|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **Action for schools and local authorities: Submit your year-end statement for the National Tutoring Programme (NTP)**Schools and local authorities (including virtual school heads) that received the 2022/23 NTP grant have until 2pm on Friday 29 September to [submit the year-end statement](https://digital-forms.education.gov.uk/JZPkozb0hZ/NTP-start?utm_medium=email&utm_source=govdelivery). You must report all tutoring delivered in the 2022/23 academic year (from 1 September 2022 to 31 August 2023). Failure to submit the form will result in your full funding allocation being recovered by the ESFA.Schools that converted to an academy after 1 August 2023, should select their old establishment and URN when completing the form, rather than the new one. We have published [guidance on how to submit your year-end statement](https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2022-to-2023-academic-year?utm_medium=email&utm_source=govdelivery), which includes a [short video for schools](https://www.youtube.com/watch?utm_medium=email&utm_source=govdelivery&v=qe9VtWeLH2Q). If you experience any technical issues with the form, contact the [ESFA Help Centre](https://esfahelp.education.gov.uk/hc/en-gb?utm_medium=email&utm_source=govdelivery). For any other tutoring queries, email the NTP support desk.  |
| **Action for secondary schools: Review and publish your provider access arrangements**Your school must comply with the provider access legislation, introduced in January 2023. By meeting this statutory requirement, you will help your pupils to understand apprenticeships and wider technical options and to make informed decisions about their next step. The law requires all state funded secondary schools to ensure that all pupils during school years 8-13 have at least 6 opportunities to meet a range of providers of approved technical education qualifications and apprenticeships. 2023/24 is the first full academic year that this strengthened legislation has been in force.You are reminded that a provider access policy statement must be published on your school’s website explaining how the school intends to comply with the legal requirements. Read more in DfE’s [careers statutory guidance](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools?utm_medium=email&utm_source=govdelivery) and to access further support and guidance visit The Careers & Enterprise Company [website](https://www.careersandenterprise.co.uk/fe-skills/provider-access-legislation/?utm_medium=email&utm_source=govdelivery).  |

**Action for schools: Action short of strike action by NASUWT**NASUWT has issued [instructions](https://www.nasuwt.org.uk/news/campaigns/time-for-a-limit.html?utm_medium=email&utm_source=govdelivery) to members to begin action short of strike action (ASOSA) from 18 September in schools where they secured a mandate in their July ballot. This will affect some schools in England.

|  |
| --- |
| Schools should consider mitigations to reduce the likelihood of any disruption, for example reviewing timetabling or moving meetings. Leaders can ask their staff if they are taking part in ASOSA, to support contingency planning, although staff do not have to confirm this. Employers should expect all staff to fulfil their contractual obligations. Whether ASOSA amounts to a breach of contract will depend on exactly what the action is and the terms of the employee’s contract. If there is any doubt about whether an employee is in breach, the employer should seek legal advice on the individual case. |

**Action for schools: Share your views through our Workload Taskforce research**

|  |
| --- |
| The DfE recently announced they will be setting up a taskforce of union representatives, experts and experienced practitioners to explore way to reduce teacher and leader workload. The DfE is interested in speaking to school senior leadership teams to inform recommendations from the taskforce. If you are interested in sharing your perspective, please [fill in this sign up form](https://forms.office.com/Pages/ResponsePage.aspx?id=yXfS-grGoU2187O4s0qC-XxFHyrXF0lFq-yJec9Q42xUQzM1RTZJMllUOU01MlZDOENUQ0xaNDgzOS4u&utm_medium=email&utm_source=govdelivery) and a researcher will be in touch. |

**Action for schools: Schools Commercial autumn term webinars and regional roundtables open for booking**

|  |
| --- |
| The Schools Commercial Team is hosting free webinars this term to help those who buy for schools save time, buy compliantly, and get great value. View the [full schedule and register](https://bit.ly/aut23webinars?utm_medium=email&utm_source=govdelivery) to attend. If you would like to join other School Business Professionals from across your region to network, share your procurement issues and priorities, and find out more about the free procurement support available from the DfE, you can register to attend one of our upcoming regional roundtables. The roundtables are free to attend, and locations have now been confirmed for the autumn term. [Register now.](https://bit.ly/SBPrt?utm_medium=email&utm_source=govdelivery) |

