

# News Bulletin



LIGHTHOUSE  
SCHOOLS PARTNERSHIP

Issue 7: 18 October 2023



*In this week's edition...*

ANNOUNCEMENTS, INFO & UPDATES	AUDIENCE	TASK
Introduction	All	Info
Trust Closure Days 2023-24	All	Info
Operational Review Engagement Sessions	Heads, SBMs & Governors	Info
Policies consultation: closing on Friday	All	Action
Admissions Arrangements 2025-26: deadline on Friday	Heads, Chairs & Clerks	Action
Safeguarding Audits	All	Info
Safeguarding for Contractors	Heads, SBMs and DSLs	Info
Safeguarding Declaration for Governors and Trustees	Heads, SBMs, Chairs & DSLs	Action
Risk Register and Health and Safety Committee Minutes	SBMs & Clerks	Action
Copyright for images used on schools websites/social media	All	Info
Sustainability Updates: Meter Upgrades and Energy	SBMs and Estates	Info
FINANCE UPDATES	AUDIENCE	TASK
Reminder: Financial Reporting Workshops	Heads, Governors and SBMs	Action
HR UPDATES	AUDIENCE	TASK
Reporting Managers	SBMs	Action
Pay Award - Teaching and Leadership	Heads, SBMs & HR	Info
Booking holidays via Employee Self Service (ESS)	Heads, SBMs & HR	Info
CPD UPDATES AND OPPORTUNITIES	AUDIENCE	TASK
LSP Primary Networks	Primary Heads	Info
Upcoming Lighthouse Learning and CPD Networks	All	Info
Five Counties Teaching School Hub Newsletter	All	Info
LSP SEND staff meeting: Teaching Assistants as Scaffolds with Sally Franklin (UCL)	Heads & SENCOs	Info
'School Improvement Snippets': Moving away from 'hands-up if you know the answer'	Headteachers	Info
KEY LINKS, DATES AND DEADLINES		

## Introduction

You will have seen me write before about the Department for Education's (DfE) flawed funding methodology that has meant that we have had our pockets picked of about £800,000 additional funding that would have supported the pay rises. I am meeting David Withey (Chief Executive of the Education Skills Funding Agency (ESFA)) this Thursday in Bristol to raise the issue again. Dr Liam Fox has also sent a very strongly worded letter (I know because I wrote it!) to the Secretary of State. I have briefed ASCL and NEU who are also making the case.

At this point I am not optimistic that the DfE will make any changes for us as they had to admit a separate £370m funding error last week and my sense is they will dig in on this issue. Their most recent line with me is that the Minimum Funding Level had been so generously increased in previous years that they didn't need to do so this year! I'm not letting it lie.

The above frustration aside, it has been a good week. I'm grateful to the Heads, SBMs and Chairs of Governors who have attended the discussion on our Operational Review. I also enjoyed hearing about Bishop Michael's recent visit to St Mary's (picture below).

If you are taking a break or going away next week, I hope that you enjoy it.

As ever

Gary

*Gary Lewis*

*Chief Executive*



## Trust Closure Days—2023-24

Confirmation that the Trust Closure Days for 2023-24 will be:

- Wednesday 27 December 2023
- Thursday 28 December 2023
- Friday 29 December 2023

You may also wish to note that Monday 25 and Tuesday 26 December and Monday 1 January are all Bank Holidays

## Operational Review Engagement Sessions

Thank you to those who attend the Operational Review Engagement Session on Monday afternoon at Gordano School,

The second session (same content) is taking place today (Wednesday 18 October) 6.00-7.30pm at Churchill Academy & Sixth Form.

If you are planning to attend please book yourself on by 3.00pm today by [clicking this link](#).

## Policies consultation: closing on Friday

A reminder that we are currently consultation on a number of policies—the consultation period closes on **Friday 20 October**.

Operational Policies	
Finance Policy	Scheduled update
Charging and Remissions Policy	Scheduled update
Members, Trustees and Governors Allowances Policy	Scheduled update
Recovery of salary overpayments and correction of underpayments of salaries Policy	Scheduled update
Debt Recovery Policy	Scheduled update
Educational Visits Policy and Guidance	New policy

All of the draft policies are [available on Foldr](#).

Please submit your comments to the consultation to [Eleanor Capel-Davies](#). If you would like to submit changes to any of the policies please highlight your changes or make them using tracked changes and also send them to Eleanor.

