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Exams can and
should go ahead



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The Covid changes
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Remote education
legal duty is
'slap in face'



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- Investigation finds pensions could be tens of thousands of pounds short
- DfE has no records on errors, and says problems are down to employers
- Expert urges teachers to check their pension as 2 in 5 find inaccuracies

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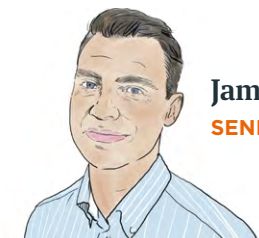
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News

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Ofsted has to 'prioritise' inspections to tackle huge backlog

SAMANTHA BOOTH

@SAMANTHAJBOTH

Ofsted will be handed additional power to inspect 'outstanding' schools when inspections resume next year.

But the extra remit comes as the watchdog faces an inspection backlog running into the thousands after inspections were cancelled back in March.

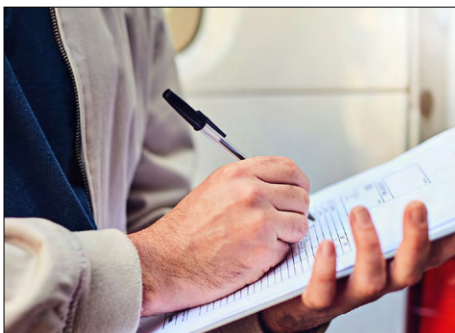
The government has also given Ofsted an extra year's grace to reinspect the near 3,500 'outstanding' schools. Rather than five years, the inspectorate will have until 2027 to complete the inspections. It was confirmed this week Ofsted will begin routine inspection of grade one schools when inspections resume.

But it could still leave a headache for the inspectorate to catch up on its other inspections.

Schools Week analysis shows that around 4,000 state-funded school inspections may have been missed by the time inspections start up again in January, although this date is still under review.

Nick Brook, deputy general secretary at school leaders' union NAHT, said that restarting inspections "should not be a priority at this time", but added: "At some point Ofsted will have to consider how it prioritises future inspections, especially with thousands more schools back in the mix."

Schools Week understands one solution could be for the government to give Ofsted



an extra year to inspect all schools.

The schools watchdog is currently legally required to re-inspect schools every five years. But most schools are inspected at least a year ahead of the statutory window.

Ofsted said that 160 schools will be due an inspection by the planned January restart.

Tom Middlehurst, an inspection specialist at the Association of School and College Leaders, said Ofsted should use its existing risk-assessment measures to "intelligently prioritise which schools should be inspected whenever inspections do resume".

Ofsted said they were working closely with government to agree the funding and cycle for inspections in the next spending review period. But they were confident that the DfE and Treasury will make sure they have the time and money needed to properly inspect schools.

The inspection exemption for outstanding schools was introduced by former education secretary Michael Gove in 2011.

However, Ofsted said last year there were over a thousand schools that had not had a

full inspection for at least ten years.

In confirming the 'outstanding' exemption will be lifted, education secretary Gavin Williamson said the "reforms will give parents even greater confidence, knowing that every Ofsted rating is up to date and relevant to their child".

Responses to a consultation on the changes, published yesterday, showed that 90 per cent of over 3,700 respondents agreed that the exemption should be removed.

Ofsted chief inspector Amanda Spielman said the changes will mean the "outstanding judgment itself remains a true beacon of excellence".

The consultation document said outstanding schools that have gone the longest since their last inspection will be prioritised, starting with those that have not been inspected for a decade or longer.

Schools inspected before September 2015 will receive an initial full inspection, while those last inspected after this date will "normally" receive a section 8 short inspection.

But where an initial short inspection indicates that outstanding performance may not have been maintained, Ofsted must conduct a full inspection to "take place within the next year or so and in any event before August 1, 2027".

The inspectorate is intending to run events focused on what it means to be outstanding within the new framework, introduced in September last year.

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Visits are inspections, Ofsted says after legal challenge

Ofsted has clarified that its school visits this autumn "fall within the broad concept of inspections" after an education union took the rare step of launching a legal challenge against the watchdog.

The National Association of Head Teachers said the judicial review came after Ofsted urged it to "provide assistance in telling schools unequivocally that these are not inspections; schools should not prepare for visits or be concerned by them".

The NAHT reported that, in response to the challenge, Ofsted admitted that "the use of the word 'visits' in preference to 'inspections' in certain Ofsted documents does not in any way detract from the fact that the visits nevertheless fall within the broad concept of inspections".

In an email to members, NAHT general secretary Paul Whiteman said: "While Ofsted has sought to play down the nature of these visits publicly, this statement makes it clear that they are indeed a form of inspection and should therefore be approached as such."

But Ofsted said the legal basis for the visits was "no secret" as "it is clearly set out on our website".

This relates to the operational note published last month which, under the heading "The Legal Context", states: "The interim visits will take place at the discretion of Her Majesty's Chief Inspector, using her powers under section 8(2) of the Education Act 2005."

Ofsted said feedback on the visits had been "wholly positive, with leaders describing them

as "constructive and collaborative" and even "cathartic".

An spokesperson added: "It's very disappointing that the NAHT's message could raise anxiety among its membership without any need."

This is the latest row to emerge between the inspectorate and school leader unions over the plans to visit schools this autumn. It mostly centres on Ofsted's insistence on publishing an "outcome letter" following visits.

Ofsted's admission meant that "schools must not frustrate the efforts of the inspectorate", Whiteman added. "We think a more accurate description of this activity would be 'light-touch inspection'."

The legal challenge has now been dropped.

Covid pupils may miss out again in Autumn 'resits'

JOHN DICKENS

@JOHNDICKENSSW

Over half of autumn A-level resits either have just one paper or have exams spaced within seven days or fewer.

The analysis will heighten concerns that pupils due to take exams from next week to achieve a better grade could miss out again, as Covid infection rates rise.

As in normal exam years, schools can apply for special consideration to be awarded should pupils be unable to attend exams.

Under the contingency guidance, candidates who have completed a minimum of 25 per cent of the assessments in the subject they are resitting will be awarded a grade, should a special consideration application by successful.

It means pupils who can't sit 25 per cent of their exams won't be able to get a grade.

Analysis of exam dates for the 35 A-level resits to be provided by AQA, the country's largest exam board, from next week show that four have just one exam.

Furthermore, for another 14 (40 per cent) that have multiple exams – the papers are all within seven days or fewer of each other.

Should pupils have to self-isolate for a chunk of the three-week resit window, it means they face a lengthy wait to be able to try and better their grade.

The autumn exam series has been run for pupils who feel their centre-assessed grade was unfair.

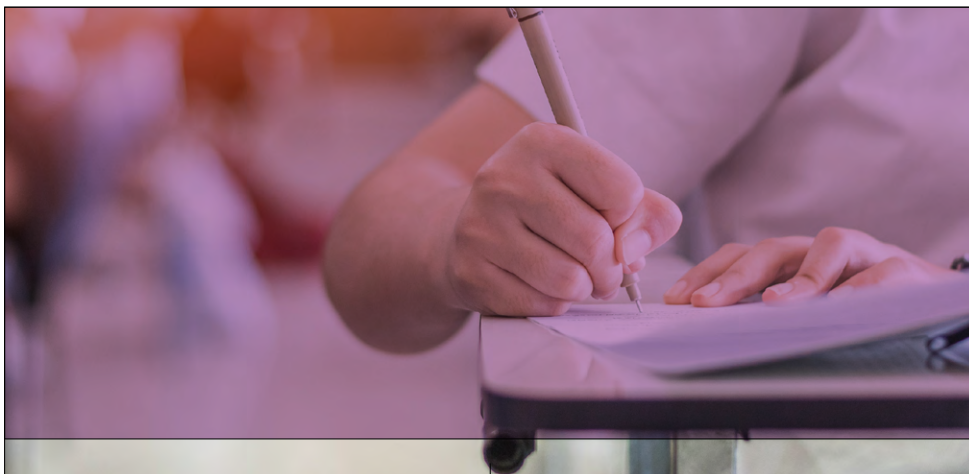
But the new contingency guidance published this week states: "It is possible that some candidates will, very unfortunately, be unable to attend any of their exams.

"Those candidates who take less than the minimum necessary assessments and therefore cannot be awarded a grade in the autumn series will have the option to enter exams in summer 2021."

However, a spokesperson for the Department for Education said this will "still see them progress to their next stage of education or training in time for the following academic year".

Figures published yesterday (Thursday) by exams regulator Ofqual show there are 20,100 entries for A level subjects in the autumn series (three per cent of the total entries for this summer's exams).

There are also another 1,925 entries for AS subjects, which also comprises three per cent of



the summer series entries.

The largest entries are in mathematics, chemistry and biology.

The resit schedule for AQA, which in 2018-19 had the largest share of any exam board for A-levels, shows that maths has three papers, the first on October 7 and the last on October 19 – with 12 days between.

Chemistry has 13 days between its first and last exam, but biology has just eight days.

The subjects with the shortest space between papers (four days) were accounting, design and technology, English language, environmental science, German and philosophy.

Dance, drama, media studies and music all have just one exam.

The guidance also states that schools and colleges in areas under local restrictions are expected to run exams.

Where a school has to close at the last minute, the DfE's exam support service will be available to find an "additional venue".

The DfE spokesperson added: "Exams are an important part of ensuring young people have acquired the knowledge and skills they need to

move on to the next stage of their education or career, which is why arrangements are in place for exams and other assessments to run this autumn, even in areas of local restriction."

GCSEs will go ahead between November 2 and November 23. Entry details have not yet been released.

AUTUMN 'RESITS' 2020

Centre Type	Entry
Secondary non-selective, maintained	4,770
Sixth Form and FE	3,810
Independent	2,045
Selective	815
Other	8,655
TOTAL	20,100

MOST POPULAR SUBJECTS

Subject	Entry
Mathematics	4,190
Chemistry	3,300
Biology	2,995
Physics	1,505
Psychology	1,285

Autumn A-level 'resits'

Of the 20,100 autumn entries, 43 per cent were categorised as 'other': which included private candidates, or those who attended institutes such as colleges of higher education and special schools.

This represents a huge leap from those entered for the summer exams, when these pupils made up just 1 per cent of the cohort.

It's likely this rise is mostly made up

of private candidates – who have been especially hard hit by this year's grading system.

Private candidates are often home-schooled and therefore not enrolled at a school when they sit their exam. This meant many did not receive CAGs as exam centres did not have enough evidence of their abilities to provide a grade.

Trust forced to downsize after growth plans cause £1.1m deficit

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

An academy trust that “top-sliced” hundreds of thousands of pounds from its schools to facilitate future growth instead ran up a £1.1 million operating deficit and is now being forced to downsize.

School business experts say the case illustrates the tension between encouragement for trusts to grow and the limited funding available for them to do so.

Cirrus Primary Academy Trust, which runs six schools in south London, was given a financial notice to improve after failing to ensure oversight of financial decisions – resulting in a “seriously deteriorated financial position”.

The notice, sent on September 11 but published last week, stated that the trust had breached multiple sections of the Academies Financial Handbook, including failing to submit financial returns on time and failing to produce monthly accounts to a satisfactory standard.

The trust’s accounts from last year show how it top-sliced cash from its schools and “built a strong central team to support growth and school improvement”.

However, the “pace of resourcing this team did not match the pace of intended growth ... and as a result the trust incurred a large deficit”.

Accounts for 2018-19 show that the trust accumulated a £1,188,193 operating deficit and a free reserves deficit of £571,137.

Due to the financial woes, the trust abandoned



its plans to expand. Trustees also recognised that the performance of some of its existing schools left them needing “ongoing intensive support”.

But the cost of growth was passed to its schools via a central charge that had a “material negative impact on their budgets”.

For instance, in 2018, the trust charged £217,000 to Kingsley Primary Academy, up from £145,000 in 2017. Accounts for last year show the school had a £330,000 deficit.

The school was placed into special measures in October 2019, with the financial notice stating that the trust should work to facilitate the “smooth transfer” of the academy into another trust.

Stephen Morales, chief executive of the Institute of School Business Leadership (ISBL), said trust expansion “when done properly can give you economies of scale and get rid of unnecessary duplication”.

However, he added: “What you don’t want is the central team squirrelling away funds for speculative ventures and, as a consequence, making individual schools more vulnerable.

“Sometimes ambition gets the best of people, chasing growth too quickly and not laying the foundations.”

The National Governance Association’s annual survey of multi-academy trusts, published last week, showed that 48 per cent of trustees said that “finances and resourcing” were among the top reasons for increasing the number of academies within their trust.

Micon Metcalfe, an ISBL fellow, said problems arise because there are “limited funds for expansion” but trusts are still “encouraged to grow”.

She added: “The only money they have therefore is from the schools but, if they’re not performing well enough, they don’t expand – it’s a bit of a Catch-22 situation.”

Between 2018 and 2019 the cash spent on “key management personnel” at the Cirrus trust almost halved – dropping from £636,000 to £332,000.

As a result of the notice, the trust must submit a five-year financial plan demonstrating a return to a surplus position and meet the ESFA every month until the notice is lifted.

It must also get approval from the ESFA when completing actions such as compensation payments, writing off debts and losses and special staff severance payments.

The trust did not respond to a request for comment, but annual accounts state that it has been working with the Education and Skills Funding Agency since January after issues were raised.

SAMANTHA BOOTH | @SAMANTHAJBBOOTH

Real-time monitoring to assess exclusions ‘spike’

The government is switching to monitoring changes in the use of exclusions and other disciplinary measures “in real time” amid fears of a sharp increase in exclusions.

Children’s minister Vicky Ford said the Department for Education was “introducing intelligence gathering and monitoring processes” to gain information on the use of exclusions as schools respond to the coronavirus crisis.

It comes as Anne Longfield, the children’s commissioner for England, warned against a “spike” in exclusions and absences because children are struggling to adjust to the return to schools.

Asked by Tuliq Siddiq, the shadow children’s minister, how many pupils with SEND had

been excluded so far this term, Ford said the information was not yet available because data was collected on a termly basis and reported annually.

But she said the department was “introducing intelligence gathering and monitoring processes to identify in real time any changes in the use of exclusions and other disciplinary measures”.

This includes “discussions with stakeholders including regional school commissioners, Ofsted and local authorities”, she added.

