

Diocese of Westminster Education Service

Witness to the Word Week 5: School Bulletin 30.09.20

Dear Colleague in Catholic Education,

The Education Service every Wednesday provides schools with a wide variety of materials, resources, advice and updates on all matters relating to our schools and colleges. The content of these Bulletins are for Headteachers, Senior Leaders, Teaching Staff, Governors, Clergy and anyone who you feel would benefit from them. Please feel free to share widely.

Objectives of the Education Service during Coronavirus (Covid-19) pandemic from September 2020

- To support and training for Headteachers, Heads of RE, RE Coordinators, Governors and the wider school community to cope at this time of unprecedented challenge;
- To provide the updates from the UK Government, DfE, CES and the Diocese of Westminster on all aspects of the Coronavirus Covid-19 relating to schools and colleges;
- To provide resources and advice relating to the Teaching and Learning of RE;
- To provide resources and advice relating to Mental Health issues;
- To provide resources and advice relating to Spiritual support and renewal.

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Thank you for all you are doing for your school community and for Catholic education

PHONE

FAX

WEB

RE, Catholic Life and Worship Resources

Rosary Links

Please click [here](#) for the weekly Rosary powerpoint and [here](#) for the associated YouTube link

Upcoming CPD – Online Courses

Date/Time	Course	Booking Links
5 th October 3.30pm to 5.00pm	Standards in Primary RE	Single Ticket
6 th October 5.00pm to 6.00pm	Exclusions Governors / Senior Leaders	Free Ticket
7 th October 3.30pm to 5.00pm	The Liturgical Year	Single Ticket School Ticket
8 th October 9.00am to 3.30pm	RSE Day 3	Book Ticket
9 th October 9.30am to 12.30pm	Chaplaincy Day	Single Ticket School Ticket
12 th October 3.30pm to 5.00pm	Standards in Primary Catholic RE	Single Ticket
13 th October 1.30pm to 4.30pm	Secondary RE NQT Day	Single Ticket School Ticket
14 th October 4.00pm to 6.00pm	RSE Guidance for Governors	Book Ticket
15 th October 9.00am to 3.30pm	RSE Policy and Practice Summary	Single Ticket School Ticket

(Please click on the ticket link to book)

Catholic Association for Racial Justice (CARJ)

A series of free workshops for School Chaplains, Teachers and others interested in Catholic Education, has been organised by the Catholic Association for Racial Justice with support from CAFOD's Development Education Fund. The Workshops will attempt to relate key issues to the life of the school. Click [here](#) for further details



Black History Month

Black history month was first launched in London in the 1980s, where the aim was for the local community to challenge racism and educate themselves and others about the British history that was not taught in schools. At the Education Service we are keen that Black History should not be a feature of one standalone month but should be very much part of British culture and education and we hope it will be a springboard for greater diversity and inclusivity in our schools.

Resources

As it is both the month of the Rosary as well black history month, please find some non-white images of Mary [here](#) that you may wish to incorporate. You can also find images and information about black popes, saints and martyrs [here](#) and [here](#). [Here](#) is a useful resource for purchase depicting artwork of Jesus taken from famous artists across five continents (also links to the Year of the Word, with associated scripture accompanying each image).

Black History 4 Schools. A list of useful links can be found [here](#)

Excellent short videos about UK Black History can be found [here](#)

A range of free and priced resources including lessons and activities for Black History Month can be found [here](#).

A lesson which could be used for Year 7 and SEN students which explains what Black History Month is can be found [here](#)

A US site with a downloadable document containing 10 Ideas for Teaching Black History Month can be found [here](#)

The Runnymede Trust provides resources about the stories of the generations of migrants who came to and shaped the British Isles from the medieval times to present day. Click [here](#) for further details

The Historical Association has a wide range resources including information on black Tudors, multi-cultural Britain, key historical figures and Black local history. For details click [here](#)

Sharing Good Practice

Thank you to St Monica's Primary School, Hoxton and to Christ the King and Sacred Heart Primary Schools, Islington for sharing some of their exciting plans for this month and beyond. We look forward to hearing from other schools who would also like to share what they are doing.

