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**158 Academy and School News and Resources Update, March 5-11 2022**

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**Early years and primary**

* **A third of primary schools have yet to sign up to the government's £17 million early years language catch-up scheme designed for Reception-age children. The DfE funded the rollout of the Nuffield Early Language Intervention (NELI) programme** to help four- to five-year-old pupils impacted by the pandemic catch up on speech, language and communication skills. The government now says that 90,000 pupils from 11,000 primary schools across England - around two-thirds of the total number of primaries - have signed up to the programme. The scheme is a 20-week intervention that is usually delivered by a specially trained teaching assistant. The DfE said that primary schools that haven't signed up to the programme should have other interventions in place to help early years foundation stage (EYFS) pupils catch up on early language and communication skills, and that progress in this area is being monitored by Ofsted. The most recent large trial of NELI, funded by the Education Endowment Foundation, showed that pupils receiving the intervention made an extra three months of additional progress in their oral language skills compared with their peers who did not take part. However, the scheme has also attracted some criticism from teachers who feel it does not align with their pedagogical approach. See <https://www.gov.uk/government/publications/neli-nuffield-early-language-intervention-programme>
* The DfE has issued **“NELI (Nuffield Early Language Intervention programme). A list of schools by academic year that are registered to deliver the NELI programme**”. See <https://www.gov.uk/government/publications/neli-nuffield-early-language-intervention-programme>
* The DfE has issued “**Early years foundation stage: exemplification materials**. To support teachers in making Early Years Foundation Stage Profile (EYFSP) judgements”. See <https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>
* For **Amanda Spielman speech on early years issues**, see <https://www.gov.uk/government/speeches/amanda-spielman-at-the-nursery-world-business-summit-2022> **Ofsted wants early years education to be a "specific strategic focus" over the next five years**, she announced. Early years is "the area in which our work can have the most impact", she said, adding that the sector could, at times, feel "undervalued and overlooked". She suggested a reason for Ofsted's new focus was the impact of the pandemic on younger children. Ms Spielman said it was a "stark thought" that children turning 2 "have spent their entire life in the context of a pandemic" and their early years had been "considerably different from what we have previously expected a 'normal' early childhood to look like". The chief inspector also referred to the delay in children's speech and language acquisition due to the pandemic. She stressed the importance of reading aloud when talking to an early years audience. "Over the years, Ofsted has often been accused of wanting to limit the time that children spend playing in their early years. And I want to say, quite unequivocally, that this isn't the case. Play is important. Play is fun. All children must have time to play, on their own and together." However, if children are learning something for the first time, "sometimes it is better to teach them explicitly", she said. Ms Spielman also emphasised that inspectors were not "looking for files full of assessment evidence on individual children". Early years inspection "used to be strongly oriented towards childcare", but Ofsted's new inspection framework has been "rebalanced to look more at education, as well as childcare", she added. "That means what we're looking for from you is to provide a rounded experience for children."
* The government is searching for a provider to deliver a new £1 million **network of "Early Years Stronger Practice Hubs" in England**. The DfE says the chosen organisation will support early years providers and practitioners "to adopt evidence-based practice improvements to address key Covid-19 recovery issues". The DfE tender notice also says the hubs will be created within existing strong early years settings with "expertise and knowledge of what works to support child outcomes". It adds that these settings will have "demonstrable experience" of delivering effective practice for the benefit of children. The programme, backed with £999,999 funding, will run for just over two years, from July this year to October 2024, and will be part of the government's £180 million investment in recovery support in the early years sector. See <https://www.find-tender.service.gov.uk/Notice/006527-2022?origin=SearchResults&p=1>

**Teacher Pay**

* For the **Education Secretary’s evidence to the School Teachers’ Review Body (STRB) about the 2022 pay award**, see <https://www.gov.uk/government/publications/evidence-to-the-strb-2022-pay-award-for-school-staff> The DfE has proposed raising teachers’ minimum pay in most of England by more than 16 per cent over the next two years to reach its ambition of a £30,000 starting salary by 2023. But most teachers and leaders would receive smaller pay rises of 3 per cent next year and 2 per cent the year after under the proposals, and rises for teachers moving between pay points would decrease in a move to a “flatter” pay progression structure. In its evidence, the DfE said it was proposing an 8.9 per cent increase to the statutory minimum (M1) pay point for qualified teachers outside London in 2022-23, followed by a 7.1 per cent increase in 2023-24. This would mean starting salaries would increase from £25,714 this year to £28,000 in 2022-23 and to £30,000 in 2023-24, a total rise of 16.7 per cent over the two years. There would also be increases in the other main scale points, though these become less generous the further you move up the scale.



