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**170 Academy and School News and Resources Update, May 28-June 3 2022**

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**Early years and primary**

* STA has issued “**Dispatch of exam scripts**: yellow label service”. See <https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>
* STA has updated “**National curriculum assessments: practice materials**”. Practice materials for the phonics screening check, key stage 1 and key stage 2 national curriculum tests, including past test papers. See <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
* STA has issued:
* **Understanding scaled scores at key stage 1**, <https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-1>
* **Scaled score conversion tables for schools and local authorities to use for the 2022 key stage 1 national curriculum tests**, <https://www.gov.uk/government/publications/2022-scaled-scores-at-key-stage-1> The threshold for reaching the expected standard for key stage 1 reading and maths tests has been raised slightly this year. The test have been judged as slightly easier-hence the mark rise. In the reading test, the threshold has been raised from 25 out of 40 in 2019 to 26 this year. In maths, the 2019 threshold of 34 out of 60 has this year been raised to 35. The threshold for the spelling, punctuation and grammar (Spag) test remains unchanged since 2019 at 24 out of 40. The expected standard has not changed, remaining at between 100 and 115.
* **Information about how and what data will be collected throughout the key stage 1 and key stage 2 item validation trials** and technical pre-tests and who can access it, <https://www.gov.uk/government/publications/privacy-notice-key-stage-1-and-key-stage-2-item-validation-trials-and-technical-pre-tests>
* For an article “**EYFS: The impact of the pandemic on EAL pupils**”, see <https://www.tes.com/magazine/analysis/early-years/eyfs-impact-pandemic-eal-pupils>
* **Road-traffic noise** significantly slows the development of crucial memory and attention skills in primary school children, research has found. The research found that children exposed to about three times more traffic in the street than other pupils had memory development that was 23% slower and attention ability development 5% slower over a year. The scientists said many schools suffered noise pollution and that measures such as rerouting traffic away from schools could help reduce noise and air pollution. See <https://www.theguardian.com/environment/2022/jun/02/traffic-noise-slows-childrens-memory-development-study-finds>

**Attendance**

* **National attendance as of May 26**:
	+ Attendance in **all state-funded schools** was adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes was 89.6% on 26 May, down from 91.9% on 12 May.
* Attendance in state-funded **primary** schools was 92.2% on 26 May, down from 95.1% on 12 May.
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **secondary** schools was 86.6% on 26 May, down from 88.5% on 12 May.
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **special** schools was 85.5% on 26 May, down from 87.2% on 12 May.
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **alternative provision** was 52.7% on 26 May, down from 54.5% on 12 May.

Attendance of vulnerable children and pupils eligible for free school meals

* In state-funded **primary** schools, approximately 91% of pupils with an education, health and care plan (EHCP), 91% of pupils with a social worker, and 92% of pupils eligible for free school meals were in attendance on 26 May. Attendance rates are lower than on 12 May when 93% for pupils with an EHCP, 93% of pupils with a social worker, and 94% of pupils eligible for free school meals were in attendance.
* Equivalent figures for state-funded **secondary** schools are affected by some schools offering different provision for year 11-13 students and are therefore not summarised here.

Workforce absence

* The estimate is that 5.7% of **teachers and school leaders** were absent for any reason from open schools on 26 May, up from 5.3% on 12 May.
* The estimate is that 5.3% of **teaching assistants and other staff** were absent for any reason from open schools on 26 May, up from 4.9% on 12 May.

See <https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak/2022-week-22>

**Schools Bill and associated policies**

* For an update on **how the Schools Bill is progressing through parliament**, see <https://schoolsweek.co.uk/ex-academies-ministers-team-up-to-torpedo-schools-bill-powers/>
* The government has been warned against complacency over **multi-academy trust board recruitment**, with the schools bill potentially requiring more than 10,000 new trustees. National Governance Association figures suggest average boards have at least 11 individuals. If all 11,600 non-academy schools joined new ten-school trusts, that would require 12,850 more trustees. The NGA said two-thirds of its members had already reported recruitment challenges. The government is currently reviewing the trustee recruitment programme after other DfE funding cuts led current provider New Schools Network to close.
* New documents on the schools bill reveal that **academy trusts will have to seek government approval for trustee and member appointments**. Trusts will need governance arrangements that “state no board members or trustees are appointed before the secretary of state has had an opportunity to assess their suitability”. The government will also hand itself the power to chop and change new national standards for academies and rules on intervening in trusts – without passing new primary legislation. Standards will also cover areas including curriculum, welfare, cultural development, school day and term length, assessment, whistleblowing, premises, leadership, admissions and spending. Trusts face a new duty to work “constructively with each other, local authorities and the wider public and third sectors”. They will have to “behave with civic responsibility, working broadly to benefit children in their communities”. “A minor change” to complaints-handling processes allows government to “assess the reasonableness of complaint decisions made by academy trusts”. They can already do this for local authority schools. See <https://www.gov.uk/government/publications/schools-bill-policy-statements>