## Admissions Arrangements 2025-26: deadline on Friday

A reminder that Heads and Local Governing Bodies (LGBs) should have discussed the oversubscription criteria and PAN for September 2025-26 entry for your school.

If you are proposing any changes/additions to these arrangements you need to inform the [LSP Central Team](#) by **Friday 20 October**. This is so we can draft admissions policies in line with the consultation timelines.

If we do not hear from you then we will not make any changes to your admission arrangements.

Draft admission arrangements will be pulled together over the next few weeks.

## Safeguarding Audits

Thank you to all the schools who have had their LSP Safeguarding Audits this term. The remaining schools have their audits booked in during Term 2.

The feedback and information gathered will be used to identify key areas of CPD and development over the next year.

## Safeguarding for Contractors

There have been several queries recently regarding the safeguarding requirements for contractors and so we would like to remind schools of the following:

A full review of our Trust safeguarding procedures has been carried out and the following contractors have been categorised as defacto employees: **WSS, 2IT, Aspens, Purgo, Cornish Garden Services (& wraparound care providers/sports coaches if the school has them).**

This is because they are regularly on our school sites and/or considered to have regular (this could be once a week) contact with our students. As such they have been asked to carry out the tasks below:

- Safeguarding Basic Awareness course (on appointment)
- Safeguarding Annual Refresher training
- Read Part 1 of KCSIE (annually)
- Declaration of Childcare disqualification (annually)
- Prevent training (once, on appointment) **ASPENS ONLY**
- School Safeguarding briefing on site (once on first visit to site): **The first time a member of staff attends site we would expect a member of school staff to give guidance/instructions bespoke to that site, show them the safeguarding board and DSL for example**
- Safer recruitment (for the person recruiting staff only, every 3 years)

The safeguarding information received from these contractors can be found in [table form on Foldr](#).

Please note, you will need to communicate these requirements to any wraparound care/sports coaches and obtain the relevant information for yourself.

If your school has contractors attending site that are not part of a central contract and you think that they fall into the category of defacto employees then they will also need to carry out these tasks. Please do not hesitate to contact us to discuss any individual contractors.

**All other contractors (e.g Waterhouse, Broadwater, Evo, Dawsons etc)** require an enhanced DBS check and will need to have their ID checked and be made aware of the safeguarding arrangements on arrival at any site on their first visit only. They can then proceed unaccompanied.

**If any contractor does not have an enhanced DBS check then they will need to be accompanied at all times.**

We will shortly be arranging a 'Safeguarding Surgery' on Teams for you to raise any outstanding questions you may have (more details to follow).





## Safeguarding Declaration for Governors and Trustees

Thank you to those who have chased or completed the Annual Safeguarding Declaration for Governors and Trustees (mentioned in the [bulletin last week](#))

There are still a number of schools who are missing a significant number of signed declarations.

Updated responses received so far have been saved [here on the Clerks' SharePoint](#).

Please can SBMs and DSLs check with clerks that all your governors have [completed the form](#) by the end of this week (we are now two weeks past the original deadline date).

If you are currently without a Clerk it is essential that your SBM and DSL complete this task. Please contact [Chris Hills](#) for access to the document on SharePoint.

## Risk Register and Health and Safety Committee Minutes

Thank you to those schools who have already sent us the following documents:

A reminder to send us a copy of your latest Risk Register (due Friday 13 October) and minutes from your Health and Safety Committee to the [LGB Returns email](#).

## Copyright for images used on schools websites/social media

Please be aware that if you use/publish images online, either on your website, social media, or on brochures/posters on your website, you must have the correct copyright permissions to do so. If you do not you will be liable to fines from copyright agencies.

Images from images searches (google for example) will often be copyright protected and schools will be liable to be fined by copyright companies if they republish images online without permission and permits to use the photos.

Canva, Vecteezy and Pixabay offer free images that can be used on websites and social media posts (some will still require a discrete citation of where the image is from).

A reminder that if you are using any images that contain pupils at your school you need to have permission from their parent/carer to post this online.

Schools are advised to review their images as part of their wider [DfE website compliance](#) checks.



## Sustainability Updates: Meter Upgrades and Energy Monitoring

### Energy Sparks

For the past year, LSP schools have been in the position to benefit from the Energy Sparks dashboard and a review of energy usage. Unfortunately, this is moving towards a paid for service with an increasing level of commitment from the schools required. Because of this, we are unable to continue with their provision and will archive the data that we had with them.