At the same time, the progression between pay points outside London would decrease to 5.5 per cent across the main pay range. At the moment, progression ranges from 7.1 per cent between points M3 and M4, to 8.4 per cent between points M5 and M6.



Alongside the increase in starting salaries, the DfE said it believed it was “appropriate” to provide a 3 per cent pay rise in 2022-23 for teachers on the upper pay range and above, and a further 2 per cent rise in 2023-24, adding up to a 5.1 per cent rise over two years.

The DfE’s evidence states that the rises proposed would average out at 3.9 per cent in 2022-23 and 2.6 per cent in 2023-24. The evidence document does not include an overall cost estimate for the rises, but based on the latest school spending figures, a rise of 3.9 per cent would cost around £980 million. A DfE school costs document published last week estimated schools would have around £2.1 billion left to spend in 2022-23 once other cost pressures are taken into account, and £700 million in 2023-24.

Increases in starting salaries would be smaller in London, because pay structures in the capital “already better align with the aims of our reforms”. In inner-London, the DfE’s model would see the M1 point increase from £32,157 to £35,500 over two years, a rise of 10.4 per cent. In outer London, the minimum salary would rise 12.7 per cent, from £29,915 to £33,700, while in the London fringe there would be a 15 per cent rise, from £26,948 to £31,000.

The STRB can make different recommendations to those proposed by the government, but ministers get final sign-off. The body is due to report back in May.

* **The government has told schools to consider saving some of the extra cash they receive next year to meet the “significant” costs of future staff pay rises**. Last year’s spending review allocated an additional £4.7 billion in school funding over the next three years, on top of increases already planned up to 2022-23. But the additional money will have to cover planned rises in employers’ national insurance contributions, as well as any pay rises awarded to teachers and support staff in the next three years. New DfE analysis predicts that each 1 percentage point rise in staff pay would cost around £250 million in 2022-23, and around £370 million in 2023-24. The new funding is also “front-loaded”, leading to DfE now advising schools to “plan their budget across multiple years”. In practice, this “could mean schools leaving some of the £2.1 billion of new spending for 2022-23 uncommitted in the longer term” to cover pay awards and “other priorities”, the analysis stated.

In its analysis, the DfE said core funding to mainstream schools will rise by 6.8 per cent in 2022-23. At the same time, cost pressures are expected to rise by 1.8 per cent. This would leave schools with £2.1 billion to spend before they faced a “net pressure”. But this doesn’t take into account the costs of anticipated staff pay rises, which DfE estimates will “significantly raise costs”. In 2023-24, core funding will rise by another 2.8 per cent and costs by 1.2 per cent. This would allow schools to increase spending “by a further 1.6 per cent, or around £700 million”, the DfE said. However, the estimated £370 million cost of even a 1 percentage point rise in staff pay would absorb more than half of the extra cash.



**All this has been strongly criticised by heads' and teachers' leaders**. **ASCL** said it is unacceptable that the government is not only proposing to flatten the pay structure so that more experienced teachers and leaders will see a lower uplift but also not applying the same uplift to early career teachers in the London pay areas as for the rest of England; retaining our experienced staff is just as important as recruiting new teachers into the profession”. The **NEU** said “With inflation climbing ever higher, the Government’s proposals would not only be divisive but would result in yet another significant real-terms pay cut for most teachers.” The **NASUWT** said it wanted a 12% pay increase across the board. There are also **concerns and doubts that the cost of the pay rises could and should come out of the core funding allocated over coming years**