Asked for more information, the government said its officials met key stakeholder organisations “regularly” to discuss “a variety of issues related to reopening schools,

including exclusions and any disciplinary measures being used”. The DfE’s REACT team is also working with regional commissioners and councils to “understand any concerns as schools reopen”, a source said.

In a report released this week, Childhood in the time of Covid, Longfield said that schools should “focus on children’s mental health and wellbeing, rather than simply focusing on attainment”, and said the government should be clear that rising exclusions and absences must not happen.

She added that there were concerns that exclusion rates for SEND children “could spike during the autumn term, along with the rate of children being withdrawn from school rolls”.

Scrapping GCSEs is 'compelling logic', says Green

FREDDIE WHITTAKER

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EXCLUSIVE

Calls to scrap GCSEs deserve “serious consideration”, the shadow education secretary has said, as she pledged a review of the “whole of the assessment system”.

In her first interview with an education sector publication since taking the job, Kate Green told Schools Week that there was “a lot of compelling logic” in the case being made by campaigners, including former education secretary Kenneth Baker, for an end to testing at 16.

Green also confirmed that she would review Labour’s controversial policies to scrap Ofsted and abolish tests in primary schools. Academy chains that run schools well would continue under a Labour government.

Her comments come as the new “Rethinking Assessment” coalition calls for the country’s “mutant exam system” to be scrapped. The coalition includes leaders from the private school sector, the Academies Enterprise Trust and the Association of School and College Leaders.

Green indicated, however, that any review of assessment would be a longer-term priority given the “very uncertain and very unstable” situation faced by schools as a result of the coronavirus pandemic.

She added: “We’re obviously not prioritising a wholesale review of systems four years before a general election. The absolute priority this year is to make sure that, as much as possible, children’s learning is not disrupted unduly by the pandemic.”

Appointed in June after the sacking of Rebecca Long-Bailey, Green has recommitted Labour to plans for a “national education service”, a flagship policy under former leader Jeremy Corbyn that promised a free “cradle-to-grave” education offer.

But Green told Schools Week that policies from last year’s manifesto, such as pledges to replace primary tests and Ofsted, would be reviewed under her stewardship.

“I wouldn’t want people to get the idea that there will be no assessment in primary, but certainly we want to consider really fundamentally what the right form of assessment and the right time and the right purpose is.”



She said parents and politicians “need to know that schools are making a difference”, but she wanted to “lower the stakes in the way in which we gather, evaluate and share that data publicly so that people can understand more than just raw scores”.

Green acknowledged that Labour still needed “to think about what we want to develop instead”. She added: “That’s the thinking we have time to do in this Parliament.”

Labour pledged last year to scrap Ofsted in favour of local authority “health checks”, and a new inspectorate to go into schools where concerns were raised. Again, Green said this pledge would be a “starting point” for the development of “something that will be fit for purpose at the time that we come to the next election”.

She said she was “immensely frustrated” by Ofsted, and wanted to see it become “more of an improvement agency, that it doesn’t just come in, write a report and leave, and the school is left to pick up the pieces”.

She added: “I think there’s an opportunity to have an inspection process and body that actually supports schools through improvement programmes, shares best practice, provides really informative data and information to parents and the wider community and that gives a true picture of what’s happening in schools and colleges, and that everybody feels is treating them fairly.”

Although she will not prioritise changes to school structures, Green has serious misgivings about the academies programme, which she says has changed since it began under Tony Blair.

“I think what we saw academies as being useful for in the context of a broader education system was a tool that worked at the time,” she said. “But I think where we are now is something that Labour would never have wanted, doesn’t want now, and is actually really inappropriate for the kind of world we live in.”

“I don’t think it’s ensuring that we’ve got an education system that is really preparing children and young people for the complexity of the life that they’re going to be living.”

Green is particularly concerned about the “fragmentation of the local education ecosystem”, which means there is “no mechanism for working easily across schools” or aligning things like admissions or the school day. She is also worried about a lack of “local democratic accountability”, which means parents do not have a say in how their local academies are run.

But she said that Labour wanted to be realistic, especially given that most secondary schools are now academies.

“Where you’ve got good school leadership and management, we don’t want to damage or destroy that. So, we will need to find a way of managing that local purchase on local schools alongside protecting what’s working well.”

PA

Kate Green

Investigation

Check your pension...you could be missing out on years of service

JAMES CARR

@JAMESCARR_93

INVESTIGATES

Teachers' pensions could be tens of thousands of pounds short because of administrative failures – with the government admitting it has no idea how big the problem is.

A Schools Week investigation has found some teachers are missing up to 80 per cent of their pensionable service, finding gaps from almost 30 years ago.

Others are struggling to find information from schools that have closed, and even giving up on retrieving pension payments because of the hassle involved. The growth of academy rebrokers is said to increase “the complexity of the system with a greater risk of errors”.

Margaret Greenwood, shadow schools minister, warned: “This has the potential to be devastating for thousands of teachers in retirement.

“We need to see urgent action from government to get to grips with this issue and ensure that every teacher receives the pension that they are entitled to.”

The Department for Education, which runs Teachers' Pension Scheme (TPS), has admitted that it has no idea how big the problem is as it does not record how many corrections are made.

Experts are warning teachers to check their pensions online for inaccuracies, such as gaps in employment.

A poll by Teacher Tapp showed that 38% of teachers have never checked their pension is correct. But of those that did check, two in five discovered inaccuracies.

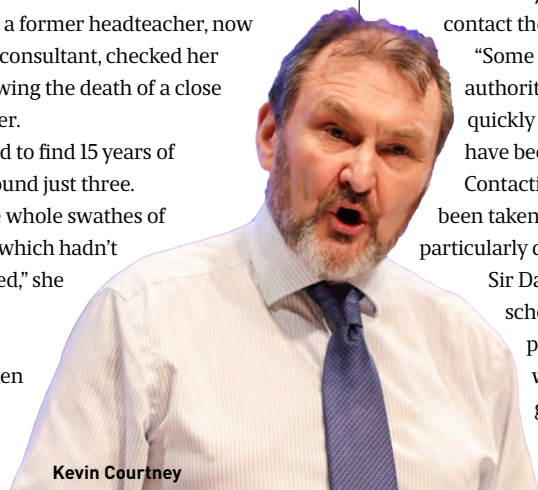
TPS has about two million members, made up of active, pensioner and deferred members.

Sarah Dove, a former headteacher, now an education consultant, checked her pension following the death of a close family member.

She expected to find 15 years of service, but found just three.

“There were whole swathes of employment which hadn't been registered,” she said.

“The money was being taken out of my payslip so



Kevin Courtney



“Whole swathes of employment hadn't been registered”

the assumption was it was being reflected on the system.

“If something happens to me, my family isn't looked after the way I intended – it was quite upsetting.”

Dove discovered she had four gaps in her employment – coinciding with job changes and a brief maternity leave – and was told by TPS to contact the schools to rectify it.

“Some schools, academies and local authorities have responded really quickly and just sorted it, while others have been more problematic,” she said. Contacting a school that has closed or been taken over by an academy has proved particularly difficult.

Sir David Carter, the former national schools commissioner, found his pension from 35 years of teaching was 15 months short with three gaps coinciding with various job moves between 1990 and 2003.

He said he “just gave up” in an attempt to contact a previous employer as it was “so difficult to find someone to talk to about it in the local authority”.

“My advice would be for younger teachers to keep checking their online account to see that their service record is up to date ... if you leave it until retirement age the issue becomes hugely more complicated.”

Other teachers have been told that former employers do not hold their records any longer to comply with data protection law.

They have been left fighting to secure their true pension pot. Dove has secured eight years and 235 days, but continues to battle for responses from some former employers.

Paul Seeman, a headteacher who recently discovered his 18 years of service had three gaps and was about ten months short, said: “The fact it's happened three times would suggest it's fairly commonplace.

Continued on next page

Investigation

"I imagine there's an awful lot of people who don't know they have these issues and it's going to affect their income when they retire."

When the Teacher Tapp finding was posted on social media, dozens of school staff posted their experiences of missing years.

Nick Kirby, the lead officer for pensions at the NEU, estimated that for a teacher who retired on a £40,000 salary, ten years of missing service would equate to about £50,000, or £5,000 a year.

A teacher's final pension payment is based on earnings history, length of service and final salary, depending on when he or she started.

In response to a freedom of information request from Schools Week, the DfE said it did not record the total number of corrections made across the TPS. They were instead recorded on individual member records, making it impossible to calculate the extent of the inaccuracies.

It also admitted it was "theoretically possible" for teachers to withdraw their pension with missing service, but said these problems could be rectified after the pension was drawn – with TPS recalculating what was owed.

However, experts say teachers have a responsibility to check their records.

"Any pension scheme is only really as good as the information supplied to it," Kirby said.

"In an ideal world everything is perfect, but if it isn't someone has got to spot it and TPS can't do it because it relies on the information it is sent."

Schools, trusts and local authorities, acting as employer, pay employers' pension contributions to the TPS. The employer also deducts the employee contribution and passes that on, and then passes a record on to the TPS, which logs the information on a teacher's personal pension



statement.

Jacques Szemalikowski, the conditions of employment specialist at the Association of School and College Leaders (ASCL), said this was "especially important in a defined benefit scheme like Teachers Pensions, where there is no actual 'pot of money' in accumulation".

But he added that the "proliferation of employers", through the growth of academies and rebrokering, had "made administration more challenging" and "increases the complexity of the system with a greater risk of errors".

Kevin Courtney, the joint general secretary for the National Education Union (NEU), said the union "has argued for years that the fragmentation of the education system would lead to lower administrative standards".

A DfE spokesperson said employers were responsible for providing the correct information, but when mistakes were identified "in most

circumstances the employer will be able to easily provide updated information to rectify the issue".

"In the very limited circumstances it may no longer be possible for an employee to make contact with a previous employer, the Teacher Pension Scheme will be able to assist directly."

There are also procedures in place at the TPS to validate data submitted by employers – such as scanning data for gaps and comparing employment history with pension contribution amounts – so employers can be alerted to errors.

Last year it was revealed that about 360,000 (about 3 per cent) of those due to receive state pension, were given the wrong forecasts from the government.

Would-be retirees discovered huge differences between paper forecasts sent in the mail and online forecasts that had not been updated.

The government said omissions or errors would be rectified before these individuals retired.

How to check your pension is correct

To check your pension online there are just a few quick and easy steps you need to take.

First you must register for 'My Pension Online' through the Teachers' Pensions website.

To do this you must provide your personal details, National Insurance number and an email address – you may also need your Teachers' Pensions Reference number.

Once logged in to the secure portal you will be able to check and manage your pension online.

You will have access to a personalised estimate of your retirement benefits based on the service and salary details sent to the pension by your employer and will also be able to update personal details and change your death grant nominees.

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Coronavirus outbreak



Remote education legal duty is 'slap in face'

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A new legal duty on schools to provide remote education for pupils unable to attend school because of Covid-19 has been described as a "slap in the face".

The Department For Education yesterday (Thursday) published a temporary continuity direction under emergency coronavirus powers which states that all state-funded school-age children must be provided "immediate access to remote education" should they miss school due to covid.

The DfE said the direction was "to provide legal certainty for all involved in the education sector" and made clear that "schools have a legal duty to provide remote education".

The direction comes into force on October 22 and "will have effect until the end of the current school year, unless it is revoked by a further direction".

Paul Whiteman, general secretary of school leaders' union NAHT, said: "At every step, school leaders have done what was asked of them, and then gone beyond. This will be perceived as a cynical attempt by government to look strong by acting tough.

"It will be seen as a slap-in-the-face to school leaders, destroying any good-will remaining, and is likely to live long in the memory of all education professionals."

DfE guidance previously stated that it "expects" schools to be able to provide remote education.

There will also be disquiet among schools, who



say that the government has failed to provide enough help with technology to ensure that poorer pupils have access to laptops for home education.

Schools Week revealed in May that schools were critical of the government's £85 million scheme to give disadvantaged pupils free laptops – saying that their allocations fell well short of what was needed.

While the government has announced that 250,000 more laptops are available, they can only be ordered in certain conditions (see story below).

The new directive warns "the duty to comply with this direction by a responsible body is enforceable by the secretary of state making an application to the High Court or the county court for an injunction, and any such application may be made without notice being given to the responsible body".

However, the DfE said that taking legal action would be a last resort and that the department "will take a proportionate and fair approach to

assessing the adequacy of remote education provision".

And, where a school raises concerns or issues itself, the department's "first priority will be to help schools with their remote education plans and provision".

But Whiteman added: "By reaching for legal powers the government risks sending an unequivocal message to the profession and parents that they do not trust school leaders to act in the interests of young people in this country."

The direction applies to state schools, but not post-16 education such as further education colleges, sixth-form colleges or 16-19 academies. Responsible bodies are usually academy trusts, school governors and councils.

To help schools to uphold their duty, additional funding of over £1 million will be invested in expanding the EdTech Demonstrator programme, a network of schools and colleges that provides peer-to-peer support to help teachers and support workers use technology as effectively as possible.

The programme, which has the capacity to provide bespoke one-to-one support for 3,400 schools and colleges, will be expanded to support a further 1,000.

New resources will also be made available for staff, including a good practice guide and school-led webinars.

Education secretary Gavin Williamson (pictured) said: "It is vital these students have access to high quality and consistent remote education."

... and no free laptops for schools with too few pupils off

Schools operating on a rota model or those with fewer than 15 pupils self-isolating because of coronavirus will not be able to gain access to free laptops from the government.

The Department for Education has announced that an additional 100,000 laptops will be made available to help schools and colleges to deliver education to disadvantaged pupils who are forced to stay at home because of the pandemic.

That comes on top of the 150,000 already promised, and the 220,000 issued earlier this year.

However new guidance states that the devices cannot be ordered by schools with fewer than

15 children self-isolating and with "no broader recommendations to a 'bubble' or year group".

The same applies if a secondary school is operating a rota model – which would happen in tier two of their model on local restrictions. This is where secondaries are providing on-site provision with remote education, with pupils allocated a rota time to attend.

Laptops are also not available for disadvantaged children who have to self-isolate following their arrival in the UK.