However with the meter upgrades that we have scheduled, and the Stark data availability, there should be the same level of data available to schools.

If you have a particular requirement, or wish to continue using Energy Sparks with the new associated costs, then [please email me](#) and we can ensure your data remains live.

### Meter Upgrades

If your electrical meters are due to be reviewed/upgraded in half term you should have received an email with your appointment time(s).

If you have any issues with the appointment(s) you have been given (either by myself or directly by Stark) [please email me](#) as soon as possible.

### Stark Access

As mentioned above with energy data no longer being available through Energy Sparks, please can I ask all half-hourly accounts to check that they have signed up and logged into the Stark portal?

If you have not yet accessed your account, please email [callen@stark.co.uk](mailto:callen@stark.co.uk) directly. If you have any problems, then please come back to me.

*Stephanie Franklin*

*Sustainability Officer*



Eco Forum at Portishead Primary School

## Reminder: Financial Reporting Workshops

A reminder that we have planned some workshop sessions to enable Governors, Trustees, Headteachers and SBMs to have a better understanding of the financial framework within which we work and to ensure an understanding of the budget setting and monitoring timetable and governor responsibilities within it.

The session dates available are:

- Monday 6 November 6.00pm - 8.00pm - Face to Face at Backwell School
- Wednesday 8 November 2.00pm - 4.00pm - Online via MS Teams
- Thursday 9 November 4.00pm - 6.00pm - Online via MS Teams
- Tuesday 14 November 6.00pm - 8.00pm - Face to Face at Gordano School

Please [click here to book your place](#) at one of these sessions.

Bookings will close at 12noon on Friday 3 November.

# HR UPDATES

## Reporting Managers

Prior to the summer break, we asked schools to check and ensure that each employee was assigned a reporting manager. This will ensure that system notifications are directed to the correct person, and that the structure for the school is accurate.

To check the details of reporting managers, and to identify any gaps, please run a Position & Structure Details report from iTrent. Guidance on how to run a structure report and amend the reporting manager can [be found here](#).

If you need further guidance, please contact the [Central HR team](#).

## Pay Award - Teaching and Leadership

The Department for Education (DfE) has published the School Teacher's Review Body (STRB) 33<sup>rd</sup> Report: ['School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions.'](#)

This comes into force on Friday 3 November 2023.

We will implement the Pay Award in line with the STRB recommendations; these will take effect in November's pay and will be backdated to Friday 1 September. The Central HR team will instruct payroll of the pay award uplifts which will update pay details in iTrent in readiness for November payroll.

The LSP Pay Policy will also be updated and re-issued in advance of the pay award being implemented.



## Booking holidays via Employee Self Service (ESS)

The Central HR Team have set up with Neo People 'holiday entitlement rules' for support staff, who are all year round (AYR - 52.143 weeks per year), so they can book time off for holidays via their Employee Self Service (ESS). The 'holiday entitlement rules' are aligned to LSP policies and have been put in place to reduce the admin burden in schools and to avoid staff taking more holiday than they are entitled to. The rules enable the entitlement to increase automatically when a member of staff reaches 5 years and 10 years of service and will reduce if a leave date or a fixed term contract end date is within the current holiday year.

Reporting managers will be sent links to access Manager Self Service during the half term break, along with guidance on how to authorise/reject holiday requests.

Online training sessions for managers will be available on Tuesday 31 October at 09.30am and Thursday 2 November at 3.00pm.





## LSP Primary Networks

It has been great to see so many leaders at our meetings this term and we look forward to seeing more after half term.

We have had to change the dates of the English and SENDCO network in Term 2 - please [click here](#) to view all of the network dates.

Joining information will be sent to delegates by the Wednesday before the network/ CPD event - please contact Sarah Calderwood (via the [Lighthouse Learning email](#)) if you don't receive them.

## Upcoming Lighthouse Learning and CPD Networks

Please email [Lighthouse Learning](#) if you have any questions about the below events.