* **ASCL, NAHT, NEU, NEU NASUWT and Voice Community**, in a statement ave **called on the School Teachers' Review Body (STRB) to reverse the "devastating impact of the attacks on teacher and school leader pay levels"** as members face "huge rises in energy costs and the National Insurance increase; the STRB and the government must "listen to the united voice of the teaching profession and make the changes necessary to recruit, retain and properly value teachers and school leaders". Increases to starting pay must be seen alongside "equivalent increases" for all teachers and school leaders, and that "the increases must be enough to start to restore the pay losses against inflation since 2010". They also call for a fair national pay structure, the removal of performance-related pay (PRP), an end to differential pay increases and urgent action to cut teacher and school leader workload. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/Education-unions-call-on-the-Government-to-repair>
* Yesterday, government data revealed **that initial teacher training applications had fallen by 23 per cent in February**, compared with the same period last year, and were even lower than pre-pandemic levels, amplifying concerns of a teacher supply crisis. Commenting on teacher shortages, **ASCL**, said they were a direct result of the "erosion" of teacher pay over the last 10 years, and called for "a significant, above-inflation settlement", providing an uplift to experienced teacher and leader pay, as well as starting salaries. The **NAHT** warned **school leadership supply is "teetering on the brink".** "School leaders' pay has been cut by a fifth in real terms since 2010, and this, in combination with high stakes accountability, crushing workload, long hours and inadequate school funding, is driving leaders from the job they love.
* Government pay proposals will leave most teachers 5 per cent worse off in real terms, the **Institute for Fiscal Studies** has warned. IFS analysis found that the proposals would raise starting salaries by 5 per cent in real terms between 2021 and 2023, but the lower increases for most teachers would have the opposite effect of a 5 per cent real-terms cut. By 2023 experienced teachers would be paid on average 14 per cent less in real terms than in 2010. The drop is equivalent to £7,000 in today’s money for those at the top of the pay scale. The IFS said rises at this level for all staff would cost schools £1.4 billion next year and £1 billion the year after. DfE analysis published last week estimated that funding increases planned would leave schools with £2.1 billion in 2022-23, but just £700 million the following year. As 2023-24 will see a smaller increase in school funding, and the IFS said there “seems little room for a higher pay award in 2023-24 without additional funding”. The IFS warned it was also “highly likely” **non-teaching staff** would need a larger average rise than teachers next year when the minimum wage rises by 6.6 per cent in April.

**Attendance**

* The DfE has updated “**How to complete the educational setting status form**”. See <https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form> From 7 March, the educational setting status form will move to a weekly collection on Thursdays. On any other weekday, only complete the form if your setting is closed.
* **Attendance as of March 3, 2022.** School attendance has risen to its highest level since June 2021, but many schools are still grappling with high staff absences
	+ Attendance in all **state-funded schools** was 92.2% on 3 Mar, up from 90.3% on 10 Feb**.**
	+ Attendance in state-funded **primary** schools was 95.1% on 3 Mar, up from 93.2% on 10 Feb.
	+ Attendance in state-funded **secondary** schools was 89.0% on 3 Mar, up from 87.3% on 10 Feb.
	+ Attendance in state-funded **special** schools was 87.6% on 3 Mar, up from 82.3% on 10 Feb.
	+ Attendance in state-funded **alternative provision** was 58.8% on 3 Mar, up from 57.0% on 10 Feb.

**Attendance of vulnerable children and pupils eligible for free school meals**

* + In **primary** schools, approximately 93% of pupils with an education, health and care plan (EHCP), 93% of pupils with a social worker, and 94% of pupils eligible for free school meals were in attendance on 3 Mar. Attendance rates are higher than on 10 Feb when 91% for pupils with an EHCP, 91% of pupils with a social worker, and 92% of pupils eligible for free school meals were in attendance.
	+ In **secondary** schools, approximately 83% of pupils with an EHCP, 77% of pupils with a social worker, and 86% of pupils eligible for free school meals were in attendance on 3 Mar. Attendance rates are higher than on 10 Feb when 82% for pupils with an EHCP, 75% of pupils with a social worker and 83% of pupils eligible for free school meals were in attendance.

**Covid absence**

* Coronavirus (COVID-19) related pupil absence in **all state-funded schools** was 0.7% on 3 Mar, down from 2.2% on 10 Feb.
* Among pupils absent for COVID-19 reasons, the main reasons for absence on 3 Mar were: pupils with a **confirmed** case of COVID-19 (0.6%), and pupils with a **suspected** case of COVID-19 (0.1%).