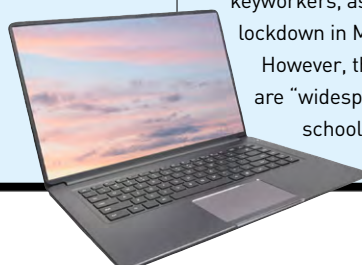
Examples of where devices can be ordered include when

a school has 15 or more children in years 3 to 11 who are self-isolating having each been exposed to a confirmed case outside the school community.

They can also be accessed if a local health protection team has advised a group of children in years 3 to 11 not to attend school.

The access also applies when a school is open to vulnerable children and the children of keyworkers, as was the case following the lockdown in March.

However, the DfE has said that, if there are "widespread" closures, allocations to schools could be reduced.



Coronavirus outbreak



Wireless mics and webcams: state schools embrace live stream lessons

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EXCLUSIVE

Teachers are donning wireless microphones while pupils are replaced by webcams as schools invest thousands of pounds to live stream lessons to self-isolating pupils and those trapped abroad.

The Department for Education revealed this week around 1,500 schools have been forced to partially close – with 84 per cent of state-funded secondary schools fully open, compared with 92 per cent the previous week.

But as the number of self-isolating pupils increases, state schools are developing new ways to ensure those pupils don't miss out.

Reading Girls' School, part of the Baylis Court Trust, now runs "hybrid lessons" – live-streaming from the classroom to self-isolating pupils at home.

A webcam is set up on a teacher so the pupil can view the lesson and any associated PowerPoints. Meanwhile, in subjects such as French, the laptop may be placed in the pupil's usual seat so they can engage with other pupils for group work as normal (see image).

The school of 560 pupils has around 120 Chromebooks which it can distribute to pupils who require them – with a pupil survey revealing 53 pupils may need to use the resource.

It has also spent £525 on Bluetooth microphones which allow teachers to move around the classroom when streaming.

The school has had as many as 15 pupils self-isolating, including two in the Middle East who are currently unable to return home due to Covid restrictions.



Credit: Reading Girls' School

England's largest academy trust, United Learning, has also set up all its schools to "teach live", using either Microsoft Teams or Google Meet to reach pupils at home. The trust purchased over 11,000 Chromebooks last year to ensure all pupils could benefit.

Chief executive Sir Jon Coles said they have "made it a normal part of the way they work".

Dominic Norrish, chief operating officer at the trust, said during an Ed Tech demonstrator seminar earlier this week that the method "halved workload" and ensured teachers were not "double planning" lessons.

But he advised that the system worked better with older children in secondary schools and warned that teachers must ensure they control the call and the direction of the camera, for safeguarding reasons.

In April, the National Education Union issued guidance warning teachers against using live stream technology from home, with concerns around teachers' online safety.

But Norrish explained safeguarding controls on applications such as Microsoft Teams, Zoom and Google Classroom had greatly developed since the early days of the pandemic.

At Community Schools Trust self-isolating

teachers streaming lessons back into the classroom via Google Classroom. All lessons are live streamed from teachers' laptops, whether they are at home or in school, through the trust's Dynamic Progress Report online portal.

If a teacher is self-isolating, the lesson is broadcast into the classroom's video screen, with a cover teacher on hand to resolve any issues. Likewise, if a pupil in the same class is also self-isolating, they can log on at home.

Last week seven teachers across the trust employed the methods while awaiting a Covid-19 test.

Simon Elliott, the trust's chief executive, added: "It's been brilliant because the pupils value the continuity of learning, expert teachers are delivering the lessons and then there is someone there to take care of any potential problems in the classroom."

During lockdown the trust received £50,000 from an anonymous donor which it spent on "laptops and dongles" for pupils without access to a computer.

The shift to live learning suggests state schools are closing the tech gap between their private school peers.

During the summer lockdown, a Teacher Tapp survey found around 50 per cent of private school teachers were delivering live-streaming lessons compared with just five per cent of state schools.

Dr Mary Bousted, joint general secretary at the NEU, said schools should "do what works best for pupils in their particular circumstances, within the limitations of the technology and wi-fi available, with proper time for teachers to plan and to teach, and with the right safeguarding controls in place".

... while home schoolers doubles to 250k

Almost a quarter of a million pupils have logged on to Oak National Academy as the number of pupils learning from home doubled in the first weeks of full school reopenings.

Schools Week can reveal the online classroom, which was set up in response to Covid-19, saw unique users jump from 121,000 to 249,000 between September 7 and 21.

Furthermore, as of Wednesday this week, there were 152,000 unique users – with four days still left to go.

Principal Matt Hood said pupils have taken part in 1.8 million lessons since the full return to school as the rise in Covid cases means more pupils are being sent home.

"Thousands are running two schools: one in the school building and one for children at home. This is an even bigger ask than full lockdown and we must do all we can to support them."

Hood said a further 2,800 schools have used the government-backed service's new teacher

hub to download and edit resources.

He added: "As cases have risen since the start of term, we've seen the numbers in our classroom double. We're prepared for that trend to continue."

The scheme allows pupils to visit online classroom to access free pre-recorded lessons.

The academy was given £4.34 million in government funding to create 10,000 lessons and run throughout this year, on top of £500,000 start-up cash.

Coronavirus outbreak



Staff told to layer up as temp drops, but windows stay open

SAMANTHA BOOTH

@SAMANTHAJBOTH

Staff and pupils are being told to layer up as schools struggle to keep classrooms both ventilated for covid safety and warm during dropping temperatures.

Unions are urgently seeking updated information on how schools should manage the winter period with windows and doors open, with heads predicting heating costs could double.

The Health and Safety Executive says as part of its visits to schools, inspectors will be looking at how they are ensuring classrooms have the appropriate ventilation, alongside other measures, to help reduce the spread of Covid-19.

But Dr Mary Bousted, joint general secretary at the National Education Union, said the government's guidance is "lacking" in terms of the balance between fresh air and thermal comfort.

"With the colder months approaching, the DfE needs to provide schools with urgent practical advice on how to ensure that that safe ventilation is maintained whilst at the same time ensuring a comfortable working temperature."

The Department for Education guidance states that it is important to ensure "good ventilation" and "maximising this wherever possible".

They give an example of "opening windows and propping open doors" where safe to do so and HSE guidance also says that ceiling fans or desk fans could be used to help with the circulation of outside air.



Teachers took to Twitter as temperatures dropped this week questioning how to navigate ventilation, with some highlighting how cold they felt already.

One school in Dorset told *Schools Week* that a health safety consultant from their local council said that windows and doors "do need to be opened. So it may pay to speak to staff and students just to reiterate this and say the heating will be on but they may need to dress in layers on cooler days due to the ventilation required."

HSE's Approved Code of Practice suggests the minimum temperature in a workplace should normally be at least 16 degrees Celsius to comply with the law.

The NEU's position is that classrooms should remain at least 18 degrees.

HSE said they recognised the need to optimise the fresh air in a classroom, while balancing a

reasonable temperature. A spokesperson added schools should take a "pragmatic approach to balancing the different risks".

Guidance on ventilation by Chartered Institution of Building Services Engineers (CIBSE), which is linked to on the HSE website, says draughts from open windows can be mitigated by moving desks and wearing "warmer fleeces".

While the body is currently evaluating its guidance, CIBSE says it may be "necessary to have the room heating on more than normal. This will incur energy penalties; however, these are deemed acceptable as the increased ventilation will help remove any airborne virus particles from the building."

But Kate Greig, executive head of Coastal Academies Trust, said that heating bills are "extraordinary" anyway. She's expecting monthly heating costs of £1,000 to double at one school.

She said: "When heating a big building, it takes ages for the heating to make an impact. Are we going to have to keep the heating on on Sundays so that it's bearable on Monday mornings?"

"There's a worry about all the costs through Covid anyway. But we are going to keep the windows and doors open and keep the heating on."

School leaders' union ASCL has asked HSE and DfE for clarification on the issue.

A DfE spokesperson said: "We are asking schools to provide good ventilation wherever possible, but also expect schools to maintain a safe and comfortable environment."

Calls for another round of exceptional covid costs cash

Sector leaders are lobbying the government for a second round of "exceptional costs" funding amid worries that schools have been raiding their reserves to pay for safety measures to counter Covid-19.

Stephen Lester, the new chair of the Institute of School Business Leadership, said it "feels instinctively wrong" that reserves – earmarked to improve buildings or pupil outcomes – are being spent on personal protective equipment.

He told *Schools Week* that the Department for Education needed to "recognise the direct costs of managing the pandemic".

Schools Week understands that DfE officials met unions and sector bodies on Friday to discuss Covid-19 costs. Sector leaders want any

new funds to be broader in scope to include costs spent on preventative measures, not just where schools have a positive case.

A survey by the National Association of Head Teachers (NAHT) found that schools had spent an additional average of £9,990 to become Covid-safe.

Further analysis by the Association of School and College Leaders found that coronavirus costs equated to £75 per pupil, almost wiping out the £80 per pupil that the government is giving schools in catch-up cash.

A survey by The Key, published this week, showed that just over a quarter of school business managers had reported working more than 11 hours per week in unpaid overtime

during the early months of the pandemic.

A majority (57 per cent) of the 1,550 respondents who were surveyed in June said they disagreed with the statement that their 2020-21 budget allowed for the impact of Covid-19.

The DfE's exceptional costs fund, which reimbursed schools up to £75,000, only covered the period from March to July.

Ian Hartwright, senior policy advisor at the NAHT, said: "The DfE's official line is there is no more money."

A DfE spokesperson said: "Throughout the pandemic, schools have continued to receive their core funding, with this year marking the first year of a three-year £14.4 billion total cash boost."

Long read

Classrooms become battleground of Cummings's culture war

FREDDIE WHITTAKER

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Schools have been hurled into the centre of a "culture war" by the publication of unexpected guidance thought to have originated in Downing Street that targets divisive educational issues.

Documents supposedly meant to complement statutory guidance on relationships and sex education were published last Thursday by the Department for Education. But the foray into issues such as "cancel culture" and transgender rights, plus a specific diktat not to promote anti-capitalism, have prompted warnings that schools are getting caught up in a highly-politicised dispute.

The guidance has also caused confusion and even fear among school staff, with leaders worried that it could stifle discussion and debate of political issues in schools. However some groups, including those who feel that pupils are being pressured by schools and organisations to change gender, have welcomed the documents.

Representatives of more than 30 organisations promoting political and citizenship education – including Shout Out



UK, the Association of Citizenship Teaching and the Centre for Education and Youth – have written to education secretary Gavin Williamson. They warn that the guidance serves "to deny students the opportunity to engage with material from 'extreme' sources in a classroom environment".

Leaders have also questioned the purpose of guidance that seems to stray beyond the teaching of relationships and sex education. Julie McCulloch, head of policy

at school leaders' union ASCL, described it as "decidedly odd".

She added: "While there are elements which are helpful, it lurches somewhat clumsily into the territory of issues such as 'cancel culture' and appears to object to the discussion of certain political perspectives, even though it is difficult to see what this has got to do with relationships and sex."

The documents were published by the DfE,

Continued on next page

Spot the difference: How the new guidance strays from the original rules

Cancel culture and no-platforming

New guidance: "Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society. Teach that censorship and 'no platforming' are harmful and damaging."

Statutory guidance: "[Pupils should] know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs."

Gender stereotypes

New guidance: "You should not reinforce harmful stereotypes, for instance by suggesting

that children might be a different gender based on their personality and interests or the clothes they prefer to wear.

Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material."

Statutory guidance: "Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity."

'Extreme political stances'

New guidance: "Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

Examples of extreme political stances include, but are not limited to a publicly stated desire to abolish or overthrow democracy, capitalism, or to end free and fair elections."

Statutory guidance: Not specifically covered.

Long read



but several sources told *Schools Week* that the decision to do so, and the topics the guidance covered, actually originated in 10 Downing Street.

They fear that it is part of a deliberate government attempt to distract attention from its handling of coronavirus and other education issues.

One source familiar with the development of the guidance said it was "straight out of the playbook" of senior Johnson aides Dominic Cummings, Lee Cain and Munira Mirza.

"Fighting a fight against the establishment is what brought this coalition of people together. Now they are an establishment, they need a new enemy. So they create wedge issues that focus on the extreme, because the minute they debate policy the coalition fractures.

"After all, why debate whether you could amend the EBacc or tweak the national funding formula when you can argue about Winston Churchill statues getting knocked down, and teenagers getting knocked up."

Last year, *The Times* reported that Downing Street had been polling on "culture war" issues such as trans rights – which feature in the guidance – to see if they could be "weaponised" in an election.

Dr Mary Bousted, joint general secretary of the National Education Union, said the guidance bore "all the hallmarks of having been thrown in by No 10 in the expectation that there will be a massive row".

But she added: "The more we engage with them in culture wars, the

more they get off and escape the litany of incompetence, which is where we need to focus."

The blurring of the lines between RSE and other subjects areas in the guidance – much of it under the heading of "respectful relationships" – is a cause for concern among teachers of those subjects.

They mocked the guidance on social media this week, pointing out that it could preclude the study of certain fundamental aspects of the curriculum.

"Just wait till they hear about that Jesus fella they talk about in RE," one teacher tweeted.

In particular, citizenship teachers fear that the broad nature of the documents could lead schools to avoid discussing difficult topics altogether.

Liz Moore, chief executive of the Association of Citizenship Teaching,

welcomed the call for schools to avoid reinforcing stereotypes.

The Campaign for Common Sense, which says it promotes "grown up discussion and debate", also said that the guidance was important because it "reminded schools of their long-standing legal obligation to cover political issues in a balanced manner".

Mark Lehain, a former headteacher and Conservative candidate who set up the campaign, claimed this week that schools were "creating division among pupils" in the way they teach about anti-racism.

"There are better ways to deal with disparities in society than imposing political ideologies on kids," he tweeted.

But others feel it has just sown more confusion. The LGBT charity Stonewall, whose resources are promoted by the DfE in its statutory guidance on RSE, said that "confusing wording and a lack of practical

"Confusing wording and a lack of practical suggestions means the guidance won't meet the needs of many teachers and young people"

was one of the signatories of the letter to Williamson. She says teachers have been calling her organisation with serious concerns.

"Comments that have come through include, 'is this another section 28?', 'is this some way of limiting or censoring what schools should do?', and that's deeply worrying.

"It is pretty desperate. Some of the teachers who have contacted me have said they are frightened by this advice, and that is really a very worrying place to be."

