



THE CHALLENGE ACADEMY TRUST

TCAT CARES

NURTURE | CHALLENGE | ACHIEVE



Issue 1 | April 2020

Welcome to our first TCAT CARES briefing designed to support all our wonderful staff across the Trust. These are unprecedented times and it has been truly inspiring to see how our TCAT community has come together to support pupils, families and one another. It is a worrying time and as professionals we all put our 'best face on' however, it is vital that we take care of ourselves first and foremost as we are also human! Our collaboration and the benefits we enjoy working together seem even more important during this time and it is important that we capitalise on this to support one another across the TCAT community.

The briefing is designed to offer support, keep you up to date, share top tips, ways to relax and suggestions around your own welfare, professional development and most importantly, make you smile!

A message from our CEO, Mr Matthew Grant.

I trust that you, your family and all of your loved ones are safe and well at this time. Our thoughts and prayers are with everyone who is struggling with illness at this time.

As the world and the UK attempt to get to grips with Covid-19 we can only imagine what the long term consequences will be, and it seems as if almost overnight the educational landscape has been turned upside down.

Your responses to the crisis have been truly amazing. When the national strategy changed and our schools and college were closed with just 48 hours' notice, to all but a few pupils, everyone worked tirelessly to reassure pupils, students, parents, carers and each other whilst making sure the foundations were laid to ensure continuity of learning.

With the flick of a switch exams and assessments were cancelled, Ofsted backed off and pupils who were coming to the end of their primary, secondary and post 16 studies were faced with saying goodbye and thankyou without the celebrations they had been planning and so deserved.

Within days, we were all learning new skills and discovering new terminology and apps that would ensure learning would continue as has planning, meetings and communications between teams at all levels and right across TCAT.

However there is one constant, your commitment to the young people in our care. You are all clearly determined to ensure that they continue to be nurtured, challenged and inspired to achieve, even in these most exceptional circumstances.

The Central Executive Team and I are truly humbled by your efforts, and on behalf of all the young people in our care we thank you.

Latest TCAT and Government guidance can be found on our website at: www.tcat.uk.com/coronavirus

New TCAT Chief Executive Officer

Last week in the midst of the lockdown, Andrew Moorcroft, the TCAT Director of School Improvement, was appointed as the new TCAT CEO. Six Trustees led by the Chair, Howard Platt, unanimously agreed that Andrew is the right person to lead TCAT and the CET following his interview conducted via Zoom, another first for TCAT. Andrew has extensive experience as a senior leader and has been part of the TCAT journey from its inception some five years ago. Trustees believe he is the right person to lead TCAT and the CET as we continue to set the educational agenda for Warrington.

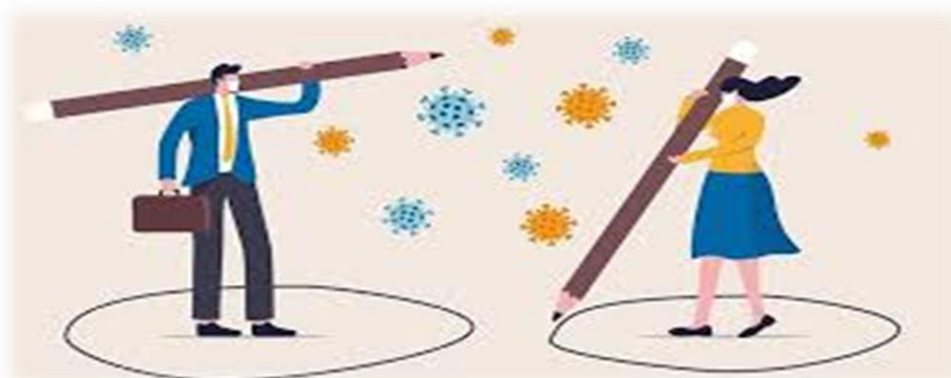
Andrew will take up his position in September when our current CEO Matthew Grant will commence his retirement after 41 years in education sector, including 18 years at Priestley and 5 as part of the TCAT team.

Congratulations Andrew from everyone in the TCAT family we look forward to continuing our journey with you at the helm.

Social distancing

Further Q&As have been added to the government guidance on [implementing social distancing in educational settings](#). These include the following points:

- Scientific advice indicates that educational staff, including childcare practitioners, do not require personal protective equipment (PPE), as children displaying symptoms of the virus should not be present in education settings, and there is a reduced risk of transmission from asymptomatic people.
- Additional advice for settings caring for children and young people with complex needs will be published shortly.
- Schools and colleges who are short of cleaning product supplies should email DfE-CovidEnquiries.COMMERCIAL@education.gov.uk, providing details of the supplies they are short of, and where they have been trying to buy their supplies.
- School and college staff do not need to take children's temperatures every morning but should be vigilant about signs of a temperature.
- Educational staff who display symptoms of coronavirus are not currently being tested because prioritisation is being given to those most at risk of severe illness from the virus – those in hospital care for pneumonia or acute respiratory illness.
- Wider testing is being rolled out, and priority lists will be set for this. If critical workers, including education and childcare staff, are tested, this will not be for all staff, but rather for staff with symptoms, in order to enable them to go back to work if they test negative.
- Staff in educational or childcare settings do not need to stringently wash their clothes at the end of their working day. This is only required by medical and care professionals providing intimate care to people with coronavirus.