**Covid**

* Two million people in the UK are thought to be living with **long Covid**, data has revealed, <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/bulletins/prevalenceofongoingsymptomsfollowingcoronaviruscovid19infectionintheuk/1june2022> At the same time, **Covid infection levels** across the UK have continued to decline, with about 1 in 70 people in the community in England thought to have had Covid in the week ending 27 May – levels last seen before the Omicron variant took off. See <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/bulletins/coronaviruscovid19infectionsurveypilot/1june2022>
* ESFA has updated “**Coronavirus (COVID-19) mass testing funding for schools and colleges**. Information about the funding allocations associated with the coronavirus (COVID-19) National Testing Programme”. See <https://www.gov.uk/government/publications/coronavirus-covid-19-mass-testing-funding-for-schools-and-colleges>

**Children who want to change gender**

* The attorney general, Suella Braverman, has said schools do not have to accommodate **children who want to change gender** under current legislation. The government is drawing up formal guidance for schools on gender dysphoria and children who identify as transgender. In an interview, Braverman QC said the law stated that under-18s could not legally change their sex, enabling schools to treat all of their pupils by the sex of their birth. “Under-18s cannot get a gender recognition certificate, under-18s cannot legally change sex. So again, in the context of schools, I think it’s even clearer. A male child who says in a school that they are a trans girl, that they want to be female, is legally still a boy or a male. And schools have a right to treat them as such under the law. They don’t have to say, ‘OK, we’re going to let you change your pronoun or let you wear a skirt or call yourself a girl’s name.’” She believed teachers needed to take a “much firmer line” on the issue and suggested some schools were encouraging gender dysphoria through an “unquestioning approach”. The attorney general also discussed girls’ toilets and changing rooms having special protections as safe spaces if a scenario arises of a child born male wanting to use them. She said: “I would say to the school that they don’t have to and that they shouldn’t allow that child to go into girls’ toilets.” Braverman added the Equality Act contained “very important single-sex exemptions” that protected spaces such as girls’ toilets and changing rooms.

**School leaders have described this advice as “unhelpful” and potentially damaging to children’s mental health and schools need to be listening to children**. **ASCL** said, “Schools and colleges are doing their very best to navigate this sensitive and often contentious territory in the best interests of all their pupils, but they are having to make decisions without any reference point, and are consequently at risk of being criticised whatever decisions they make and policies they adopt. What is needed is national guidance on these issues rather than individual pronouncements which serve only to further muddy the waters.” The **NEU** said, “Discrimination against trans pupils is illegal under the 2010 Equality Act. Schools should ignore the misleading advice from the Attorney General and continue to treat their trans pupils with the dignity and respect they are entitled to”. See <https://www.theguardian.com/education/2022/may/30/school-leaders-criticise-attorney-generals-advice-on-trans-pupils>

**Learning recovery**

* A poll of more than 4,600 teachers by TeacherTapp, on behalf of the British Educational Suppliers Association (BESA), found that nearly three-quarters (71 per cent) of teachers are **worried about their autonomy in the classroom if the government asks schools to use department-approved resources**. The data also suggested that half of teachers (50 per cent) thought that the Department for Education requiring schools to use government-approved curriculum resources and lesson plans would be a "retrograde step". BESA commissioned the survey after the DfE announced plans to turn the online Oak National Academy into a new government arm's-length body designed to provide free curriculum resources to schools across the UK. (*BESA do of course have a vested interest*) The DfE said that it had been clear that the curriculum body's resources will be optional.
* According to Labour’s analysis of the **NTP,** 1.2m tuition courses of 15 hours began in the 2021-22 academic year, equating to less than 18m hours in total for the year, meaning that at current rates the 100m hours target will not be met in the next five years. The DfE said Labour’s analysis was flawed as the academic year on which it was based was unfinished and its projections were incorrect. See <https://www.theguardian.com/education/2022/may/30/current-pupils-will-have-left-school-before-tutoring-scheme-hits-goal-says-labour>

