



Education Newsletter Vulnerable Pupils

Welcome to this term's e-newsletter which aims to be a resource for both for schools and partner churches. If you have items you would like to share in a future publication or for any other matter please contact Tatiana Wilson tatiana.wilson@exeter.anglican.org or 01392 294941

Previous Newsletters can be found here <https://exeter.anglican.org/schools/resources/>

SATs and disadvantaged pupils:

Alex Quigley @HuntingEnglish from the EEF wrote a useful thread on Twitter discussing Jeremy Corbyn's proposed dropping of SATs testing which I have copied here:

'As the 'ban SATs' debate rumbles on, I was interested to see @RosieDBennett piece in @thetimes criticising idea to ban SATs, with the @PTE_Campaign arguing poorer children would suffer from the banning of SATs: bit.ly/2KQfFT6. Now, the debate over disadvantaged pupils being negatively impacted by a banning of SATs saw political heavyweights arguing, with @AngelaRayner demanding "evidence over ideology", which struck me as a good place to start actually looking at some of the evidence.

The major claim that teacher assessment (which is seen by some as the alternative to SATs) is biased against disadvantaged pupils can be substantiated by Harlen (2004): <https://t.co/NIVVAzVBVW>. It shows that teacher assessment can be unconsciously biased against boys (due to behaviour), as well as pupils with SEND. Another large scale study by Malouff and Thorsteinsson (2016) shows teachers can be biased in their grading by race and poor prior performance - whilst successful middle-class pupils may benefit from 'halo effects': <https://t.co/qxgTUb2qtA>. Campbell (2015) once more shows biases against disadvantaged pupils: <https://t.co/uhMuhZtqYp>. We have some warrant to say that disadvantaged pupils may suffer if standardised SATs test were removed, which is of course a worry. That isn't to say there are no issues with SATs.

SATs are not without problems: @ProfCoe (Prof Robert Coe EEF) neatly captures some of the issues with such standardised assessments here: <https://t.co/XjMr6recEI>. @Ofstednews have indicated a focus on the SATs has narrowed the KS2 curriculum: bit.ly/2yf81tx. Many of the people who have signed the Times letter would likely argue that a narrowing of the curriculum at KS2 (pushing out science, history, the arts etc.) would actually hamper disadvantaged pupils the most. Are we clear? Well, no. Let's get to the real issue: parents see tests as stressful for their children; teachers see the high stakes implications of such tests as stressful. That is a lot of voters who don't like SATs. And so politicians make an easy-win announcement. But the evidence would indicate that standardised tests are probably the fairest method, with informed teacher assessment being a good thing, if stripped of high stakes pressures and supported with quality training (Harlen again: <https://t.co/ZMgqbEHzsB>). Harlen and Coe indicate that pervasive 'all tests are bad' view is wrong, but that teacher assessment is valuable.

Let's return to the plight of disadvantaged pupils and consider the school factor that is most impactful: teachers. We have one of the most inexperienced teaching professions in the OECD (bit.ly/2GzV0yR). They're overworked, undertrained and leaving the classroom. Changing from SATs to some teacher assessment model won't have graduates and ex-teachers running back through the school gates. We need to address the wider issues in the system. We need to reform high stakes accountability and how SATs data is used and properly invest in teachers.'

Holiday Hunger:

We are in the process of developing a Family Cooking Club initiative whereby children are taught how to cook fun nutritious recipes from Foodbank ingredients and the ingredients and recipe cards are left in accessible places in the community. Schools in the West Exmoor Federation have already done something similar. If you feel this initiative might benefit some families in your community and would like to get involved please get in touch.

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Case Studies Needed: Mental Health and Wellbeing Guidance for Church Schools:

If you have a case study of best practice to share in the next edition do let Tatty know.

