

# School Readiness newsletter

## October 2020 - Issue 3

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### **Oxfordshire School Readiness Strategy 2020**

Oxfordshire's goal has been for all services working with young children and their families to play an important role in supporting school readiness.

The school readiness [strategy](#) reflects key principles that school readiness is achieved through families, ready communities, ready services and ready children. Through the School Readiness consultation 4 main priorities have been identified as being key for children to be ready for school and lifelong learning.

- Strong Home Learning Experience to support children's learning and development
- Early Engagement
- High Quality Provision
- Information-sharing and high-quality transitions through life



If you have resources and information you would like me to share in this newsletter, please email [SchoolReadiness@Oxfordshire.gov.uk](mailto:SchoolReadiness@Oxfordshire.gov.uk) by the 27th of every month.

Strong Home Learning Experience to support children's learning and development

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**National Literacy Trust – Words for life /New digital platforms for families and teachers**

The virtual [school library](#) will help primary schools give children who have been most adversely affected by COVID-19 access to books all year round. The words for life website supports with the home learning environment for children

The websites are packed with free books, fun activities and exclusive author content. For more information look [here](#)

**For Happy Healthy Early Years - [Support](#)** from trusted NHS professionals

**Simple, fun activities for kids, from newborn to five**

<https://hungrylittleminds.campaign.gov.uk/>

**Talk to your baby**

[www.talktoyourbaby.org](http://www.talktoyourbaby.org)

**Building a happy baby - a guide for parents**

[www.unicef.org.uk/babyfriendly](http://www.unicef.org.uk/babyfriendly)

**Education Endowment Foundation**

NEW: Supporting reading at home - we have made some of our resources available in Polish, Punjabi, Urdu, Bengali, and Lithuanian.

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

**Improving the Home Learning Environment** guide by the Department of Education and National Literacy Trust

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/756020/Improving\\_the\\_home\\_learning\\_environment.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756020/Improving_the_home_learning_environment.pdf)

**The Digital Playground - Dancin' Oxford's family dance week.**

Saturday 10 – Sunday 18 October 2020 on [www.dancinxford.co.uk](http://www.dancinxford.co.uk) FREE online family activities (including free downloadable craft worksheets and additional how-to 'making' activities). **Please do share this information with your networks.**



DO The Digital  
Playground - Family

### **The Toddler Meal Planner is a must have in every kitchen!**

Created in collaboration with parents to solve a real need, it makes it easy for parents to get the balance right, helping to take the guesswork out of toddler meals and set up healthy habits for life at a critical time in children's development. You can find the meal planner [here](#)

## Early Identification

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**New parents urged to have their say on available early years support via new online questionnaire.** New parents, healthcare staff, charities and volunteer groups are encouraged to share their views on the government's existing early years support. The link to the questionnaire is [here](#)

### **Thank You Messy Senses and Amelia**

We would like to thank Amelia for donating some wonderful well-being boxes to vulnerable children in Oxfordshire. Amelia fundraised to help children across the Country. Have a look at the Messy Senses news to see what they offer.



Messy Senses  
news.pdf



## Well-being in the Early Years

The Oxfordshire Educational Psychology Service have worked alongside the Early Years SEN Team (EYSEN) and Early Years Advisory Team to collate advice, research and guidance to produce a set of materials to support settings in developing a whole setting approach for promoting well-being. You can find further information below.



Well-being in the  
Early Years.pdf

## Improving health outcomes in early years review

The review will look at the first 1,001 days – from conception to the age of 2 - with a stated focus of reducing inequalities, as well as looking at some of the lessons learnt during the COVID-19 pandemic.

The review wants to hear from new parents, health professionals, charities and voluntary groups and has published a [call for evidence](#).

You can complete the survey [here](#) and the deadline is midnight on **Friday 16 October 2020**.

## High quality provision

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**The Education Endowment Foundation has some new resources to support planning, literacy and pupils with SEND.**

### **NEW SUPPORTING RESOURCES:**

The School Planning Guide 2020-21 includes four real-life school plans using a tiered model approach to teaching, targeted support and wider strategies for the coming year.

