

SESLIP Education Network

Update: 27th May 2022



In Today's Update:

1. DfE: Guide about LA-established Trusts, priorities for 2022-23 following Schools White Paper, Ofsted research review about teaching English, consultation about teaching appropriate bodies, research about early delivery of T-levels, updated recovery premium guidance, 16-18 year olds attainment and retention.
2. National reports: OECD makes the case for employer involvement in schools.
3. Research: Effective teaching of English and maths, understanding the limits to 'effect size' in educational research.
4. News: Review of children's social care published, data highlight concerns about attendance for year 11s, lack of incentives to academies in white paper, about the National Institute of Teaching, changes at the schools commissioner, EPI survey about effective school groupings, how has DfE's support for recovery gone wrong? Former Education Secretaries express concerns about Schools Bills' power grab.

1. DfE:

- Guide about setting up an LA-established Trust and about expressions of interest in becoming a test and learn site from Sept 2022. <https://www.gov.uk/government/publications/local-authority-established-mats-registration-of-interest> Plus next steps, for 2022-23, to implement the Schools White Paper, with a focus on Education Investment Areas and LAETs. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1078533/Implementing_school_system_reform_in_2022_to_2023.pdf
- Ofsted research review about the teaching of English. Points include: addressing the 'word gap' that hampers a minority of learners access the curriculum and that reading develops through planned, carefully selected, more complex texts. <https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>
- Consultation about changes to the teacher induction 'appropriate body' arrangements, moving from LAs to teaching school hubs. <https://www.gov.uk/government/consultations/appropriate-body-reform-and-induction-assessment>
- Research on the early delivery of the T-level transition programme from Sept 2020, covering construction, digital and childcare education. <https://www.gov.uk/government/publications/research-on-early-delivery-of-the-t-level-transition-programme> Plus learner experiences: <https://www.gov.uk/government/publications/technical-education-learner-survey>
- Updated guidance on the recovery premium including indicative allocations confirming the increases for secondary schools and that all pupils at special schools / AP are now included in the funding calculation. <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>
- Overall attainment data for 16 to 18 year olds for 2020-21 with added retention measure information. <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2021-provisional>

2. National reports:

- OECD data about 15 year olds and their preferred future occupation to highlight the importance of employers supporting careers learning in schools. There are growing numbers of young people with a disconnect between their preferred job area and their level of study or the occupation's vulnerability to future automation (35% in UK). <https://issuu.com/oecd.publishing/docs/meet-the-future>

3. Research:

- Significant study offers insights into effective teaching in secondary schools; across 32 schools, over two years and involving peer observations and attainment data. Insight offered about the value of peer interactions in English and individual practice in maths. <https://www.bristol.ac.uk/media-library/sites/economics/documents/Characterising%20Effective%20Teaching%20Short%20Paper%20April%202022.pdf> Together with tools to support implementation in practice: <https://www.bristol.ac.uk/media-library/sites/economics/documents/Peer%20Lesson%20Observation%20Tool.pdf>
- Helpful discussion about why 'effect size' needs to be treated with some caution, with a reminder it is a relative measure not an absolute measure of difference. Useful when looking to sources such as the EEF Toolkit and other educational research. <https://fillingthepail.substack.com/p/hattie-the-education-endowment-foundation> and more in depth from Prof Dylan Wiliam <https://m.youtube.com/watch?v=S5h0Uq5eD-8>

4. News:

- Children's social care review published. The wide-ranging recommendations include:
 - a renewed government direction for the sector and investment of £2.6bn over 5 years to provide earlier intervention and change rigid work cultures in LAs;
 - that social care should remain LAs' responsibility and legislation introduced to stop unregistered placements for 16 and 17 year olds
 - investment in workforce training and development and in community provision such as multi-professional family hubs at schools.<https://www.theguardian.com/society/2022/may/23/overhaul-of-childrens-social-care-in-england-urgent-and-unavoidable-review-finds>
- Analysis of secondary students' absence over 2021-22 indicates the continuing challenge with school attendance for a significant minority. Ever6 students are disproportionately represented in persistent absentees: among current year 11s, 1 in 4 have absence rates >20% and 1 in 10 have missed more school than they've attended. <https://ffteducationdatalab.org.uk/2022/05/year-11-attendance-during-the-build-up-to-exams/>
- Opinion piece about the Schools White Paper argues that the DfE will need to identify stronger incentives for maintained schools to move into a MAT if they are to achieve their 'all academies' vision. <https://schoolsweek.co.uk/white-paper-how-autonomy-could-be-a-spanner-in-the-works/>
- Overview of the National Institute of Teaching. The MATs running it are: Star, Outwood Grange, Harris and Oasis. Delays to its launch mean that ITT will not be offered until Sept 2023, and it expects to have degree awarding powers in the future. <https://www.tes.com/magazine/news/general/national-institute-teaching-all-you-need-know>
- Dominic Herrington is to step down as National Schools Commissioner and take a role at the MoJ. This is linked to the DfE restructure that will put RSC functions into DfE regional offices run by a director general, from Sept. <https://schoolsweek.co.uk/national-schools-commissioner-dominic-herrington-to-leave-role/>
- In the light of the range of groupings that schools in England work in and the DfE's focus on MATs, the Education Policy Institute has launched survey to improve understanding of which school groupings are most successful and why. <https://epi.org.uk/publications-and-research/which-school-groups-are-most-successful-and-why-epi-seeks-school-leaders-views/>
- Article considering the efforts from the DfE to support educational catch-up. Many educational leaders highlight that it has not been enough and key aspects wasteful and over- complex. Will the

shift to more of the funds being directed through schools in the future improve its effectiveness? <https://www.tes.com/magazine/analysis/general/what-has-gone-wrong-catch-and-can-it-catch>

- Coverage of the House of Lords debate on the Schools Bill. Concerns expressed about the extent of the powers that the Government are seeking in order to direct schools and MATs. <https://schoolsweek.co.uk/schools-bill-ex-ministers-line-up-to-criticise-dfe-power-grab/>