St Monica's Primary School, Hoxton

Some recommended books for primary school libraries:

I Am Enough – Grace Byers

Ruby's Worry –Tom Percival

A Short History of Mary Seacole – Prof Elizabeth N Anionwu

Young Gifted and Black – Jamia Wilson

This book is Anti-Racist – Tiffany Jewell

Black and British - David Olusoga



Sacred Heart and Christ the King Primary Schools, Islington

This half term all children are engaged in a whole school topic called "The World Through Different Eyes" which is art focussed. Following our work on Black Lives Matter, we are including a focus in this topic on celebrating the achievements of black artists. This will lead nicely into our Black History Topic which follows after half term. The artists we are learning about are:

- Key Stage 1 - Alma Woodsey Thomas & Julie Mehretu
- Lower Key Stage 2 - Frank Bowling & Hurvin Anderson
- Upper Key Stage 2 - Steve McQueen & Jean-Michel Basquiat

In addition to this work each year group is focussing on a particular class text linked to Black History, this will run into November. The texts are:

- Year 1 - Martin's Big Words by Doreen Rappoport
- Year 2 - Michelle Obama by Anna Doherty
- Year 3 - Henry's Freedom Box by Ellen Levine
- Year 4 - Journey to Jo'burg by Beverley Naidoo
- Year 5 - Coming to England by Floella Benjamin
- Year 6 - Hidden Figures by Margret Lee Shetterly

World Mission Month

October is **World Mission Month** when Pope Francis asks every member of the Catholic community around the world to recognise themselves as a missionary disciple, working and praying together to share the joy peace, hope and love of God with everyone, everywhere. Schools are invited to join in this worldwide celebration. They can join on any day of the month and for however long they want. All resources for the month are available to download from the **Mission Together** website [here](#)

Courage to Care

Courage to Care is an Australian free online programme for schools focusing on combatting prejudice and discrimination. It is targeted at students aged 10 and up. Click [here](#) for further details

The Year of the Word – The God Who Speaks The Feast of St. Jerome



Today, we celebrate St Jerome's 1,600th anniversary. Saint Jerome is the patron saint of archaeologists, archivists, Biblical scholars, librarians, students and translators. Of all the things that made Jerome famous, nothing was so legendary as his translation of the Bible; he spent his entire life translating the scriptures from Hebrew and Old Latin.

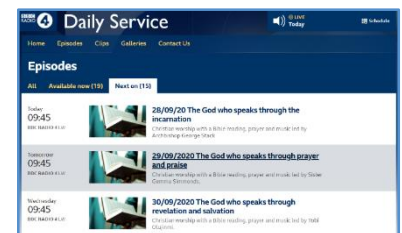
Symbols: Cardinal's hat; lion; aged monk in desert; aged monk with Bible.

Jerome had a violent temper and was very strong-willed. He made a lot of enemies because of his temperament. To overcome these faults, he prayed and did penance. His canonization shows us that canonized saints aren't perfect, but have faults just like us. They just worked on them and cooperated with grace more fully to overcome them.

St. Jerome was a wonderful spiritual director, especially for women. It is important to have a spiritual director to grow in the spiritual life. The Bible was of utmost importance in Jerome's life and should be in ours. Make a point to read the Bible daily. Jerome was known to say that ignorance of Scriptures is ignorance of Christ.

Radio 4 – Daily Service

During the next two weeks, Archbishop George Stack is leading a series of Radio 4 'God who Speaks' themed daily worship and reflections; click [here](#) to access these resources.



Resources

The National Gallery has many images of St Jerome in its collection. You can find these paintings [here](#). The National Gallery has also shared an excellent 10 minute talk on St Jerome in his study which you can find [here](#).

