

A description of each Governor Development Session is outlined below:

Health and Safety

By the end of the training session Governors will have a greater understanding of Health and Safety legislation, specifically in relation to the roles of the employer/employee, the roles and responsibilities of the Governors and that of the Headteacher. In addition, Governors will have an appreciation of the arrangements the Headteacher will have to put in place to manage Covid-19 effectively within the school.

The training and discussion will clarify roles and responsibilities of the school Governing Body in relation to the current legal requirements of the management of Health and Safety. The session will raise awareness of the critical relationships with internal and external bodies and the arrangements needed to be in place and provide an overview of the Health and Safety implications of managing Covid-19 within schools.

Suitable for all Governors.

Led by Jeremy Ward, Health and Safety Advisor.

Dates and Time:

12 January 2021 from 6pm – 7.30pm

Course Code HS 01

18 March 2021 from 6pm to 7.30pm

Course Code HS 02

Understanding your School's self-evaluation – Ofsted's quality of education judgement

Importance and Content: All governors should understand what Ofsted means by 'curriculum', and to know and understand how effective your school's curriculum is, and where it could be improved further.

In 2021 governors should also understand what this may look like as schools continue to adapt their curriculum and provision to meet the needs of pupils that may need to regain lost ground due to the COVID-19 lockdown, including those that are most vulnerable.

Governors should be familiar with the quality of education judgement provided by their school, be able to ask meaningful questions. They will need to evaluate evidence in order to understand, support and, if necessary, to question this evaluation.

This session will increase your familiarity with knowing and understanding curriculum:

- intent – what pupils should know and be able to do by the time they leave your school.
- implementation – how the curriculum is taught and assessed.
- impact – the difference that the school's curriculum has made for its pupils.

The DfE's 'Guidance for full opening: schools' document reaffirms that the broad principle that the curriculum should remain broad and ambitious following COVID-19 lockdown but that schools should make best use of 'existing flexibilities to create time to cover the most important missed content' and to aim to return to the school's normal curriculum in all subjects by Summer Term 2021.

This recognises that substantial modification may be needed at the start of the year.

This session considers and explores what this may look like during the 2020 / 2021 academic year.

Suitable for all Governors. This is a good follow-up session to governors that have completed, or are about to attend, induction training. In addition, governors with curriculum or teaching and learning focused remits will find this information useful.

Led by Brian Beal, Education Consultant.

Date and time: 20 January 2021, from 6.30 – 8pm

Course Code GD 07.

Staff and Pupil Wellbeing

Importance and Content: Governors should take a strategic approach to promoting mental health in their school. A key part of this is ensuring that a promotion of mental health is embedded in all the school's policies and procedures.

It is important that this is a 'whole school' approach, which includes pupils, staff and even members of the governing board.

This workshop will highlight some of the resources available to help schools through this challenging time:

- The Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19).
- The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.
- DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing.
- Schools should also consider the provision of pastoral and extra-curricular activities to all pupils designed to:
 - support the rebuilding of friendships and social engagement
 - address and equip pupils to respond to issues linked to coronavirus (COVID-19)
 - support pupils with approaches to improving their physical and mental wellbeing.

Governors also have a duty of care for their headteacher and staff and will need to be assured that there are processes in place to support staff and to check that they are not overwhelmed by workload.

Suitable for all Governors, especially those with inclusion / SEND responsibilities and also performance management governors.

Led by Brian Beal, Education Consultant.

Date and time: 28 January 2021, from 6.30 – 8pm

Course Code GD 15.

Narrowing the gap in achievement

Importance and Content: The government has rolled out a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

As part of your School Improvement Plan (SIP) for this year it's likely you've changed your focus and priorities towards school recovery and catch-up.

£650 million has been provided to support schools with ensuring that all pupils have the chance to catch up. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

For pupils with complex needs, schools are encouraged to spend this funding on catch-up support to address their individual needs.

Alongside this universal offer, the government has rolled out a National Tutoring Programme, worth £350 million, which will deliver tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.

This workshop will help governors to seek answers to question that may include:

- How has the school identified gaps in learning?
- What support has been provided once gaps have been found?
- Is the curriculum impacted by the lack of external visits?
- What has been done about gaps in science (and other subjects)?
- What kinds of things are in place for pupils with SEND?
- Has the school found gaps between key stage transitions, including curriculum content and skills, and how has the school bridged this gap?
- Phonics – are there any gaps, and if so, are we filling them?
- Reading - how are we addressing and deficits that have been identified?

