

SESLIP Education Network

Update: 17th June 2022



In Today's Update:

1. DfE: Consultation on new SEND inspection framework, research on EdTech, school workforce data for 2021, schools census data for 2022, consultation about timings of EHCP annual reviews, guidance documents about new free schools, statistics about children and young people with EHCPs, consultation on changes to regulations about attendance / absence and penalty notices.
2. National reports: Challenges being faced by parents and support options, Children's Commissioner's report on children missing from school, The Times Education Commission makes wide-ranging recommendations for the future of schooling.
3. Research: EEF summary of research evidence of impact of covid on learning.
4. News: Pragmatism about sixth form increased hours, legal view of schools' role with transgender pupils, responses to violence in schools poll, DfE to rethink parts of Schools Bill; plus some explanation of the political murmurings? Little relationship between exam results and anxiety, growing evidence of negative effect of social media.

1. DfE:

- Consultation on the new SEND area inspection framework. Consultation is open until 11th Sept. The proposals include annual area engagement meetings with Ofsted & CQC; inspection outcomes to change to: positive, to local inconsistencies to significant concerns. Social care inspectors on team too, more focus on under 5s and 19-25s and inspection begins with tracking meetings with parents / CYP. <https://www.gov.uk/government/consultations/a-new-approach-to-area-send-inspections>
- Research paper about EdTech and the future for schools and colleges, including focus groups with school staff as well as rapid evidence review. EdTech is now 'hard-wired' into learning strategies in school, especially as a result of covid. However, procurement and evidence of best impact present challenges. In the future AI and virtual reality are going to grow in importance. Overall clear strategies about the best implementation of EdTech by teachers are most important for its effectiveness. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080930/Future_opportunities_for_education_technology_in_England_June_2022.pdf
- School workforce data for 2021. These data suggest a largely stable workforce during covid, with small increases in teacher FTEs and Tas, but TAs are an ageing workforce. <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>
- Data about pupils in England's schools based on January 2022 census. Total numbers of pupils showed a small increase and a significant increase in the number eligible for FSMs. Covid also appears to be responsible for a small decrease in numbers on roll in AP. <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>
- Consultation about extending the timescale for finalising changes to an EHCP following an annual review. <https://www.gov.uk/government/consultations/reviews-of-education-health-and-care-ehc-plans-proposed-timescales>
- Updated suite of guidance for opening free schools, mainstream, special and alternative provision. <https://www.gov.uk/government/collections/opening-a-free-school> . Also guidance about revenue funding for special schools: <https://www.gov.uk/government/publications/special-free-school-revenue-funding> & AP: <https://www.gov.uk/government/publications/alternative-provision-free-school-revenue-funding>
- SEND statistics based on the SEN2 returns from January 2022: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2022>

- Consultation on changes to the statutory requirements for registration of attendance at school, recording of absence and the thresholds for fixed penalty notices. There are concerns about how long the DfE proposes to retain pupil data for (66 years). Consultation is open until 29th July. <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2022>

2. National reports:

- Exploration of the pressures on parents and families and strategies to support them. The cost-of-living crisis only heaps more pressure on families struggling with day-to-day life, on the back of the pressures due to covid-19 and lock-downs. <https://www.nuffieldfoundation.org/publications/time-for-parents>
- Children's Commissioner's report on attendance and vulnerable children and young people. Recommendations include a strong focus on school attendance among all children's professionals and a drive to ensure information is held by LAs about all children and young people. <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/06/cc-voices-of-englands-missing-children-june-2022.pdf>
- The Times Education Commission calls for significant changes to the education system post covid, as part of a strong vision for education in Britain. Recommendations include revisions to exams: much reduced GCSEs at age 16 and a British Baccalaureate at age 18 with broad range of subjects studied including vocational, increased funding for early years and reforms to Ofsted so it works in partnership with schools. <https://www.thetimes.co.uk/article/times-education-commission-report-welcomed-by-tony-blair-john-major-qwc3b7ktx>

3. Research:

- EEF have produced an evidence digest about the impacts the responses to covid-19 have had on pupil learning. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf

4. News:

- A pragmatic article about the DfE expectations of '40 hours' more curriculum time for sixth form or college students in return for additional funding. <https://www.sec-ed.co.uk/best-practice/post-16-delivering-the-additional-40-hours-sixth-form-further-education-funding-schools-education-a-levels>
- Legal opinion critical of the attorney general's unhelpful and simplistic comments on pupils who identify as transgender. Pupils can be born as one sex and present as the other and have protection under the Equality Act. <https://schoolsweek.co.uk/transgender-rights-what-does-the-law-say/>
- Responses to dramatic YouGov poll about levels of violence teachers deal with (note no sampling was involved). Tom Bennett talks up the DfE's Behaviour Hubs initiative, whilst one of the hub headteachers highlights the value of a "positive culture of respect via overcommunication". <https://www.tes.com/magazine/news/secondary/secondary-teachers-student-violence-behaviour-school>
- The DfE indicates its willingness to rethink some aspects of the Schools Bill that has been strongly criticised over recent weeks for too many powers being centralised with the Government. <https://schoolsweek.co.uk/schools-bill-rowback-barran-to-clarify-position-after-lords-criticism/>
- This piece explains some of the political disquiet around the Schools Bill whilst also setting out key areas of reform that the legislation is an attempt to address; but the DfE might be rushing into broad legislation too quickly. <https://www.tes.com/magazine/analysis/general/dfe-schools-academies-the-blob>
- Blog from Prof Jerrim of UCL IOE summarising his research about exam anxiety and maths GCSE. His findings are that there is little or no relationship between students' expressed level of anxiety and

their grades. <https://ffteducationdatalab.org.uk/2022/06/do-teenagers-who-feel-anxious-about-testing-achieve-worse-gcse-grades/>

- Is there growing evidence of the harmful effect of social media on mental wellbeing? Discussion of some of the evidence, especially for adolescent girls. <https://www.ft.com/content/a81ad7f0-37be-49f1-a7ac-f0e4c57c4342>
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