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**Tameside**
*Metropolitan Borough*

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# EDUCATION ATTAINMENT IMPROVEMENT BOARD

**Day:**      **Tuesday**
**Date:**     **20 October 2020**
**Time:**     **3.30 pm**
**Place:**    **SKYPE MEETING - SKYPE MEETING**

| Item No. | AGENDA | Page No |
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| **1.** | **APOLOGIES FOR ABSENCE** | |
| | To receive apologies for absence from Members of the Board. | |
| **2.** | **DECLARATIONS OF INTEREST** | |
| | To receive any declarations of interest from Members of the Board. | |
| **3.** | **MINUTES** | 1 - 4 |
| | To receive the Minutes of the previous meeting held on 23 June 2020. | |
| **4.** | **EDUCATION RECOVERY PRIORITIES** | 5 - 34 |
| | To consider the attached report from the Assistant Director, Education. | |
| **5.** | **URGENT ITEMS** | |
| | To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency. | |

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**EDUCATION ATTAINMENT IMPROVEMENT BOARD**

**23 June 2020**

**Commenced:** 3.30 pm                                                    **Terminated:** 4:30 pm

**Present:**              Councillors Feeley (Chair), Boyle, Cooper, Patrick and M Smith
                          Paul Jacques

**In Attendance:**       Sandra Stewart          Director of Governance and Pensions
                         Richard Hancock         Director of Children's Services
                         Tim Bowman              Assistant Director, Education
                         Catherine Moseley       Head of Access Services
                         Jane Sowerby            Lead Primary School Performance and Standards
                                                 Officer
                         Julie Waterhouse        Access Manager
                         Jacqueline Nurney       Early Education Funding and School Organisation
                                                 Manager

**Apologies for Absence:**      Andrea Radcliffe and Elizabeth Turner

## 1      CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and read a statement of thanks from, Elizabeth Turner, headteacher at Millbrook Primary & Nursery School for the guidance and support offered by the Education Service to schools during the COVID-19 pandemic.

The sentiments were echoed by other Members of the Board who wished to extend their thanks to the Education Service and headteachers for their resilience during the crisis.  The clear and regular communication between schools and parents was also praised.

## 2      DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

## 3      MINUTES

The Minutes of the Education Attainment Improvement Board held on 14 January 2020 were approved as a correct record.

## 4      PLANNING FOR SCHOOL REOPENING

The Assistant Director, Education, submitted a report containing analysis of the impact of school closures within the Borough and the plan for a wider re-opening of schools following a Government enacted closure in March 2020 due to the COVID-19 pandemic.  The Government had announced on 10 May 2020 that schools should begin to reopen from 1 June 2020 for pupils in reception, Year One and Year Six.  However, wider reopening within the Borough was delayed until 22 June due to concerns regarding the coronavirus infection rate in the North West region.

The Head of Access Services explained that the vast majority of schools in Tameside had remained open to support vulnerable pupils and the children of key worker parents during the crisis.  School attendance within the Borough had averaged two to three per cent during most of

the closure period which was broadly in line with national attendance figures collated by the Department for Education (DfE). Since the Easter break in mid-April, the number of children attending school had steadily increased and attendance had been slightly above the national average. The Assistant Director, Education advised Members that on the first day of wider reopening on 22 June around 11% or 3,500 pupils had attended school across Tameside.

Following an announcement from the Secretary of State for Education that schools should reopen more widely to pupils from early June, a Scenario Planning Group comprised of school leaders and senior council officers had been convened. The Group had focussed on a number of key themes that included advice, support and guidance for staff; logistics planning; protocols, guidance and processes to support vulnerable children; and an assessment of the quality of the current and future educational offer. In addition, schools had also received the following support from the outset of the crisis:

- Regularly updated Frequently Asked Questions (FAQs) from the Council's Human Resources (HR) team;
- Daily phone calls through Link Officers drawn from a range of teams within Education and Early Help;
- A new early help pathway and website;
- Parent packs to support reading at home and phonics;
- Review of risk assessments for school buildings and vulnerable children;
- Updated safeguarding protocols; and
- Intervention from Pupil Support Services staff on request.

Members praised the safe and sensible approach adopted by the Council in relation to the wider reopening of schools.

**RESOLVED**
**That the Board note the report received by the Council's COVID-19 Executive Board and the executive decision made by the Executive Member and Chair of the Education Attainment Improvement Board.**


## 5 REASONABLE ENDEAVOURS

Consideration was given to a report received by the Council's COVID-19 Executive Board and the executive decision made by the Executive Member for Lifelong Learning, Equalities, Culture and Heritage and Chair of the Education Attainment Improvement Board. The COVID-19 pandemic necessitated that the Council used its '*reasonable endeavours*' to secure special education provision specified in Education Health and Care Plans (EHCPs) for children with special education needs (SEN). Whilst for some children the provision specified in their plan would continue to be delivered, for others the provision would need to be temporarily different from that set out in their ECH Plan.

The Assistant Director, Education explained that the Council had to establish a process to ensure that the provisions set out in ECHPs continued to be delivered during the coronavirus lockdown and throughout the phased reopening of schools. This was to be in accordance with the Council's statutory duties and the provisions in the Coronavirus Act 2020 and related Government notices and guidance. The Council had considered the following options to ensure that the provisions laid out in EHCPs could be delivered:

- No process put in place;
- Every Plan (1600+) be formally reassessed and a new plan issued; or
- Work with the children, parents or carers and educational settings to establish whether the child's needs could be best met at home, and be safer there than attending an educational setting.

Members were informed that the Council had opted for a school-led process to determine what provision and in which setting this was to be delivered for each child with an EHC Plan and whether this was reasonable. In addition to robust consultation with key partners, it was considered crucial that parents/carers and where possible children and young people be involved with the decision-making process and fully concurred with what was agreed. The Council did not have sufficient capacity to reassess all plans and the administrative burden of such an undertaking would impact on the support for children. A wholesale reassessment exercise was also unlikely to be welcomed by parents. It was stressed that the chosen option would allow each young person's plan to be individually considered without the need for a full reassessment. The Assistant Director, Education anticipated the completion of a provision template for each child with an EHCP over the next six weeks.

**RESOLVED**
**That the Board note the report received by the Council's COVID-19 Executive Board and the executive decision made by the Executive Member and Chair of the Education Attainment Improvement Board.**

## 6 DIGITAL DEVICES

Consideration was given to a report received by the Council's COVID-19 Executive Board and the executive decision made by the Executive Member for Lifelong Learning, Equalities, Culture and Heritage and Chair of the Education Attainment Improvement Board. The Department for Education (DfE), in response to the COVID-19 related closure of schools, launched a scheme to provide digital devices (laptops and tablets) for disadvantaged families, children and young people who did not currently have access to them through another source. The Council therefore had responsibility to decide how eligible children would be identified; how devices would be delivered to eligible children; who would own the devices; and how children would be safeguarded whilst using the devices.