Date	Event
Friday 20 October 8.30am - 3.30pm in person	<b>PE Leaders Conference</b> English Hub Building, St Peter's School
Monday 30 October 8.45am–3.30pm	<b>Unlocking Excellence English Hub Early Years Conference</b> Speakers include: Early Excellence, Julian Grenier, Kirsty Godfrey.
Tuesday 31 October	<b>Assessment Induction</b>
Friday 3 November	<b>Deputy/Assistant Headteacher Network:</b> Marc Rowlands and continuing work around disadvantage.
Monday 6 November 3.45-5.00pm	<b>Assessment Network: Online</b> (invitations to follow)
Thursday 9 November 3.30–4.30pm online	<a href="#">PAPYRUS SP-ARK training for DSLs</a>
Friday 24 November 1.15 - 4.00pm in person	<b>English Network:</b> English Hub Building, St Peter's School
Friday 17 November	LSP Shared INSET -Tim Sherrington @ St Peter's School
Monday 20 November 1.15-4.00pm	<b>Science Network:</b> Online (more details to follow)
Monday 4 December Timings TBC	<b>SEND Network:</b> Online (more details to follow)

## Five Counties Teaching School Hub Newsletter

Five Counties have released their latest newsletter; [click here to take a look](#).

It contains lots of information including top tips for registering and supporting your ECT as well as free networks and training for SEND and Alternative Provision.

You can also sign up to receive a copy of their newsletter directly to your inbox.



**Five Counties  
Teaching  
School Hubs  
Alliance**

## LSP SEND staff meeting: Teaching Assistants as Scaffolds with Sally Franklin (UCL)

Please find below the link to share with your colleagues for those who are attending the LSP SEND staff meeting with Sally Franklin on Wednesday 1 November.

Sally is a SEND consultant and expert supporting LSP with the Learning Partners Model. This training will be useful for any teacher who works in partnership with a teaching assistant or Learning partner.

I look forwards to seeing you there!

*Debbie Coker*

*Director of Inclusion*

### LSP SEND staff meeting on Teaching Assistants as Scaffolds with Sally Franklin (UCL) Joining Instructions:

Topic: Twilight - EEF SEND Guidance

Time: Nov 1, 2023 03:30 PM London

Join Zoom Meeting

<https://us06web.zoom.us/j/81225922760?pwd=3QiBNyOi9GSjwJJ1obStCBDd1Ac6du.1>

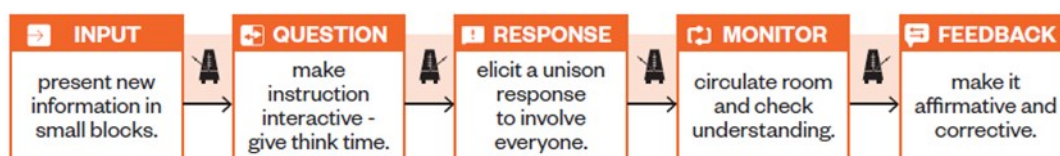
Meeting ID: 812 2592 2760

Passcode: 187913



# ‘School Improvement Snippets’: Moving away from ‘hands-up if you know the answer’

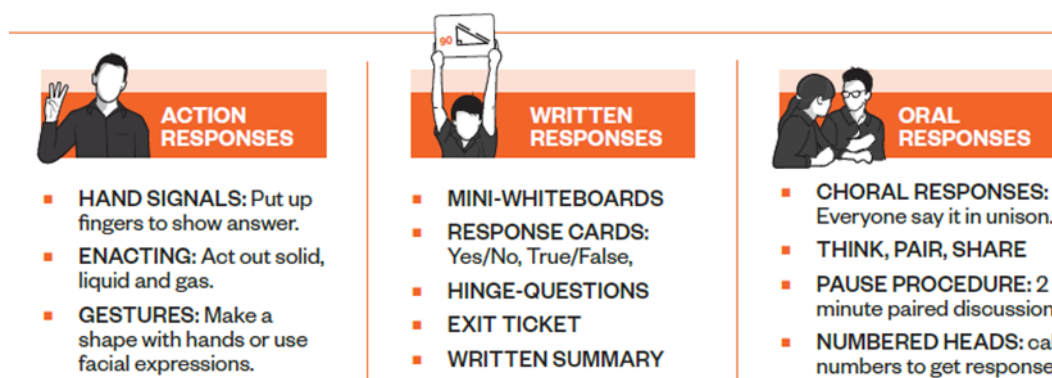
## THE RELATIONSHIP BETWEEN THE 4 ESSENTIAL DELIVERY SKILLS



Last week I shared with you a model for thinking about planning and delivering lessons and units based around explicit instruction. Taking our pupils through the I, We, You ‘recipe’ supports the transfer of knowledge and skills but must involve maximum participation and engagement from pupils through the question, response and monitoring process.