You can now download a free Fish with Mark poster for schools and discover the key highlights of this Gospel in a creative and fun way. You can follow the main narrative of the Gospel through the clouds and then dive in and fish out some of the key stories of Jesus interacting with the people he meets. Click [here](#) to download the poster: Whistlestop Tour Poster assists your reading of the Gospel. It explains when the Gospel was written and for whom, the literary techniques, style and vocabulary, key themes and the disciples' characters. Click [here](#) to download this poster.



Pupils can now discover the life of Jesus as told in the Gospel of Mark using the popular NRSV (New Revised Standard Version) translation. This has been produced in by the Bible Society in collaboration with the Catholic Church's The God who Speaks initiative. A pack of 10 cost £15 with 25% discount when you order 4+ packs. Click [here](#) to order:



World Day of Migrants and Refugees 2020

The theme chosen by the Holy Father for the 106th World Day of Migrants and Refugees is “Forced like Jesus Christ to flee” to focus on the pastoral care of internally displaced people (IDPs).

As the title makes clear, the message originates in the experience of the young Jesus and his family as displaced persons and refugees. This experience provides a specific Christological grounding for the Christian action of welcome or hospitality. Over the coming months, the theme will be developed in six sub-themes expressed in six pairs of verbs: to know in order to understand; to draw near so as to serve; to listen in order to reconcile; to share and thus to grow; to involve in order to promote; and finally, to collaborate and therefore to build. Again this year, the Migrants & Refugees Section of the Dicastery for Promoting Integral Human Development will encourage, prepare and support the celebration of this day. Resources are being developed and a communication campaign will soon get underway. Each month, information, reflections, and multimedia aids will be offered as means of exploring and expressing the theme chosen this year by the Holy Father: “Forced like Jesus Christ to flee”. Click [here](#) for further details

Vinnie Packs for the Homeless this World Day of the Poor/ Mitzvah Day 2020

This World Day of the Poor, Pope Francis asks us to ‘stretch out your hand to the poor’. How are we to do this in a time of social distancing and restrictions?

The SVP, Caritas Westminster, and Mitzvah Day are collaborating to mark the shared occasions of World Day of the Poor and Mitzvah Day.

These Catholic and Jewish observances both fall on the **15th of November**, and are an occasion to partake in good works, or ‘mitzvahs’.

There is an opportunity for 16 schools, Jewish and Catholic from across London to pack essential items for the homeless in the run up to the 15th. Items can be delivered or picked up to be packed at a time convenient to your school.

Schools will be provided with the resources to make up 400 packs.

If you would like the opportunity to take part, please contact: rosalewis@rcdow.org.uk





Recommendations for Black History Month reading – books written by people of BAME identity.

The Catholic online Journal *America Magazine* have put together a wide range of reading resources for you to choose from. As Vivian Cabrera explains,

This summer we are recommending books written by people of colour. I hope you, the reader, pick up at least one of these books. We made it a point to choose books from authors who represent a wide array of communities, so that reading from this list will help anyone cultivate compassion, empathy and an appreciation for some phenomenal writers. I hope it challenges you to read more fiction and stirs your heart to approach the world we're living in with a more compassionate point of view.

[Read Here](#)

Kate Baptiste, Headteacher, St Monica's Catholic Primary School has shared with us some wonderful resources you may find useful for your school community.

Here are some words to think about;

EMPATHY

When we think about how other people feel, because different people have different feelings. Sometimes it helps to think about how you would feel if the same thing that happened to your friend, happened to you.

DIVERSITY

Different people do different things and have different feelings. It's so important that we have lots of different kinds of people in our community and that everyone feels safe.

UNAPOLOGETICALLY

People should not have to apologise or say sorry for being different. One way we are different is the colour of our skin. It's important that all people are treated fairly.

Look at the story links below and think about the questions, there are a few activity ideas too;

The Day You Begin by Jaqueline Woodson

Have you ever felt different or like you don't fit in?

Have you ever seen others making fun of people for being different?

[Watch Here](#)



One by Katherine Otoshi

What can we do if we see people being treated unfairly?