This guide aims to support school leaders with their planning for the unpredictable academic year to come. It proposes a tiered model that focuses upon (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies. It has been developed in partnership with expert school leaders from across the country. Download them (and your own editable template) here:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

### **Eight recommendations to support 5-7 year-olds' literacy**

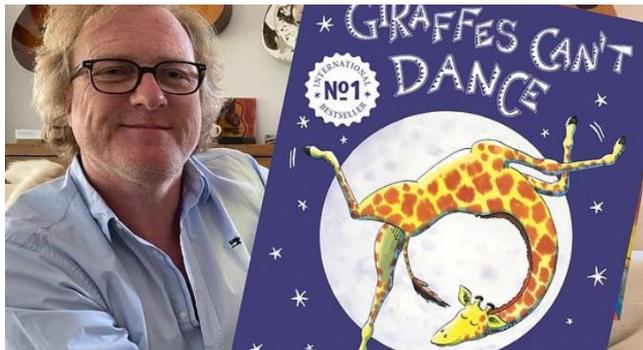
The EEF's Literacy specialist, Caroline Bilton – a primary school teacher, assistant headteacher and English lead – shares insights from our newly updated 'Improving Literacy in Key Stage 1 Literacy' guidance

report...<https://educationendowmentfoundation.org.uk/news/eef-blog-key-stage-1-literacy/>

## New (and free) weekly EEF email series: Supporting pupils with SEND

Interested in deepening your understanding of how best to support pupils with Special Educational Needs? If so, the EEF's new, free, weekly email series – based on our 'Special Educational Needs in Mainstream Schools' [guidance report](#) – is for you.

**Who Says Giraffes Can't Dance? Listen to June O'Sullivan and Giles Andreae Talking about the power of storytelling.** Listen to the Podcast [here](#)



## Oxfordshire CPD online – What's new for you?

- [Bite-size CPD](#) The Early Years Team have developed a webpage dedicated to short bite-size CPD sessions which you can access on a range of devices.
- [Setting Manager's Meeting](#) – To support setting and Deputy Managers in keeping up to date with local and national information as well as networking with other stings leaders.
- Free early language and phase 1 phonics training - Language development before children start school serves as the backbone of later literacy development. The experiences that practitioners plan and the interactions that are shared with children help to develop the skills that children need to read and write. Communication and language, listening and attending, taking turns in conversation, playing with sounds and learning new words are all important skills that need to be in place before children can learn to read independently. This academic year, the early years advisory team are offering free online early language and letters and sounds phase 1 phonics training to every early years setting. Each locality will be contacted directly with the dates available for them to book onto via step into training. Sessions will also be available for childminders. **Watch this space!**

**OXPIP'S ONLINE LECTURE SERIES - online lecture** with Dr Dana Shai on Friday 27th November. Using the Parental Embodied Mentalizing Assessment (PEMA) to Identify Embodied Risk and Protective Factors in Parent-infant Relationship. You can find further information [here](#)

## Little Feet in Oxfordshire

Good luck to the 22 settings who have signed up to the [Little Feet](#) programme this week. Thank you [Active Oxfordshire](#) for all of your help and support to keep our Early Years children in Oxfordshire active.

## Information-sharing and high-quality transitions through life

**Save the Date: Healthy Active Children Conference – 16<sup>th</sup> November 2020** - We will shortly be launching bookings and the schedule for this year's conference which will include a variety of content and will cover family based interventions, breaking down barriers to cycling, young voices on physical activity, tackling anti-social behaviour, Whole System Approach to Healthy Weight, Active Design, Inclusion and much more – Active Oxfordshire

### **TV Documentary: A Special School (BBC)**

Luke is a 15-year who has a number of challenges to overcome, and one is that his speech doesn't keep up with his cognitive abilities. He wants to tell people about the pain he is in, and how frustrated he is. Luke works with a speech therapist and his teacher to programme his communication aid, so that it has the vocabulary he needs.