The DfE was forced to clarify on Monday that the guidance is non-statutory, meaning schools have no legal duty to follow it. The department is said to be working on a statement clarifying its "intent".

But the government claims it is simply trying to help schools to prepare for the teaching of RSE, which becomes compulsory this year.

The guidance has been welcomed by Transgender Trend and the Safe Schools Alliance, which have previously claimed that pupils are being pressured to change gender. They

suggestions means the guidance won't meet the needs of many teachers and young people".

Stonewall added: "The DfE guidance only tells teachers what they shouldn't teach about, rather than what they should."

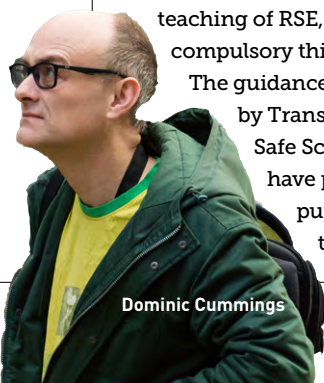
ASCL's McCulloch added that the new advice must not stifle "healthy debate".

"There is a danger that the introduction of a political complexion muddles the objective, which is to equip young people to enjoy safe and fulfilling relationships," she said. "We don't know exactly why this has happened, but it will inevitably give rise to suspicion of political meddling."

Nick Gibb, the schools minister, said the guidance would "equip all schools to provide comprehensive teaching in these areas in an age-appropriate way".

He added: "These materials should give schools the confidence to construct a curriculum that reflects diversity of views and backgrounds, whilst fostering all pupils' respect for others, understanding of healthy relationships, and ability to look after their own wellbeing."

Downing Street was approached for comment.



Dominic Cummings

News

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Ministers accused of ducking international survey to hide poor results

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EXCLUSIVE

Ministers have been accused of refusing to take part in a major international survey of teachers to avoid any more embarrassing findings – and using the need to reduce workload as an excuse.

Schools Week revealed on Wednesday that England will not take part in the 2024 Teaching and Learning International Survey (TALIS).

Nearly 50 countries took part in the last survey two years ago, which revealed that, despite a huge government push to reduce workload, teachers in England were actually working longer hours.

The DfE told Schools Week that the move was to “reduce the considerable workload burden of data collection” on schools.

However, in a letter to schools minister Nick Gibb, the five education trade unions have called for a rethink, saying that participation is not “particularly time-consuming or burdensome”.

The unions’ letter stated: “England’s poor performance against OECD countries is no reason to withdraw from TALIS. On the contrary, we believe it makes our participation more vital.”

As well as the main TALIS in 2024, the DfE planned to pull out of the “mini” 2022 TALIS, which will focus on countries’ responses to Covid-19, and optional surveys in 2024. It has since been confirmed that the 2022 TALIS will now not go ahead.

But unions have told Gibb that the “voice of teachers and school leaders has never been more important as we seek to rebuild and recover from the pandemic”.

“Education will play a vital role in our national and global recovery and the comparative experience of educators across the OECD jurisdictions, gleaned through TALIS, provides insights and opportunities for learning that no other study provides.”

They said that members’ experience did not support the view that “engagement with TALIS is particularly time-consuming or burdensome”.

TALIS randomly samples 200 schools per country, and then selects one school leader and randomly surveys 20 teachers in each sampled school. Participation is normally voluntary.

The questionnaires are administered online or on paper and their completion takes

between 45 and 60 minutes, the OECD website states.

The DfE’s decision has surprised many in the sector. Professor Toby Greany, who has worked on the international TIMSS rankings, told Schools Week: “TALIS is an enormously valuable service that is used in lots of ways to inform policy and practice in England and elsewhere.

“As a country that has always championed international benchmarks, it seems a surprising decision.”

There also seem to be concerns within the department over the time lag between the survey being taken and the results published – thought to be as long as two years for the 2018 survey.

It is also quite expensive: countries are expected to contribute to the international costs of the survey and also to cover national implementation costs.

The OECD website suggests that the former costs about £180,000 while a government tender for RM Education to run the 2013 TALIS assessments in England was worth £300,000.

The DfE said that it still expects to take part in the main PISA league tables, which have been pushed back from next year to 2022 because of the pandemic. However it has already pulled out of the optional new creativity test.

A DfE spokesperson added: “We will continue to take part in a number of international studies in the coming years, as well as conducting our own national surveys to review performance and ensure that students and teachers can benefit from an excellent education system.”

It is understood that the department has pointed to a major study it is set to launch on teaching conditions, as previously revealed by Schools Week, as mitigation for the TALIS decision.

But unions said TALIS provides

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TALIS 2018: International survey reveals workload woes

KATHRYN SNOWDON

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Union officials and researchers say the government’s policies to tackle teacher workload are failing after new data showed teachers are working longer hours and increasingly finding their jobs unmanageable.

The Organisation for Economic Co-operation and Development (OECD) published the results of its latest teaching and learning international survey (TALIS) on Wednesday. The study involved 4,000 teachers and leaders in 200 English schools.

It showed that in 2018 lower secondary teachers in England on average worked 46.9 hours a week, up from 45.9 hours five years ago. The average across the OECD countries was 38.8 in 2018.

In 2013, 51 per cent of secondary teachers believed their workload was unmanageable; that has now risen to 57 per cent.

These findings are embarrassing for the government, which has prioritised



reducing teacher workload. In 2014 it introduced the ‘workload challenge’. Paul Whiteman, the general secretary of the National Association of Head Teachers (NAHT), said the findings should be a ‘blunt warning’ for the government.

A survey published earlier this year by the National Education Union (NEU) found that 40 per cent of teachers did not expect to remain in the profession in the next five years, while 18 per cent said they did not think they would stay longer than two.

About 260,000 teachers and school leaders at 15,000 primary, lower and upper-secondary schools from 48 countries took part in the OECD survey.

It showed that part-time teachers in England worked the equivalent of a full-time working week – 35.7 hours in primary and 36.1 in lower secondary.

Nearly nine in ten secondary teachers also felt that they were underpaid, relative to similarly qualified professionals, an increase from 2013.

James Zuccollo, the director for school workforce at the Education Policy Institute, said the results showed ‘policy efforts to reduce teachers’ workload and improve retention look to have failed. Workloads have risen and job satisfaction has fallen.’

Dr Mary Bousted, the joint general secretary of the NEU, said the government ‘must end teachers’ unsustainable workload by tackling the high-stakes school accountability system that is fuelling the long hours culture and driving teachers out of the profession’.

Education secretary Damian Hinds said the findings reflected the frustrations he heard from teachers, adding: ‘We know that too many teachers are having to work too many hours each week on unnecessary tasks, which is why I have taken on a battle to reduce teachers’ workload so that they can focus on spending their time in the classroom doing what they do best – teaching’.

6 OTHER INTERESTING FINDINGS

1 Experienced teachers get far less CPD on behaviour
Sixty-three per cent of those in their first five years of teaching received CPD on student behaviour and classroom management. But that fell to 42 per cent for more experienced teachers.

Overall, 47 per cent of all English teachers participated in student behaviour and classroom management CPD, against an international average of 50 per cent.

2 Teachers spend less time teaching
In about 40 countries, English teachers spent less time teaching than in other countries.

4 ITT falls short on mixed-ability teaching
Ninety per cent of teachers in England were trained to teach in mixed-ability settings, but just 59 per cent felt prepared to teach in these settings when they finished their studies.

On average, 41 per cent of teachers in this country work in classes where at least 10 per cent of pupils have an identified special educational need. The international average is 27 per cent.

5 England’s teachers are younger and less experienced
The average age of teachers in England is 34, compared to 37 internationally.

education professionals with the “opportunity to openly describe their professional experience in a way that they may not feel is possible in a national study conducted by the DfE”.

The letter added that the “unique insights” gained through TALIS were “invaluable at this time of national and international emergency”.

“Indeed, now more than ever, we need to understand the impact the global emergency has had on teaching and learning and what lessons we might learn going forward.”

The 2018 TALIS was answered by more than 260,000 teachers and 15,000 leaders across primary and secondary schools in 48 countries.

The nine main themes for the 2018 survey were: teachers’ instructional practices, school leadership, teachers’ professional practices, teacher education and initial preparation, teacher feedback and development, school climate, job satisfaction, teacher human resource issues and stakeholder relations, and teacher self-efficacy.

Andreas Schleicher (pictured above), director for education and skills at the Organisation for Economic Co-operation and Development, which oversees TALIS, said: “Teachers are the foundation of a successful education system and the feedback we have had is that they believe the time invested taking part in the survey has been both worthwhile and useful.”



Nick Gibb

News

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Ask on Facebook if you need supplies, teachers told

SAMANTHA BOOTH

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EXCLUSIVE

Facebook has urged teachers to use its social media platform to request help if they need school supplies.

The social media giant told Schools Week that this was part of a one-week pilot campaign in the US, UK and Canada to reach teachers who might need support.

But teachers said the post, which appeared at the top of their timeline, was invasive. Sarah Sheppard, a secondary English teacher in Hertfordshire, said: "It would be really weird asking for us to do that on Facebook.

"I didn't do it because of that. I would ask my headteacher first. It feels a bit invasive."

Another teacher said that they "didn't feel comfortable with it at all".

Facebook apologised this week to any teachers "who found this experience unhelpful".

The post seen on teachers' Facebook read: "Create a post requesting help with books, school supplies and other materials you need so people know how they can help."

The social media giant said the short, top-of-newsfeed pilot campaign would direct users to the Community Help part of the website. This was launched in response to the Covid-19 pandemic and has been used for mask donations and other supplies.

Facebook said the trial was a response to an increase in teachers seeking help or support with teaching students at home.

The social media platform shared the pilot

with people who listed working at a school in their profile, administrators of education Facebook pages and members of teaching Facebook groups. It would not confirm how many UK teachers were targeted.

Facebook provided examples of posts from teachers and parents asking for help in September, including one seeking unused Apple iMacs and MacBooks for music students.

Another post asked for laptops for a school and a third was from a parent looking for books for a son with Downs Syndrome.

Schools Week revealed two years ago that schools were asking for toys, books and "scientific slime" through Amazon wishlists, with unions warning that budgets had reached breaking point.

Schools have also asked parents for donations to help fund a range of items, from toilet roll to crayons and a new playground.

A study in 2018 found that more than four in ten primary schools in Kent depended on fundraising to deliver a basic education for their pupils. However, pleas for donations appear to have declined following the government's school budget boost.

Matthew Clements Wheeler, former chair of the Institute of School Business Leaders, said that "carefully curated" support-raising campaigns "have their place", but they were usually run with the school's governing body or trust.

Like Comment Share



Robyn, Request Help for Your Students

Create a post requesting help with books, school supplies and other materials you need so people know how they can help.

He said that teachers and support staff do not usually see Facebook as a "professional networking tool", aside from informal collaboration around subject specialisms.

He added: "Some teachers, where their school or trust policy is permitted, may post work-related posts or fundraising posts for their organisation. But my impression is that most school-based staff use Facebook for a good old gossip and would probably find a prompt to turn Facebook into something work related, invasive and unwelcome."

A Facebook spokesperson said they were always looking for new ways to make it easier to seek support. They added: "We apologise to any teachers who found this experience unhelpful and we will continue to work with partners and educators to make it more meaningful."

SAMANTHA BOOTH | @SAMANTHAJBOTH

MPs launch home education inquiry

MPs have launched an inquiry into home education that will look at the role inspections should play in its regulation.

The education select committee will investigate how home-educated children are being supported in their learning and the impact the Covid-19 pandemic has had on children taught in such a way.

It will also look at the duties of local authorities, and the potential role for inspections in making sure that standards are met.

Committee chair and Conservative MP Robert Halfon said that, while the pandemic has brought a "new focus" on learning at home,

"there are thousands of young people who are ordinarily taught outside of a traditional school setting".

Figures from March last year suggested that more than 60,000 children were being home educated in England, with the number increasing over recent years.

That number is probably an underestimation as parents are not required to register their home-educated children with their local authority.

Halfon added: "This inquiry provides an opportunity to examine whether local authorities and inspections can play a more active role to

ensure every child is safe and not missing out on the chance to climb the educational ladder of opportunity.

"We have to make sure that disadvantaged children are not disadvantaged further still by the system."

In April 2019, the government published a consultation on proposed legislation concerning children not in school. It included a proposal for a register of children not attending mainstream schools, maintained by local authorities. The government has not published its response.

The deadline for written submissions to the inquiry is November 6.

NEU wants capped class sizes and 'nightingale schools'

FREDDIE WHITTAKER

@FCDWHITTAKER

Members of the National Education Union will gather online this weekend for a special virtual conference. The event replaces the conference which should have taken place at Easter but was cancelled because of coronavirus.

The NEU executive has approved three motions, all related to Covid-19, to be debated on Saturday. Here, we round up what delegates will talk about.

'Nightingale schools' and classes capped at 20

Motion one calls on the government and public health authorities to "very carefully consider" the closure of restriction of other activities and services before closing schools, and to boost the effectiveness of local test, track and isolate systems including "comprehensive sample testing in schools and colleges".

It also demands "more detailed contingency plans" for possible local or wider school closures "by being clear about the infection/R rate thresholds at which schools/colleges in an area should close or move to smaller class sizes".

However, members have tabled various amendments to the motion, including one demanding more guidance for special schools, another calling for investment in school buildings and "Nightingale schools" to create smaller classes, and one which calls for class sizes to be capped at 20.

If the substantive motion passes, the NEU will establish a members' working group to look at blended learning strategies.

It will also call on workplace reps and officers to "regularly review the safety of full opening



in their schools and colleges" and respond to local outbreaks by raising safety concerns with leaders, negotiating "appropriate" control measures and sharing "experiences and best practice".

Reviews of workload in all schools

Motion two focuses on improving the terms and conditions of teachers following the Covid-19 pandemic. It calls on the union's executive to "build on recent success" to secure implementation of national pay increases and scales in all schools (academies currently do not have to adhere to the national pay scales).

It also calls for a campaign to secure reviews of workloads "by all employers ensuring that already excessive workload does not increase".

Again, a series of amendments have been tabled, including one to add wording about the "particularly devastating" impact Covid has had on women, particularly black and disabled women, and calling for gender impact assessments "on all staffing restructures".

Another amendment calls on the union to issue "immediate guidance to members and reps" on countering additional workload "caused by any direction to provide work and learning experiences for students at home while continuing to cater for classes in school".

