

The Consortium Academy Trust

# News@TCAT

July 2020

 @ConsortiumTrust



THE CONSORTIUM  
ACADEMY TRUST





**Dave McCready**  
CEO

# The whole is greater than the sum of its parts

from all of our academies have worked tirelessly to ensure that our children and young people have had access to learning and support either at home or back in school.

We should not underestimate how much planning this has taken, nor the level of commitment that has been shown by everyone who works for the Trust. Everyone has played a part, in whatever role, to ensure that our schools are as safe as they can be and that learning has continued during these difficult times.

Staff teams across the Trust have worked together developing the plans for supporting key worker children; vulnerable groups; those returning as part of the first phase of wider opening; those coming back for a face to face meeting prior to September; those engaged in home learning, and latterly, supporting the extensive planning for September.

During all these phases, I have seen colleagues from all our academies working collaboratively to find solutions to the issues that have been thrown at them. Many of these solutions have been relatively easy to implement, such as our pastoral staff identifying the best way to keep in touch with our most vulnerable learners. A growing number however

have been innovative, introducing new ways of working and making use of the technology that is available across the Trust. Headteachers have told me that despite these difficult times staff from all schools have pulled together to ensure we will move on from this, stronger and even more equipped to face what is likely to be an uncertain period over the coming months.

The fact that we are in such a strong position is a testament to everyone who works for the Trust. The phrase, first coined by Aristotle, 'The whole is greater than the sum of its parts' is in my opinion very fitting to describe what we are achieving as a Trust and it reflects the fact that we are stronger as one Trust of nine academies working collaboratively for the benefit of all our 7800 learners.

As we near the end of term, I would like to take this opportunity to thank you for your valued contributions over this academic year but also for your resilience over the last four months. I hope you find time to relax and recharge your batteries over the summer break and return ready to face whatever comes our way in September.

Best wishes  
**Dave McCready**

**As we reach the end of what can only be described as the most challenging year of my entire career, I think it is important to reflect on the benefits of being part of the family of schools that make up our Trust.**

No matter what role we play in the Trust or how experienced we are, over the past four months every one of us has been challenged in both our professional and personal lives, possibly in ways we have never been before. We have experienced what will probably be regarded by future historians as the defining moment of our generation. Although the coronavirus is still with us, we are nevertheless beginning to move onto the next stage of its evolution, where we are learning how to manage to live with the virus and this is something we are going to be required to do for the foreseeable future.

Living with the virus will require change in the widest sense and we are seeing this almost daily in our everyday lives. Over the last four months, I have witnessed a level of change across the Trust to a degree I never thought was possible. Staff

“**Staff from all our academies have worked tirelessly**”



**Sarah Young**  
Director of Education

# Academy Improvement Update

of equal importance, to your peers. This is a noble profession, we must never forget that. I am never surprised at the difficulties expressed by parents around their home schooling challenges in recent months, it takes a special kind of person to be a great teacher and not everyone can do it.

On the importance of self-care, I am really excited that I will be sharing our 'Better Together @ TCAT' Well-being Strategy with everyone in September, it is a timely launch. The conversations I had with a wide range of different colleagues on my 'Well-being Roadshow' event were brilliant and informed this document and our strategy going forward. Though there is more to come on that agenda, I am delighted to be welcoming our latest members of the Mental Health and Well Being team (Jennie Ellis and Justine Fenton) who will not only be focusing on provision for our learners but also promoting self-care advice and well-being support to our growing staff team.

Ever the optimist, I am now looking to the future and ensuring that we take the opportunities that have perhaps been harder to see during this pandemic. I have been, as always, humbled by the positive response to requests for help and support of colleagues during this time. Whenever I have sent a request to a colleague, which is usually entitled 'could you just' or 'would you be able to' the response has always been 'of course'. This has meant that we have been able to support each other, reduce workload, share great practice and innovate our pedagogy, ultimately flourishing and developing as a wider team. Whilst recognising and celebrating the uniqueness of all of our schools, this period has seen the green shoots of a culture of 'stronger together @ TCAT' which has brought



benefit and an improved experience for staff, learners and our communities alike. I am genuinely excited to see how we can build on this as we move forward into next year and beyond.

Though this year hasn't exactly gone according to plan for the Academy Improvement Team, Amanda, David, Emily, Richard, Stephen and I are really looking forward to the new academic year and working with great colleagues to promote collaboration to ensure we maximise the 'stronger together @ TCAT' opportunities for the benefit of us all.

Remember to focus on some self-care strategies this summer break.