The Assistant Director, Education explained that the Council had been allocated 144 devices for pupils in maintained schools in Year 10, 964 devices for pupils with a social worker and 184 4G wireless routers by the Department for Education. A total of four options were considered and it was advised that the ownership and related liabilities for the devices would rest with schools once the devices had been distributed. This was considered the most appropriate option given that each school would have different IT solutions and software. In addition, schools were deemed to be best placed to ensure appropriate IT safeguards and online safety were put in place given that they had existing expertise in this area.

Members were informed that the devices were now being distributed to the identified children and young people with officers confident that they would be available by the stated deadline. Whilst Members expressed concern that the devices had arrived too late from Government, given that more children were returning to the classroom following school closures, they were nonetheless welcomed as a way of addressing digital disadvantage and progressing children's learning.

**RESOLVED**
**That the Board note the report received by the Council's COVID-19 Executive Board and the executive decision made by the Executive Member and Chair of the Education Attainment Improvement Board.**

## 7 ANNUAL CHILDCARE SUFFICIENCY REPORT

Consideration was given to a report of the Assistant Director, Education, outlining the outcomes of the childcare sufficiency annual report 2019. The report included an analysis of the supply and demand for childcare within the Borough and any changes from the previous year, e.g. whether

any new provision had been established or childcare closures.  These changes would indicate any change in the stability of the childcare market in Tameside.  The report set out how the childcare market was assessed and where there was a need for additional places and detailed any actions recommended or taken for this to be achieved.

The overall position within Tameside was stable but this was likely to change during 2020 as a result of the COVID-19 pandemic.  A discussion ensued regarding the sustainability of the sector in light of the current public health crisis.  It was explained that providers continued to receive funding from the Council and some employers had taken advantage of the Government's job retention scheme.  The real challenges for the sector were likely to be apparent later this year and into 2021.

**RESOVLED**
**That the content of the report be noted and approved for publication on the Council's website.**


**8      URGENT ITEMS**

The Chair reported that there were no urgent items for consideration at this meeting.


                                                                                                **CHAIR**

| | |
|---|---|
| **Report to:** | **EDUCATION ATTAINMENT IMPROVEMENT BOARD** |
| **Date:** | 20 October 2020 |
| **Executive Member / Reporting Officer:** | Councillor Leanne Feeley – Executive Member for Lifelong Learning, Equalities, Culture and Heritage |
| | Tim Bowman – Assistant Director, Education |
| **Subject:** | **EDUCATION RECOVERY PRIORITIES** |
| **Report Summary:** | The report outlines the work that has been undertaken by all in Tameside to ensure that schools open to their pupils in a safe and sensible way.  The approach has always been inclusive and collaborative with some key pieces of work such as our "Back to School – Tameside Loves School" campaign held up as national good practice.  The range of measures in place and guidance that has been assimilated has been significant and the new year will undoubtedly bring additional challenges.  However, the approach taken so far will stand the borough in good stead to meet any challenges going forward. |
| | The report also outlines the recovery priorities within Education Services, the challenges we have in delivering them and how these challenges will be met. |
| **Recommendations:** | It is recommended that the Board note the content of the report. |
| **Corporate Plan:** | The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to open to pupils in September 2020 and continue to provide for children throughout the academic year. |
| **Policy Implications:** | The report sets out the position in line with Council policies and the statutory framework. |
| **Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)** | It is estimated that Tameside schools and Academies will receive £2.9m of grant funding in COVID catch-up premium for the academic year 2020/21 to support students to catch up from lost teaching time.  Confirmed values are expected by December 2020.  It is unknown at this stage if the funding is sufficient to pay for the support needed. |
| | A grant has been allocated from the DfE to support Wellbeing on a return to Education of £35k.  It is unclear at this stage the level of support that will be necessary on return. |
| **Legal Implications: (Authorised by the Borough Solicitor)** | Members and Officers all need to be aware that when navigating the effects of the COVID pandemic on the delivery of education for both pupils and staff that risk and equality impact assessments are both critical tools for ensuring that decisions are made on a well-informed basis having regard to both risk and impact to ensure that responses are both reasonable and proportionate. |
| **Risk Management:** | The whole school risk assessments completed by schools alongside all guidance from the Department for Education should have been used to enable each school to assess the level of risk and how it can be mitigated in order to ensure schools can open |

and operate safely

**Background Information:** The background papers relating to this report can be inspected by contacting Tim Bowman, Assistant Director, Education:

☎ Telephone: 0161 342 2050

🌐✉ e-mail: tim.bowman@tameside.gov.uk

**COVID RECOVERY IN SCHOOLS IN TAMESIDE**

## 1. BACKGROUND

1.1 Schools were closed to all but our most vulnerable children and the children of our key workers from mid-March. Primary schools opened more widely to Reception, Year 1 and Year 6 pupils after Whit half terms and our secondary schools opened to Year 10 pupils.

1.2 The wider opening was carefully planned by schools and followed government guidance and was supported by the colleagues across the Council, particularly from the Health and Safety and Public Health teams. All of the wider opening was done taking a safe and sensible approach, with local trade union and staff representatives being fully involved at all planning stages.

1.3 Support for schools and colleges throughout the pandemic has always been available to all schools, whatever type they may be and whatever phase or sector they are in. This has helped to maintain a borough-wide approach to identifying collective processes which support local decisions.

1.4 Tameside maintained schools and academies were open throughout the pandemic.

1.5 All Tameside schools opened in September to all pupils, a credit to the hard work and commitment of Tameside headteachers.

1.6 Although all children have had their education disrupted, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

1.7 Headteachers and school leaders in Tameside have worked tirelessly throughout the COVID period supporting children and their families, acting as leaders in their communities, supporting and reassuring their staff and working effectively in a high-stakes, high-stress context, many without taking a day off since February half term. Special school leaders had to go to significant additional lengths to ensure that students and staff were safe.

1.8 Risk Assessment measures in place in schools have been successful, despite a number of positive cases of COVID affecting schools. Instances of transmission within schools and settings have been incredibly rare. However, a number of schools have been affected by more than one positive COVID case.

## 2. LOCKDOWN: WHAT HAS BEEN DONE TO SUPPORT SCHOOLS AND OUR FAMILIES

### Digital Devices

2.1 Each local authority was allocated a number of digital devices for vulnerable children who didn't have access to the technology needed to access an online curriculum. In Tameside, we received 964 laptops and 124 4G routers. These were distributed to children with social workers through schools, colleges and social workers in accordance with the criteria determined by the DfE, this included support information to ensure that children could access appropriate activity through the devices. In addition, the DfE supplied a number of laptops directly to our secondary schools specifically for disadvantaged Year 10 children without digital access.