As I have been around schools this week I have been discussing what the evidence says about ‘a hands up if you know the answer’.

The [Reading Framework](#) states that, ‘Asking children to respond to ‘hands up’ is a common part of schools’ teaching but it can cut down opportunities for learning and talk. Schools should consider the drawbacks of a ‘hands up’ approach to children answering questions. Those from families who are accustomed to talking already have the confidence and oral skills to grasp opportunities to speak, and will engage themselves readily in questions and answers. Other children, however, might hold back from responding, including shy ones, those who are new to learning English and those whose oral skills are less well developed. As a result, the language gap widens further. If six children raise their hands and only one is chosen to answer, the other five are excluded, even if they had something worthwhile to say, while 24 further children may stay silent altogether.’



Likewise using lollipop sticks reduces the teachers ability to target questions across the attainment groups or tailor/ adapt questions for individuals based on need. More effective practices involve: using whiteboards to see what everyone is thinking at one time - this also gives you a point of reference when circulating and questioning; think pair share allows pupils to verbalise their thinking whilst the teacher listens and cold calling breeds a culture of accountability where anyone can be called upon at any time. Tom Sherrington has a really useful blog [here](#) around when hands up can be useful.

Each time we check for understanding with our pupils we need to think about how we intentionally develop a culture of 100% participation 100% engagement to support all pupils to actively take part in the learning. We can then assess accurately what pupils know so that if needed the pace of learning can be adjusted. The ‘one pager’ below has more information about using feedback to move pupils forward in their learning.

Neil Lankester  
Director of School Improvement



# Snippets continued—Formative Assessment

This one-pager summarises five formative assessment strategies from the 2015 book 'Embedding Formative Assessment' by Dylan Wiliam and Siobhán Leahy.



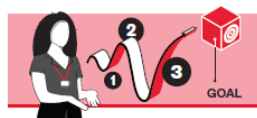
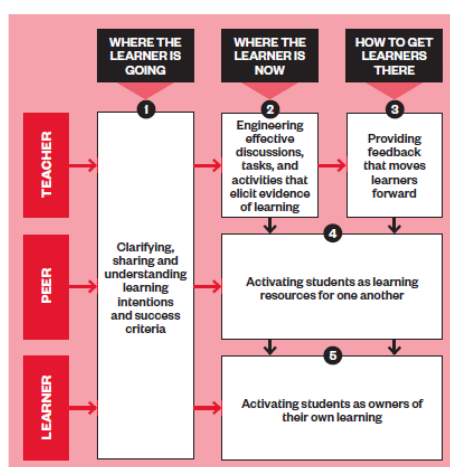
DYLAN WILIAM & SIOBHÁN LEAHY

## FORMATIVE ASSESSMENT FIVE STRATEGIES TO MOVE LEARNERS FORWARD

DESIGNED BY JAMIE CLARK | @XPATEDUCATOR

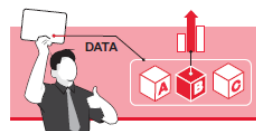
### EMBEDDING FORMATIVE ASSESSMENT (2015) PRACTICAL IDEAS FOR CLASSROOM FORMATIVE ASSESSMENT

Dylan Wiliam and Siobhán Leahy's highly practical book, *Embedding Formative Assessment* presents five essential strategies to support the implementation of formative assessment. For each strategy, Wiliam and Leahy provide a number of tips and variations to help teachers make day-by-day, minute-by-minute, instructional decisions to maximise student outcomes. The Five Key Strategies of Formative Assessment diagram below, (created by Leahy et al in 2005) connects formative assessment processes with the role of three key agents: teacher, peer and learners. Since then, Wiliam and Leahy's thinking has moved on slightly, nevertheless, the ultimate goal of the strategies is to guide students to become independent learners.



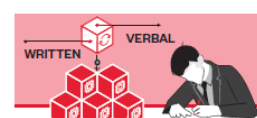
#### STRATEGY 1 CLARIFYING LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning intentions are descriptions of intended learning and are useful for educators when planning their teaching. Success criteria are descriptions of task performance and are useful for *evaluating* teaching, and therefore useful for both teachers and students. Misuse can turn them into checkboxes that detract from long-term goals. Showing anonymous samples of work can help students to see what high-quality work looks like. Clarify 'big ideas' and develop progressions that encompass stages of the learning process.