It is an incredible moment of enabling the voice of the young person. A recommended programme, you can find it on iPlayer [here](#)

### **This month's theme: [Optimistic October](#)**

Daily actions to help you focus on what really matters. Join a supportive community of 100,000+ people using the [Action for Happiness app](#) to get daily actions and inspiration.

### **FAST newsletter**

Have you seen the latest Fast Newsletter? It highlights the new walking app "Street Tag" that was launched in Cherwell over the summer holidays which has been a big success with over 300 people signed up and 28,000 miles covered so far!



FAST Newsletter  
No3 Final.pdf

## Emergency Medications Information Flowchart for the under 5's - Oxford Health NHS Foundation Trust Health Visiting Service

See this flowchart with information about training that is available to you.



Health Visiting  
Emergency Medicati

### Healthwatch Oxfordshire would like to find out what support for parents is working well in Oxfordshire and where there might be gaps.

If you're a parent, or an organisation that provides support, please let us know what you think by completing our short, anonymous survey [here](#). Healthwatch Oxfordshire has two Ambassadors on The Children's Trust Board, which brings together the public, private and voluntary sectors to improve outcomes for all children and young people who live in the county. Our Ambassadors will feed back what we hear from parents and organisations via this survey to The Children's Trust Board. **This survey is anonymous. We don't need to know who you are – we just want to make sure we hear your views.** If you would prefer a paper questionnaire or would like it in another language please get in touch by calling 01865 520520 or email [hello@healthwatchoxfordshire.co.uk](mailto:hello@healthwatchoxfordshire.co.uk)

## Ofsted

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[Report a serious childcare incident](#) - Added information about reporting confirmed cases of COVID-19 and any related closures.

[Childcare: reporting children's accidents and injuries](#) - Added the requirement to notify Ofsted of any confirmed cases of COVID-19 in staff or children.

[Education plans from September 2020](#) - Updated guide: Ofsted's inspection of providers on the Childcare Register will resume from 16 September.

[Carrying out Childcare Register inspections](#) - Changes to the 'After the inspection' section to reflect new timescales.

[Consented addresses for childminders and domestic childcare](#) - Updated consented addresses for childminders and domestic childcare as at 31 August 2020.

[Joiners and leavers in the childcare sector](#) - Published data on joiners and leavers in the childcare sector in August 2020.

[Collection - Ofsted COVID-19 series](#)

Briefing notes and a commentary from Amanda Spielman about providers that we have visited or spoken to during the interim phase of our return to routine inspection.

### **COVID-19 updates**

[Ofsted: COVID-19 rolling update](#) - This sets out our guidance and information relating to COVID-19 (coronavirus) for schools, early years, children's social care and further education and skills providers. We are updating it regularly. If you need to see what we've added since you last checked it, you can select '[history](#)' on the page and this lists all the updates.

## **Public Health England**

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TV edu settings  
flowchart V4.1.pdf



Edu settings  
COVID-19 resource j

## **Government updates**

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### [COVID-19: Guidance for the safe use of multi-purpose community facilities](#)

Guidance for those managing community centres, village halls and other community facilities on safely re-opening multi-purpose buildings. Change made: Guidance updated to reflect changes in legislation to track and trace.

### [Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak. Change made: Updated to remove out of date summer references, added a section of links to venue-specific guidance and updated Test and Trace section to reflect launch of the NHS COVID-19 app.

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#) Guidance for parents and carers of children attending community activities, holiday or after-school clubs, tuition and other out-of-school settings. Change made: Updated to remove out of date summer references.

### [Early years providers, schools and colleges in the autumn term: translations for parents and carers](#)

Translations of the information for parents and carers about going back to schools, nurseries and colleges in the autumn term.