<https://www.youtube.com/watch?v=SbgsR0SP0y0>

All the Colours of the Earth by Sheila Hamanaka

[Watch Here](#)

The Colours of Us by Karen Katz

<https://www.youtube.com/watch?v=679Sw4IACAk>

Black all Around by Patricia Hubbell and Don Tate

<https://www.youtube.com/watch?v=cwiInpiQ0qc>

Here are some stories that celebrate being 'unapologetically black' and celebrating diversity. There are some stories to teach you about the Civil Rights Movement in America and to help you understand how people have fought and continue to fight for equality for all people.

Mary had a Little Glam by Tammi Sauer

<https://www.youtube.com/watch?v=Qs19laMc4bY>

Child of the Civil Rights Movement by Paula Young Shelton and Raul Colon

<https://www.youtube.com/watch?v=XbfRAoO142g>

I love my Hair by by Natasha Anastasia Tarpley and E.B. Lewis

https://www.youtube.com/watch?v=Jl_jlQc2lok

A Sweet Smell of Roses by Angela Johnson and Eric Velazquez

<https://www.youtube.com/watch?v=bWDvuTWN91w>

We March by Shane W. Evans

<https://www.youtube.com/watch?v=P1QqHZ88KBY>

Emmanuel's Dream by Laurie Ann Thompson and Sean Qualls

<https://www.youtube.com/watch?v=uBhTOSyXi2o>

Hair Love by Matthew A. Cherry

<https://www.youtube.com/watch?v=H6lw3gmX39Y>



Ada Twist, Scientist by Andrea Beaty and David Roberts

<https://www.youtube.com/watch?v=5tQcSKH37AY>

Green Pants by Kenneth Kraegel

<https://www.youtube.com/watch?v=uQ5t9nI7LS0>

Those Shoes by Maribeth Boelts and Noah Z. Jones

<https://www.youtube.com/watch?v=LjUFJEduguk>

CCRS: Did you know?

CCRS at the Education Service has been completely transformed over the last three years. New tutors have been employed who are knowledgeable, engaging and helpful. Participants can now choose to do a presentation or an essay for their assessments and in the final professional modules participants reflect on what they have learnt and consider practical ways it could benefit their own school's RE and Catholic Life. CCRS at the Education Service has also been effectively transferred online to Zoom and this means participants do not need to leave school early or travel to a hub school.


The new online CCRS course starts on Thursday 24th September between 4-6pm. If you are interested in sending any of your staff please email claireoneill@rcdow.org.uk and if you need further details please use this link - [Click Here](#)

The Bishops' Conference [Department for Social Justice](#) has released a statement on the development of a vaccine against COVID-19.

It addresses ethical matters surrounding the development and distribution of a vaccine such as cell-lines which have their origin in tissues taken from human foetal tissue, as well as issues that may arise from testing, consent and justice.

'Catholics have a responsibility to voice their concerns about the origin of vaccines and argue that research and funding should be directed to sourcing a vaccine in an ethically sound way. If this is not possible, many Catholics and others will experience moral distress when faced with a choice of rejecting vaccination, either for themselves or their children, with its serious and life-threatening consequences, or seeming to be complicit in abortion. We hope that the government will ensure that ethically sourced vaccines are also available.'

The statement stresses that a vaccine should be welcomed not only for the sake of the individual but for the good of society, especially the most vulnerable:



'Catholic teaching protects the good of every life and the health of all and teaches that one must not do harm to another. A vaccine will seek to protect the whole of society from this virulent virus. Individuals should welcome the vaccine not only for the sake of their own health but also out of solidarity with others, especially the most vulnerable.'

Right Reverend Richard Moth

Chair, Department of Social Justice

The full text of the statement follows:

COVID-19 and Vaccination

The development of a vaccine against COVID-19 would be an important breakthrough to protect others from the scourge of this virulent virus which has caused a global pandemic and led to huge loss of life as well as stretching healthcare systems to their limits. Pope Francis has called for a successful and safe Covid-19 vaccine to be 'universal for everyone.'¹ When a successful vaccine is produced, there will therefore be the further challenge of mass production, distribution, and availability, especially for the poor of the world, as well as the need to establish its long-term effects.

