
Coalition Changes – DCE update July to September 2011

Families in the Foundation Years

1. Early years qualifications are to be reviewed to make sure they are sufficiently rigorous and high quality as part of wider reforms to early education. The Government wants to raise the status of the professionals working with young children to make sure they have the skills they need.
2. The Government has also confirmed that nine local authorities will be the first to trial payment by results for children's centres. They will test rewards for reaching the most vulnerable families, improving family health and wellbeing, and raising attainment of children at age five. Up to 21 further trials to be announced early in the autumn. The experience of the trial areas will help the Government and local authorities develop a final set of measures so payment by results can be rolled out nationally from 2013-14.
3. These announcements are included in a new vision set out by the Government for [Families in the Foundation Years](#) which sets out what mothers and fathers can expect from pregnancy until their child reaches the age of five. Action the Government is taking to help parents ensure their children are school ready includes:
 - A new focus on three prime areas of learning in the Early Years Foundation Stage (EYFS) so children are ready and able to learn at school. These are: personal, social and emotional development, physical development and communication and language.
 - A slimmed down EYFS, more closely aligned with Key Stage 1 to smooth the transition from reception class to Year 1.
 - All early years settings to provide a new check for every two-year-old to pick up early any problems in a child's development or special educational needs.
 - Children's centres to have a stronger focus on school readiness and supporting families.

Key Stage 2 review of testing, assessment and accountability

4. Michael Gove has accepted all the recommendations of Lord Bew's independent review of testing, assessment and accountability at the end of primary school.
5. Currently there is statutory teacher assessment in every core subject – maths, reading, writing, speaking and listening, and science. There are also external tests in maths, writing and reading, and a sample test in science. The [changes](#) include:

- Replacing the current writing test with teacher assessment of writing composition. This teacher assessment will make up the larger part of the overall writing judgement.
 - Working with the profession to develop a test of some of the essential skills needed to become fluent, confident writers – spelling, grammar, punctuation and vocabulary. To be introduced from 2013 after trialling in 2012.
 - Publishing more data in the 2011 performance tables onwards, including new three-year rolling averages from 2012, to give a rounded picture of a school's performance.
 - Placing a greater emphasis on progress made by pupils:
 - Progress will be one of the two main published measures, alongside attainment. From now on any overall judgement of a school by the Government, local authorities or Ofsted will give at least as much weight to progress as attainment.
 - There will be a strong focus on the progress of every pupil. New progress measures will be introduced in the 2011 performance tables to focus on the performance of low, middle and high attainers. This will help stop schools focusing on pupils on the Level 3/4 borderline.
 - New progress and attainment measures will be introduced from 2012 for pupils who have completed all of Years 5 and 6 in a school. This will recognise that schools should not be held wholly accountable for the performance of pupils who have just joined them.
 - Secondary schools will be given teacher assessment judgements before test results, from 2012. This will mean there is more weight attached to them and allow longer for them to inform Year 7 teaching and learning.
 - Primary schools will provide more information on pupils' performance to secondary schools so Year 7 teachers know right from the outset children's attainment and the areas where extra work is needed. This will start in summer 2013.
 - There will be a trial in 2012 of an extension to the testing period so that pupils who are ill on the day of a test have a week to sit it, rather than two days.
6. Maths and reading tests will continue to be externally tested but will be refined over time. Teacher assessment of science, with a sample test monitoring national standards, will continue. Speaking and listening will continue to be teacher assessed.

New standards of competence and conduct for teachers

7. All teachers will be expected to meet new standards of competence and conduct from September 2012, following an independent review of the skills that teachers should possess. They are a key part of the Government's ambition to ensure the status and quality of the teaching profession continues to rise. The Government has accepted the [Review's of Standards for Teacher's](#) recommendations including:
- Improving the rigour of teaching standards and ensuring they focus more on the essential teaching skills required in the classroom.

- Recommending a single set of standards for all teachers, replacing the current duplication of different standards issued from different bodies – reducing them to just eight standards for teaching from 33 standards for QTS and 41 for Core and to just three standards for personal and professional conduct from the eight principles in the GTCE Code.
 - Setting a clear expectation that teachers must not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
8. The [new standards](#) are practical and clear about the competencies that all teachers should have. They will:
- help headteachers assess teacher performance
 - provide clear requirements on teachers having skills to tackle bad pupil behaviour
 - ensure that teachers are able to teach the core basics of reading and writing, including understanding systematic synthetic phonics.

Academies Update

	Date opened
Sponsored academies:	
The Wellington Academy	September 2009
Sarum Academy	September 2010
Non-sponsored academies:	
Hardenhuish	September 2010
Lavington	January 2011
South Wilts	January 2011
Bishop Wordsworth's	March 2011
Corsham Primary School	April 2011
The Corsham School	April 2011
Sheldon School	April 2011
Pewsey Vale	July 2011
Wootton Bassett	July 2011
Kingdown School	August 2011
St Laurence	August 2011
Malmesbury	August 2011
The Holy Trinity School, Great Cheverell	September 2011
Saint Edmund's Catholic Academy	September 2011
St Joseph's Catholic Primary School, Devizes	September 2011
St Augustine's Catholic School	September 2011
Springfields School	September 2011

Schools control over school day

9. All schools are now able to vary their school day to benefit their pupils.
10. Up until this September, if a local authority maintained school wanted to change its lunchtime, for example, by five minutes or extend its school hours, it had to go

through a bureaucratic process which in some cases took up to three months. Foundation, foundation special, voluntary aided schools and academies were free from these restrictive regulations and so could already vary their school day.