### Risk Assessments

2.2 Risk assessment guidance was developed to assist schools to plan for their September opening. The documents were shared with all schools and the approach taken was

intended to be supportive and to help achieve the consistency needed whilst retaining the flexibility for local decisions.

**Webinars**

2.3     Webinars on the latest guidance and local response were organised by Health and Safety and Public Health and made available to all schools and education providers in the borough.   The sessions were recorded and made available on the schools and colleges intranet for reference when formulating risk assessments.

**Planning and Communication**

2.4     At the start of lockdown, the Council quickly implemented daily phone calls to all schools and early years providers through Link Officers drawn from a range of teams within Education and Early Help Services.  These phone calls have been invaluable in providing a good quality and consistent two-way communication channel and have proved to be beneficial to everyone involved.  The following was received by one of the School Link Officers from a headteacher at the end of the summer term:

*"I want to just pause a moment and take time to thank you for the brilliant support that you have afforded me during the Lockdown period.  A time we will never forget and a bond between us that will always remain for future great work together!  I want you to know that you are a part of the success that we have had as a school during the past few months, because you are the person that has kept me going and encouraged me with your words and actions."*

2.5     There has been regular scenario planning group meetings with representatives from schools, colleges, trade union/professional associations and local authority colleagues. This group has been crucial in developing and communicating local guidance.

2.6     There was an at least weekly email from the Assistant Director, Education to update schools and providers on the latest national and local guidance.

2.7     The schools and colleges intranet was launched during this period and has been used as a platform to host all the information that has been provided to schools.

2.8     Regularly updated FAQs for the workforce were distributed on a weekly basis to advise school leaders and staff of the latest information and guidance available for staff, including advice on health, safety and wellbeing at work.

**Free School Meals**

2.9     Schools continued to provide free school meals to eligible children during the COVID period.   There were increasing numbers of parents and carers experiencing financial hardship who became eligible for free school meals.  Free school meals were provided in a variety of ways by schools including the provision of vouchers, daily lunch packs taken to homes and within schools themselves.  Many schools also contributed to local foodbanks.

2.10    The provision of free school meals continued throughout the summer holidays, mostly through the use of vouchers.

**Support for Transition**

2.11    A series of protocols and documents were developed with PVIs, schools, and colleges to support transition from early years to primary school, from primary school to secondary school, and from secondary school to post-16 provision as many of the usual events were unable to take place. These were shared with all schools and early years' providers.

**3.     COVID RECOVERY: WHAT WILL BE DONE TO SUPPORT SCHOOLS AND FAMILIES?**

**COVID Catch-up Premium**

3.1     Government has announced £1 billion of funding to support children and young people to catch up.  This includes a one-off universal £650m catch up premium for the 2020-21 academic year.  Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to year 11. Special Schools will be provided with £240 for each pupil.

3.2     The Government has launched a £350 million National Tutoring Programme to provide additional, targeted support for disadvantaged children.  This will be accessible in the second half of the autumn term.  As part of this offer, schools have been encouraged to apply for funded training and resources for early language intervention (NELI) which has previously been offered to Tameside schools where there is the lowest GLD.  The Council will support schools taking advantage of this training by establishing support networks to embed practice.

**Education Partnerships: Education Endowment Foundation (EEF)**

3.3     EEF partnership is focused on catch up for disadvantaged pupils and teacher and headteacher CPD has been adjusted to reflect the catch-up needs for this group of pupils, including a continuing focus on early language development, early literacy, and making a difference for disadvantaged pupils.

**Education Partnerships: The Ogden Trust**

3.4     Tameside has attracted funding and support from The Ogden Trust, a physics endowment fund aiming to develop standards in physics starting in the early years right through to post-16.  Working with the Trust, which has appointed a local co-ordinator and physics specialist, drawn from our schools, we have shared the partnership details with primary and secondary headteachers and established a stakeholder steering group including headteachers, post-16, and local business.  This is a long-term investment in Tameside by the Ogden Trust and over time, we would expect to see raised achievement and attainment in science subjects overall, especially physics outcomes.

**Education Partnerships: GMCA Year 1 Recovery Curriculum**

3.5     Early Years Leaders from across Greater Manchester have developed a series of research-focused seminars aimed at supporting primary school head teachers and leaders to understand what kind of curriculum children need in Year 1 as a result of time lost due to COVID.  The sessions have had very positive feedback and reflect on the impact of COVID-19 restrictions on shortening the EYFS offer for pupils and the different approaches that can support a positive return to learning in Year 1.  They are language-focused and the approach, a virtual research meeting, has had significant reach across Greater Manchester, establishing school-level collaborations across the authorities.

**Social Care Partnerships: Social Workers in Schools and DSL Supervision RCTs**

3.6     Colleagues in Social Care have secured funding and participation in two important research programmes to support secondary-age children, their families and schools.  Social Workers in Schools is a one-year project which funds a social worker post based in the secondary schools and aims to improve the relationships between social workers, schools and families to support early intervention with hard to reach students and families.  Designated Safeguarding Leads Professional Supervision provides much needed supervision for school DSLs who deal with complex and significant caseloads and rarely receive

supervisory support. Both of these research programmes are randomised control trials meaning 50% of schools will be able to participate.

**Key Stage Four National Exams**

3.7　It is becoming increasingly clear that children in Year 11 will receive a significantly disrupted year of learning due to the impact of COVID-19. The level of disruption is likely to be much greater for children in the North West than in other areas of the country due to the high levels of COVID-19. With a system calibrated to produce continuity, comparable outcomes, this disadvantage will be disproportionately greater for children in Tameside and the North West. Schools, students, parents and education colleagues are increasingly concerned about the impact on our students in this key year group.

**Task and Finish Groups**

3.8　Inclusion and School Improvement Task and Finish groups have been established to develop an enquiry-based approach to the challenges faced by school leaders. The Task and Finish Groups are also responsible for curating and sharing school-level resources through the new Schools Intranet set up during lockdown. Discussions are focused on:

- Support for the most vulnerable
- Tameside Loves Reading
- Digital Learning
- Attendance
- Support for the most vulnerable

**Specialist Pupil Support**

3.9　All Specialist outreach Pupils Support services for children with additional educational needs are back in full operation, providing guidance and support for children with social, emotional, mental health Needs (SEMH), communication and interaction needs, autism, cognition and learning needs, visual, hearing and multi-sensory impairment. In addition to outreach support, specialist pupil support services for children with SEMH have now opened their off-site intervention facility at Discovery Academy for key stage 1 pupils. This facility provides temporary bespoke specialist intervention for key stage 1 pupils, struggling to cope in their mainstream school environment.