We are living with a new awareness of the fragility of being human in the world of COVID-19. The first response for Catholics is to pray for an end to the pandemic, for the relief of suffering, for healthcare professionals, for the bereaved and the dead, as well as for the discovery of an ethically sourced effective vaccine.

Concern has been expressed by some Catholics, and others, about the potential sources of a new vaccine since some vaccines have been developed in cell-lines which have their origin in tissues taken from human foetal tissue.² Other ethical issues include rigorous testing of the proposed vaccine and individual consent both for the experimental medicine which tests the vaccine on individuals and for the vaccine itself, and justice in access to the vaccine when it becomes available.

Bishop Sherrington wrote to the Parliamentary Under Secretary of State for Health asking for clarification from the department about the potential sources of a vaccination. He sought reassurance that the department will promote research into a vaccine derived from a source which would not be ethically problematic for Catholics and which does not involve moral complicity in abortion. Such a vaccine would appeal to the conscience of Catholics and others who hold strong views against abortion.

A response has now been received from the Department for Health and Social Care which recognises that the source of the vaccine raises moral concerns and gives assurance that no new human foetal issue will be used in making the vaccine although cell-lines developed from the remains of aborted fetuses in the past are being researched by some institutions. The Department has also given assurances that any vaccine which is developed will be safe and effective.



Principles

Catholic teaching protects the good of every life and the health of all and teaches that one must not do harm to another.³ A vaccine will seek to protect the whole of society from this virulent virus. Individuals should welcome the vaccine not only for the sake of their own health but also out of solidarity with others, especially the most vulnerable.

The Catholic Church respects life in the womb from conception and at every stage of its subsequent development. The Church recognises moral complicity in the use of tissue and cells from aborted fetuses for research and is opposed to such use. The remains of human embryos and fetuses deserve the respect due to the remains of other human beings. The Church teaches that there must be no complicity in direct abortion and the risk of scandal should be avoided.⁴

Catholics have a responsibility to voice their concerns about the origin of vaccines and argue that research and funding should be directed to sourcing a vaccine in an ethically sound way. If this is not possible, many Catholics and others will experience moral distress when faced with a choice of rejecting vaccination, either for themselves or their children, with its serious and life-threatening consequences, or seeming to be complicit in abortion. We hope that the government will ensure that ethically sourced vaccines are also available.⁵

The seriousness of the question has led to examination of the use of cell-lines from aborted fetuses both by the Congregation for the Doctrine of the Faith (CDF), *Dignitatis personae* (2008)⁶ and the Pontifical Academy for Life (2005)⁷, (2017)⁸. The CDF document recognises that there are ‘differing degrees of responsibility’ for those who use the human ‘biological material’ of illicit origin, i.e. we must differentiate between those who use tissue directly from an abortion, researchers who use derived material, and those who may benefit from a vaccine produced from such material. Different degrees of responsibility imply different degrees of moral complicity. These distinctions are important as we live in an imperfect world in which we may benefit from the wrongful actions of others. The Instruction continues “Grave reasons may be morally proportionate to justify the use of such ‘biological material’. Thus, for example, danger to the health of children could permit parents to use a vaccine which was developed using cell lines of illicit origin, while keeping in mind that everyone has the duty to make known their disagreement and to ask that their healthcare system make other types of vaccines available. Moreover, in organizations where cell lines of illicit origin are being utilized, the responsibility of those who make the decision to use them is not the same as that of those who have no voice in such a decision.” (CDF, *Dignitatis personae* 35).⁹

Educating Conscience

Each Catholic needs to educate his or her conscience on this matter in the light of the above principles. Research towards and use of an ethically sourced vaccine is the goal which we desire. If this is not achievable and widely available for all people, the Church recognises that there may be ‘grave reasons’ for using a vaccine which is developed from cell-lines associated with the unethical exploitation of the human remains of an aborted child in the past.

