

SESLIP Education Network

Update: 13th May 2022



From SESLIP:

- Attached is the Oxfordshire virtual school slides shared at our recent Network meeting.
- Questions / themes for Ofsted (Stephen Long) who will join the July 1st meeting.

In Today's Update:

- DfE: New attendance guidance for schools and LAs, request for teachers to volunteer for remote focus groups about new sexual harassment guidance, SEND consultation extended to 22-7, attendance vs attainment data (2018-19), exam subject guidance for 2023, Ofqual's student guide for 2022 exams and assessments, EHCP statistics from Jan 2022, factsheets about different elements of Schools Bill.
- National reports: Collection of articles about The Future of Teaching.
- News: ASCL calls for wider GCSE reform, learning inclusion lessons from other countries, schools bill in the Queen's Speech, headline analysis of key elements of Schools Bill, where will the next phase of MAT leaders come from?

1. DfE:

- Updated guidance on school attendance for LAs and schools for implementation from Sept 2022. It includes expected standards for attendance support and the power for LAs to use proceeds from penalty notices towards service costs. Further statutory minimum standards for LAs' attendance services will be published in due course.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf and details of the case made for the powers to enforce a single national framework for penalty notices:
<https://www.gov.uk/government/publications/school-attendance-improving-the-consistency-of-support-new-burdens-assessment/school-attendance-improving-the-consistency-of-support-new-burdens-assessment>
- Invitation for teachers to participate in focus groups to inform new, non-statutory guidance about managing sexual harassment and sexual violence in schools. <https://www.eventbrite.com/cc/brook-and-dfe-teacher-focus-groups-315289>
- The consultation on the SEND Review and Green Paper has been extended to July 22nd.
<https://sendreview.campaign.gov.uk/>
- Statistical report considering the link between attainment at KS2 and KS4 and levels of attendance. The published data are from 2018-19. Not surprisingly there is a correlation between high attendance and higher attainment. <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19>
- Guidance on exam subject arrangements for 2023, with the DfE expressing 'determination' that 2023 is a return to normal with no adjustments to subject scope or arrangements for practicals.
<https://www.gov.uk/government/publications/subject-content-and-assessment-arrangements-2022-to-2023/subject-content-and-assessment-arrangements-in-the-academic-year-2022-to-2023>
- Ofqual student guide to this year's exams and assessments. Includes support available, information if exams are disrupted and a summary of changes for 2022.
<https://www.gov.uk/government/publications/student-guide-to-exams-and-formal-assessments-in-2021-to-2022/student-guide-to-exams-and-formal-assessments-in-2021-to-2022>
- National SEND EHC plan statistics based on the January 2022 returns. The number of children with an EHCP continues to grow significantly, up by 9.9% since 2021, and the requests for a needs assessment

have increased by 23% since 2021. <https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>

- A series of themed introductions to proposals that are set out in the Schools Bill, including LA established trusts, children not in school, attendance, NFF and MAT standards / interventions. <https://www.gov.uk/government/publications/schools-bill-policy-statements>

2. National Reports

- Collection of articles about The Future of Teaching, published by the National College. It covers a range of topics of relevance to education in England reflecting some of the changes accelerated by the pandemic. https://chartered.college/wp-content/uploads/2021/11/Future-of-Teaching_Final.pdf

3. News:

- Reflections on the need for wider reforms of GCSEs from ASCL. While supportive of Ofqual wanting to move to more online assessments, the case is made for reducing down the amount of exam time per student from the average of 22 exams over 33 hours presently. <https://www.ascl.org.uk/News/Blog/May-2022/GCSEs-must-be-reformed-for-the-sake-of-pupils%E2%80%99-men>
- Inclusion has been placed centrally in the SEND Review. We could learn lessons from other European countries Portugal has moved away from diagnosis-led arrangements and Finland has a strong focus on the performance of its most vulnerable learners. <https://www.tes.com/magazine/teaching-learning/general/what-international-evidence-can-teach-us-about-inclusion>
- The Queen's Speech includes a commitment to a Schools Bill. This will cover statutory measures required in the Schools White Paper, including regulation of MATs, register of children not in school and for Ofsted to close unregistered schools. <https://schoolswalk.co.uk/queens-speech-to-announce-new-academy-intervention-powers/>
- The schools bill has been published. Significant additional powers are proposed for the DfE to set standards for MATs including, potentially, over governance as well as curriculum, school day and pupil welfare, in place of funding agreements. Powers for LAs to force conversion of schools to become academies. <https://schoolswalk.co.uk/schools-bill-new-academy-standards-could-dictate-trust-board-make-up/>
- Discussion of the implications of the next phase of development set out in the Schools Bill for CEOs and other leaders of MATs. How will these next cohort of leaders be trained? The skillset for a headteacher is different for that of a MAT CEO. <https://www.tes.com/magazine/analysis/general/why-next-generation-mat-leaders-wants-do-things-differently>