**Children / Young People with AGPs**

3.10　In Tameside we have a very small number of young people with highly complex physical needs, requiring them to have regular Aerosol Generated Procedures (AGPS). AGPs include procedures such as: Intubation, Extubation, Manual Ventilation & Open Suctioning, Tracheotomy / Tracheostomy procedures (insertion/open suctioning/removal), Bronchoscopy, Non-invasive ventilation (NIV), High-Frequency Oscillating Ventilation (HFOV), High Flow Nasal Oxygen (HFNO), also called High Flow Nasal Cannula and Induction of sputum. In order for these procedures to be carried out safely in schools and settings, very particular and precise arrangements and protocols must be adhered to. In the current context of COVID-19, any AGP is considered a high risk procedure, and it is imperative for the safety of both staff and the children themselves that the correct processes are in place and strictly adhered to. AGPs must be carried out in a designated room, well ventilated with a window that can be opened and with minimal amount of equipment in the room, and no soft furnishings/ carpet. Staff undertaking aerosol generating procedures must always wear a disposable fluid resistant gown, disposable gloves, an FFP3 mask and eye/face protection. For this "high grade personal protective equipment, staff must be Fit Test trained and only those who have been Fit Test trained can perform AGPs. The SEND team and schools have been working closely with colleagues from Public Health England, the School Nursing team and the Infection Control

team since before the summer break to prepare the relevant settings to receive this small cohort of children back to school in the autumn term.  The challenges created by the COVID-19 epidemic have put considerable strain on the services carrying out the necessary training and Fit testing creating some unavoidable delays in staff accessing the training.  All training and FIT testing has now been completed and settings are in receipt of the correct PPE, allowing the young people to return to education over the next two weeks.  Whilst settings have been preparing to welcome these leaners back, regular outreach support and educational opportunities have been provided to the children/ young people and their families.

**Vulnerable Students Self-Isolating**

3.11    As community transmission rates of COVID have risen in Tameside, a growing number of students have been required to self-isolate at home, either because they are symptomatic or due to being identified as a contact of a confirmed positive case.  In certain cases, these students have additional special educational needs, an underlying health condition and/or involvement from Children's Social Care.  For a small number of these vulnerable students, the self-isolation period creates risk for the learner and/ or their family due to them being at home for a two week period, without access to their usual support networks, respite opportunities, therapies and school/college.  In some of these cases, the students are known to multiple agencies.  Responding to the rising rate of vulnerable students self-isolating, representatives from SEND, Children's Social Care, the CCG and Healthy Young Minds have come together to design and implement a multi-agency response process to ensure that these young people and their families are accessing appropriate support during the period of isolation as early as possible.  To date the process has been used to support 4 families, allowing young people to benefit from enhanced multi-agency support and intervention during the period of self-isolation and consequently mitigating the previously identified risks.

**Tameside Loves Reading – All Age Plan**

3.12    Tameside Loves Reading has developed an all age plan (**Appendix 3**) which is a commitment from the Council to bring together services, projects, initiatives and strategies being delivered to children, young people and adults across the borough, harnessing a love and enjoyment of reading and improving literacy skills.  The All Age Plan is being implemented across the borough to aid the COVID recovery process and to improve literacy outcomes for all.  As part of the All Age Plan a snap shot of projects taking place, are listed below:

- The Ripple Project - An intergenerational cultural project using film, theatre, social media, online/digital platforms to gather and tell lockdown stories and shape a positive vision for a world beyond it.
- Public Health Intergen Project - Engagement of individuals aged 50+ to link with local schools for a befriending project. Sharing skills to improve lives.
- Words for All GM partnership around developing vocabulary and reading in secondary age children.
- WELL-COM language identification and intervention tool in the early years.
- Nuffield Early Language Intervention (NELI) targeted language development in the early years.
- Virtual Reading Volunteers - A 30-minute 1:1 reading session per week currently streamed through a secure online platform.  The session can be repeated with a number of children.
- Bookstart and family learning - Further development of Bookstart across Tameside including training for practitioners and the implementation of Bookstart corner with family support groups
- Home Library Service prescription service - supporting those who are socially isolated and working with social care teams to refer individuals

- Making it Real (Raising Early Achievement in Literacy) - A programme that works with practitioners to support children's early literacy and development.

### Remote Learning

3.13 A significant part of recovery support for schools centres around a strong remote learning strategy. All schools are expected to have a plan in place by the end of September but it will be particularly important for secondary schools to have a strong and clear remote offer. We are working with our research school and local EdTech Demonstrator School, as well as key school leaders, to support schools develop their offers.

### Attendance Campaign

3.14 Our "Back to School – Tameside Loves School" campaign consisted of the following:

- Reassurance poster. This has been shared on social media on a regular basis over the summer holidays. Hard copies have been sent to all schools and are displayed in children's centres, supermarkets and clinics.
- Banners have been devised and have been put up in each town in Tameside.
- Tameside Radio and the Reporter have been involved in filming children and the headteacher at Silver Springs Academy on the benefits of attending school. This article appeared in the Reporter and has been on the radio and website.
- New notice boards are being prepared within each children's centre that is open.
- A compendium of age appropriate resources has been gathered for schools to use with pupils on their return to school.
- A 100% attendance campaign is being devised for the first half term with certificates available to schools.
- A message of congratulations is being recorded by one of the elected members / mayor to be played in school assemblies etc.
- Advice notes are being prepared for schools, social workers, to give one page reminders on the following topics: supporting the education of pupils with medical conditions, children missing education, elective home education, flexi schooling, the use of penalty notices and register codes

### Free School Meals

3.15 Schools are required to continue to provide food parcels for eligible families who are unable to attend if they are:

- are self-isolating
- have had symptoms or a positive test result themselves
- are a close contact of someone who has coronavirus (COVID-19)
- are not attending as a result of local lockdown arrangements.

3.16 The Council has negotiated with Robertson to organise food parcels for children in receipt of benefit-related Free School Meals meeting the above criteria.

### Wellbeing in Schools

3.17 Student wellbeing: 'Wellbeing for Education Return' will better equip schools and colleges to promote children and young people's wellbeing, resilience, and recovery in response to COVID-19. As well as strengthening and building wellbeing and resilience, this aims to prevent the onset of mental health problems and ensure those with pre-existing or emerging difficulties access the right support. Tameside has been allocated £35,462 by DfE and Department of Health and Social Care and a multi-agency plan is being developed to implement the scheme in the borough.

3.18    Staff wellbeing: headteachers have reported the introduction of a number of activities in school to support their staff wellbeing.  This includes some schools setting up their own wellbeing champions and senior leaders holding confidential wellbeing discussions with staff on a one to one basis.  The Council is committed to developing other packages of physical and mental wellbeing support for school-based staff, similar to those available to council based staff during the pandemic.