The prudent judgement of conscience will depend on responsibilities to others, as well as personal health and protection of human life. Whilst many may in good conscience judge that they will accept such a vaccine, some may in good

conscience judge that they will not. If the choice is made not to receive this vaccination, then the person must make other provision to mitigate the risk of harm to the life or health of others and to his or her own life and health.

Department for Social Justice

Catholic Bishops' Conference of England and Wales

24 September 2020

Mental Health Checklist

Place2Be – Mental Health Champions – Foundation Programme

[Click Here](#) for more information and to register your interest

This **online children's mental health training** course developed from our work in schools, enhances professionals' understanding of children's mental health and introduces approaches that foster positive wellbeing in schools and communities. There are versions for teachers, student teachers and youth workers.

The course is offered **free to qualified teachers and school-based staff in the UK.**

Course details

- You will have a dedicated Place2Be professional to join discussions and aid online learning
- Regular start dates for you to choose from
- 5-week programme (c.1–1.5 hours per week)
- No fixed timings - you can access the programme via any device and work through it at a time to suit you

1. Understanding mental health & wellbeing – This introduces factors that contribute to positive mental health and wellbeing.

2. Nature and nurture – You'll explore how early experiences shape the way we perceive ourselves and relate to others, and how those experiences create the pathways in the brain **that support our development.**

3. How can I help? – You'll consider what a child's behaviour might be communicating about their underlying needs.

4. Mental health: everybody's business – you'll reflect on the importance of positive mental health for everyone with a focus on the adults around a child.

Entry requirements

Place2Be has generous funding to offer the programme free to UK qualified teachers and school-based staff in open groups. To be eligible for the funded programme, you need to have UK QTS, be an NQT or have a permanent role in-school.

Key Information

Length: 5-week online programme

Frequency: 1-1.5 hours per week done at a time convenient for you

Locations and dates:

England – 09 Oct (Free)

England – 12 Oct (Free)

England – 14 Oct (Free)



The DfE has announced extra funding for mental health and well-being for schools, including funding for their Wellbeing for Education Return programme. [Click Here](#) for the DfE news link.

The Wellbeing for Education Return programme is a joint initiative from the Department for Education, Department of Health and Social Care, Health Education England, NHS England and Public Health England. The programme supports staff working in schools and colleges to respond to the additional pressures some young people may be feeling as a direct result of the Covid-19 pandemic, as well as to any emotional response they or their teachers may be experiencing. Content for this programme has been developed by MindEd with input from mental health and education experts. [Click Here](#) to register at MindEd and gain access to the programme's webinar training.

DfE Mental Health and Wellbeing training material for teachers

The DfE have also produced training materials for schools linked to mental wellbeing as part of the new Health Education curriculum launched in the Autumn Term. [Click Here](#)

DfE guidance for parents on Mental Health and Wellbeing

The DfE has also created guidance for parents and carers on supporting children's mental health and wellbeing during the COVID pandemic [Click Here](#)

Guidance for schools and FE providers on ordering additional coronavirus test kits

All schools and FE providers have been provided with a small number of coronavirus test kits for use in line with guidance published by the Department for Education:

<https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers>

Schools should have now received this initial order; if you have not, please call the Test and Trace helpdesk at 119.

The fastest way to get a test result is to go to a testing site (Best of luck!). Individuals will need a pre-booked appointment or they will not be given a test. People can also order home test kits to be sent directly to them. To book an appointment or order a home kit, please visit:

<https://www.gov.uk/get-coronavirus-test>

These routes remain the primary channels for any individuals displaying coronavirus symptoms to get a test.

Making an order for additional coronavirus tests

Schools and FE providers should order additional test kits if they have run out or are running out of test kits.