### [COVID-19: guidance for the safe use of places of worship and special religious services and gatherings during the pandemic](#)

Guidance to enable the safe reopening of places of worship for a broader range of activities and includes a checklist for special religious services and gatherings. Change made: Updated the Special religious services and gatherings COVID-19 checklist – to incorporate changes in regulations, as they affect special religious services and gatherings, announced by the Prime Minister on 22 September 2020

### [Coronavirus \(COVID-19\): guidance on the phased return of sport and recreation](#)

Guidance for the public, providers of outdoor sport facilities, elite athletes, personal trainers and coaches on the phased return of sport and recreation. Change made: Return to recreational team sport framework updated with 24 September guidance changes.

[COVID-19: guidance on supporting children and young people’s mental health and wellbeing](#) Advice for parents and carers on looking after the mental health and wellbeing of children or young people during the coronavirus (COVID-19) outbreak.

### [Use of the NHS COVID-19 app in schools and further education colleges –](#)

Actions for schools and further education colleges when using the NHS COVID-19 app in education settings.

### [Actions for early years and childcare providers during the coronavirus outbreak](#)

This guidance is for local authorities and all early years providers in England. This includes early years provision in:

- maintained schools
- non-maintained schools
- independent schools
- all providers on the early years register
- all providers registered with an early years childminder agency

### [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment \(PPE\)](#)

This guidance applies to:

staff working in education, childcare and children’s social care settings in England  
children, young people and learners who attend these settings  
their parents or carers

### [Remote Education Temporary Continuity Direction: explanatory note](#)

The intention of this Direction is to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).

### [Remote education good practice](#)

Good practice to support school leaders in developing their remote education contingency plans

## [COVID-19: guidance for supervised toothbrushing programmes in early years and school settings](#)

Poor oral health in childhood has a significant impact on children and families, with tooth decay being the most common reason for 6 to 10-year old's being admitted to hospital to have teeth removed. This guidance also included infection prevention and control advice.

## Safeguarding

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[Safeguarding and remote education during coronavirus \(COVID-19\)](#) Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak. Change made: Page updated with reference to local restrictions and links to new resources.

## Articles/News/Reports/Research

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### **Healthwatch report - September 2020**

Emotional wellbeing in 0-5-year olds in Oxfordshire is available [here](#).

### **Cherwell District Council - September 2020.**

Families Active and Sporting Together, physical activity in lockdown report. Is available [here](#).

**Clear Sky Impact Report 2019 2020** is available [here](#)

### **Coronavirus: impact on children and young people**

The Children's Commissioner for England has published a report examining the impact of the coronavirus crisis on children and young people in areas including education, social care, health, youth justice, housing, and family life. The report includes specific recommendations in each area to help children recover from their experiences and calls for: a comprehensive recovery package for children and young people; children to be put at the heart of planning for further lockdowns; and children's rights and protections to be upheld.

Separate blogs highlight the impact of the pandemic on children in care and care leavers who contacted the Children's Commissioner's Help at Hand helpline and how lockdown affected children's stress and anxiety.

**Read the news story:** [A comprehensive recovery package is needed to tackle rising tide of childhood vulnerability caused by the Covid crisis](#)

**Read the report:** [Childhood in the time of Covid \(PDF\)](#)

**Read the blog:** [Help at Hand spotlight: championing the rights of children in care under Covid-19](#)

**Read the blog:** [How lockdown affected children's stress and anxiety](#)

### **Coronavirus: childcare FAQs**

The House of Commons Library has published a briefing paper in response to frequently asked questions (FAQs) about the impact of the coronavirus outbreak on childcare providers and parents whose children attend such settings, including: the current position on the opening of childcare providers; and information on the rules relating to informal childcare provided by friends and family.

**See the latest Children First Alliance** newsletter with links to new reports, news articles and evidence affecting child health and wellbeing.



The Children First  
Alliance Newsletter.]

**Ofsted: School leaders determined pupils won't become 'the COVID generation'**

Ofsted has published the first reports on how schools and children's homes are addressing the needs of children at this time.

For up to date information

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[COVID-19 Gov guidance](#)

[E-newsletter](#)

[Facebook](#)

[OSCB](#)