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<p>NEW Devon Inclusion Toolkit: Devon's 'No Need to Exclude' Toolkit to support staff in reducing exclusions. This detailed guidance is the result of a yearlong inter-disciplinary project overseen by the Devon Inclusion Board and is freely available for all schools. <u>Please ensure governors have seen this.</u></p>	<p>Devon Inclusion Toolkit</p>
<p>NEW Torbay Healthy Learning: is a model for identifying, planning and delivering health and wellbeing work within settings for 2-19 year olds. It provides a framework through which campaigns, initiatives, information and resources can be delivered in nurseries, schools and colleges. You can use all or some of the model, all or some of the time dependent on your needs.</p>	<p>www.healthylearningtorbay.co.uk</p>
<p>Devon Schools: NEW provider for Children's Community Health Services replacing Virgin Healthcare.</p>	<p>New provider for children's community health services</p>
<p>OFSTED's Overview of Research: Contains the research they have drawn on to support the restructuring of the new Evaluation Schedule some of which is pertinent in schools developing support for vulnerable pupils in particular this includes:</p> <ul style="list-style-type: none"> • The importance of all children access a broad, rich and specialist curriculum and the value of having a flexible approach to school timetabling. • The value of nurturing wellbeing, physical and mental health. • Evidence outlining what effective teaching looks like (quantity and pacing of instruction, opportunity to learn, time on task, teachers actively present material and structure, clarity of presentation, effective questioning, adaptive teaching (in preference to differentiation). • The importance of seeing learning as a change in long-term memory and developing strategies such as: spaced or distributed practice, interleaving, retrieval practice and dual coding. • The importance of reading for building vocabulary skills. • The importance of creating a positive empathic climate and culture with good teacher-student relationships. • The importance of nurturing self-belief, resilience (as a trait and a dynamic process). • Teacher development, autonomy, agency and self-efficacy. <p>Unfortunately, a <u>detailed bibliography</u> is not included in the document but I have requested one from OFSTED and will forward it to schools when I have it.</p>	<p>https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p>
<p>NEW Relationship Resources for Children and Young People with Learning Disabilities: The NSPCC, in partnership with Elanor Stannage and Connecting Youth Culture, have developed a series of films and supporting resources to help young people with learning disabilities learn about relationships and staying safe. 'Love. Life.' aimed at 11- to 25-year-olds, enables adults to start conversations with young people about feelings, privacy and boundaries, friendships, different kinds of love and online safety.</p>	<p>Resources for Children and Young People with Learning Disabilities from the NSPCC</p>
<p>Improving Pupil Progress Meetings: Case Study by Iain Randall, Virtual School Leader at St Christopher's Multi-Academy Trust</p>	<p>https://exeter.anglican.org/wp-content/uploads/2019/04/Improving-Pupil-Progress-Meetings.pdf</p>
<p>Improving Pupil Attendance: Case Study by Stephanie Musselwhite South West Family Values</p>	<p>https://exeter.anglican.org/wp-content/uploads/2019/04/Improving-Pupil-Attendance.pdf</p>

<p>Supporting Transgender Children Some schools have found this guide, published by Action for Children, as a good starting point for understanding the issues and how best to address them. There is no legal requirement to have a specific Transgender policy, although schools must ensure that they are meeting their obligations under the Equalities Act.</p>	<p>https://s6.newzapp.co.uk/i/25885/nz-docs/a-guide-to-supporting-trans-children-and-young-people.pdf</p>
<p>NEW Happymaps website A new website for parents on children's mental health problems has been launched. Funded by Health Education England, HappyMaps is designed to help parents find useful resources on behaviour and mental health for their children - from babies to young adults. This is for parents whose children don't meet the specialist referral thresholds or are perhaps on the waiting list. There is good general information (national) and also local information on counselling, charities, local CAMHS and parenting groups for the South-west.</p>	<p>https://www.happymaps.co.uk/</p>
<p>Let children know you're listening The NSPCC has published practical resources to help adults who work with children better respond to disclosures of abuse. Key points include: help the young person open up by giving your full attention and reassuring them; slow down - let the child go at their own pace; reflect back what the child has said to show you understand. The evidence-informed resources include a poster to help professionals remember the key interpersonal skills they should be using when responding to disclosures, and a briefing paper sharing the learning from research with adults and children.</p> <p>A blog by the NSPCC strategy unit discusses ways in which teachers can better respond to disclosures of abuse and neglect.</p>	<p>https://learning.nspcc.org.uk/research-resources/2019/let-children-know-you-re-listening/</p> <p>https://learning.nspcc.org.uk/news/2019/february/equipping-teachers-better-respond-disclosures-abuse-neglect/</p>
<p>Pinpoint Devon: Pinpoint thousands of services and community groups across Devon. Please share this with your Church links as it will be useful for them as well.</p>	<p>https://www.pinpointdevon.co.uk/</p>
<p>Family Information Service Torbay: Provides information for families and people working with them in Torbay.</p>	<p>http://fis.torbay.gov.uk</p>
<p>Mental Health Access Pack: An excellent compact, free resource for churches. Please check that the churches you work with are aware of this. Thank you.</p>	<p>http://www.mentalhealthaccesspack.org/</p>
<p>Funding opportunities: Devon County Council Funding News includes link to Schools' summary document. Their website is useful and offers guidance on crowdfunding too.</p> <p>Devon Community Foundation does not fund schools directly but</p> <ul style="list-style-type: none"> • Will fund school PTAs if they have charitable status and published accounts • Will support church projects if they are for the benefit of the whole community • Grant application is in two stages 	<p>https://new.devon.gov.uk/fundingnews/social/</p> <p>http://devoncf.com/</p>
<p>Interactive mapping tool: This mapping tool which maps every school and C of E Church nationally and gives some data for each including FSM/levels of deprivation.</p>	<p>https://bit.ly/2D0fChy</p>
<p>Just for Fun - Reading for Pleasure MC Grammar reading 'The Gruffalo' – a lovely clip to share with parents Here's his link to 'Putting the Swag in SPAG'</p>	<p>https://tinyurl.com/y5b4cr5h https://www.theteachertrain.com/mc-grammar</p>