3.19    Headteacher wellbeing: the Council is concerned about headteacher wellbeing and has committed to making a package of support available to headteachers.  The Scenario Planning Group have discussed this with key stakeholders and is responsible for agreeing the right support.

**The Contain Framework**

3.20    The Government has produced a framework that sets out how national and local partners will work with the public at a local level to prevent, contain and manage outbreaks.  On 28 August 2020, the Government announced additional guidance on tiers of national restriction for education and childcare settings.

3.21    In local areas where restrictions have been implemented (from national direction), the Government anticipates that education and childcare will usually remain fully open to all.

3.22    There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner.   These 'tiers of restriction' will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for education provision in all cases.

3.23    The tiers of restriction are as follows:

3.24    **Tier 1:** The default position for areas in national government intervention is that education and childcare settings will remain open.  In education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, where social distancing cannot easily be maintained.

3.25    **Tier 2:** Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings remain open. Secondary schools move to a rota model, combining on-site provision with remote education.  They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers.  Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

3.26    School leaders, unions and Council colleagues have worked together to create a Tier 2 Contingency Plan for Schools (**Appendix 1**).

3.27    **Tier 3:** Childcare, nurseries, primary schools, AP, special schools and other specialist settings remain open.    Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education).  Other pupils should not attend on site. Remote education to be provided for all other pupils.

3.28    **Tier 4:** All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers.  All other pupils should not attend on site. AP,

special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

3.29 Currently, schools nationally and in Tameside are Tier 1.

## 4. COVID RECOVERY: OTHER SERVICE CHALLENGES

### The Access Services

- Maintaining attendance of cared for children in schools where possible and providing digital learning opportunities and equipment to access the curriculum if they are required to self-isolate
- Ensuring that all cared for children have an up to date PEP for this term and aim for 100% of children to have a PEP as last term.
- Implementing a new funding model for Early Years provision for this term.  We will fund settings on the basis of participation for the Autumn 2020 Term, however if this is lower than Autumn 2019 overall participation for settings who are open and have continued to provide early years provision, we will fund at that Autumn 2019 position. This ensures that settings are being funded as a minimum at their overall participation levels at autumn 2019.
- Providing an effective service to increased numbers of parents who have elected to provide home education for their children.  There have been 55 new notifications just in September 2020, the previous highest month over the last three years was 15 and an average of six per month.  This is a surge in demand experienced across England.
- Maintaining an effective statutory school admissions service in light of staff leaving the service and unprecedented levels of applications for in year school transfers
- Responding to requests from schools to support with good attendance practices in light of the pandemic and self-isolation issues in schools whilst maintaining levels of traded service
- Maintaining a level of music tuition in schools in a safe and sensible manner.

4.1 Challenges for the service due to COVID in meeting the priorities:

- Only carrying out home visits when essential.  This is a particular issue where parents are home educating as the service usually carries out a home visit within a short space of time of being notified of the intention to home educate.  Each visit will be risk assessed and carried out virtually if possible and with parental consent.
- PEP meetings will be carried out virtually unless there are specific reasons for needing a face to face meeting and then only after a specific risk assessment has been completed.
- Scheduling a large number of home education home visits with a static staff team. Visits are unlikely to happen within usual timescales but will still be within statutory timescales.
- Music tutors will follow school risk assessments and where teaching in schools is not possible, tuition will be provided digitally.

## 5. CONCLUSION

5.1 Much collaboration and hard work has been undertaken by all in Tameside to ensure that schools have been open to their pupils in a safe and sensible way.  The approach has always been inclusive and collaborative with some key pieces of work such as our "Back to School – Tameside Loves School" campaign held up as national good practice.  The range of measures in place and guidance that has been assimilated has been significant and the new academic year will undoubtedly bring additional challenges.  The approach taken so

far continues to stand the borough in good stead to meet ongoing challenges and disadvantage.

5.2     Headteacher wellbeing is an area for further support and this will be developed throughout the first half of the autumn in consultation with schools leaders.

5.3     Many children in Tameside will be particularly disadvantaged by the impact of COVID-19. Disadvantaged learners, in particular and those entering end of key stage 4 national exams.  The Council must advocate for these children and their future life-chances.

5.4     There are additional challenges for education services working to deliver statutory and safeguarding services as well as traded services, such as Access Services and SEND Services.


## 6.     RECOMMENDATIONS

6.1     As set out at the front of the report.

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**Tameside Tier 2 Contingency Plan – Schools**

| | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|
| | | | School/Setting | LA | |
| PVIs and childminders | All children continue to attend as Tier 1. Expect significant scale of children self-isolating | • Impact on Tameside wider PVI workforce if greater numbers of self-isolation required | • Continue to offer childcare to all children 0 to 5 years on site<br>• Follow DfE daily COVID update guidance<br>• Adhere to local lockdown measures as directed via Public Health<br>• Report requested data to the LA/DfE<br>• Inform the LA of any changes in provision due to COVID<br>• Encourage take up of FEF particularly with regards to 2YO<br>• Consider the impact on children with SEND. | • Monitor attendance particularly the vulnerable children and follow the appropriate pathway when concerns are raised<br>• Distribute concise and accurate information from DfE and Public Health<br>• Collect and report data as requested by DfE<br>• Advise and support settings accordingly<br>• Promote 2YO activity/confidence | LH |
| Primary schools | All children continue to attend as Tier 1. Expect significant scale of children self-isolating | • Skills and knowledge deficit for delivery of quality remote learning<br>• Digital poverty<br>• Virtual learning not | • Develop strong remote offer taking account of issues like digital poverty and online learning not effective for | • T&F Group focus on developing the digital strategy, including exploring more effective remote learning for EYFS and Y1 | JS; SB; SM; OSFC; TPC School Improvement T&F |

| | | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|---|
| | | | | School/Setting | LA | |
| | | | | younger children<br>• Ensure online learning expertise and knowledge in place for staff. Students and families<br>• Regular teacher check-ins for vulnerable and disadvantaged children self-isolating<br>• Clear plan in place. | appropriate in all settings. Plans in place for a quality remote offer of whatever type. | • Co-ordinate EdTech Demonstrator schools and RS support<br>• Digital Strategy being developed with schools<br>• DfE EdTech Demonstrator Schools engaged to support remote learning platforms eg GSuite | |
| | Special schools | All children to attend as tier 1. Expect significant scale of children self-isolating. | • Impact on Tameside workforce if greater numbers of self-isolation required- possibly leading to class/ bubble closures<br>• Skills and knowledge deficit for delivery of quality remote learning<br>• Capacity of children and young people to access remote learning (dependent on | • Develop appropriate remote offer taking account of issues like digital poverty and online learning not effective for younger children and children with complex needs<br>• Ensure online learning expertise and knowledge in place for staff. Students and families<br>• Regular staff check-ins for all | • T&F Group focus on developing the digital strategy, including exploring more effective remote learning for EYFS and Y1<br>• Co-ordinate EdTech Demonstrator schools and RS support<br>• Digital strategy<br>• Refresh Reasonable Endeavours template<br>• Increase frequency of SLO contact. | CF; AF |

| | | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|---|
| | | | | School/Setting | LA | |
| | | | complexity of need) <br>• Significant variety of need across borough, requiring individual planning school by school/ child by child <br>• Digital poverty <br>• Challenge to schools when partial class closures. | children self-isolating <br>• Clear plan in place <br>• Revert to individual Reasonable Endeavours plans where necessary, where children/ YPs are self-isolating. | | |
| | Secondary schools and colleges | Pupils on a rota – one/two weeks on, one/two weeks off with high-quality remote learning offer in place when not on rota to be in school. Key worker, EHCP and children with a social worker n full time | • Digital poverty <br>• Bubble self-isolations and time not on rota for in-school attendance may mean some pupils are not in school for 4+ weeks. | • Y11 in school full time <br>• Consider one week rotas <br>• Ensure online learning expertise and knowledge in place for students and staff <br>• Extra contacts or programmes from school personnel for disadvantaged pupils | • Work with EdTech Demonstrator schools <br>• Oldham partnership support around digital poverty <br>• Digital Strategy developed with schools. | JS; ROR; DB; OSFC; ASFC; TC |
| | Staff shortages | Impact of potential significant staff shortages due to self-isolating and/or from staff having to look after children who are self-isolating. | • | • | • | |

| | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|
| | | | School/Setting | LA | |
| | | | | | |
| Transport | Transport to continue as Tier 1 for special and primary schools. Arrangements amended for young people on rota system in secondary and Post 16 phase | Transport needs to be arranged to support rotas in secondary schools | Integrated transport Unit to be kept fully informed of school closures and rota timetables by schools | Integrated transport Unit to re-arrange transport to support rotas as advised | CMo |
| FM / Maintenance / Works | • PPM and statutory checks<br>• Reactive maintenance/emergency repairs<br>• Deliveries<br>• H&S/FRA inspections | Possible negative impact: Works arranged for outside of school hours, likely that fewer jobs completed, may incur higher rates for jobs done out of hours. Possible positive impact: Fewer pupils onsite could mean fewer damages and wear and tear so fewer reactive repairs needed | Same as tier 1. FM works managed by PFI provider, little impact on school. Any works requiring contractors on site to be approved by School Business Manager, unless absolutely no contact with pupils | LA to closely monitor all maintenance jobs and check for statutory compliance. | DB |
| Cleaning | Cleaning to continue as per tier 1, with enhanced cleaning in place | Additional hours may be required for high freq touch areas and plastics in each bubble setting at the end of each fortnight/week. Schools have put in place additional | School to advise LA/PFI of which areas are being used by which bubbles, and at what point does a deeper clean need to be carried out (e.g. at end of two week rota. School to advise if | LA to continue to manage cleaning arrangements through PFI to ensure schools needs are met and costs are kept low. | DB |

|  | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|
|  |  |  | **School/Setting** | **LA** |  |
|  |  | cleaning at their expense, which may no longer be required if less pupils are onsite | some areas of the school are out of use (mothballed) so that daily and enhanced cleaning of those areas can be paused |  |  |
| Catering | • Breakfast club<br>• Hot lunches<br>• Free school meals<br>• Cashless catering<br>• Menu variety. | Possible negatives: Lower numbers of pupils onsite = less income and could result in financial instability for the catering sub-contractor. | School to make arrangements for collection/delivery of FSM for those not attending. Same as tier 1: School to confirm whether breakfast clubs are to run. School to confirm what menu they would like (e.g., grab and go). School to weigh up any nutritional impact of reduced menus. School to advise if cashless catering (fingerprint scanners) are to be used. | LA to check whether reduced catering uptake has had any impact on catering company. Possible requirement for LA to approach DFE/EFA to see if supplier relief can be provided for the supplier for the duration of the school rota system. | DB |
| Peripatetic services e.g. Pupil Support Services, Music Service | • Blended learning in operation. Malleable model curriculum designed and tested for teaching both face to face and via video conferencing.<br>• Individual lessons taught at Birch Lane Arts Centre or in | • Blended learning for all settings to be utilised as needed. Staff to follow Secondary school rota systems where possible.<br>• Online individual lessons delivered | Disparity in level of school engagement in music service advice some schools don't read it, some don't accept that the advice provided by the Music Service is current and definitive. | Music Service current and proposed operations circulated to all schools to ensure consistent message. Some schools have received all guidance but it doesn't filter down to the relevant person e.g. class teacher. | CMo; CF |

| | | Description | Issues/Comments | Actions | | Key people |
|---|---|---|---|---|---|---|
| | | | | **School/Setting** | **LA** | |
| | | school wherever possible. | where necessary. | | | |
| | Early Help | • Early Help to be offered to families at Tier 2.<br>• Early Help to support vulnerable children and families to attend schools<br>• Transition plans to be clearly identified on TAF review plans for children. | • Multi agency support to be identified to support children at Tier 2 to access education.<br>• To be clearly actioned in plans as what support is being provided in relation to transitional issues and issues presented as part of COVID19. | To utilise School Early Help offer in the first instance, using the TAS to discuss cases and identify further support through multi agency or step into intervention through the panel process. | To support schools with Intervention support where required, discuss at Panel as allocate as appropriate for more intense intervention. | LH |

# Tameside Loves Reading

## All Age Plan

Tameside Loves Reading all age plan is a commitment from TMBC which will bring together services, projects, initiatives and strategies being delivered to children, young people and adults across the borough, harnessing a love and enjoyment of reading and improving literacy skills.

