

Wiltshire Council

Children Select Committee

10th April 2022

DfE Changes – Updates January 2022 – May 2022

Hundreds of thousands of pupils benefit from tutoring

1. New figures reveal over 300,000 tutoring courses began last term [Link](#)

Wiltshire's Position: 55.9% of schools in Wiltshire are participating in the tuition programme.

Afghanistan resettlement education grant: 2021 to 2022 allocations

2. New independent government body to be created, focused on supporting teachers to deliver excellent lessons and building on the success of Oak National Academy [Link](#)

3. Wiltshire's Position: Oak National Academy will roll out translated versions of its online lessons for refugee children newly arrived in the UK via an auto-translate tool. Wiltshire's Ethnic Minority and Traveller Achievement Service will support signposting of these resources to our schools. Engagement with the EMTAS 'Ukraine' web page on Right Choice has had over 1,000 views and is proving to be a valuable information source for schools.

All schools to have high speed internet by 2025

4. Every school in England will have access to high speed internet by 2025, as part of the latest plans to roll out lightning-fast gigabit broadband across the UK [Link](#)

5. Wiltshire's position: 3-year programme for every school to have high speed internet and upgrade wi-fi connections supported by £150 million of funding. Eligible schools in Wiltshire will be contacted by the Department for Education to enable them to access the funding available to upgrade their technology infrastructure.

Creating sustainable high needs systems

6. Information on how local authorities can manage their high needs systems and associated spending in a sustainable way [Link](#)

7. Wiltshire's position: the 'safety valve' programme has provided useful examples and information from local authorities across the country about their management of elements of operational delivery of SEND and the processes which underpin these. Wiltshire's high needs block (HNB) deficit requires a management plan which is shared with the Department for Education with support and challenge provided through regular meetings with them.

Elements of practice detailed in the safety valve information which align with Wiltshire's practice include:

- Development of costed provision mapping- link made with Cheshire East, detailed in the guidance as an example of good practice. This will allow to support schools to detail the cost of support they are needing to make to support a learner and to better understand requests for additional funding which are received

- Review of decision making processes in relation to Education, Health and Care Plans (EHCPs) and the development of Discussions and Decision groups (DaDs) which include the attendance of schools and parent carers
- Retention of high quality advisor teacher teams to support schools and settings
- Development of the Wiltshire Ordinarily Available Provision for Learning (OAPL) which will set out what provision and support is available to all learners with SEND in Wiltshire schools as well as acting as a support tool for SENCOs and other adults who support learners with SEND in Wiltshire
- Working closely with stakeholders including Wiltshire Parent Carer Council (WPCC), with whom there is a longstanding positive working relationship. WPCC are members of SEND Board and work closely with us on development of materials, resources and new initiatives
- Development of work to engage with young people and consult with them on areas of SEND development and change

Primary school accountability

8. Technical guidance on primary school accountability, school-level progress measures and similar schools [Link](#)

9. The following is a summary of the information in the Primary Accountability Measures 2022 document [Primary accountability measures - update March 2022 \(publishing.service.gov.uk\)](#):

- **A full programme of primary tests and assessments will take place during academic year 2021/22 without adaptations.** This means that the assessments will cover the curriculum in the same way as in the 2019 assessments and the expected standards (for example, to achieve a scaled score of 100 in the tests) will remain the same. The thinking behind this is so that these statutory assessments can be used to help understand more clearly the impact of the pandemic on pupils and schools and how this varies between particular groups of pupils, schools and local authority areas.
- This is different to the approach taken for GCSEs and A levels because of the different purposes of the assessments. **Primary tests and assessment do not provide qualifications to pupils**, although they do provide teachers and parents with an understanding of how pupils are performing against national expectations; **their purpose is to support school improvement and inform school accountability.**
- A recognition of the uneven impact on schools of the pandemic and the challenges with interpreting the 2021/22 data so the **DfE will not publish KS2 data for academic year 2021/22 in performance tables.**
- The normal suite of KS2 accountability measures will be available at school and LA level. This comes with the **clear message that the 2021/22 data should be used cautiously this year** and as an insight into school performance alongside other sources of information, including speaking directly to schools.
- Data will also be provided to Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions. **Inspectors will be clear that**

2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the uneven impact of the pandemic on pupils and schools, and sensitive in their use of it.