The portal will open for schools to apply for more test kits on the **16 September 2020**, via this link: <https://request-testing.test-for-coronavirus.service.gov.uk>.

Kits will be supplied in boxes of 10. The number of boxes available to each school or FE provider will be proportionate to your size.

You will be able to make a new order for coronavirus test kits 21 days after you receive a delivery confirmation email telling you that your kits have been sent.

Schools and FE providers will need a Unique Organisation Number (UON) to place orders for test kits. You will receive your UON by email to this email address on or before 16 September 2020. After this date, please call the Test and Trace helpdesk on 119 if you have not received your UON.

Who to contact in an emergency

If at any stage someone at your institution cannot cope with the symptoms or their condition significantly worsens, use the <https://111.nhs.uk/COVID-19> service. If you do not have internet access, dial NHS 111. In a medical emergency, dial 999.

UK Government & DfE Updates and links; Maintaining Educational Provision for Vulnerable and Key Worker Children:

Guidance Updates as of 30.09.20

DfE Guidance

Please see below links to the most recent DfE guidance that has been issued to schools and colleges.

- Coronavirus (COVID-19): school and college performance measures – updated 28 September 2020
<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>
- Teaching during coronavirus (COVID-19) – updated 25 September 2020
<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
- Coronavirus (COVID-19): safer travel guidance for passengers – updated 24 September 2020
<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
- Coronavirus (COVID-19) catch-up premium – updated 23 September 2020
<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>
- Providing school meals during the coronavirus (COVID-19) outbreak – updated 23 September 2020


<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>

- Use of the NHS COVID-19 app in schools and further education colleges – published 22 September 2020
<https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges>
- Coronavirus (COVID-19): test kits for schools and FE providers – updated 22 September 2020
<https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers>
- Coronavirus (COVID-19): initial teacher training (ITT) – updated 22 September 2020
<https://www.gov.uk/government/publications/coronavirus-covid-19-initial-teacher-training-itt>
- Responsibility for autumn exams – updated 18 September 2020
<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series>
- Guidance for full opening: schools – updated 17 September 2020
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Guidance for full opening: special schools and other specialist settings – updated 17 September 2020
<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>
- Coronavirus (COVID-19): kits for schools and FE providers – updated 14 September 2020
<https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers>

Institute of Fiscal studies Annual Report September 2020

Key findings

1. School spending per pupil in England fell by 9% in real terms between 2009–10 and 2019–20. This represents the largest cut in over 40 years, but came on the back of a significant increase in spending per pupil of over 60% during the 2000s.
2. Over the 2010s, cuts in spending per pupil were lower in Wales (5%), but similar in Northern Ireland (10%). In contrast, spending per pupil in Scotland rose by 5% in real terms over the 2010s, reflecting extra funding to pay for increases in



teacher pay totalling more than 10% over 2018 and 2019. Spending per pupil is highest in Scotland (£7,300), of similar levels in Wales and England (£6,100) and lowest in Northern Ireland (£5,800).

3. The government has allocated an extra £7.1 billion for schools in England through to 2022–23. This will increase spending per pupil by 9% in real terms between 2019–20 and 2022–23 (as measured against expected general inflation) and near enough reverse past cuts. If we account for expected increases in teacher pay, the real-terms increase in spending per pupil will be lower, at 6%. In both cases, school spending per pupil in 2022–23 would be no higher in real terms than in 2009–10.

4. Secondary school spending per pupil in England (£6,000) was about 16% higher than in primary schools (£5,200) in 2019–20. This is down from a secondary/primary funding difference of 30% in 2010–11, partly reflecting large cuts to school sixth-form funding. It also continues a long-run trend, with the funding difference down from over 50% during the 1980s. Whilst empirical evidence shows high benefits to spending at younger ages, it is not clear evidence supports such a dramatic shift.

5. The school funding system in England provides greater levels of spending to more deprived schools to help narrow the achievement gap between rich and poor. During the 2000s, the funding advantage enjoyed by the most deprived schools grew from 20–25% in 2000–01 to 35% by 2010–11.