**Action for schools and local authorities: Access the monitor your school attendance tool**85% of schools are [sharing daily attendance data with DfE](https://www.gov.uk/guidance/share-your-daily-school-attendance-data?utm_medium=email&utm_source=govdelivery). Schools, local authorities and trusts get [access to the Monitor your school attendance tool](https://www.gov.uk/guidance/access-your-school-attendance-data?utm_medium=email&utm_source=govdelivery). [Analysis of daily attendance data](https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2023-week-29?utm_medium=email&utm_source=govdelivery) shows that 55.5% of pupils absent in the first week of term go on to be persistently absent. We’ve been improving the Monitor your school attendance tool to help you identify pupils that need support early.What’s new?* indicators for termly trends in attendance
* data visualisations for quick trend insight
* weekly view of a pupil attendance
* pupil attendance codes from the start of the academic year improved loading times
* fixes to some data quality issues

|  |
| --- |
| We want to hear about your experience of using your attendance data. [Sign up to take part in a research project](https://forms.office.com/pages/responsepage.aspx?id=yXfS-grGoU2187O4s0qC-dQrkQUSo7lDklWEd361GJ9UNkhWNTc3QUdTT1k5TU9JRFY4QUc1SjdLRy4u&utm_medium=email&utm_source=govdelivery). |

**Action for early years settings and schools with reception schools: Take part in the Early Years Foundation Stage assessment support survey**

|  |
| --- |
| The Department for Education has launched a short survey to seek the views of early years practitioners, teachers and school and setting leaders on assessment in the Early Years Foundation Stage (EYFS). Feedback from the sector will help ascertain what support, if any, would be beneficial for supporting effective assessment in the EYFS. If you work in the early years, please take the time to fill in this short, anonymous survey: [Early Years Foundation Stage (EYFS) assessment support survey](https://www.surveymonkey.co.uk/r/WN87F3F?utm_medium=email&utm_source=govdelivery). Have your say by Tuesday 3rd October.  |

 |

 |
|

|  |  |  |
| --- | --- | --- |
| **Information for all education settings: Prevent duty guidance has been updated**

|  |
| --- |
| The [Prevent duty guidance](https://www.gov.uk/government/publications/prevent-duty-guidance?utm_medium=email&utm_source=govdelivery) has been updated to reflect several recommendations of the [Independent Review of Prevent](https://www.gov.uk/government/publications/independent-review-of-prevents-report-and-government-response?utm_medium=email&utm_source=govdelivery). This includes changes to the guidance for education settings. There are no new legal requirements or responsibilities for education settings and changes are not anticipated to come into effect until 31st December 2023, at the earliest. [Read more about the key changes, how they affect different phases of education and what support is available](https://educationhub.blog.gov.uk/2023/09/07/how-were-safeguarding-students-and-learners-from-radicalisation/?utm_medium=email&utm_source=govdelivery). |

**Information for schools: teach the facts about tax with HM Revenue and Customs’ free, interactive lesson**

|  |
| --- |
| [Tax Facts](https://www.gov.uk/government/publications/tax-facts-for-children-and-young-people/tax-facts-resources-for-teachers-and-parents?utm_campaign=tax_facts&utm_medium=email&utm_source=govdelivery) is an educational programme for schools that introduces students to how the UK tax system works. It provides free, interactive, curriculum-linked resources – including a lesson plan, classroom presentation, activity sheets and videos. There’s even the option to invite an HMRC member of staff to deliver the lesson in your school. Find out how Tax Facts helped a school prepare their students for the world of work on our [Teacher Blog.](https://teaching.blog.gov.uk/2023/07/19/teaching-our-students-the-facts-about-tax/?utm_medium=email&utm_source=govdelivery)  |

 |

 |
|

|  |
| --- |
|  |

 |