**Family poverty**

* Teaching unions have written to the chancellor and education secretary asking for **free school meals to be provided to all children from families receiving universal credit in England**; they have asked for an "urgent" expansion of the scheme amid the cost-of-living crisis. They say vulnerable children who do not receive free meals are facing a "real barrier to learning". “The intensifying cost-of-living crisis means many more are now struggling to afford school lunches… We see the devastating reality of children coming to school unable to afford to buy lunch, because their family circumstances mean they fall outside the restrictive free school meal eligibility criteria." All children from families who receive universal credit should be eligible as part of an "urgent" expansion of the scheme This has been supported by the former children’s commissioner for England, Anne Longfield See <https://www.ascl.org.uk/News/Our-news-and-press-releases/Education-and-Union-leaders-representing-a-million> Data from **a major survey from The Food Foundation** indicates an estimated 2.6 million children live in households that missed meals or struggled to access healthy food during April. The same survey found levels of food insecurity in households with children have risen by 42% since the beginning of 2022. See <https://www.foodfoundation.org.uk/initiatives/food-insecurity-tracking>

**Social mobility**

* **The post war dream of doing better in life than your parents has faded**, with the UK now a country where opportunities for upward social mobility and economic advancement are increasingly limited, research has claimed. “For generations growing up in the early 21st century, the dream of just doing better in life, let alone climbing the income ladder, is disappearing,” concluded the analysis by the Sutton Trust. This new research shows how far opportunities are still determined by background, and shockingly predicts a fall in income mobility for poorer young people, driven by the impact of the pandemic and, more recently, the cost of living crisis. The study highlighted how housing tenure during childhood has become an increasingly important indicator of wealth mobility, noting that the overall decline in UK home ownership over the past two decades has disproportionately affected those from poorer backgrounds. See <https://www.suttontrust.com/news-opinion/all-news-opinion/gloomy-prospects-for-social-mobility-in-the-pandemic-era/>

**Teacher welfare**

* Data from a survey of 25,000 academy staff by Edurio shows **the proportion of all employees considering resigning** rose to 42 per cent in 2021-22, up from 34 per cent in 2020-21, and higher than the pre-pandemic rate of 39 per cent. Around four in 10 staff who are considering resigning would leave the profession, the research found. Secondary staff were also more likely to consider leaving (44 per cent) than primary (38 per cent). The proportion of staff at risk of resignation rose for all roles, but the most pronounced increase was among senior leaders. In 2021-22, 32 per cent said they were considering leaving, up from 21 per cent last year and 24 per cent pre-pandemic. See <https://home.edurio.com/insights/staff-retention-in-academies?utm_content=209345445>

**Public examinations**

* Secondary school leaders are being warned over higher workloads this summer as a survey suggests **more than three-fifths of exams officers are considering leaving their position**. The additional workload involved in this summer's exam series is causing 62 per cent of exams officers to consider their position, according to a survey by the National Association of Exams Officers. Of the 38 per cent who were not considering their position, the vast majority still felt "changes were needed", the survey of 1,134 respondents found. The problems raised by respondents included "rooming" - meaning finding areas for pupils to take the exams - as well as "volume" of workload, "parental pressure for separate rooming" and candidates "with anxiety". Those exams officers surveyed also highlighted issues with awarding bodies, such as "constant changes", "systems crashing", and "late changes to admin support guides with no notification of when changes were made" Exams officers also expressed frustration over "lengthy wait times on helplines" and "staff on helplines not knowing the answers". Problems with Parcelforce Worldwide not collecting scripts were also raised. See <https://www.thenaeo.org/monthly-message.aspx?nid=75>

**Grammar Schools**

* The Telegraph says ministers are considering whether to **overturn the ban on new grammar schools**, despite opposition from civil servants. Senior government figures are “open” to the idea of rethinking legislation that outlaws the creation of any new selective schools and there are calls from MPS to bring back grammars. Jonathan Gullis, the Tory MP, said he had raised the issue with Boris Johnson and felt “encouraged” by his response. There are calls from so called “red wall” MPS to bring back grammars, which they argue are crucial to the levelling-up agenda. They point out that half of the country’s 163 grammars are in London and the South East, while the North East has none. See <https://www.pressreader.com/uk/the-daily-telegraph/20220530/281530819650459> **ASCL** said that, “evidence showed that expanding the number of selective schools was not the answer to improving social mobility. Grammar schools, where they currently exist, do a great job for their pupils, but so do many comprehensive schools across the country, and the idea that selective education is some sort of golden ticket is, frankly, insulting.”

