

Governor Forums Spring 2018

Monday 26 February – Bradford

Or

Monday 19 March – Keighley



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL



Barnardo's
Yorkshire

BELIEVE IN CHILDREN

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Who are young carers?

- Children and young people under the age of 18 years who care for someone in their family who has a disability or long term illness.



Who might they care for?

- Any member of their family
- Usually someone they live with
- Family members with:

Physical disabilities

Mental health issues

Drug and alcohol addictions

HIV/AIDS



What do young carers do?

- Household tasks
- Emotional support
 - Personal care
- Childcare for younger siblings



Impact of caring -

- **PHYSICAL HEALTH** – often severely affected by caring through the night, repeatedly lifting an adult, poor diet and lack of sleep.
- **EMOTIONAL HEALTH** – stress, tiredness and mental health are common for young carers.
- **ISOLATION** – feeling different or isolated from their peers, limited opportunities for socialisation, bullying and harassment – more than two out of three young carers are bullied at school.
- **UNSTABLE ENVIRONMENT** - traumatic life changes such as bereavement, family break up, losing income, housing issues and seeing the effects of an illness/disability.



Schools Work-

Our key aims are to work with schools to:

- Raise awareness of young carers amongst pupils and staff
- Support “hidden” young carers to self identify and access support
- Help schools to acknowledge and support young carers



School Policy and Designated Leads

- A vital part of our plan to ensure that young carers are supported appropriately in school.
- All schools to be signed up by July 2018
- Signing up to the policy means identifying a member of staff to be responsible for overseeing young carers (Designated Lead)



High schools

- All high schools have identified a lead
- 28 high schools have identified a lead who have been trained
- 6 have identified a lead but not done training



Primary schools

- 119 primaries have identified a lead
- Out of the 119 - 61 have done the training
- There are still 39 primaries who have not identified a lead



What we expect from leads -

- 1) Attend the training
- 2) Be the link between us and school
- 3) Deliver an annual assembly on young carers
- 4) Ensure staff know how to recognise and support young carers
- 5) Be known/visable to young carers within their school
- 6) Where relevant refer young carers onto our service



Our service ethos



- We work to remove/reduce impacts faced by young carers due to their caring responsibilities.
- We build on young carers strengths and celebrate positive family relationships.
- We've learnt lessons – it isn't just about providing young carers with breaks.
- Each child is different having individual needs within their family and community. We respond in a multifaceted and holistic manner working together with other agencies to meet these needs.
- We offer one to one work, group work, signposting, information and guidance.



Thank you

■ Any questions?

Developments in Safeguarding

David Niven
Independent Chair
Bradford Children
Safeguarding Board
(BCSB)



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Working Effectively with the More Able

Governor Forum – Spring 2018

Richard Lait

Primary Lead Area Achievement
Officer



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What we hope to cover....

- What do we mean by more able?
- Background.
- What is good assessment?
- What does this mean for governors?
- Questions you might ask?



Depth of learning

Paddling



Snorkelling



Diving



Chris Ougley



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Historical background

- The ‘*new*’ national curriculum for Key Stages 1- 4 does not include any level descriptors. Instead it outlines broad expectations of what pupils should be taught in different year groups or phases. (The National Standard.)
- The new NC became statutory in September 2014
- There is no nationally prescribed system for schools to use to track pupil progress throughout their time in school. Schools have developed their own system or have adopted systems that they feel meet their needs.
- OFSTED always want to see good evidence of pupil progress, both from the tracking of progress over time and from qualitative evidence such as observations of teaching and in pupils’ written work.



Why?

- The DfE wanted to encourage teachers and schools to have a broader view of progress rather than ‘pigeon-holing’ pupils into categories. (e.g. old L 5 or 5 A*-C)
- The DfE and Ofsted also wanted there to be a focus on progress across all year groups
- Teachers have had to develop their confidence in the more formative aspects of assessment, so that they can clearly demonstrate the progress that pupils are making in their learning, without the language of levels to describe this progress numerically.

Key terms

- Age Related Expectations – ARE
 - Expected standard – EXS
- and
- Exceeding/Greater Depth
 - High attaining - HXS



So what is good assessment?

- Good quality initial assessment of what pupils already know and can do, and where there may be misconceptions, at the initial stage of a unit of teaching.
- Rich open-ended learning activities that are well matched to pupils' starting points and that allow for pupils to extend their skills and develop their thinking.



So what is good assessment?

- Pupils making identifiable progress in lessons, against specific learning objectives, enabled by quality constructive feedback and marking, collaborative peer discussion, self-assessment, etc.
- Teachers use their assessment of the progress pupils are making in their lessons (against specific learning objectives) to plan further teaching.



Effective assessment

- Gives reliable information to parents about how their child, and their child's school, is performing
- Allows meaningful tracking of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.



Effective assessment

- Differentiates attainment and progress between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

So what does this mean for Governors?

- There is far more awareness of and necessity to cater for the needs of the most able children.
- Ofsted currently looks for challenge for the most able, as, sadly, the brightest children are often still not meeting their full potential.
- If a child is identified as more able in any subject then there should be evidence that they are being challenged to achieve in that subject



Factors that impact the progress of the more able...

Teacher expectations.

- It is easy to miss a more able child, as they can do just enough to get by and hope not to be noticed. They are the most frustrating children as you have the sense they are capable of so much more, but it never seems to come out in their work.
- Are your teachers hungry for children to achieve?



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Factors that impact the progress of the more able...

Understanding differentiation.

- Real differentiation is not more of the same but finding ways of challenging the brightest children further.

Raising aspirations

- Some children have no background of outstanding achievement and so do not see the opportunities that this gives



Factors that impact the progress of the more able

Being a boy/Being a girl:-

- Gender plays a big part in success right through to A level
- Boys may prefer different ways of learning from girls.
- Good male role models on the staff can help this.

Lack of family support/resources:-

- Out of hours groups can assist with this



Questions for Governors?

- How many children in your EYFS/ KS1/KS2/KS3 are exceeding?
- Do you know how many children in each class/group/subject have the potential to exceed?
- Are they identified? If so what extra provision is being made for them?
- Are they discussed in Pupil Progress Meetings?
- Are they being supported in choosing challenging options for KS4?



Questions for Governors

- What opportunities are there for these children to excel and be challenged further?
- What opportunities are there for children who excel in subjects other than English or mathematics?
Sport/Art/Music
- Does the school signpost to opportunities outside school?
- Is there effective staff training to support the increased level of challenge needed by these children?
- Are there opportunities for sharing good practice both within and outside school?



KS2 2017 National Data

Higher attaining pupils

	At or above expected	Higher attaining
RWM	61%	9%
Reading	72%	25%
Writing	76%	18%
Maths	75%	23%



KS4 2017 National Data

- Those with higher prior attainment entered more EBacc slots 3.0 as against 2.8 for those with average prior attainment.
- Those with higher prior attainment were entered for an average of 9.5 GCSEs as opposed to 9.3 for those of average prior attainment
- 76.7% achieved passes at grades 5-9 in English and Maths
- 41.3% achieved the EBacc **but only 58.3% were entered**
- **Progress 8 scores averaged 0.0**