The guidance "should include escalation strategies should the employer not respond adequately", the amendment reads.

Change exams and tell Ofsted to 'stay away'

Motion three warns that the Covid-19 crisis has exposed "weaknesses in our systems of assessment and accountability". It calls for next year's SATs to be replaced by "a system of moderated teacher assessment". GCSEs and A-levels should also have a "mixed model" next year, including "reduced content and moderated teacher assessment".

If the motion passes, it will become official union policy to call on heads and governors to "refuse to require preparation for SATs, instead concentrating all resources on recovery".

It also calls for a suspension of Ofsted inspections and league tables for 2020-21.

NEU joint general secretary Mary Bousted added: "The idea that it is in any way helpful or supportive to schools and colleges in these extraordinary times to receive a visit for a day from two inspectors to ask school leaders how they're coping with the crisis is just unbelievable. If Ofsted really want to help, they should either stay away or offer to supplement schools and colleges by teaching."

Another amendment seeks to add that the union should investigate industrial action ballots "around workload and other impacts of SATs preparation on members" to reinforce its campaign.

Website reveals Covid threat to schools

The NEU has launched a website to show the coronavirus infection rate around individual schools.

The Covid-19 Map for Schools allows anyone to search for their local school and see government data on the number of cases in the area, and whether it is on a local "watchlist". According to the union, nearly 6,000 schools are in areas with coronavirus interventions.

The website has links to the NEU's guidance,

and will encourage people to write to their MP to demand better access to testing for school staff and pupils.

Kevin Courtney, joint general secretary of the union, said that for "much of the country", the map "offers reassurance that cases are quite low". In areas where cases are higher, it "reinforces the public health messaging" from councils, government and headteachers.

The website states that, as well as the statistics, it will provide "campaign steps that

parents, carers and school staff can take to support the union's asks of the government to make schools and colleges safer".

In areas where cases are higher, the website "will support headteachers in encouraging parents and other visitors to the school site to maintain social distancing and hygiene".

It adds: "However, the government needs to take more action to keep our schools as safe as possible."

EDITORIAL

DO YOU HAVE A STORY?
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Schools are no place for your culture wars, Mr Cummings

Just when the sector thought things couldn't get more difficult, the government published a deluge of eyebrow-raising guidance on relationships and sex education that has caused unnecessary confusion.

The DfE was forced to clarify earlier this week that the guidance is non-statutory, after a clamour of people claimed it meant that teaching about certain issues in certain ways is now against the law.

The government is also expected to clarify the "intent" of its guidance, after more than 30 organisations warned of the impact it could have on healthy debate in classrooms.

These clarifications are only necessary because the guidance wasn't clear in the first place. But what if that was a deliberate act, rather than a genuine oversight?

It is deeply concerning to hear that this guidance, and the divisive topics it covers, may have actually originated from Downing Street.

This wouldn't be a surprise, as we know the

prime minister's senior aides are keen to stoke a culture war. But it's depressing they have chosen schools as their battleground.

Claims the guidance originated from Number 10 are also concerning because it shows, once again, who the real decision-makers are.

Not only are they calling the shots on coronavirus decisions, now Number 10 is dictating curriculum policy.

Schools need comprehensive guidance to help them cover what they are required to cover by law. But in this instance, that guidance was published – over a year ago, and is enshrined in law.

The most charitable conclusion is that this was an attempt to provide further advice on really difficult-to-navigate topics. The most extreme take is this was a deliberate attempt by Dominic Cummings et al to sow discord.

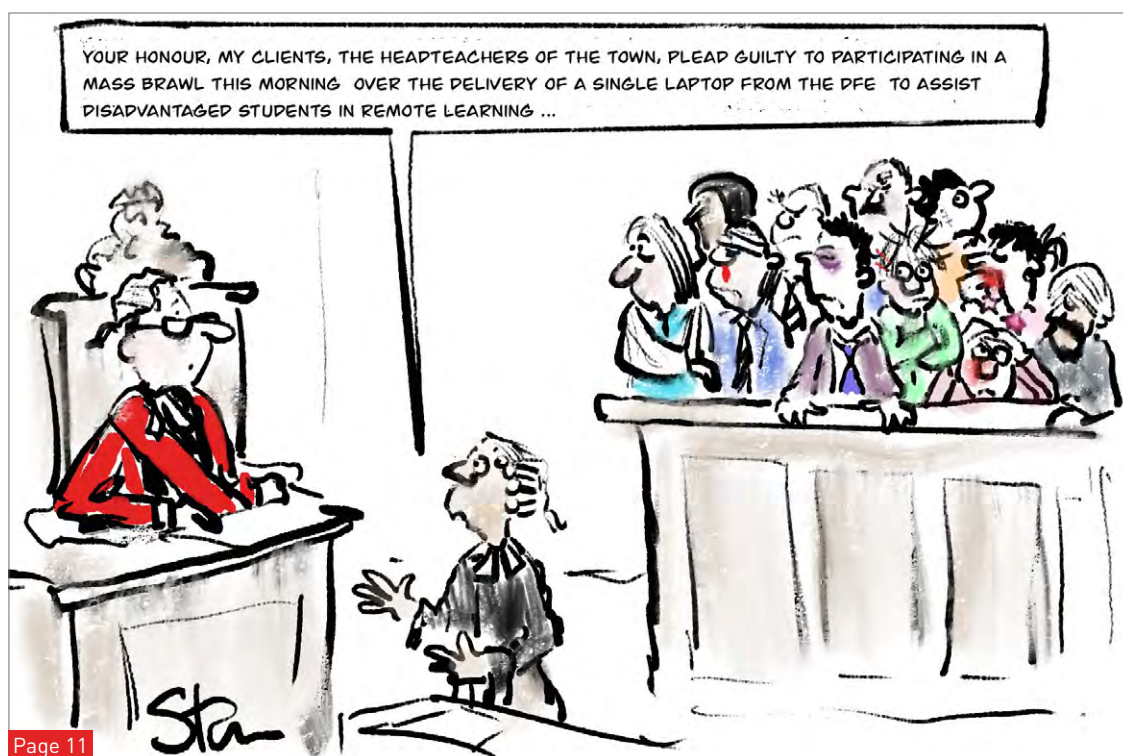
Either way, it's hard to see what this extra guidance adds apart from confusion and fear to an already emotive subject area.

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Pay scales for teachers and leaders in England from September 2020

... Claire Flux

As a teacher in a local authority school we have been told that our council is still negotiating this pay rise (apparently this is the case nationally), in other words it seems unlikely we will actually receive it. This is the problem when government announces these things, people assume it's true when actually it's not the whole story.

Catch-up funding could be nearly 'wiped out' by Covid safety costs, warns ASCL

f Rocaille Etoile

I 100 per cent agree. The funds the four schools I look after will receive such a small amount – nowhere near enough to do what the government are asking

f Mackers Bezant

I've already spent £4.5k just being open from mid-June. Forecast another £5k by Christmas... gels, PPE, additional cleaning.

Spielman: not 'realistic' to expect schools to provide 'full' online teaching

f Karen Rhodes

Personally, I think there needs to be another option. I can't even do 15 minutes of a zoom meeting without getting a headache and I've realised that it affects my son in a similar way. We bought textbooks over lockdown and used those instead and he's really progressed. Doing online lessons isn't accessible for all children.

f Shahnaz Rana

I've been doing online teaching on zoom for four to five hours a day and started getting pain in my eyes and headaches. It's definitely not a good idea to be subjecting children to long hours on screen like this.

Warning over school leaders with 'reactivity fatigue' considering early retirements'

f Erica Louise

I can't sustain this start to term for too much longer. I'm 46 and not anywhere near retirement, nor do I want to yet, but burn-out will definitely occur just as it did in July!

REPLY OF THE WEEK

Neil Patterson

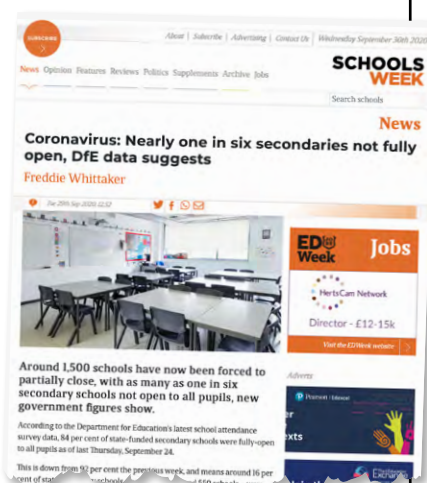
Coronavirus: nearly one in six secondaries not fully open, DfE data suggests

DfE is collecting daily attendance information in the simplest of forms. First they ask how many are on roll, then they ask how many students are present on that day, and they want that information before

midday. For any school that includes a sixth form, that figure will vary based on whether that student is expected in at the time the data is gathered.

What they don't ask is "how many students are self-isolating or unwell because of Covid-19?". And they ask schools to code self-isolation with an "X", which is the same code as is used for sixth-form students who aren't required in school, so there is no way of picking apart this information.

Given that it's not particularly useful, I question why the DfE still want this reported by schools on a daily basis. Much easier to report exceptions.



THE REPLY OF THE WEEK WINS A MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

f Robert Campbell, Facebook

The past year of Covid-19, and a heart attack which we believe was affected by stress of heading schools for 16 years, was the final straw. I am deeply fortunate to be 54 and with a partner who is also a head (therefore decent £). I'll be taking my pension in 2021 (when 55) and working part-time to stay safe and sane. I'd rather have the time now than work to 60 and be the wealthiest pensioner in the graveyard.

Revealed: the details behind ex-superhead's dismissal

🐦 Hilary Goldsmith, @asl365

Every one of these stories astonishes me, but they prove how vital it is that governors take an active role in ensuring external financial scrutiny. No one ever thinks it will happen in their school.



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Feature

JESS STAUFENBERG | @STAUFENBERGJ



“It’s about explaining, this is the law. We’re not trying to present an opinion”

Schools in the biggest training hub in the north-west for the new relationships and sex education curriculum speak to Jess Staufenberg about getting it right – and avoiding bad speakers

So what’s a positive relationship?” Several hands shoot up from the sea of year 7s during their Friday afternoon PSHE lesson. “One that’s give and take,” says one with confidence. “You’re kind to each other,” explains another. Ian Nicholson, assistant head and relationships and sex education (RSE) lead at Stretford Grammar School in Manchester, towers above them with a big benevolent beard. “And why are positive relationships important?,” he presses. More hands shoot up.

At the front of the class is a slideshow emblazoned with Public Health England branding

and a label saying PSHE Association Quality Assured Resource. These year 7s may not know it, but they’re now in a legally compulsory lesson that schools must deliver. From this September, relationships and health education must be taught at secondary and primary level, and sex education at secondary level. Due to coronavirus, schools have a grace period until next September to get their RSE curriculum completely sorted, but it’s already compulsory: academy, local authority, independent school or otherwise.

Ofsted will be commenting on the curriculums if inspections resume in January, but judgments

won’t be impacted until the summer term. That’s when things get serious. Schools failing to teach about LGBT relationships, for instance, risk a ‘requires improvement’ grade.

The calm demeanour in the year 7 class belies a colourful run-up to the curriculum’s launch. After two decades, the non-statutory Sex and Relationships guidance from 2000 was scrapped and a consultation launched on a statutory Relationships and Sex Education curriculum (note the switch in emphasis). In February last year the consultation report revealed 64 per cent of respondents (of whom two-fifths were

Women in Science

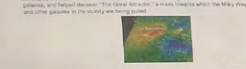
There have been many incredible and inspiring women who have changed our understanding of the world around us. Here are just a few of the famous female scientists that you really should know about.

Sandra Faber

Sandra Faber's conclusions in astronomy include important advances in understanding dark matter, galaxy formation and the structure of the universe.



Her research helped gather support for the scientific community for the Hubble Space Telescope's role in galaxy, solar system and accounts for the majority of their mass. The discovery of dark matter helped to explain the universe's expansion and the formation of galaxies and helped discover "The Great Attractor" - a mass towards which the Milky Way and other galaxies in the vicinity are being pulled.



One astronomer researched astronomical bodies located in the vicinity of nearby galaxies and helped discover one of the first supermassive black holes in the center of a galaxy.

Sandra Faber is a Dutch astronomer who has made significant contributions to the field of astronomy. She is currently a professor at the University of Leiden in the Netherlands.



An American astronomer known for her discovery of the relationship between period and luminosity in Cepheid variables, putting stars that were regularly brighter in periods ranging from a few days to several months.

Henrietta Swan Leavitt was an American astronomer who made significant contributions to the field of astronomy. She is currently a professor at the University of Leiden in the Netherlands.

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Maria Curie

Maria Curie was born on November 7, 1867, and died on July 4, 1935. She was the first woman to win a Nobel Prize, and she won two of them, for Physics and Chemistry.

Curie was a Polish and French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, and she won two of them, for Physics and Chemistry.

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Chien-Shiung Wu is known as "The First Lady of Physics." She was a Chinese-American physicist who made significant contributions to the field of physics. She is currently a professor at the University of Leiden in the Netherlands.

"It's up to the school what they classify as the sex element – the DfE hasn't stated what that is"

parents or grandparents) deemed the content for secondary schools not "age appropriate", with a similar proportion at primary level. But the government firmly responded that "pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT [...] and that the law affords them and their relationships recognition and protection".

Those twin focuses – the law and relationships (rather than sex) – appears to have been the government's rather nifty way of helping schools deliver the most inclusive and contentious content without putting staff too much at loggerheads with communities. After minor amendments, including that schools themselves can decide when to introduce LGBT relationships, the curriculum was rolled out by "early adopter" schools last academic year before beginning in earnest this year.

Getting it right is crucial. It may seem a lifetime ago but only last summer the news was filled by weeks-long protests from some Muslim parents at Anderton Park and other primary schools in Birmingham over LGBT content. Since then, a culture war about transgender rights has also peaked to frenzied levels. Such divisive arguments badly need to stay outside the gates of Stretford Grammar, not only since 13 pupils are transgender, but because the school is part of the Alliance for Learning teaching school, run by the

Bright Futures multi-academy trust, which won £150,000 of Department for Education funding to become the biggest RSE training hub for 400 schools across the north-west.