Recommended CPD:

With new ways of working, comes new ways of learning. There are lots of great CPD opportunities, many of them offering access for free.

When the time is right, why not take the opportunity to learn something new or rediscover old learning and interests?

Hays have a wide range of courses available that cover areas around personal development, safety and compliance and health and well-being. All TCAT employees have membership and access to these resources.

<https://hayseducationtraining.com/user/login>

There are some excellent staff CPD resources here:

www.open.edu

<https://www.virtual-college.co.uk/resources/free-courses>

<https://www.futurelearn.com/courses>

In our next newsletter we will share more recommendations from TCAT colleagues

**“Learning
is a treasure
that will follow its owner
everywhere.”**

- Chinese Proverb

MAXSCHOLAR

NETFLIX

This is a crazy time, so why not watch the latest crazy documentary offering from Netflix called Tiger King: Murder, Mayhem and Madness.

It is full of eccentric characters based around the underworld of big cat breeding.



Kindness is something to be shared, it helps to spread positivity and warmth. We would love to hear about examples of kindness from schools, staff, the public to share with you all.



MARTY, I JUST CAME BACK FROM 2040



The **Mental Health Foundation** offers excellent support and guidance. Here are some useful points to support, more can be found on <https://www.mentalhealth.org.uk/>. This organisation is part of the wider mental health response and are working alongside colleagues at Public Health England and the Department of Health and Social Care.



Working from Home:

With many of us now suddenly transitioning to working from home for a large majority of the time, this takes some adjusting, new routines and approaches. The BBC have produced an article to support this with five ways to work well from home.

<https://www.bbc.co.uk/news/business-51868894>

1. Get dressed
2. Establish boundaries
3. Get out and about (*if not self-isolating and only as part of your one daily exercise time*)
4. Pick up the phone
5. Take regular breaks.

Read the short article to get further details on the best ways to stay efficient and keep spirits and health up, where possible during the current situation.

COVID-10 useful guidance and information

(taken from the Chartered College, The impact of school closures: Selected reading)

The [official DfE guidance](#) for education settings during the COVID-19 outbreak

[NAHT's guidance for school leaders](#) during the COVID-19 outbreak

[ASCL guidance for school and college leaders](#) during the COVID-19 outbreak

[Information, FAQs and views from nasen](#) around the implications of the COVID-19 outbreak for children and young people with SEND

The [DfE's guidance on free school meals](#) during the COVID-19 outbreak

The [DfE's guidance on vulnerable children and young people](#) during the COVID-19 outbreak.

The DfE's [guidance on implementing social distancing](#) in childcare settings

Unesco are [reporting on where schools are closed](#) around the world on their website; this [World Bank blog](#) also summarises some of the approaches being taken internationally

Stefan Flasche and colleagues at the London School of Hygiene and Tropical Medicine's [brief letter of guidance on infection control](#) for schools who are looking after children of key workers and vulnerable children

The potential impact of school closures – views and related research:

A [report from Monash University](#) predicting the longer-term impacts of the COVID-19 on education

A [report from the CFEY and Ambition Institute](#), based on a virtual round-table event, looking at how to support vulnerable children and young people during COVID-19

A [blog from the Early Intervention Foundation](#) reflecting on what the COVID-19 outbreak may mean for families, children and the services that support them

A [blog from the Sutton Trust](#) looking at the possible impact of closures on disadvantaged pupils

A [Tes article by the EEF's Becky Francis](#), discussing the challenges school closures and remote learning will present, and the possible impact on disadvantaged pupils in particular

A [blog by Loic Menzies and Tom Rees](#) for the CFEY about how schools are supporting children and young people through the COVID-19 outbreak

A UNESCO [summary of the potential negative consequences](#) of school closures (whilst recognising the necessity of school closures, this highlights the challenges schools are also trying to solve during them)

The authors of this [National Bureau for Economic Research working paper](#) aimed to understand the impact of educational attainment of school closures during the 1916 polio pandemic

A [blog by Danielle Mason at the RSA](#) looking at how we can make we don't leave pupils behind

This [Lancet article](#) about what effect school closures might have on reducing the impact of the COVID-19 outbreak – [Sam Sims' thread on Twitter](#) discusses this