

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 overcome challenges they are facing as a result of COVID-19.

This support offer can be accessed free of charge by any school/trust that may:

- have educational issues that have either been caused or exacerbated by COVID-19 or,
- would benefit from additional leadership capacity, including to put in place a high-quality remote learning offer.

Who will provide the support?

An experienced school leader (either a National Leader of Education, teaching school lead or MAT CEO). They may also draw on others from within their own school or trust.

When will the support take place and for how long?

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 schools with challenging needs.

What type of support will be offered?

Support will be tailored to the individual needs of the school or trust, but could include, for example, a focus on:

- planning for and managing the wider re-opening of schools
- planning for remote learning
- addressing gaps opened in learning – use of [catch-up funding](#) and the [National Tutoring Programme](#)
- lost leadership capacity

Who will the DfE work with?

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 access remote learning training and develop a recovery curriculum.

Support included:

- ✓ Facilitating Ed-Tech support, including training in the use of Microsoft Teams and quality remote learning pedagogy
- ✓ Developing a recovery curriculum and curriculum coherence, with a focus on: accurate assessments of lost learning, subject sequencing, pedagogical choices and making authentic connections with and across subjects

An NLE supported a maintained secondary school with a range of challenges related to COVID-19.

Support included:

- ✓ Coaching support for the headteacher on the role of headship during COVID-19
- ✓ Facilitating an external governance review
- ✓ Developing an English Teaching and Learning Plan
- ✓ Sharing risk assessments and policies related to COVID-19 to support school re-opening and remote learning

An academy was supported by an NLE to address challenges with staffing, gaps in children's learning and to support the EYFS with re-opening.

Support included:

- ✓ Appointing a new senior leader and carrying out restructuring of staff
- ✓ Conducting an audit provision and developing an action plan for disadvantaged pupils
- ✓ Providing training for teaching staff on addressing gaps in learning
- ✓ Carrying out an EFYS audit to support the school with re-opening for all pupils

Feedback received from supported school leaders

- *"I have truly valued the fact that I have been able to ring you (the NLE) and receive first class coaching and support. You have enabled me to make positive decisions to move the school forward and the guidance you have shown to draw me to the right decision has been invaluable."*
- *"As a headteacher it helped me to prioritise key areas through the sharing of information on policies and planning."*
- *"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!"*