School-to-School Support COVID-19 Recovery Offer

Department for Education

What is the offer and who can access this?

An experienced system leader will provide time-limited school-to-school support to schools and trusts to help them to overcome the challenges they face or have been exacerbated as a result of the COVID-19 pandemic.

This support offer can be accessed free of charge by any school who may-
- have educational issues that have either been caused or exacerbated by COVID-19 or,
- are facing full or partial closure because of COVID-19 and would benefit from additional leadership capacity including help with their remote learning offer.

Who will provide the support?	When will the support take place and for how long?	What type of support will be offered?	Who will the DfE work with?
An experienced school leader (either a National Leader of Education, MAT CEO or teaching school lead). They may also draw on others from within their own school or trust.	Support will be available as soon as a suitable school leader has been identified to provide support. It will be offered for an initial five days on average. Additional support can be provided to those schools with challenging needs.	Support will be tailored to the individual needs of the school or trust, but could include, for example, a focus on: • planning for closures/remote learning • addressing gaps opened in learning – use of catch-up funding • lost leadership capacity	Regional DfE teams will administer the support offer and will work with Local Authorities, Dioceses, the Teaching Schools Council and local MATs to identify schools and trusts who may benefit from support and to match them with an experienced school leader.

My school needs support, how do I access this?
Please contact your local Regional Schools Commissioner's office for further information.

Examples of previous support provided…

A maintained primary school received support from a MAT to help them to overcome a range of challenges linked to COVID-19.

Support included:

- ✓ Monitoring and advising on 'Quality First Teaching' for all pupils to identify and close gaps
- ✓ Supporting SENDCO with considering best catch-up and support for pupils
- ✓ New chair support and guidance from a National Leader of Governance (NLG)
- ✓ Using Teams for remote learning

A school with a new headteacher in place following an unsettled period required support to prepare for full opening.

Support included:

- ✓ Coaching & mentoring headteacher/SLT to empower and encourage ideas sharing
- ✓ Supporting the development of a simultaneous learning plan, sharing the protocols of online and live lesson learning
- ✓ Advice on finance and business processes
- ✓ Training for all staff on monitoring plans including health and safety – handwashing, school arrivals and departure

A school had reduced leadership capacity as the headteacher was absent due to illness. This resulted in an inconsistent response to the pandemic.

Support included:

- ✓ Virtual meetings and sharing resources to return to full opening
- ✓ Evaluating the degree of learning loss and identifying the main gaps
- ✓ Evaluating lessons learnt to ensure school is thoroughly prepared to provide remote learning effectively

Examples of feedback received from supported school leaders

❖ *"As a headteacher it helped me to prioritise key areas through the sharing of information on policies and planning."*
❖ *"It improved the quality of leadership."*
❖ *"It really enhanced our provision at a time when it was difficult and without it we would not have been able to plan for the way forward."*
❖ *"The support we have received has been invaluable and has been done in a very unimposing and non-judgmental way. This is despite the fact we have a long developmental journey ahead. The NLE and the MAT have provided a whole range of useful materials and training and expertise but, just as importantly, reassurance and guidance, particularly through a very tough period. I personally have felt that no-one can do enough to support us …and it feels like they want to invest in me and in our school without it losing its uniqueness!"*