**Workforce absence**

* The estimate is that 5.8% of **teachers and school leaders** were absent from open schools on 3 Mar (with 1.3% absent for COVID-19 related reasons), down from 7.5% on 10 Feb.
* The estimate is that 5.4% of **teaching assistants and other staff** were absent from open schools on 3 Mar (with 1.1% absent for COVID-19 related reasons), down from 7.3% on 10 Feb.

Teachers and school leaders

* 1.3% of teachers and school leaders absent due to COVID-19 reasons in state-funded **primary** schools on 3 Mar, down from 2.8% on 10 Feb.
* 1.3% of teachers and school leaders absent due to COVID-19 reasons in state-funded **secondar**y schools on 3 Mar, down from 2.7% on 10 Feb.
* 1.6% of teachers and school leaders absent due to COVID-19 reasons in state-funded **special** schools on 3 Mar, down from 3.7% on 10 Feb.
* 2.0% of teachers and school leaders absent due to COVID-19 reasons in state-funded **alternative provision** on 3 Mar, down from 3.4% on 10 Feb.

Teaching assistants and other staff

* 1.2% of teaching assistants and other staff absent due to COVID-19 reasons in state-funded **primary** schools on 3 Mar, down from 2.6% on 10 Feb.
* 1.0% of teaching assistants and other staff absent due to COVID-19 reasons in state-funded **secondary** schools on 3 Mar, down from 2.0% on 10 Feb.
* 1.5% of teaching assistants and other staff absent due to COVID-19 reasons in state-funded **special** schools on 3 Mar, down from 3.9% on 10 Feb.
* 0.9% of teaching assistants and other staff absent due to COVID-19 reasons in state-funded **alternative provision** on 3 Mar, down from 3.0% on 10 Feb.

**Regional data**

Regional data for the first half term of the year also shows **big variation in Covid-related absence**. On February 10, 3.1 per cent of pupils were absent due to Covid in the south west, compared to 1.6 per cent in the north- west and London. Absence rates also varied between local authority areas. Primary school Covid absence ranged from 0.7 per cent in Redcar, Oldham and Manchester to 3.7 per cent in Herefordshire and Rutland. Secondary absence ranged from 0.7 per cent in Westminster to 8.9 per cent on the Isle of Wight.

* The **children’s commissioner** has called for wide-ranging reforms to the way data on pupils is collected and shared, after finding most councils **don’t know how many pupils are missing out on education** in their areas; most were unable to say how many children missed school while waiting for a placement or how many are educated at home or in private schools. Based on data from around half of councils, her report estimated that almost 1.8 million pupils (22 per cent) missed more than 10 per cent of sessions in the autumn term last year, while 124,000 (1.5 per cent) per cent missed over half. The recommendations
	+ Rationalise management information systems to make them compatible with each other and make it easier for councils to collect data
	+ Consider requiring independent and unregistered schools to complete a termly census, as state schools have to do
	+ Address inconsistencies in the way schools use attendance codes and develop a “deeper” understanding of how they are applied
	+ Consider using a “unique identifier” for pupils, or use existing identifiers like an NHS number to enable LAs to better track children
	+ Provide further guidance to encourage better data-sharing between academy trusts and local authorities
	+ Provide more information for LAs on what constitutes best practice in data sharing, and clarify roles and responsibilities in the system
	+ Make parents responsible for registering their children with the LA if they are not in school
	+ Make schools full statutory members of local safeguarding partnerships, giving them a “seat at the table” alongside the LA, police and NHS
	+ Make partnerships agree a common protocol for working with schools to counter poor attendance and unnecessary exclusion
	+ Every department and public body should make attendance and safeguarding their priority

See <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/03/cco-where-are-englands-children-interim-findings-march-2022.pdf>

* Data from FFT Education Datalab’s new weekly attendance tracker shows **9.3 per cent of year 11 pupils nationally were absent in the week ending March 4**, almost 60 per cent higher than the average for pre-pandemic spring 2019. Since September, year 11 pupils have missed almost 12 per cent of sessions. They are due to start sitting GCSE exams in mid-May, albeit with some adaptations. Dame Alison Peacock, chief executive of the Chartered College of Teaching, said the data “illustrates how uneven the playing field is as we head into exam season”. She also said the steps taken by government “may not be enough”, with a recent CCT member poll finding “most are not convinced that the early publication of exam guidance will help disadvantaged students”. See <https://fft.org.uk/regional-attendance/?indicator=1&region=3>
* **FFT Education has now opened up access to a new attendance tracker website**. It will allow all schools, researchers and the wider public to see weekly regional data from around 9,000 schools. See <https://fft.org.uk/regional-attendance/?indicator=1&region=3>

