

Coronavirus (COVID-19) Information Sheet 9 - Governance 29 July 2020



The Local Authority (LA) continue to circulate communications via email, to leaders in schools. These updates contain up-to-date information for schools. All Covid-19 Schools Updates can be viewed on the Cumbria County Council (CCC) website: <https://www.cumbria.gov.uk/coronavirus/education.asp>. There are also regular updates released by [Department for Education](#) (DfE) and [National Governance Association](#) (NGA).

The information and guidance contained within this document highlights recent updates for the attention of all governors.

[Taking exams during the coronavirus \(COVID-19\) outbreak](#)

The DfE have updated their guidance on what schools, colleges and students need to know about cancelled GCSEs, AS and A levels and other qualifications in 2020, and the plans for taking future exams, including:

- a new section with more detail on centre assessment grades
- a new section on 2021 arrangements
- further detail on the autumn series of exams, including timings

In addition, The Association of School and College Leaders (ASCL) has released [guidance](#) for school leaders ahead of the much anticipated exam results days for GCSEs, AS and A-levels. The guidance provides advice about the logistics of the results days for the school and its pupils amid the coronavirus pandemic. The guidance addresses ASCLs recommendations of what schools and colleges should do in relation to publishing centre-assessed grades and pupil rankings; supporting student progression and the need for clear and simple communication with students, parents and carers, and other stakeholders to help avoid problems.

Despite the best efforts of schools to provide continuity of education for all pupils during lockdown, there is no doubt that disadvantaged pupils will have experienced greater challenges than most of their peers. As school leaders and staff deal with the factors outlined in ASCL's new guidance on results days in 2020, governing boards should be mindful of the challenges school staff face when interacting with students who believe they have been disadvantaged by this year's process. Governing boards will want to seek assurances that the organisation is doing all it possibly can to support students to progress to the next stage of their education or employment. You can read more on the [role of governing boards in reducing the impact of COVID-19 school closures on disadvantaged pupils here.](#)

House of Commons Education Select Committee reports on grading system

Following the 'Getting the grades they've earned: Covid-19' [report](#) produced by the Education Select Committee last week, the committee has called upon Ofqual to demonstrate how they have ensured a level of "fairness" for standardising grades. The report highlights the potential risk of "bias and discrimination against already disadvantaged groups", noting concerns that the standardisation model "does not appear to include any mechanism to identify" whether groups have been systematically disadvantaged by calculated grades. The committee has suggested [five ways](#) of making the system fairer.

School governance update

DfE have published their July edition of the governance update. In this update DfE have linked to the main guidance they published to support schools to prepare for the autumn term, alongside other publications and news that may be of interest to you in your governance role which include the following:

- [Guidance for getting all pupils back in the autumn term](#)
- [Governors and trustees visiting schools](#)
- [Benefit from the reduced cost of risk cover](#)
- [New guidance on managing cyber security risks in your school](#)
- [Provide or update contact information](#)
- [Funded training and development programmes](#)
- [Further information.](#)

[Coronavirus \(COVID-19\): reducing burdens on educational and care settings](#)

To help reduce the burden on educational and care settings, the Department for Education (DfE) and its agencies cancelled or paused all but the most essential data collections, services and requests. An ongoing review of the list is taking place and the latest updates will be made available on this webpage.

Finance

[Coronavirus \(COVID-19\) catch-up premium](#)

This includes information for schools on the universal catch-up premium for 2020 to 2021 and the National Tutoring Programme. It includes how much funding schools will get and how it should be spent.

[Early Years Funding](#)

The Government have published updated guidance on funding for Early Years settings from the start of the Autumn 2020 term. In the Autumn 2020 the demand for childcare is expected to increase however, due to COVID19, the number of children attending childcare may not return to normal pre-COVID19 levels. CCC encourage all providers to open to deliver childcare places for all children who need it, and to deliver entitlements places, unless they have been advised to close, or left with no option but to close, due to public health reasons.

From the start of the Autumn 2020 term CCC will fund Early Years settings (PVI and schools) that are open or closed due to public health reasons, however, CCC will not fund Early Years settings that are closed without public health reason. Further details about the funding allocations for Autumn 2020 will be issued in due course.

From the start of the Spring 2021 term CCC expects to return to the normal funding approach with 'funding following the child' however this will be kept under review and will be subject to further guidance being issued by Government in the autumn term.

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

DfE have updated guidance to reflect that Early Years settings can return to normal group sizes and includes content from the Planning guide so that all information is in one place from now on and the Planning guide is deleted. Guidance also includes updated information about autumn funding, wraparound care, managing requests for site visits for new admissions in September, data collection changes and reporting to Ofsted.

[Safe working in education, childcare and children's social care](#)

DfE have updated guidance to clarify advice on the system of controls measures including PPE and the NHS test and trace process.

Planning for a recovery curriculum

The Learning Improvement Service have produced a slide pack and set of activity sheets to support planning for the delivery of a 'recovery curriculum' in the autumn term. The pack is based on the successful work of Barry Carpenter et al in New Zealand following the Christchurch Earthquake and the Think Piece on COVID. It also incorporates trauma informed recovery research, as well as leadership research from the University of Manchester.

The aim is to both inform and provide open-ended questions for discussion to support individual settings in their planning.

+ [SLIDE PACK](#)

+ [ACTIVITY SHEETS](#)