Tameside Loves Reading also encompasses Tameside Reading Volunteers and will be working with partners across the borough to raise the profile of reading, ensuring that it is enjoyed by all, as well as being made a priority, supporting literacy development and is embedded in the home.
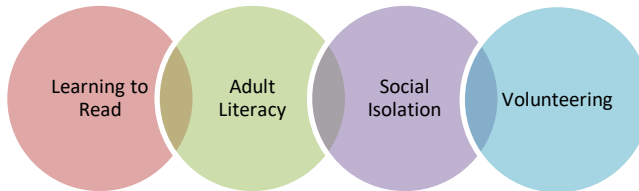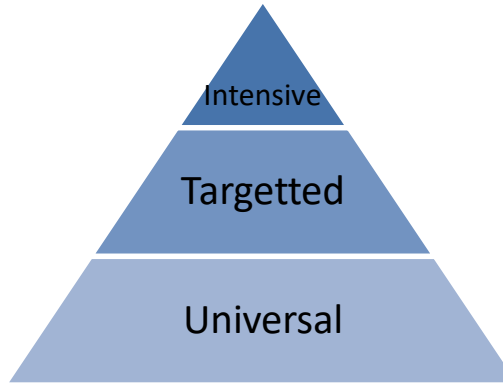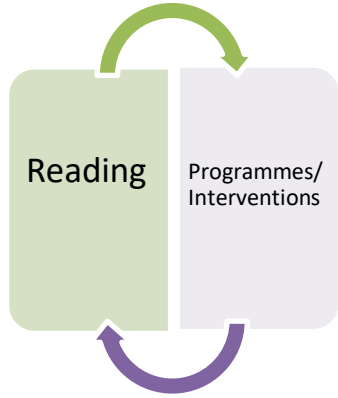
### Aims of Tameside Loves Reading

- To encourage a love of reading.
- To improve reading skills and wider educational achievement in children and young people to help them secure better work and life opportunities.
- To offer a wider range of reading choices and broaden views to develop and extend the reading experience · use reading to inspire creativity and imagination.
- Promote literacy skills and raise educational standards.
- Promote social interaction, conversation and community experiences through reading.
- Encourage more parents, grandparents and carers to read with their children, supporting the home learning environment.
- Inspire a wider love and enthusiasm for books and reading among Tameside families.
- Recognise the importance of speech, language and communication for the development of children's reading skills.
- Providing appropriate guidance and learning opportunities for adults who want to improve their literacy skills.
- Work with partners and businesses across the borough to raise the profile of reading.
- Ensuring all stakeholders understand the impact of socio-economic factors in literacy development and promote better outcomes for all learners.
- Ensuring a confident and effective workforce by building the capacity of all staff in all sectors to develop appropriate skills and knowledge.
- Mobilise volunteers across Tameside to support individuals with reading.
- Ensure libraries across Tameside provide a stimulating environment and successful outreach services.

### Why is Reading Important?

Every year in England thousands of Children leave primary school without the confidence and fluency in reading that they need. The impact on their learning, life chances and engagement with reading is significant and can have a huge impact on their journey into adulthood leading to social isolation and loneliness later in life. S pecific groups are far more likely to fail. For some children this will be related to additional needs, but for many this is less clear. Tameside Loves Reading aims to take an all age approach to support reading across the borough to ensure that all individuals achieve, have good economic wellbeing, social justice and personal, social and emotional development.

# TLR All Age Model

Reading | Programmes/ Interventions

Intensive

Targetted

Universal

Partners Local | Partners National

Learning to Read

Adult Literacy

Social Isolation

Volunteering

Start Well

Live Well

Age Well

Tameside **READING**

**Learning to Read**

- That school leadership has a focused approach in the EY and KS1
- Schools improve the quality and frequency of parental support
- That school staff have an improved pedagogy and technical understanding of reading
- That all early years settings and schools have an improved understanding of language development and pedagogy in the early years
- All schools have access to TLR volunteers training and support
- Clear messages on the promotion of Reading for pleasure and enjoyment

**Adult Literacy**

- Reading for pleasure and enjoyment is accessible for all
- That support is available for those who have difficulty accessing basic information and life skills
- Adults across Tameside have access to literacies learning opportunities to which they can achieve their goals and progress
- Adults receive high quality learning, teaching and access to opportunities to achieve their goals
- Tameside has a coherent and effective infrastructure that supports continuous enhancement of provision supporting reading
- There is evidence of the impacts and the value of reading on individuals and the local area

**Social Isolation**

- That services have intelligence as to those who are socially isolated and that social support and significant contacts are offered to those individuals
- That services across TMBC have a collective responsibility to provide an offer to those who may be housebound or unable to leave their place of dwelling
- Working in partnership with the voluntary sector to support befriending schemes and provide resources that can be used in the home environment
- Procedures are put in place to support individuals to attend groups, public spaces and to have a positive impact on feelings of well-being

**Volunteering**

- Provide reading volunteers to all schools across Tameside to support children and young people with their reading
- Support the voluntary sector to support befriending schemes to enhance reading for older individuals
- Increase the volunteer workforce across Tameside to support individuals with basic skills
- Work further with the library service to support the training needs of staff and volunteers and expand the reach area
- Increase the capacity for TLR Volunteer management
- Work with partners on a local and national level to share best practice and raise the profile of volunteering across Tameside

# Reading for Pleasure Practice Groups Targeted CPD

| | Inputs | Intended final impact & outputs | Signs of success | Evaluation |
|---|---|---|---|---|
| **Short-term impact activity (2020/21)** | | | | |
| | **Pre-Phonics CPD** for PVIs and school nurseries. Shared **school CPD**, approaches and resources. **Targeted** support. Continued partnership with **DfE English Hub**. **Parent resources** for phonics and reading at home. Tameside leading on GM **Y1 transition** curriculum. | Improved reading data for disadvantaged and boys. At least national. | Clear Tameside approach to teaching phonics from birth. | |
| | Targeted **Reading for Pleasure Practice Development**. **Vocabulary CPD**. Access to **Reading Volunteers.** | As above. | Clear approach to teaching vocabulary. | |
| | Developing school **leadership knowledge** around early language and reading through Education Endowment Foundation CPD and research breakfast meetings. | Established as an evidence-based local authority. Evidence-informed decision-making and implementation. | Strong partnership with EEF | |
| | Parent support **resources for reading at home**. Parental engagement around home support **'PACT'** pilot (University of Manchester); **Making it REAL** reading programme for nursery-age children based on ORIM framework, modelling practice in the home. | Improved GLD and phonics data for disadvantaged and boys. At least national. | Successful roll out of Making it REAL to targeted schools and settings. | |
| | Adopting clear early language assessment and intervention approaches: **WellComm; Nuffield Early Language Intervention.** | Improved GLD for disadvantaged and boys. At least national. | Early identification of language needs and timely intervention. | |

# Adult Literacy

| | Inputs | Intended final impact & outputs (3yrs) | Signs of success (1-2yrs) | Evaluation |
|---|---|---|---|---|
| **Short-term impact activity (2020/21)** | | | | |
| | Adult learning is supported across the borough – working cross sector: Reading to be the focus of key skills | Increased number of adults accessing learning | Accurate LA evaluation | |
| | Partnership working between TMBC and Vol Com sector to ensure basic skills are offered as part of employability support | Increased package of support for learners, volunteer placements | Increase in number of businesses involved, apprenticeships, mentoring | |
| | Mentoring and support offered from adult learning and vol comm sector | System capacity developed | Governance established | |
| | Clear pathway that is accessible to enable individuals to be signposted to education, training and qualifications for employability | Increased number of participants | Raised awareness of the key messages and signposting | |
| | Libraries promote adult reading groups, provide space for adult learning and that support is offered utilising the resources that libraries have to offer | Increased usage, demand for resources | Partnership between libraries and adult learnng | |