- The DfE **strongly discourage users of the data from drawing conclusions based on direct comparisons with performance data from earlier years.** They advise caution when comparing a school's performance with national or local authority averages, or with other schools.
- HMCI, Amanda Spielman, has committed that the 2021/22 data will be used only to inform discussion with schools about pupil outcomes and, as is always the case, **no single piece of data will determine the outcome of any Ofsted judgement.**
- In 2021/22, the progress measures the DfE intend to produce will be the first for a cohort with KS1 outcomes reported against the new assessment frameworks (in 2018). **Details will be confirmed in an update of the primary accountability technical guide in September 2022.**

Secondary accountability measures

10. Information for schools about secondary school accountability measures, including Progress 8 and Attainment 8 [Link](#)

11. The DfE have produced an update on [Secondary Accountability Measures](#). In summary:

- Exams and assessments for GCSEs, AS and A levels (as well as for vocational and technical qualifications) will go ahead in summer 2022. **Results from qualifications achieved in 2021/22 will be published on the Compare School and College Performance website** (often known as the 'school and college performance tables'), using the normal KS4 accountability measures, as far as that is possible.
- The DfE recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance tables and performance data releases to advise caution when considering the 2021/22 data. This will include **strongly discouraging all users of the data (including Ofsted) from drawing comparisons with performance data from previous years** and when comparing a school's performance with national or local authority averages, or with other schools.
- KS4 results will also be provided Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement. **Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the changes to the methodology outlined below.**
- The DfE have made clear that results **data from 2020 and 2020/21 will not be used in school and college level performance measures in future years.** In light of this, adjustments have been made to the methodology for calculating KS4 performance measures in 2021/22:
 - When calculating KS4 performance measures for 2021/22, the DfE will include results from qualifications taken in academic year 2021/221 **excluding** GCSE and AS qualifications taken as part of the extraordinary autumn 2021 examination series.

- The DfE will count early entries from 2019/20 and 2020/21, but will only include **results** from 2021/22.
- When calculating EBacc entry and attainment measures for 2021/22, the DfE count entries from 2019/20 and 2020/21, but will only include **results** from 2021/22.
- In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores instead of national curriculum levels. This means **the DfE will need to: create new Prior Attainment Groups based on KS2 scaled scores to calculate Progress 8 scores** and amend definitions of low, middle and high prior attainment used in performance tables to reflect KS2 scaled scores. The DfE anticipate that these changes in methodology are likely to have **minimal impact on the distribution of Progress 8 scores**. The methodology for how this will be calculated will be included in an update of the **full secondary accountability guidance in autumn 2022**.

Keeping children in out-of-school settings: code of practice

12. Safeguarding guidance for providers of activities, after-school clubs, tuition and other out-of-school settings [Link](#)

13. We have had no concerns raised by Ofsted about our out-of-school providers. We previously had Welfare Requirements Notices (WRN) raised for four settings run by a single provider. The Quality Assurance Officers (QAO's) provided onsite support and training for each of the settings so that they were able to meet their WRN and meet their requirements. All of our training and resources on Right Choice are available to out-of-school providers and they are aware to contact the Early Years team for support if needed.

We have carried out surveys of our local providers to look at their current uptake so we can look at demand and spaces over time as during Covid we know that parents have been working in different ways so have used less provision. We are starting to see a reported increase in uptake of spaces, but this will continue to be monitored until we have a clear picture of demand.

Free School meals: guidance for schools and local authorities

14. Guidance for schools and local authorities about providing school meals including information on free school meal eligibility [Link](#)

15. Wiltshire's Position: By increasing the amount that can be received from existing benefits or earned income up to an annual net earned income of no more than £7,400, the Government anticipate that they will reach 50,000 more children with free school meals across the Country. The previous level was £7,000. Wiltshire currently has approximately 11,500 children and young people eligible for Free School Meal funding from Early Years through to Further Education sites and this continues to rise.

Platinum Jubilee book to arrive in primary schools from mid-May

16. Primary school children across the UK will begin to receive 'Queen Elizabeth: A Platinum Jubilee Celebration' [Link](#)

17. Wiltshire's Position: this information has been disseminated.

Behaviour and discipline in schools

18. How school staff can develop a behaviour policy [Link](#)

19. Wiltshire's Position: We have provided Wiltshire schools with a model behaviour policy which reflects current DfE guidance and this is available on the Behaviour Support Service page on Right Choice. A DfE consultation on revised 'behaviour in schools' guidance closed on 31st March 2022. The feedback is being analysed and we await publication of the consultation outcome. Links to this consultation were shared with school leaders to enable timely response.

Working together to improve school attendance

20. Guidance to help schools, academy trusts, governing bodies, and local authorities maintain high levels of school attendance including roles and responsibilities [Link](#)

21. Wiltshire's Position: This guidance was published in May 2022, for implementation from September 2022, with an assertion that achieving good attendance must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners. The guidance contains a range of new requirements and recommendations, including a requirement for Local Authorities to have a School Attendance Support Team, specifying core functions which must be delivered free to all schools (regardless of type). The Targeted Education Head of Service is mapping these requirements and a draft implementation plan will be ready for scrutiny in July 2022.