**As we rapidly approach the end of another academic year, though granted it has been one like no other, I am as always for a school leader at the point of reflection and planning for the coming year.**

The 2019/20 academic year has thrown things at our communities and our profession that none of us could ever have envisaged. I believe we have done a great job in unknown territory to provide for the academic development and the well-being of our children and young people, including for many of us that provision for our own children; this has on occasion been at the expense of self-care. I have thought a lot in recent weeks about the experiences this year of our new entrants to our great profession, those who have been completing their training year and those who are NQs and RQTs, what a story you have to tell about your entry to the teaching profession! In contrast to that, I have also reflected on those colleagues who may be retiring or moving on to pastures new at the end of this academic year. I am certain your departure will not be as you had anticipated and I would like to take this opportunity to thank you for your commitment to children and young people across the Trust and, perhaps

# Results and Data Subject Access Requests



**Gilly Stafford**

Data Protection Officer

As you will be aware, due to the pandemic exams were cancelled this year so schools were asked to determine 'centre assessment grades' for each subject and to rank their learners within each of those grades.

The centre assessment grades and rank order have been submitted to the exam boards for standardisation. As such, we all should be mindful of the possibility of learners (or their parents) submitting data subject access requests (or DSARs) to gain information about how their grades were arrived at.

According to Ofqual's guidance, centre assessment grades must 'reflect a fair, reasonable and carefully considered judgement of the most likely grade a learner would have achieved if they had sat their exams this summer and completed any non-exam assessment.' This is explicitly stated as being distinct from predicted grades. Teachers had to consider a range of factors, including mock exam results, classwork, and non-assessment exam performance, as well as the academy's previous

performance in the subject.

There were no set rules on how much weight should be given to each factor, nor was the list of factors to be considered exhaustive. Ofqual's guidance made it clear that schools know their learners best and so should be instrumental in calculating their grades.

You will all be aware that both the centre assessed grades (CAG) and ranking are confidential.

**If a member of staff was to disclose either of these to learners or parents, it could be considered exam malpractice and violation of the teacher standards.**

## How may DSARs work in this case?

Under the GDPR data subjects have the right to request copies of their personal data held by data controllers. In this case, the Trust is the data controller, holding significant personal data on their learners, the data subjects.

The information data subjects can request would include information about how their grades were assessed under the new system. There is an exemption under the Data Protection Act 2018, which enables schools to delay providing exam results, and related documents until after results have been announced. However, it only allows schools to delay disclosing information; it does not allow schools to disregard the request.

## What should you do if a learner asks you about their grade or ranking?

If a learner asks you about "their data" (including where a parent makes a request for their child's data) it is legally considered a data subject access request and **MUST** be handled by the academy's Data Protection Link. All such requests must therefore be referred by staff immediately to the academy's Data Protection Link.

*Any data access request from a learner or parent, whether intentional or not, must legally be responded to by the Trust in*

*accordance with its data protection procedures.*

If a learner/parent asks – either verbally or in writing – for their/their child's grade or rank order, **we must respond to this as a**

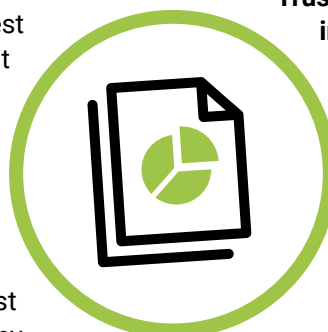
**Trust. It is not up to the individual member of staff**

**to respond.** Each

academy will appoint a Lead who will work with the academy DP Link to make a formal response. If you

receive a request you must make the academy DP Link aware immediately

who will take the necessary actions on your behalf. A learner or parent does not have to use any particular language, fill in a particular form, or even use the words 'access request'.





## Preparing for data subject access requests

There are some practical steps that we can take to prepare for these sorts of data subject access requests.

- Consider which assessment documents actually need to be retained.
- Make sure all of the information about the assessments is collected and stored securely at the end of the assessment process, so it is easy to locate in the event of a data subject access request.
- Be aware of who your Data Protection Link is (Sarah Greenley, Kaz Mulkern, Amy Orley, Sadie Prestwood, Lucy Richardson, Gill Roundill, Jo Tuffs and Janette Truran)

## Responding to data subject access requests

Academies that receive data subject access requests about how grades were assessed will need to be particularly alert to the following issues:

- learners receiving their GCSE and A-level results will usually be old enough to make their own data subject access requests. If parents of such learners make requests on their child's behalf the school must ensure that the child has consented to this;
- a person making a data subject access request is not necessarily entitled to receive personal data about other people. In particular, this means learners or their parents will not be entitled to receive information that reveals other learners' rankings or individual teachers' opinions;
- the normal deadline for responding to a data subject access request is one month from the date it is received; and
- if a request for information about the assessment process is received before the results are announced then the deadline for responding is 40 days after the announcement of the results, or five months from the date the request is made (whichever is earlier).

# HR Update



**Jane Simpson**  
Director of HR

## In these unprecedented times, most of us will be feeling some form of worry.

Our lives suddenly feel uncertain, the world feels different; we feel concerned for ourselves, our loved ones, our friends and our colleagues. It is within this landscape that the HR Team produced a guide for colleagues, highlighting some of the common issues which we are all facing, as well as signposting staff to where they can access different types of support. The guide was sent out to all colleagues but is also available on the TCAT website.