V5 Updated HF 24 July 2020

## Social Isolation

| | Inputs | Intended final impact & outputs (3yrs) | Signs of success (1-2yrs) | Evaluation |
|---|---|---|---|---|
| **Short-term impact activity (2020/21)** | | | | |
| | That mapping is undertaken to see how many services are in contact with those who are homebound – sharing and supporting of resources | Smarter way of supporting those most vulnerable: whole household approach | Accurate LA evaluation | |
| | HLS working with Adult Social Care to support those isolated in the home | Partnership, training and increased use of HLS | Increased use of HLS | |
| | Working with Vol Comm sector to provide training and support around reading to befriending volunteers supporting vulnerable groups in the home | Building of confidence and decrease in those isolated | Decrease in adult social care visits | |
| | Use of libraries as 'safe spaces' to run support groups, book clubs and friendship gatherings for vulnerable groups | Increased reach and use of the HLS and library spaces | Raised awareness of the key messages and available offer | |
| | Intergenerational partnership to reduce social isolation: partnership btwn early years setting and sheltered housing | Increased social interaction from those living in sheltered housing | Improved partnerships, | |

# Volunteering

| | Inputs | Intended final impact & outputs (3yrs) | Signs of success (1-2yrs) | Evaluation |
|---|---|---|---|---|
| **Short-term impact activity (2020/21)** | | | | |
| | All schools across Tameside have access to volunteers | Increased number of schools supported – increased outcomes | Accurate LA evaluation | |
| | Regular info–sharing with HTs: briefings; newsletter; RPWG; case studies; research–sharing (EEF); HT Conference; events; website | Consistent outcomes in schools | School leaders up to date | |
| | Training for Vol comm sector in reading support. To assist those socially isolated | System capacity developed | Governance established | |
| | Tameside Loves Reading campaign – increased volunteer management capacity | Increased Capacity for volunteer management Raised awareness of the key messages | Increased usage of volunteers across the borough | |
| | Continue to work with the library service to use volunteers to support the HLS and further training provided | Increased service usage: increased training need | Increase in volunteers, core libraries offer | |

# APPENDIX 3

**TLR All Age Plan Recovery Priorities**

| Risks/Issues Identified | TLR Priority | Proposed Actions | Target completion | Update and RAG rating | Responsibility |
|---|---|---|---|---|---|
| **Short term  0.6 months - Coming out of Lockdown** | | | | | |
| Challenge for EY settings and schools to fully reopen meeting government guidance for operating during living with Covid phase. Ensuring that all still have clear messages on reading across settings.

Negative impact of lockdown on attainment and progress of children and young people. Disruption of usual routine and processes.

Understanding impact of lockdown on all ages across Tameside. | **1. Development of key messages around the importance of reading for pleasure including a focus on reading at home with parents/carers with age appropriate resources.** | - Identify key top tips for parents along with age appropriate resources. <br> - Request locality feedback. <br> - Coordination of Volunteer reading sessions (streamed/pre-recorded) | Mid October | | Helen Fidler |
| | **2. Targeted Reading for pleasure practice development and vocabulary CPD. Booster support for those children *not* attending settings, support for children with SEND, transition support, outdoor learning models to support reading.** | - Identify themes and best practice models <br> - Continuation of 'Making it Real' and WellComm/NELI <br> - Development of school leadership knowledge through CPD <br> - Partnership with DFE English Hub <br> - Words for all - Collaborative approach sharing successful, contextual interventions to **improve vocabulary** | Ongoing throughout next 12 months | | Leads: Helen Fidler, Jane Sowerby, GW Theatre |

| | | | | | |
|---|---|---|---|---|---|
| | | - Developed by Whole Education (John Dunford) and Bolton LA Partnership – national roll out focusing in the North West | | <span style="color:green">GREEN</span> | |
| | 3. **Development and implementation of projects to support EY settings and schools to manage impact of pandemic lockdown e.g. supporting emotional wellbeing of children** | - Identify themes/topics to be covered with external project partners<br>- Select pilot schools and groups<br>- Responsive to changes over next few months | Ongoing September - July | <span style="color:orange">AMBER</span> | Helen Fidler, Jane Sowerby, Lorraine Butler |
| | 4. **Understand the impact of the lockdown on adult learning across the borough** | - Work with adult learning to look at the impact of COVID on learning.<br>- Revisit the partnership between adult learning and the Vol Comm sector to increase support and online offers | Ongoing | <span style="color:red">RED</span> | TMBC Employment and Skills Action together Public Health Adult Social Care |
| | 5. **Identify innovative and best practice approaches to support home learning for children** | - Discussions with schools/adult education and libraries to identify partnerships to support home | | <span style="color:orange">AMBER</span> | Helen Fidler Culture: Mandy Kinder Public Health |

| | | | | | |
|---|---|---|---|---|---|
| | **and adults *not* attending settings with a focus on reading** | learning alongside implementing public health approaches.<br>- Identify opportunities for national level resources to support HLE | | | |
| | 6. **Identify further use of libraries: click and collect, socially distant spaces for intergenerational work**<br>- What should this look like?<br>- How are all ages adapting to new ways of engagement | - Increased use of the HLS and the use of library spaces for reengagement of adult learners<br>- Intergenerational engagement to reduce loneliness and social isolation | | | Culture: Mandy Kinder Bookstart: Sarah Barlow Helen Fidler Adult Social Care – Mark whitehead |
| **Medium/Long term (0-12 months)** | | | | | |
| *Paused TLR Reading Volunteer Programme* | 7. **Relaunch of TLR Volunteering. New branding and policies reworked to include a COVID guidance pack**<br><br>8. **Increase capacity for TLR volunteer management** | - Scoping discussion with schools on the best way to move forward<br>- Reengagement of existing volunteers and recruitment of new volunteers<br>- Design of new branding and | January 2021 | | Helen Fidler, Jane Sowerby |

| | | campaign for recruitment<br>- Policy update<br>- COVID umbrella policy<br>- Capacity for volunteer management. | | | |
|---|---|---|---|---|---|
| *Sustainability & resilience for TLR as a result of loss of income and challenges of reopening and reengagement during living with Covid phase* | | | | | |
| | **9. That services within TMBC can use TLR as a strategy to inform ways of working and challenge services to help reduce the impact of social isolation across the borough** | 1. Work across borough to map new/emerging workforce needs and agree opportunities to work collectively on commissioning, developing and sharing locality offers. | Ongoing | | TLR: All age Plan – Reading Squad representatives |
| | | 2. Analysis of emerging issues/challenges to inform TLR forward plans | | | |