School capital funding

22. An overview of school capital funding, who it's for, current and past allocations, how it's calculated and spending guidance [Link](#)

23. Wiltshire's Position: The latest updates include the 2022/23 financial year allocations and the related grant terms for School Condition Funding. Wiltshire has been allocated £2,496,984 to improve the condition of community, VC and Foundation schools. This is a reduction of £407,349 from the 2021/22 allocations. The reduction is partly due to schools converting to academy status as academies receive condition funding direct from the DfE. The methodology for calculating allocations has also changed. The programme of works for 2022/23 was approved by Cabinet in February 2022, however a proportion of the funding is held as contingency to address urgent school repairs throughout the year.

The Council also receives Basic Need Funding for the creation of new pupil places. The DfE allocate this funding based on our pupil number projections. Wiltshire has been allocated £5,384,469 for 2022/23, £0 for 2023/24 and £1,210,612 for 2024/25. In February, Cabinet approved several projects to create additional pupil places and these projects are now progressing. The declining funding allocation is mainly due to the reduction in the birth rate across much of Wiltshire which is reducing the demand for primary school places.

16 to 19 learners' experiences of the COVID-19 pandemic

24. Analysis of qualitative interviews to assess the impact of lost learning on young people and the effect of educational recovery support [Link](#)

25. Wiltshire's Position: This report outlines the findings of online paired interviews with 30 young people, all of whom were disadvantaged, BAME, EAL or SEND. The findings of this survey are not generalisable to the whole 16-19 population, however they do give an insight into some of the issues experienced.

Schools White Paper

26. Schools White Paper, Opportunity for All, sets out plans to make sure every child can reach the full height of their potential [Link](#)

27. Wiltshire's Position:

Executive summary

Ambitions:

- 90% of children will leave primary school having achieved expected standard in reading, writing and maths, up from 65% in 2019.
- Lift the attainment of all secondary pupils in both English language and maths from 4.5 in 2019 to 5 in 2030.

These ambitions will be achieved through two key principles:

1. A rigorous commitment to using, building and sharing evidence so that every school knows 'what works' for all children.
2. A focus on collaboration between teachers. Schools and wider children's services so that every child is supported to realise their full potential.

Deliver a new arms-length curriculum body- co-create free, optional, adaptable digital curriculum resources to deliver a rigorous, high-quality curriculum

A richer, longer average school week.

Better behaviour and higher attendance- an annual survey and a national data set to drive up attendance and make it easier for agencies to protect vulnerable children.

Every school to identify children at risk of missing out and deliver the right combination of academic, pastoral and specialist support they need to thrive, including children's services where needed. The game-changing tools and interventions will be delivered through:

A parent pledge- your school will provide evidenced-based support if your child falls behind in English or maths and will tell you about their progress

Up to 6 million tutoring courses for 2024- making this a permanent feature of our school system

A secure future for the Education Endowment Foundation

The school system, as a whole, must raise standards, spread the benefits of a strong, supportive family of schools.

A fully trust led system with a single regulatory approach- growth of strong trusts and the establishment of new ones, including trusts established by local authorities. The Local Authority is exploring establishing a trust.

A clear role for every part in the school system, with local authorities empowered to champion the interests for children and a new collaborative strand requiring trusts to work constructively with other partners

Education Investment Areas- identified through prior outcomes, Wiltshire does not qualify.

SEND and AP green paper: right support, right place, right time.

28. How to help different groups respond to the special educational needs and disabilities (SEND) and alternative provision (AP) consultation [Link](#)

29. Wiltshire's Position: There are 22 questions in the consultation and a response is being prepared by the SEND Board.

The paper proposes:

- Establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care
- Establish new local SEND partnerships, bringing together education (including alternative provision), health and care partners with local government and other partners to produce a local inclusion plan setting out how each local area will meet the national standards
- Mandating the use of local multi-agency panels to improve parental confidence in the Education, Health and Care (EHC) needs assessment process
- Introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency
- Support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent, that are appropriate to meet the child or young person's needs
- Streamline the redress process, making it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases
- DfE propose to introduce a new SENCo qualification
- DfE will set out a timeline so, by 2030, every specialist setting can benefit from being part of a strong trust
- DfE will prepare young people with SEND for adulthood
- DfE propose to create a new national vision for alternative provision
- DfE propose to improve oversight of alternative provision placements
- DfE propose to update performance metrics for education providers
- DfE will work with Ofsted to update the Local Area SEND and alternative provision inspection framework
- DfE propose to reform funding for a strong and sustainable system
- DfE propose to establish a National SEND Delivery Board