The HR Team also circulated to all Operations Managers a Working from Home Guidance document as well as DSE risk assessment form. Please continue to contact your Operations Manager in the first instance if support is required.

***If you are  
feeling  
unusually  
anxious,  
don't worry,  
you are not alone!***

**Advice and guidance  
for TCAT staff**



# ICT Update



**David Brooke**

Head of ICT

**S** SAFE  
**M** MEETING  
**A** ACCEPTING  
**R** RELIABLE  
**T** TELL



**Blended Learning** – a number of volunteers have now had training on delivering live learning sessions through Microsoft Teams. This has been very positive with great feedback to peers on what has worked well and what hasn't. Plans are in place to ensure this facility is available for everyone.



**Cottingham and Wolfreton** are migrating to the Trust Office 365 Tenancy week commencing W/C 20 July. This is the first step for both sites to enhance the Blended Learning project by providing a single platform for learners to access (especially roaming Sixth Form users).



**Roaming Users** – final preparations are in place to allow users to roam across sites (except Winifred Holtby at the moment). This enhances the user experience of users across the Trust without having the need for multiple login details.



**Trust Wireless** – Cottingham, Crosby, Howden and Wolfreton have now had a new wireless system installed. The replacement takes advantage of newer technology (WIFI6) which allows compatible devices to connect at a faster rate at each academy and the ability for users to roam using their own network credentials at other sites. Hessle and Penshurst are scheduled to have theirs replaced W/C 27 August.



**Winifred Holtby** are investing £75K in new network infrastructure which is to be installed over the summer – the pre-staging of this project begins W/C 13 July in which the site will see a huge increase in network capacity/speed as they upgrade from 1Gbps to 10Gbps.



## Estates Update

Tenders are in for the upcoming projects at **Cottingham High School** and **Sixth Form College/TCAT HQ**, **Penshurst Primary** and **Howden School**. Works at Howden School and Cottingham High School and Sixth Form College/TCAT have started. Work at Penshurst Primary will start w/c 20 July.

- **Wolfreton School** and **Sixth Form College** cooling project preliminaries underway. Anticipate summer completion
- Work is complete on the EYFS playground replacement at **Crosby Primary**
- The canopy project at **Hessle High School** and **Sixth Form College** is complete
- Planned projects for **Keyingham Primary** will be completed during summer break
- **Holderness Academy** and **Sixth Form College**: boiler replacement and ACM remediation is underway



**Patrick Morris**

Head of Estates

# Career Development @TCAT



**Amy Cox**

NQT Croxby Primary

**I arrived at Croxby in January 2019, to complete my final 10-week placement as part of my BA Primary Teaching degree at The University of Hull.**

I was immediately welcomed as part of the teaching team and soon discovered the immense support that the members of staff give to each other. Throughout those 10 weeks, I worked closely with my class teacher and mentor, who both encouraged me, provided support and shared their passion for teaching with me.

During this time, I was offered an Unqualified Teacher post to teach Year 5 for the summer term whilst I finished my degree. Teaching and planning for a full class as well as writing a dissertation and many other assignments was challenging, but it would have not have been as successful or enjoyable without the encouragement and support from all the staff and the Headteacher at Croxby.

As I came towards the end of my three-year degree (and turning 21!), I was given the opportunity to stay at Croxby to complete my Newly Qualified Teacher year. Over the two terms in school and this last rather strange term due to Covid 19, I have been enlightened to the importance of teamwork, clear communication and good leadership within a school. Even though recent NQT meetings have been through 'Teams' and not held in school, my NQT mentor has helped and guided me throughout, offering support when no-one knew the protocol of how to teach from our sofas!

Even though I did not envisage finishing my NQT year in these circumstances, I have thoroughly enjoyed working as part of **#TeamCroxby**. I have made very good friends within the school and I have decided to stay in the area for the foreseeable future.

**Having always known I wanted to be a teacher, I attended the University of Lincoln to study Psychology, specialised in child development and applied to teacher training immediately after graduating.**

With one week of my PGCE/ITT course remaining, I was absolutely over the moon to have accepted a job offer with Croxby Primary last year. My first 'proper job' with my own 'proper class' in a fabulous school.

The first week was hard. There was a lot to learn and I was awfully nervous. Thankfully, I work within an extremely supportive team and have the best mentor. My confidence quickly

flourished, and I absolutely love my job.

Throughout the year, I have utilised fantastic opportunities which have eased my transition from trainee to professional: organising wider academy activities such as Academy Council and external trips, participating in Open Leadership meetings and decisions, and contributing to curriculum development. In Croxby's culture of positive and constructive feedback, I have welcomed observations from all colleagues and used them to refine my pedagogy.

As I approach the end of my NQT year, I am delighted to be offered a second-year support package with my wonderful mentor. I am excited to see what my future holds and I feel incredibly grateful to have had the best possible start to a wonderful career.



**Ally Hickey**

NQT Croxby Primary