**Education news for schools**

* A new survey is being launched to get a better understanding of the challenges that teachers face in supporting **autistic children**. The survey explores whether teachers feel able to spot signs of autism, what training they have and how well they feel their school is able to provide for pupils. See <https://www.tes.com/magazine/news/general/teaching-autistic-pupils-have-your-say>
* For details about the new **National Institute of Teaching**, see <https://niot.org.uk/> <https://schoolsweek.co.uk/national-institute-of-teaching-about-school-led-development-trusts/> <https://www.tes.com/magazine/news/general/niot-pledges-action-if-mat-partners-fail-governance-checks>
* Leaders in higher education said this week they believed the government was trying to **push universities out of teacher training for political reasons** because ministers thought their education departments were “hotbeds of left wing intellectualism” and full of “Marxists”. See <https://www.theguardian.com/education/2022/may/28/government-pushing-universities-out-of-teacher-training-over-leftwing-politics-say-leaders>
* Boris Johnson will reportedly announce the return of **imperial measurements** to mark the Queen’s platinum jubilee. Only three other countries, the US, Myanmar and Liberia, use the imperial system on a daily basis. Most young people have been brought up only to use the metric system
* For those in education given honours in the **Queen’s Birthday Honours list**, see <https://schoolsweek.co.uk/wp-content/uploads/2022/05/Queens-Birthday-Honours-2022-Schools-Week-list.pdf>
* **Civil servants at the DfE have been forced to work in corridors and canteens** because of a lack of desks after they were ordered back to the office. Whole teams have been turned away from some offices because of overcrowding after the Education Secretary Nadhim Zahawi told officials to “immediately” return to “pre-Covid working”. Chaotic scenes occurred because the department has twice as many employees as available desks.

**School management**

* The DfE has updated “**The risk protection arrangement (RPA) for schools**. Public sector schools can join the risk protection arrangement (RPA), an alternative to commercial insurance, which may save time and money”. See <https://www.gov.uk/guidance/the-risk-protection-arrangement-rpa-for-schools> <https://www.gov.uk/government/publications/risk-protection-arrangement-rpa-summary-provisioning-analysis>
* The DfE has issued “School and Further Education College Design and Construction. **Guidance documents and tools to help with the design and construction of school and further education college buildings and grounds**”. See <https://www.gov.uk/government/collections/school-design-and-construction>
* The DfE has updated yet again “**Senior mental health lead training**. Find out how your school or college can apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing”. See <https://www.gov.uk/guidance/senior-mental-health-lead-training>
* For the **ESFA: course directory**, see <https://www.gov.uk/government/publications/sfa-course-directory> The course directory contains information on courses offered by learning providers who are contracted with the Education and Skills Funding Agency (ESFA).
* The DfE has issued “Move to the UK if you’re coming from **Ukraine**”. Check what you need to do before you travel to the UK and what to do after you arrive. See <https://www.gov.uk/guidance/move-to-the-uk-if-youre-from-ukraine>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-1-june-2022>
* ESFA has issued “Guidance on how to use the **apprenticeship service** to access funds to pay for apprenticeship training”. See <https://www.gov.uk/guidance/manage-apprenticeship-fund>
* ESFA has issued “Making our **apprenticeship system** simpler for employers, training providers and apprentices”. See <https://www.gov.uk/government/news/making-our-apprenticeship-system-simpler-for-employers-training-providers-and-apprentices>

**Post 16**

* The DfE has issued “**T Levels capital fund**. Details on the fund and how to apply”. See <https://www.gov.uk/government/publications/t-levels-capital-fund>
* ESFA has updated its **traineeship providers list**. See <https://www.gov.uk/government/publications/traineeship-providers>
* ESFA has issued “**T Level industry placements delivery guidance**”. See <https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance>

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