**STRATEGY 2**  
**ELICITING EVIDENCE OF PROGRESS**

Eliciting evidence of what students can do is valuable for informed decision-making in the teaching and learning process. Planning quality questions with colleagues enhances the design of effective questions, activities, and tasks. Purposeful high-order questioning engages students and provides insights into their knowledge. Use no-hands-up approaches to get whole class responses. For example, promote active participation with mini whiteboards. Retrieval practice and well-designed hinge questions, or exit tickets are also effective methods of checking what students can do.



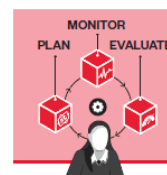
**STRATEGY 3**  
**FEEDBACK TO IMPROVE THE LEARNER**

Wiliam and Leahy stress that "feedback should be more work for the recipient than the donor." This means that feedback should be clear, helpful and actionable with the intention of improving the learner not the work. Give comment-only feedback on key pieces of work and allocate subsequent class time for students to respond to your feedback. Implement low-effort, high-impact strategies like turning feedback into detective work where students find a mistake or solve a puzzle. Digital tools also provide support for workload and are great for both verbal and written feedback.



**STRATEGY 4**  
**ACTIVATING STUDENTS AS LEARNING RESOURCES**

Provide students with opportunities to support each other through the learning process. Peer feedback is particularly powerful when scaffolded effectively - for example, using structured *kind, specific and helpful* language or 'two stars and a wish' criteria. Prioritise individual accountability in group tasks by assigning specific group roles with care. For example, do not assign a student as a 'reporter' until the end of the work. Disciplined *think, pair, share* routines or peer-to-peer quizzing activities can provide powerful opportunities for student talk and collaborative challenge.



**STRATEGY 5**  
**ACTIVATING STUDENTS AS OWNERS OF THEIR OWN LEARNING**

As teachers, our ultimate objective is to nurture confident lifelong learners who can thrive beyond the confines of our classroom. Equip students with a repertoire of metacognitive strategies to enable them to plan, monitor, and evaluate their own learning regularly. To develop their self-assessment skills, encourage students to use traffic light colours to judge their understanding and implement surveys to address students' feelings, thoughts and actions so that they can improve next time. The focus should be on continuous improvement, not students' marks or grades.

READ THE BOOK FOR MORE: EMBEDDING FORMATIVE ASSESSMENT BY DYLAN WILIAM AND SIOBHÁN LEAHY, LEARNING SCIENCES INTERNATIONAL, 2015

You can download a copy of this graphic, and other 'school improvement snippets' documents [on Foldr](#).



## KEY LINKS, DATES AND DEADLINES

These reminders not replace to Annual Planner so please ensure you are checking this regularly.

*Please note the following links will only work for those who already have access to the relevant site or folder. If you feel you need to be given permission to access something please let us know.*

[Click here to access the Annual Planner \(via Sharepoint\)](#)

[Click here to access an index of previous bulletin articles](#)

[Click here to access previous editions of the LSP weekly bulletin](#)

DATE	KEY DATE OR DEADLINE	FAO
Friday 20 October 2023	Deadline for any proposed changes to Admission Arrangements for 2025-26 to be submitted to LSP Central Team	Heads, Chairs
Friday 20 October 2023	Policy Consultation Ends: All of the draft policies are <a href="#">available on Foldr</a> .	All
Wednesday 1 November 2023	Deadline to return Teacher Pay Progression Spreadsheet to HR	Heads & SBMs
Tuesday 7 November 2023	Deadline for Primary Headteachers to submit the Headteacher's declaration form (HDF) on the DfE Baseline e-portal (BeP)	Primary Heads
Wednesday 8 November 2023	School Leaders' Meeting @ Nailsea Baptist Church	Headteachers

### 'Appraisal Season'

All staff appraisals (except Heads) should be completed by Friday 20 October (end of Term 1).

Templates for these documents can be found here

[Foldr](#)

[LSP Communications SharePoint](#)

Please ensure you download a copy onto your school server before circulating to staff.



LIGHTHOUSE  
SCHOOLS PARTNERSHIP