11. Under the changes, which came into effect on 1 September 2011, the same freedoms are now extended to local authority maintained schools. Schools will still be expected to consult and to take account of the views of all interested parties before they implement any changes to the school day. They will be advised to consult and serve reasonable notice on their local authority, parents, pupils and staff, but free from national regulation being imposed on them.

Education Funding

12. On 19 July the Government set out how education funding will be better targeted in the future. The key announcements are:

Schools Capital

- The Government will provide £500 million to help local authorities provide extra school places – meeting the extra pressures caused by increased birth rates. Details of how allocations will be made will be provided over the summer and finalised in the autumn.
- A new school rebuilding programme has been launched. It will be targeted at those schools in the worst condition. Information and guidance on preparing applications will be available from the [Partnerships for Schools website](#). Applications can be submitted between 3 and 14 October.
- School Building regulations will be pared down significantly – cutting red tape and costs.
- The recommendations of Sebastian James's review on school building will be broadly accepted subject to a thorough consultation process on details and implementation. This [consultation](#) closes 11 October 2011. It covers implications for the way the Department allocates funding and manages its capital programme.

Schools Funding

- A new [consultation](#) (closes 11 October 2011) has been launched seeking views on proposals for a new, fairer and more transparent school funding system. This includes proposals to introduce a new national formula so that money is allocated more consistently across the country and to expand the eligibility criteria of the Pupil Premium. The consultation also includes proposals for funding high need pupils and early education. The current funding system for maintained schools will continue in 2012-13.
- A [consultation](#) (opened 19 July, closed 16 August 2011) was launched with Local Authorities only about Local Authority Central Spend Equivalent Grant academy funding, to ensure that the rapid growth in academy numbers is funded fairly and to ensure that local authorities are not double funded for services they no longer provide.

Reducing bureaucracy for schools

13. As part of the DFE's ongoing commitment to reducing bureaucracy for schools, they have published a [myths and facts](#) document outlines a number of common misconceptions and provides factual information on the current legal position or best practice advice for schools.
14. Also available is a [timeline](#) which sets out important information to help headteachers, principals and governors plan ahead, prepare for and implement changes that will take place during this academic year, including mandatory legal requirements. Some of the timings are indicative and may change.

Compare Schools tool for parents

15. The [DFE website](#) now has a comparison tool where up to 5 schools can be compared alongside each other – a range of data is available that covers school performance, characteristics and spend per pupil data.

Government responds to the Munro Review of Child Protection

16. The Government has published its response to Professor Eileen Munro's recommendations to reform the child protection system, set out earlier this year. The [response](#) outlines the Government's intention, working with professionals, to build a system focused on the needs, views and experiences of vulnerable children. The Government will reduce central regulation and prescription and place greater trust and responsibility in skilled professionals and local leaders to bring about long-term reform.

Headline messages:

- Government will oversee a radical reduction in the amount of regulation through the revision of statutory framework to place greater emphasis on direct work with children, young people and families.
- An amendment to statutory guidance by December 2011 to remove the prescription of timescales and the distinction between core and initial assessments.
- Government supports Professor Munro's view that the quality of relationships between social workers and children and young people sits at the heart of an effective child protection system and will support and work with the SWRB, the College of Social Work and ADCS to develop the knowledge and skills of the profession.
- Inspection will continue to be important with a new inspection framework that will have at its heart the experiences of children and young people
- There will be greater transparency and coordination of local arrangements to deliver an early help offer to children, young people and families

- A co-produced work programme between the Department for Education, the Department of Health, NHS bodies, local authorities, professional bodies and practitioners to ensure continued improvement of safeguarding arrangements in health reform.

Government announces £6 million for children in care and families who need extra support

17. Thirty seven local authorities will share this extra funding in order to expand their own intensive intervention programmes and reach even more vulnerable children and their families. Wiltshire is not one of these authorities.
18. The programmes supported by the government all address the need for stability in a child's life. There is increasing evidence that this work reduces the need for a child to enter care or custody, or can reduce the length of time spent in care. The programmes supported by the government are:
 - Multidimensional Treatment Foster Care (MTFC)
 - Keeping Foster and Kinship Carers Trained and Supported (KEEP)
 - Multisystemic Therapy (MST)
 - Functional Family Therapy (FFT)

Care To Learn

19. The Department for Education has launched a [consultation](#) on changes to how Care to Learn will continue to support teenage parents in education and unpaid training in England. Currently parents under 20 who meet the scheme requirements can claim up to £160 a week for childcare and related transport costs under the programme.
20. The scheme will continue in its current form for all parents in England who are under 20 when they start a course in the academic year 2011/12 until they complete that course. Any change would be introduced from September 2012. The consultation closes 28 October 2011, it outlines four possible options:
 - Moving to a discretionary fund
 - Linking support to income
 - Changing the weekly rates paid
 - Changing the age criteria. This is the Department's preferred option. It would mean that those aged 18 and under at the start of their course would still be covered by the scheme. Those aged 19 (and over) would be able to apply for childcare support through the discretionary adult learner support arrangements funded by the Department for Business, Innovation and Skills (BIS). This option would bring eligibility for childcare support in line with other forms of financial support for young people and adults.

SEN and Disability Green Paper pathfinder

21. Successful Local Authorities have been notified of their acceptance on to this 18-month pathfinder programme. A large number of local authorities applied and Wiltshire is one of the 20 accepted. We will learn more about next steps at a conference at the end of September.

Alternative Provision Trial

22. Wiltshire has been accepted as one of eight trial local authorities to develop new ways of working to ensure that schools have full responsibility for pupils that they permanently exclude. This will involve the use of “freedom to innovate” to work around legislation and devolve funds to schools. This work will include reviewing preventative response and ensuring appropriate provision for children and young people to get the best outcomes.

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