"As a PSHE lead, you get bombarded with emails"

Nicholson says at his school, half of whose pupils have Asian heritage, including Muslim and other faith backgrounds, good relations with the community about the new curriculum were built by following the government's guidance that schools should consult and share resources with parents to the letter. "Schools have been scared to go near some of this because of what happened in Birmingham. It was so big in the media and so it was about helping schools understand what they can say. Parents just want a voice."

The results seem to speak for themselves – out of 900 pupils, only one withdrew from RSE. "It's about explaining, this is the law. We're not trying to present an opinion."

This focus comes straight from the DfE guidance for secondary schools, which has an entire section called The Law. It states "pupils

should be made aware of the relevant legal provisions" around discussed topics, listing 14 examples, including gender identity, marriage, pornography, abortion, "sexting" and female genital mutilation. Getting teachers up to speed on the law in these areas has formed the bulk of training, explains Nicholson. It's a good thing too, since a survey in July last year found almost half of teachers said they lacked the confidence to deliver the new curriculum.

To increase confidence among staff and pupils, Stretford Grammar has also given responsibility for delivering the curriculum to every pastoral head of year, rather than leave it to a roaming PSHE lead. "It means the pupils in each year get really good, strong relationships with their heads," says Nicholson, and trust and confidence have increased as a result.

Aside from the useful focus on the law, the focus on relationships also seems to have a curious side effect. Under the new guidance, parents still retain the "right to withdraw" their children from sex education lessons, but they do not have the right to do so from relationships education. The question then is – where does the relationships education curriculum end and the sex education curriculum begin?

Michelle O'Neill, PSHE lead at Wellacre Academy, a boys' school in Trafford, which also belongs to the Alliance for Learning teaching school, explains the decision belongs with

schools. "It's up to the school what they classify as the sex element – the DfE haven't stated what that is." As a result, "for many school leaders that's been the biggest challenge – what they defined and agreed was the sex element and what was the relationships element, and then how to manage those withdrawals." You can imagine the scene: a parent wishes their primary child to be removed from a lesson which mentions same-sex relationships only to be told it's not sex education but relationships education.

But like Nicholson, O'Neill's school, which was an "early adopter" of the curriculum, has received no complaints from parents since rolling it out. How little of the new curriculum can be classed by a school as sex education only suitable for secondary level is evident. "I found literally three lessons across year 9 and 10," says O'Neill – they deal with pornography and contraception. Even consent is classed under the relationships education framework, as it's about healthy intimate relationships.

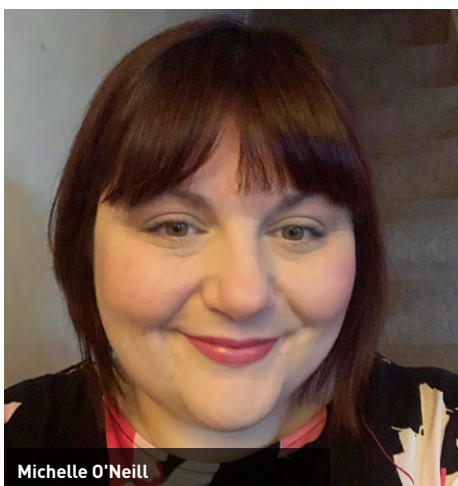
With such room for manoeuvre, getting advice from the Alliance for Learning network seems important. Lisa Fathers, its director, is jubilant about the new curriculum and says 185 out of the 200 schools in the first phase of training across the north-west have engaged, and she hopes the remainder will follow suit. But "there are some local authorities where only half the schools seem to have signed up". Her only other concern is that funding runs out in March 2021. "If we had more funding, what we'd do is provide another year's support for them, to make sure they can really embed this."

Those schools that don't get involved in time with the training hubs could miss out on perhaps their most important offer – a vetting system for all the speakers requesting to talk to pupils. "As a PSHE lead, you get bombarded with emails," Nicholson explains candidly. "I get about eight a day. It might look really good, but you don't know anything about them and that's when I ask the group and say, 'OK, who is this?'"

It's an issue that exploded into the news last weekend, as the government released additional non-statutory RSE guidance warning schools should "not work with external agencies" which over-zealously promote gender reassignment or hold "extreme political stances". Nicholson recalls being warned by colleagues in other schools against one speaker. "It was quite a difficult conversation to have. So it's really important you have that network who you can rely on." Now



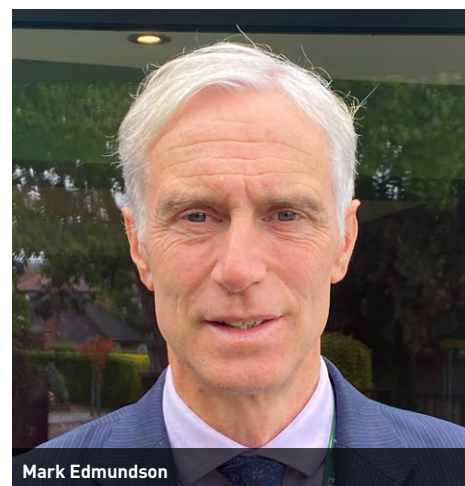
LGBTQ+ board in the corridor at Stretford Grammar School



Michelle O'Neill

the Public Health England materials in the year 7 class, with the visible quality-assurance stamp, make more sense.

So, there are challenges ahead. Mark Edmundson, head of school at Elmridge Primary in Trafford, also in the Alliance for Learning, has been prompted by the new curriculum to audit the books available to pupils and found very few represented non-traditional families. "We realised we didn't have anything that showed families with one parent, or two mums or two dads, so when we replace those books we'll be looking for that." No doubt Edmundson will use the network to get good recommendations. For the first time, the school has also introduced



Mark Edmundson

two new units of work, on homophobia and bereavement, and a new half-unit on "challenging stereotypes". As a primary school head, he must strike a careful balance.

But across the board, schools are clear – the guidance has prompted them to reflect and refresh an area of the curriculum that had grown tired, or pulled up those schools that avoided it. "I just think it's massively important pupils understand the environment they're growing up in. Society has changed a lot in the last 20 years and we need to educate them about that," says Edmundson. "What's important is that we review this every few years – so we stay responsive to how society is changing."

Opinion

DO YOU HAVE A STORY?
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DAME GLENYS STACEY

Interim chief regulator, Ofqual

Few certainties, but exams are fairest and should go ahead

Schools can be confident that Ofqual and exam boards have the tools to make summer 2021 exams fair, writes Dame Glenys Stacey

Teachers and school leaders are working in truly exceptional circumstances with students both in school and at home, and to get them ready for GCSE, AS and A-level exams next summer. I know just how unrelenting and demanding this has been since the start of the pandemic — and still is.

The uncertainties we face are unprecedented, so I hope it will be helpful if I state some certainties, from the regulator's perspective.

First, and as we have said publicly, we got it wrong in the summer. Like other regulators across the UK, and with the best of intentions, we worked with school leaders, the government and others to build a substitute for exams in the midst of this pandemic. Together we misjudged things.

It is simply not acceptable for a student to be deprived of the chance to show what they can do, and to be given instead the grades that the system thinks they warrant. We are sorry.

If anything, this summer has

shown the importance, the centrality, of exams. We saw that despite every effort and good intention, other forms of assessment are likely to be more inequitable.

We know from research, for example, that non-exam assessment can be subject to bias, with the result that bright

disadvantaged students, or students with special educational needs, suffer the most.

This has been a particular worry this summer and we appreciate that asking teachers to take responsibility for determining results for their students puts them in an invidious position. We are certain that examinations should run next year, and we are working with the government and exam boards on that basis.

Exams are important, not just to allow every student to show knowledge and understanding of the curriculum, but to give a fair representation of the extent of that knowledge and understanding.

The exceptional pressure on



students and teachers this year has been alleviated to some extent and in some subjects by changes to the curriculum already announced.

“ Assessment choices cannot in themselves make up for lost teaching

We appreciate, nevertheless, that whatever the assessment regime in place next summer, assessment choices cannot make up for lost teaching and learning. That would be akin to holding a thermometer responsible for fluctuations in temperature.

But we can take these truly exceptional circumstances into account at a national level, in the awarding process that is part and parcel of an examination series. We took a similar approach to account for dips in learning in the early years of new GCSEs. We and exam boards have the tools, and the experience.

Contingency arrangements will be required, of course, to cover

all eventualities at an individual, local or national level. We are discussing potential options with the Department for Education and exam boards, and I look forward to talking options through with school leaders before decisions are made.

This is an exceptional time. It does not look as though we will be free from the pandemic any time soon. More than anything, we all want to make sure our young people get the best chance they can to show what they know, and what they can do, in the fairest way possible.

Teachers no doubt want certainty so that they can get on with teaching knowing what to expect. Government policy is that GCSE, AS and A levels should be assessed predominantly by examination, as now. The regulator is of the same view.

We are working hard to make sure we take into account the effects of the pandemic, to make the best contingency arrangements we can, and to make sure the results are fair and command public confidence in this exceptional time.

Opinion

DO YOU HAVE A STORY?
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Policy makers are able to really see vulnerable students for the first time, but will they choose to look? Ask Harry Quilter-Pinner and Kiran Gill

I had such an extreme reaction to being shouted at. I would often have big meltdowns.” It was when Tara’s headteacher understood that her mother had bipolar disorder that the patterns behind her behaviour could be put together.

“I made sure that the teachers knew not to shout at Tara,” says her head. “When we did have problems and a fixed-term exclusion, Tara never went home – she stayed in my office until she was ready to repair what had gone wrong.”

In this period of her life, Tara was vulnerable. She didn’t have special educational needs. She wasn’t living in poverty. But what was going on at home meant she needed adjustments for her to thrive at school. Now she is a university graduate and runs her own business, but that could very easily have not been the case. “I didn’t want to be a statistic,” she says.

But too often children like Tara – those vulnerable because of circumstances at home – do become statistics.

In increasing numbers, children in England today experience fear and distress at home: domestic violence, serious mental health problems, family addiction and neglect, sexual or psychological abuse. When these damaging experiences reach such severity that families need a social worker to intervene and protect children, those are the children most likely to underperform at school, and to be not in education, employment or training afterwards.

To make matters worse, reports of domestic violence and serious adult mental health problems rose

HARRY QUILTER-PINNER

KIRAN GILL

Associate director for work and the welfare state, IPPR

Associate fellow, IPPR and CEO, The Difference

Making the vulnerable visible

significantly during lockdown. Which children did this affect? And what do they need to get back on track?

Students with special educational needs and/or disabilities (SEND) are clearly identified. Frontline teachers know which of those students need

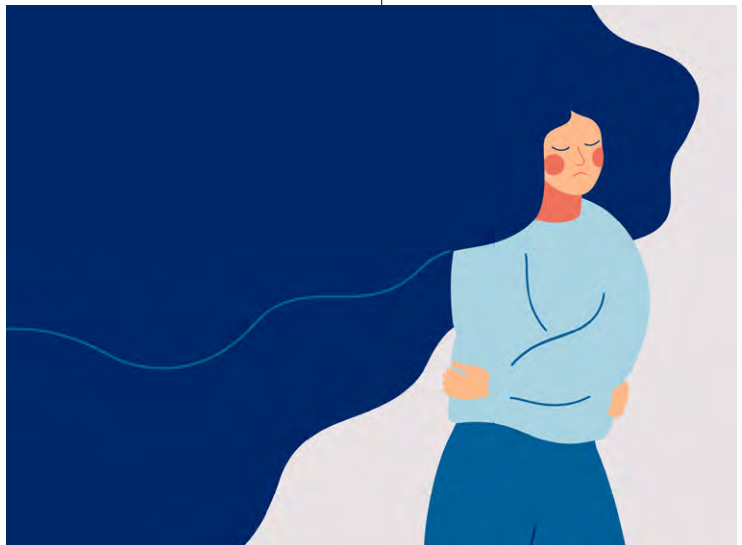
them and others; and Ofsted can see differences in provision and progress when holding schools to account.

For higher levels of SEND, and for children who have lived in poverty within the past six years (Pupil Premium), it is recognised that schools

“We must recognise the vital and costly work schools do to help them succeed

bespoke input in order to succeed in line with their peers; school governors track the gap in attainment between

often take on extra work in order to close the gap and extra funding is made available to meet these needs.



Yet children with the vulnerabilities described above are not guaranteed such visibility or funding.

In the weeks and months coming out of lockdown, we have seen where children’s vulnerability means their school has to take extra measures to keep them safe: doing home visits, buying in mental health support and training staff in trauma-informed practice. Some 52,000 children have met the threshold for a Child Protection Plan, and this group are 25 months behind their peers.

During lockdown, government took the laudable step of asking schools to make a list of who was vulnerable in order to declare attendance. IPPR is recommending that this continue, in a similar way to their identification of pupils with SEND, so that there can be more frontline recognition of their needs and progress.

But to address youth unemployment, rising youth violence and serious mental health problems, we must also recognise the vital and costly work their schools do to keep them safe and help them succeed, especially at the higher levels of need.

We need a vulnerability premium, to reach those children who have had a child protection plan in the past six years. In schools where vulnerability is concentrated, this would allow more to take up specialist training or even to hire a social worker – an idea whose pilot has shown promising results.

These young people need political focus. School leaders already recognise the challenges faced by their vulnerable students, but if we are to mitigate the worst impacts of the yawning trauma gap on our economy and society, policymakers need to join them.

As we know now more than ever, prevention really is less costly than cure.

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK



GARY HICKEY

Headmaster, Haberdashers' Adams grammar school

Grammar schools can and do tackle social mobility

Funding for expansion is exactly how grammar schools like ours will deliver on our social mobility promise, writes Gary Hickey

The grammar school debate has once again reopened, this time because of reporting on the ineffectiveness of the government's selective schools expansion fund (SSEF) in increasing access to selective schools for disadvantaged children. Unfortunately, it is too easy to overlook those grammar schools that are addressing social mobility head-on and already showing significant successes.

When I became head of Adams six years ago I wanted to prioritise disadvantaged children and increase our local intake, which had over years been eroded by considerably more affluent pupils from further afield. The outreach work we implemented has resulted in a significant increase in local pupils attending. Five years ago, on average only six pupils came from the eight local primary schools (that's six from all of them combined, not six from each). I didn't believe that was fair or representative of the ability of the pupils in those primary schools.

This year, we will be welcoming nearly 30.