Suitable for all Governors.

Led by Brian Beal, Education Consultant.

Date and time: 4 February 2021, from 6.30 – 8pm

Course Code GD 16.

Restoring the Curriculum

Importance and Content: The DfE expects that all pupils should continue to be taught a wide range of subjects, and therefore asks that schools and other settings meet the key expectations set out in the content of this workshop of considering revisions to their school curriculum for academic year 2020 to 2021.

This workshop aims to help governors consider how schools should:

- Teach an ambitious and broad curriculum in all subjects from the start of the Autumn Term but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by Summer Term 2021.
- Plan on the basis of the educational needs of pupils.
- Ensure that curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

Suitable for all Governors, but particularly curriculum focused governors.

Led by Brian Beal, Education Consultant.

Date and time: 24 February 2021, from 6.30 – 8pm

Course Code GD 17.

Governors – getting to know your school

Importance and Content: This is a useful workshop for new governors or those keen to further develop their understanding of how their school works, so that they have a good awareness of its effectiveness.

In response to the COVID-19 crisis there is additional consideration of how governors can scrutinise school's planning for its use of catch-up funding and consider whether the school is:

- a) Spending the funding in line with its catch-up priorities;
- b) Checking that this is being used effectively.

Governors need to know a lot about a school in order to be effective in addressing their core responsibilities.

Often the amount of information is overwhelming.

This session explores:

- the key information that all governors need to know and understand about their school and where to find this.
- key documentation including the school improvement / development plan and school's self-evaluation identifying what these should include and how to evaluate whether these are fit for purpose.
- purposeful visits to school linked to key roles (NOTE – this includes virtual visits as necessitated by current constraints).
- sources, and the value of both internal and external performance data.
- analysing your headteacher's reports.

Consideration will be given to identifying and knowing the importance of information that is relevant to supporting their school through the COVID-19 crisis and beyond.

Suitable for all Governors, especially those who wish to increase their engagement during governing body meetings.

Led by Brian Beal, Education Consultant.

Date and time: 2 March 2021, from 6.30 – 8pm

Course Code GD 18.

Using the EEF Guide to become an evidence-informed School Governor and Trustee

Importance and Content: The EEF provides invaluable resources that informs school leaders and also supports governors and trustees in ensuring that school's strategies and approaches are guided by the best available practice. These are underpinned by case studies and supported by extensive resources.

In 2021 these resources are especially helpful in supporting school leaders with their planning during this unpredictable and exceptionally challenging year, and beyond.

Governors typically have limited time and do not necessarily have a background in teaching, therefore EEF resources are especially helpful so that governors can access helpful and jargon free evidence to promote better-informed discussion in governing boards about how schools can ensure that their funding is spent effectively.

This workshop explores the most useful and appropriate resources, including those provided to support schools as they recover from the COVID crisis. It will help governors and trustees to consider practical applications of the research and evidence presented.

Some emphasis will also be given to familiarising governors with 'The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21' that is particularly relevant in supporting schools through the challenges presented by COVID recovery.

Suitable for all Governors.

Led by Brian Beal, Education Consultant.

Date and time: 4 March 2021, from 6.30 – 8pm

Course Code GD 19.

Preparing Governing Body Chairs for Leading Meetings

Effective leadership of the Governing Board is crucial in ensuring that governance is effective in fulfilling its strategic functions. This is especially true for the 2020 / 2021 academic year as schools face significant challenges in recovering from the COVID crisis.

Becoming the Chair for the first time is a daunting prospect at the best of times, but especially so as your school manages its responses to the additional challenges and demands following the COVID-19 lockdown.

The two sessions explore issues that include:

- Working with your Headteacher and Clerk to set the right agendas for your school throughout the school year;
- Ensuring that the work of your Board is focused on your School's priorities by making sure that Governors are well informed and able to engage purposefully in discussions and activities to support these;

- Working effectively with your fellow Governors to deploy their expertise and experience so that your Board functions as effectively as possible;
- Staying in control of your meetings so that everyone remains focused on their roles and responsibilities, particularly towards pupils and staff;
- Ensuring that discussions do not stray into operational matters.

Suitable for all new to the role of Chair or Vice Chair and those governors aspiring to lead their governing board.

Led by Brian Beal, Education Consultant.

Dates and Times:

- Part 1 will be held on 11 March 2021 from 6.30 to 8pm. Course Code GD20
- Part 2 will be held on 16 March 2021 from 6.30 to 8pm. Course Code GD21