new contract with a supplier, the School should first consider whether the supplier will be processing any personal data on behalf of the School. If the answer to this is yes, the School should require the supplier, as part of the tender/quote process, to self-certify they will comply with minimum GDPR/DPA 2018 requirements of data processors, ensure the contract (that is issued with the request for quote/invitation to tender) contains the standard data protection and processing clauses and contains the information as described above. Please see the guidance, standard selection questions to ask potential suppliers and standard data protection and processing clauses on the WSCC Commercial Legal Team page on the Services for Schools website, found here - <http://schools.westsussex.gov.uk/P2983>

Catherine Bogoje
Senior Commercial Solicitor

Post-16 Young People

Careers support for outgoing years 11 and 12

In April we wrote to all secondary and special schools to remind colleagues that our team of careers advisers were available to help those young people leaving school this year who are potentially likely to become NEET. Normally we would be having these conversations in school later in the term but owing to the current climate we thought it would be helpful to have these discussions earlier.

Over the last few weeks we have worked with you to identify any Year 11 or 12 who you are especially worried will not make a successful transition to post-16 education or training. As a result of this we have now made contact with over 200 young people to offer support and guidance. Whilst it is early days and much remains uncertain about what September is going to look like, this early contact and keeping in touch over the summer will make a positive difference to the outcomes for many of these young people. Careers advisers are working to ensure these young people are kept informed of their options going forward and given the support they need to access them.

We recognise that for some schools it has been challenging to provide us with information when there is limited access to the school site. We know that some schools have yet to refer to us but that there are plans in place to do so as soon as is possible. Schools are therefore encouraged to continue to keep in contact with their careers adviser contact to ensure we reach all young people that will need support in the coming months. In this way we can also keep you updated with transition progress for those you have referred to us.

Peter Waters
Post-16 Support Manager

Useful contacts & links

Contacts

Please find below contacts and useful links that relate to the above articles:

Name	Job Title	Email address
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Peter Waters	Post-16 Support Manager	peter.waters@westsussex.gov.uk

To provide feedback on the content and/or suggestions for future editions please contact your Heads Exec representatives listed below:

Peter Woodman	Chair, Secondary Headteachers' Executive
Mark Anstiss	Headteacher, Felpham Community College
Anthony White	Chair of Primary Headteachers' Executive
Maria Davis	Chair of Special Headteachers' Executive
Catriona Goldsmith	Vice-Chair, Special Headteachers' Executive
Eddie Rodriguez	Chair Resources & SOCA
Becky Linford	Headteacher, Secretary of the Primary Executive Headteachers

Links

West Sussex Services for Schools - <http://schools.westsussex.gov.uk/>

Data protection FAQs - <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/data-protection-fee/data-protection-fee-faqs/>

ICO online self assessment tool - <https://ico.org.uk/for-organisations/how-much-will-i-need-to-pay/>