6. Despite the introduction of the Pupil Premium in 2011, the deprivation funding premium shrank back to 25% in 2018–19. This can be partly explained by faster falls in deprivation inside London and a school funding system that did not adjust to such changes. In the long run, the new National Funding Formula should ensure the funding system is more responsive. However, the new formula will deliver funding increases of 3–4 percentage points less to schools in poorer areas up to 2021. We also see faster falls in spending per pupil of 13% for deprived secondary schools outside London since 2010–11. These patterns run counter to the objective of using school funding to ‘level up’ poorer regions.

7. Given lost schooling and a likely widening of educational inequalities during lockdown, the government has announced a range of measures to help schools. These include a one-off extra £80 per pupil aged 5–16 and a national tutoring programme. Whilst the focus on tutoring is well aligned with empirical evidence, the plans are modest compared with the likely reductions in skills. Only the National Tutoring Programme is targeted at more disadvantaged pupils, making it harder to address the inequalities that have widened during lockdown.

8. Faster falls in spending per pupil over the last decade, slower increases under the National Funding Formula, a likely widening of educational inequalities and higher costs associated with higher teacher starting salaries, given that deprived schools are more likely to employ new teachers, all provide a case for greater targeting of funding to more deprived schools.

<https://www.ifs.org.uk/uploads/2020--annual-report-on-education-spending-in-England-schools.pdf>



Capital & Pupil Placement Planning

VASCA 2020/2021

The Capital Strategy Committee of the Education Commission met on Friday 18th September and resolved:

VASCA – Wave 2 Starts

Following last week's announcement of 12 (Wave 2) VASCA Projects, consultants are making good progress in registering the approved issues on Statlog. If you were one of the schools identified in last week's Wednesday Word, please ensure that you are prepared to process the engagement invitation as soon as it is emailed.

VASCA – Match Funding Initiative (VA Schools Only)

Several colleagues have contacted me this week to express their appreciation following the announcement of this programme. There is plenty of time to prepare once your condition report is complete. The current protocol that prohibits capital work on Diocesan Trust Land, unless a building consultant manages those works, will be lifted on a school by school bases. To apply for the restriction to be lifted, each applicant school will need to demonstrate that they:

- Have full access to a recent condition survey that has been correctly installed in Statlog, and
- Use Statlog for all aspects of Statutory Compliance Management (Site and External Contractor)

During this Term there will be training offered to SBMs and other School Staff as appropriate. The schools in Islington have already booked an introductory session for their Head's, SBMs and Governors. If a head from another Local Authority area would like to coordinate a similar session for their colleagues, please contact me for potential dates.

Statlog

Many schools are now working with their retained building consultant to ensure that their needs are reflected in the complete data set. This will be used by the Capital Strategy Committee to identify priority issues in February 2021. Please ensure that your survey is correctly uploaded and verified by the 31st December 2020.

Training has been provided for Diocesan Finance Officers and new Guidance has been issued to Consultant.

The "In Contract" phase of CPAS is now live.


The Nation Capital Working Group meets in October and will review progress in the delivery and management of CPAS throughout all Diocese in England.

Priority School Building Programme

Project managers continue to monitor the progress of schools in this scheme.

1st Planner Project

The Pilot Project is rapidly approaching the end of Stage 2. A formal report will be presented to the Oversight and Scrutiny Committee of the Trustees within the next 6 weeks. The outcome of that meeting will determine the direction of Stage 3. Engagement meetings with Head Teachers have been extremely positive. The bulk of the discussions have focused on the themes developed earlier in the year (The WinWin Initiative). To facilitate conversation, 1st Planner has provided basic



schematics that suggest how Diocesan Trust assets could enrich education whilst also providing a potential and sustainable income for the Diocese. Covid-19 has had a dramatic affect on the anticipated income of the Diocese, and this will adversely affect the mission of the Church. Developing options that enable Trust Assets to work smarter/harder are worthy of consideration.