Then, we introduced an attendance priority area for local children and rewrote our admissions policy to prioritise pupils on free school meals or in receipt of pupil premium (with

“ This benefits everyone we educate, not just the disadvantaged

no cap on numbers unusual for a grammar school even now).

An invitation in 2017 to meet then-prime minister, Teresa May as part of a small reception for schools doing “exceptional work in the field of social mobility” was also followed by media interest from *The Guardian* and local and national BBC TV and radio. We were clearly doing something right.

This year, we are one of only six schools nationally to be awarded an SSEF expansion grant in the latest round. We are building a new teaching block to allow us to expand our premises to create more places. This is particularly important at a time when there are increasing numbers of pupils reaching secondary age – over 1,000 extra places will be required



over the next four years – and there is also such high demand from parents for selective school places (an uncomfortable truth for some). Telford is also one of the most educationally disadvantaged boroughs in the country.

In order to continue our

successful work in the field of social mobility we wanted to widen our attendance area to include significant areas of Telford, and not just Newport (as it is currently). We worked closely with the local council and used the IDACI index to identify key areas of disadvantage and deprivation across the borough, and from that we created a list of primary schools that serve those areas. This will mean that all those boys who live in those parts of Telford will have priority should they pass the entrance test.

We have also changed our admissions policy (again) to prioritise all those on pupil premium regardless of where they live. Doing this will benefit not only local boys and those from disadvantaged circumstances

but will, by widening the mix of students at the school, benefit everyone we educate. The outcome is that we will be increasing our annual pupil admission number from 105 to 135, which means an additional 30 places in each year group (years 7 to 11) from September 2021 onwards. By 2025, we will have created an extra 150 places at Haberdashers' Adams – the greatest single expansion of pupil numbers in the four-century history of the school, with priority given to those from disadvantaged areas.

Nay-sayers will of course claim that this is only a marginal effect, but increasing local attendance from six to nearly 30 (in a year 7 group of 105) has already had more than a marginal effect locally. SSEF funding enables us to push forward, to extend this outreach to as much of the borough as we can and give priority to more pupils from disadvantaged backgrounds. The effect of that will be significantly more than marginal.

Fundamentally, this is about levelling the playing field, removing barriers and giving a fair opportunity to as many of Telford's children as we can. Which is exactly what grammar schools were set up for in the first place.

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

It's not very new any more – and it certainly isn't normal yet – but the adapted school day offers some benefits that might be worth keeping, writes Tim Roach

A month into term, the changes teachers have made to make their classrooms and their practices Covid-secure following several instalments of government guidance are now beginning to feel routine.

Some of these – such as never-ending handwashing and perpetual pumping of hand sanitiser dispensers – were originally introduced way back in early March, when the inexorable progress of the coronavirus, like the inevitable iceberg encounter in Titanic, still seemed somewhat avoidable. Others were added to schools' risk assessments in June with wider opening, and then again in September at the start of this strange new academic year.

Inevitably, these practices were going to have an impact on the organisation of the classroom and the school day. Staggered openings, breaks, lunches and closings mean staff are pushed to their timetabling limits. Add to this the increasingly likely event of a bubble (however small or large) being forced to self-isolate and it all means that staffing is probably the single biggest headache for leaders.

But these adjustments, not forgetting base classrooms and one-way systems, have also had a positive impact on behaviour by removing potential friction opportunities. The more you look the more positives there are to be found (as long as they're not Covid test results).

For starters, some schools have stopped teachers taking books home to mark, there are fewer in-person staff meetings and proper Ofsted



TIM
ROACH

Vice principal, Greenacres
Primary Academy

Covid adaptations have actually improved some aspects of school life

inspections are conspicuous by their absence.

More significantly, most teachers have learned new skills over lockdown. In fact, the forced closure of schools was probably more of an incentive for teachers to try out new

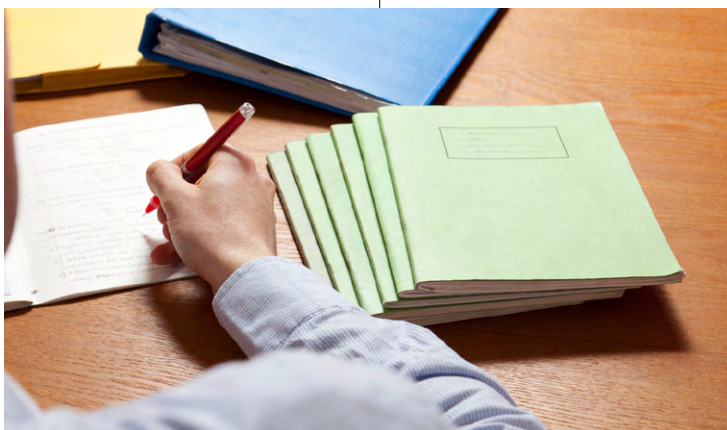
are in a much stronger position to continue their curriculum offer remotely. From now on, lost learning on snow days is likely to be a thing of the past.

Large assemblies in the school hall also seem fading memories from a

“Some changes remain controversial, but many are unarguably for the better

technology than years of sporadic CPD. In July, Teacher Tapp's survey suggested that the use of video lessons and conferencing software had increased significantly. Now that the bar for remote learning has been explicitly set out by the DfE, schools

bygone age. This former staple of the school day is the most keenly felt casualty among staff and pupils alike. Yet once again, technology has come to our aid. Online assemblies, while not perfect, allow classes a shared experience once more. In fact, the



act of communal viewing – seeing each other on the screen instead of just looking at the adult at the front – seems to be fostering its own special atmosphere. Conducted from each other's classrooms or offices, they are also a huge time-saver.

Marginal gains in efficiency are also indirect benefits of other popular practices. To reduce the belongings children bring in from home, most schools have allowed pupils to wear their PE kit all day when required. The downsides (What if it rains?) exist, but the gains in terms of a reduction in lost learning time – and lost PE kit – are a boon that teachers will not want to give up if things ever get back to normal. Similarly, primary schools have had to abandon shared pencil pots in favour of personal equipment packs. Of course, pens still go missing, but it teaches children to look after their equipment that little bit more carefully.

Some changes remain controversial. The opening of windows and doors is a case in point. The need for good ventilation, coinciding with the chillier autumn climate, favours those who prefer their classrooms airy and cool, but winter weather will be a challenge. And then there is the imposition of rows, with some teachers evangelising the once-derided seating plan. One's position tends to depend on the age of one's pupils and the layout of one's classroom, but whether this change is here to stay is certainly questionable.

Nevertheless, as we all hope for an end to Covid and all its implications, many of the changes we have made are unarguably for the better. It's a shame it took a pandemic to make us flexible enough to try them.

Reviews

BOOK REVIEW



Cognitive Load Theory: A Handbook for Teachers

Author: Steve Garnett

Publisher: Crown House

Reviewer: Adam Boxer, head of Science, The Totteridge Academy

The edu-twitter-bloggo-bookosphere is a crowded field. Jostling for attention, anything with the word “cognitive”, “curriculum” or “powerful” in the title is sure to gather interest from a sector addicted to the next best thing. Amidst this clamour, teacher trainer Steve Garnett throws his handbook on cognitive load theory (CLT) into the ring, aiming to provide “busy teacher[s].. teaching an overcrowded curriculum in an overcrowded classroom” with a guide to one of the most important things for teachers to know.

Garnett opens with a by-now fairly standard introduction to CLT featuring old favourites: working memory/long-term memory; intrinsic/extraneous load; multimodal encoding; a quote from Daniel Willingham and the prodigious memories of grand master chess players. Where Garnett diverges from other edu-pop-cogsci-fan-books is through his welcome focus on “CLT effects”.

In my experience, most people’s understanding of CLT is limited to “break things down into small chunks” and “use pictures”, so I was glad to see that Garnett’s aim here was actually to discuss 14 evidence-based practices that can alter an individual’s cognitive load. Chunking and use of graphics are just two of these, and others, such as guidance fading, variability and transient information effect, are most definitely worthy of teachers’ attention. I’m not aware of any other teacher-facing work that attempts this and, though some of the explanations are arguably over-simplified, in general Garnett’s short introductory passages will be both new and interesting to many teachers.

Sadly, Garnett tries to overlay a kind of four-stage teaching cycle, and this is where things start to feel a little tenuous. First off, there is a question of whether his phases are valid in themselves. Is there really a difference between how new topics are introduced (phase 1) and how new knowledge or skills are taught (phase 2)? When students are checked for understanding (phase 3), are they not also demonstrating their understanding (phase 4)?

Pedantry aside, I’m unconvinced that the different phases match up to the different effects. For example, Garnett talks about reducing the amount of content in phase 1 so as not to overload students, but this is surely a property of, say, individual work too (phase 4).

And the contrived structure doesn’t map on to teaching practice either. Garnett places worked examples in phase 4, but generally teachers would include those in phases 1 and 2. The collective working memory effect is the only effect in phase 3 and its implementation is presented as a version of group work. However, Garnett’s particular version is impractical, possibly not entirely honest to the research (which I don’t think is really classroom-ready), and on its own terms it simply isn’t any more relevant to “checking for understanding” than it is to “demonstrating understanding”.

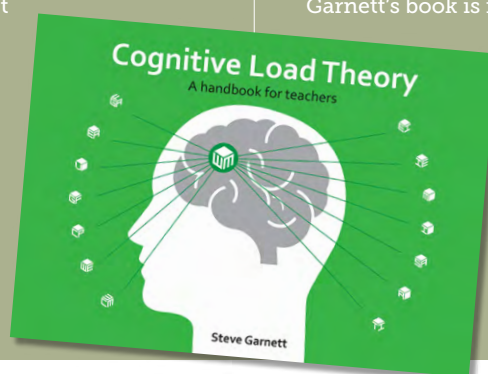
Other niggles abound. One-third of the book focuses on

graphic organisers but no classroom-based research is cited to support their use. Presented as models of clear instruction, some of his examples are very oddly sequenced, some very difficult to decipher and others just plain unintelligible.

Garnett’s invocation of Gestalt theory in improving design is, I think, important, but also doesn’t quite work. Technically, praising a graphic for using small icons instead of big ones when said graphic doesn’t actually have any icons isn’t great. Then, taking an information-dense knowledge organiser (which I don’t necessarily approve of) and comparing it to a chic and minimalist Gestalt table thing doesn’t work in real life either. Garnett asserts that they “contain the same facts and ideas” when they clearly don’t, and whilst Camden-studio-apartment-dwelling graphic artists might agree with his praise of “lots of white space”, if someone in my department printed out 30 copies of a knowledge organiser that had more white space than text I would be dragging them into my office for a Serious Conversation about saving the Amazon (which ironically is the subject matter of the white-space-laden Gestalt graphic organiser) and the departmental budget.

All in all, as an introduction to CLT, Garnett’s book is fine. But it would

have been a lot stronger without shoe-horning in an old fetish for instructional sequences and a new one for graphic organisers.



Reviews



Our blog reviewer of the week is Sonia Thompson, Headteacher, St Matthew's C of E teaching and research school, Birmingham

@son1bun

Reading matters – News from the world of children's books

@ALibraryLady

Imagine walking into your favourite library and meeting your favourite librarian, who then shares the most wonderful books. Well, that's how I feel when I read Anne Thompson's book roundups. In this blog, Anne draws you into her bookish world with a comprehensive and eclectic mix of new books, literary events, book awards and so much more. The blog offers links to Poetry Day posters, a tribute to the much-loved author Sam McBratney, Pie Corbett's article about storytelling and news of the immense David McKee's BookTrust Lifetime Achievement award. With Moon Over Manifest, Anne ensures that diversity and representation are ever present. She also mentions Reading for Pleasure: The Nectar of Imagination – an event I and some brilliant colleagues just happened to be involved in – as one of her highlights of the week. The blog calls it 'inspirational', and that alone means Anne's blog deserves several reads and mentions.

TOP BLOGS of the week



Assessment beyond levels in the early years: improving learning for all children

@juliangrenier

Prior to the publication this month of the Department for Education's revised Development Matters document, some in the early years community were extremely concerned about what the changes would mean for the sector. Judging from recent comments following publication, some of these concerns have not been alleviated. As a major contributor to the document, Julian's Grenier in this blog attempts to support the early adopters, as well as prompt discussion and dialogue across the sector. He looks at current practices and spells out the issues. He then attempts to lay out the changes, what they will mean and how they will help. What he ultimately offers is the thinking behind the document. This blog gets to the heart of the revised Development Matters and there are some messages that will please some and dishearten others. This year, the document is not statutory and as such Julian advocates that there is no need to make any changes now. Instead, he calls for a focus on implementation in a careful, measured and unhurried way. Regardless of where you stand, that at least should be welcome by all.

Chapter-by-Chapter Questions on Jekyll and Hyde

@DoWise

Doug is an English teacher and assistant principal (curriculum) at a secondary comprehensive school in Bedfordshire whose generosity speaks volumes. As usual for him, this blog is low key and there are few words, but what you will uncover is his prolific range of quality resources. Here, he offers a chapter-by-chapter breakdown of Dr Jekyll and Mr Hyde, providing questions, vocabulary, retrieval, extracts and a timeline of key publications. He also presents a review of the main characters, assessments and literary research tasks. The blog offers a complete and thorough learning and memory workout and simply states, "I put it together for my students to work through whilst they wait for me to arrive at their bubble". Lucky them, and lucky us.

Reading within the lines: Sentence-Phrase-Word and Other Thinking Routines

@MsJasmineMN

Jasmine Lane is an American educator who has firmly placed herself on my timeline due to her ResearchEd connections. She confidently establishes her viewpoints and always leaves me with something to ponder. In this post, Lane discusses a method she uses when teaching students how to analyse writing, namely an approach called See-Think-Wonder (STW), and proceeds to set out its benefits and limitations in terms of remote learning and the unusual circumstances of Covid. She defines STW as an attempt "to emphasise the importance of observation as the basis for thinking and interpretation", and goes on to unpick her students' reactions to her approaches. The blog leaves as many questions unanswered as it resolves, but this feels right. What it richly offers is insight into her attempts, in spite of remote learning, to make her students' thinking conditions as "optimal as possible, because their attention and time is limited".

Research

The Research Schools Network will review a research development each half term. Contact them @rs_network if you have a topic you'd like them to explore

What does good online learning look like?

Jon Eaton, director, Kingsbridge Research School

It was the first week of lockdown and I had to plan a lesson that involved analysing imagery in *Othello*. To help students get to the point where they were able to do this, I needed to isolate examples and define unfamiliar vocabulary. Thinking I'd be able to recreate the orderly stepping stones of explicit instruction, I decided a pre-recorded video lesson would be the best approach.

Was it the best teaching option? Why didn't I teach in real time? These are questions many teachers have been, and will continue to, grapple with.

Personally, despite volubly pooh-poohing the efficacy of synchronous online lessons, I secretly feared the prospect of live public failure. It was at least another week before I felt confident enough with the technology to go live. As with most teachers, after years of teaching in the classroom, online teaching and mediating home learning in new ways was nerve-racking.

And so, I made the *Othello* teaching video. It took a long time, but I was pleased with the end result...until I watched it fully!

The challenging truths of online teaching were revealed. Most of the students had indeed tried to analyse imagery, and many had done it well. But there were a substantial number whose answers were a more or less exact duplication of the points I'd made in the video. They were earnest, but they weren't having to think very hard. Also, there were a few who claimed they didn't know exactly what they were supposed to do.

At roughly the same time, the Education Endowment Foundation (EEF) released their Covid-19 resources,



one of which is the Home Learning Planning Framework. This document helps schools create learning sequences to use during remote instruction (note that it is a "learning sequence", not a lesson plan: a sequence may span several lessons). The steps are as follows:

- **Activate:** prompt pupils to think about what they have learnt previously.
- **Explain:** explicitly teach strategies to pupils and help them decide when to use them.
- **Practise:** pupils practise strategies and skills repeatedly to develop independence.
- **Reflect:** pupils reflect on what they have learnt after they have completed a piece of work.
- **Review:** revisit previous learning after a gap.

These common-sense steps reminded me that for effective home learning, we need to foreground substantial practice time with supporting teacher modelling. Alongside this, we may need to consider subject-specific adaptations to the strategies for home learning.

My experience with teaching *Othello* online clearly demonstrated that: if we don't carefully model and scaffold home learning (along with making a plan to remove scaffolding), then we end up with dependent learners and limited learning.

As the Home Learning Planning Framework states, "These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt."

In *Othello*, when Iago mocks Michael Cassio's military credentials, he says, "Mere prattle, without practice, is all his soldiership". My video lesson, notwithstanding its helpful illustrations and considered voice-over, had offered all prattle and too little practice!

The online format had suckered me into lecturing. I'd given them 30 minutes of subject knowledge but I'd assumed, several times, that they had the strategies to do something with this information. Some had; most hadn't.

In retrospect, I should have spent more time telling them how to analyse imagery, showing them how to annotate usefully, asking them why we annotate and so on. I should have given over at least half the lesson to scaffolded practice. I should have turned down the information dial and turned up the strategy dial.

Perhaps one 'benefit' of remote learning is the way it revealed the blind spots between students' understanding and my assumptions about their understanding. Those blind spots, I now realise, were bigger than I thought, and they are present in the classroom too.

It is a vital lesson: however much you think you're supporting students with successful home-learning strategies, there is always value in doing more.



WEEK IN WESTMINSTER

Your regular guide to what's going on in central government

MONDAY

It took almost a week, but shadow education secretary Kate Green finally apologised for her remarks that the Covid-19 pandemic was a "good crisis" which Labour should not let "go to waste".

Green's remarks, made at Connected, the Labour Party's virtual party conference, last week, sparked a furious backlash and were used by Boris Johnson at prime minister's questions to attack party leader Sir Keir Starmer.

"I think there is obviously a real, immediate pressure to address these funding needs for the crisis, for the coronavirus crisis," Green was reported as saying. "But I think we should use the opportunity, don't let a good crisis go to waste."

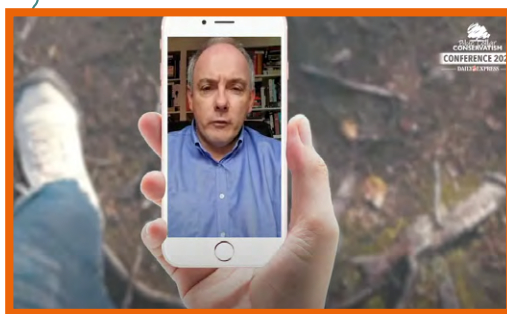
Speaking to Sky News on Monday, Green apologised if people felt "hurt" by the remarks.

"I would be absolutely mortified and people would be absolutely right to be furious if that is what they felt I had meant, and I'm really ashamed if they do think that because absolutely every death, every illness – I can't imagine what families are going through who experience that and I just want to apologise to them and everyone who felt hurt and offended by what I said."

That's all right then.

We've been used to seeing MPs on screens during the pandemic, but education committee chair Robert Halfon took things to the next level when he appeared in a "Blue Collar Conservatism" broadcast this week.

A pre-recorded vid of the politician



was superimposed onto a fake phone screen in front of a strange video background of someone's feet walking along the ground, presumably to make Tory MPs seem more in touch with "the people".

TUESDAY

Poor Gavin Williamson cannot win at the moment. Last week he was confusing Ofsted with Ofqual, and this week he could not seem to tell the difference between two of the sectors under his stewardship.

During a Commons debate on the return of pupils to universities, which in case readers didn't realise is not going very well, Williamson referred to the "£100 million available for universities to use to ensure that youngsters have digital access, including students from the most deprived backgrounds".

But, as highlighted by his opposite number in a point of order later that day, the £100 million he referred to was actually for schools, not universities.

Easy mistake to make...

Meanwhile, skills minister Gillian Keegan was left red-faced when asked to confirm whether coronavirus restrictions in the North-East stopped people from meeting

outdoors in pub and restaurant gardens.

Keegan told the Today programme: "I don't know the answer to that question."

When pressed on how the public was supposed to keep up with the latest rules if ministers could not, Keegan's defence was that she doesn't "represent the North-East".

We're glad the minister's geography is more up to scratch than her current affairs!

WEDNESDAY

"Gavin Williamson's words plop out of his mouth like coins from a one-armed bandit," lamented one article headline following the ed sec's appearance in the Commons this week.

The piece went on to speculate that Gav had "absolutely zero understanding of the words written in front of him".

Which news outlet published this scathing review, you ask? Why, that radical left-wing institution the *Daily Mail*...

Academy trusts were up in arms after the DfE published incorrect information about their financial affairs online.

On Tuesday, the department "named and shamed" 23 academy trusts for failure to submit financial returns on time. But a day later the DfE was forced to issue an updated list because "an error with the column headings" meant most of the trusts had the wrong reasons for the naming and shaming attributed to them.



The Russett School

Executive Head Teacher (Cheshire)

Leadership: L27 to L32

Contract Type: Full Time

Contract Term: Permanent

An exciting opportunity has arisen at the Russett Learning Trust for the post of Executive Head Teacher. The Trustees of the Russett Learning Trust and Governors of the Russett School are looking to recruit a dedicated, inspiring and exceptional person with drive and commitment to lead and develop the Russett School and support the Board with the growth of the Russett Learning Trust.

We are seeking a candidate with experience of successful strategic headship/leadership in the mainstream primary/special school sector and/or as part of a Multi Academy Trust or Single Academy Trust.

The Russett Learning Trust was established in September 2015 and the Russett School is a special academy providing outstanding education for pupils and young people from ages 2 to 19 years with Severe Learning Difficulties, Speech and Language Difficulties and Complex Needs.

Working at the Russett School offers the opportunity to work with a highly trained and committed staff team who are dedicated to the delivery of outstanding learning to all our students.

The fundamental vision of The Russett Learning Trust is to be a centre of excellence in providing outstanding training, education and care. If you share this vision you will be well placed to join us and make a difference.

The Russett Learning Trust is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the Trust to share this commitment. Clearance from the Disclosure and Barring Service is required prior to appointment.

To apply please complete a Russett Learning Trust's application form together with a covering letter explaining why you are suitable for this position.

Potential candidates will have an opportunity to tour the academy on **Wednesday 14th October** or **Monday 19th October**. To arrange your visit please contact jhughes@russett.cheshire.sch.uk or call **01606 853005**.

Applications are returnable to jhughes@russett.cheshire.sch.uk.

Closing Date: Friday 6th November 2020 at noon.

Shortlisting: Tuesday 10th November 2020

Interviews: Wednesday 25th and Thursday 26th November 2020

Start Date: 1st September 2021

aston education

Interim Deputy Principal (Primary) and Interim Assistant Principal (Primary)

These roles are based at a vibrant 3-11 Primary Academy in South East London (inner London), part of a respected Multi-Academy Trust that has primary and secondary schools and is supported by a Teaching School.

This is a great opportunity for driven and dynamic Senior Leaders to strengthen this 1-form entry Primary School's leadership team. The roles are available due to staff relocation.

You will have the ability to inspire others and support the school's journey of improvement to become a school where children can achieve their very best.

Within a caring environment, the school sets high expectations for behaviour and academic outcomes. Children are supported and challenged in their learning to be successful in the next stage of their educational journey.

Either one of these Senior Leaders will take on a SENCO responsibility and has the National Award for SEN Coordination.

Interim Deputy Principal

The Deputy Principal will lead on the Curriculum and Teaching. They will also lead a Key Stage.

This full-time role is initially from October half term 2020 until April 2021. There is a possibility of a permanent job for the right candidate.

Interim Assistant Principal

The Assistant Principal will lead a Key Stage.

This full-time role is initially from January 2021 until April 2021, but there is a possibility of a permanent job for the right candidate.

The School offers:

- Pupils who are proud of their school and want to learn
- Settled teaching and staff team
- A wide range of CPD through the MAT
- An extensive support network through the MAT

Closing date: Thursday 8th October at 5pm

Applications: Please contact Tarja Aila at Aston Education for a confidential conversation and to apply, tarja.aila@astoneducation.co.uk or call **07399 399 753**.

Director of the HertsCam Network



HertsCam is an innovative teacher-led organisation dedicated to improving practice in schools. It is a registered charity which provides programmes of support for 'non-positional teacher leadership' in the UK and in many countries around the world. It also engages in advocacy for teacher leadership through its publications and by participating in conferences and international events.

HertsCam is currently inviting applications for the post of Director. We are looking for a dynamic and energetic individual who can take our organisation to the next level. The director would oversee the management of the organisation and provide effective intellectual and strategic leadership to develop the scope and reach of our programmes and activities.

This part-time post would involve working from home, participation in meetings and attending events. Currently meetings and events are virtual due to the pandemic. The pattern of work would be flexible and, in the first instance, will be remunerated on a consultancy basis, the budget for which currently stands at £12-15k for the academic year 2020-21. We anticipate that the extent of the work, and therefore of the remuneration, would grow as the scope and reach of programmes and activities grows.

The closing date for application is 9th October 2020. Requests for an application pack and/or to arrange an informal enquiry should be addressed to the **Network Administrator: hwalker@hertscamnetwork.org.uk**.

For further information, please visit our website: **www.hertscam.org.uk**

DIRECTOR OF DIGITAL CURRICULUM AND INNOVATION, LIVINGSTONE ACADEMY, BOURNEMOUTH

Hours: Full time role

Start date: January 2021 or Easter 2021

Salary: Negotiable, equivalent to Assistant Principal



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**
an Aspirations Academy



ASPIRATIONS

Aspirations is a multi academy trust with a deep sense of moral purpose, determined that children receive an excellent education.

Livingstone Academy Bournemouth is an innovative new school for children aged 4 to 18 opening in September 2021 in the heart of Bournemouth. Our ambition is to ensure that all young people leave school equipped with the skills and knowledge to thrive in their future lives and careers in the digital age. Young people must be creative, critical thinkers who can create technology as well as consume it.

Our inspirational Director of Digital Curriculum and Innovation will work closely with experts to design and develop ground breaking new curriculum resources and approaches to learning.

The role is pivotal to the development of the curriculum at Livingstone Academy Bournemouth which will be pioneering in its approach to equipping young people with the knowledge and know how to succeed in their future lives and careers in the digital age. We aim to revolutionise education by bridging the gap between industry and education,

capitalising on the best tools and technologies that the gaming and broader creative digital industries have at their disposal

Learn more about Livingstone Academy at
www.livingstone-aspirations.org

If you would like to discuss the Trust's vision for this role before applying, please contact Steve Kenning, Managing Director, at stevekenning@aspirationsacademies.org or on 07753 496548.

Visit <https://www.aspirationsacademies.org/work-for-us/> to find out more and apply.

Closing date for applications is 4pm on Wednesday 7th October 2020.

Interviews due to take place on Wednesday 14th October 2020 at Aspirations Academies Trust, HQ – World Business Centre 3, Newall Road, Heathrow Airport, TW6 2TA

Deputy Chief Executive Officer and Director of School Improvement

Reports to: Chief Executive Officer

Location: New Forest and Southampton

Salary: L25 – L31 (£74,103 – £85,827, subject to national pay awards)

Full Time (Teachers Pay and Conditions)



An exciting opportunity has arisen to join an established, successful and growing Multi Academy Trust. Trustees are looking to appoint a Deputy Chief Executive Officer to enhance the already substantial and successful Inspire Team.

We are a truly collaborative, values led Trust, thriving on the positive relationships and willing involvement of like-minded professionals. We are looking to recruit an individual to champion school improvement, with the insight to identify and promote best practice, and the courage to challenge our schools to improve even further, by leading partnership working across the Trust's academies and within the wider system leaders' network.

This newly created role is an exciting opportunity for an exceptional and inspirational primary school improvement professional who has the aspiration, integrity and ability to help support the ongoing improvements across the Trust's academies. The Deputy Chief Executive Officer will be at the heart of this work.

We are looking for a Deputy Chief Executive Officer & Director of School Improvement who shares our values and who has the drive and resilience to achieve our strategic vision. They will be committed to implementing educational excellence across our Trust, supported by the CEO, the Trust Strategic Leadership Team and a committed Board. I hope you share our sense of excitement at the opportunities that lie ahead to further build and grow our successes.

Applicant letter, full job description, person specification and application form can be downloaded from our website at www.inspirelearningpartnership.org/deputy-chief-executive-officer/

Please return your completed application by email to hr@ILPartnership.org

Closing Date: 12th October 2020 at noon

Interview Date: 3rd/4th November 2020

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