**Learning recovery**

* **A cross party report from the education select committee has put forward proposals relating to learning recovery:**
* **NTP**
	+ For tutoring from approved tuition partners, the government subsidy will drop from 70 per cent from 50 per cent from September. For academic mentors, it will reduce from 95 per cent to 50 per cent, and the new school-led tutoring subsidy provided by government will fall from 75 per cent to 60 per cent. Across all three pillars it would then plunge again to 25 per cent in 2023-24. They say DfE must instead “review the plans to reduce the subsidies” and “consider maintaining the existing subsidy rates in the most disadvantaged areas, until the data suggests these children have caught up with their learning”.
	+ So far, only overall take up in the first term of this year has been published. Despite being a third of the way through the year, just 15 per cent of the promised two million courses had been started. The committee calls for the DfE to publishing statistics on a “half-termly basis” with a “greater degree of granularity”. They say if the NTP fails to meet its targets by spring, the department “should terminate its contract with Randstad and re-run the tendering process”.
* Pupils are facing an "**epidemic of educational inequality**" and a "**worsening mental health crisis**" because of school closures and national lockdowns during the Covid-19 crisis, the report says. Disadvantaged pupils in poor areas could be up to eight months behind their wealthier peers in some aspects of their education following the pandemic.
* **Primary maths** is one of the subjects where there are shocking regional differences: the average learning loss was 0.5 months in the South West, 0.9 months in London, four months in the North East and 5.3 months in Yorkshire and the Humber.
* MPs are concerned about a “**spaghetti junction approach**” to the £4.9 billion catch-up funding announced, “piling more work on teachers and support staff”. It has been “fragmented” across the recovery premium, universal catch-up premium and various tuition funds, causing a “complex bureaucratic system”, MPs said. “The funding schemes should be simplified and merged into one pot for schools to access and spend where the recovery need is greatest”. They say Ofsted should check “effective governance and scrutiny of resource allocation extends to catch-up funding”.
* Any future initiatives for the recovery of lost learning **should direct funding to schools** "using existing mechanisms for identifying disadvantage", such as pupil premium eligibility and the Income Deprivation Affecting Children Index, "to ensure schools in the most disadvantaged regions receive more".
* MPs say all pupils should “undergo a **mental health and wellbeing assessment** to understand the scale” of the problem. They heard this has been one of the greatest challenges when schools returned. They also call for the senior mental health lead training, a delayed scheme which begun this year, to be “fast-tracked”.
* The committee says DfE “must introduce **a pilot of optional extra-curricular activities** for children to help improve academic attainment and wellbeing”. If a pilot in poorer areas proved effective, ministers should secure funding to roll it out wider.

See <https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/940/summary.html>

**Reaction**

* **Anne Longfield**, the former children’s commissioner, said the report showed the government’s response had been “haphazard, unambitious and mired in bureaucracy”, with deprived and vulnerable children at risk of being left further behind.
* Natalie Perera, the chief executive of the **Education Policy Institute**, said: “The scope and ambition of the government’s wider £5bn catch-up programme continues to fall short of what the evidence tells us is needed. Our research has shown that an education recovery package of £13.5bn is required to support pupils in England.”
* There are concerns the tutoring partners strand of the **NTP** is **sucking teachers out of schools** and particularly out of the supply pool, which has come under significant pressure through Omicron, and although all our restrictions have been eased there are still staff and pupil absences in schools". In addition, conservative MP **Robert Halfon**, who chairs the Commons Education Select Committee, questioned whether the catch-up programme was "**fit for purpose**; my view is that under the Randstad programme it's not working".
* The DfE has issued “**National tutoring programme: courses started up to February 2022**”. See <https://www.gov.uk/government/publications/national-tutoring-programme-courses-started-up-to-february-2022>
* As at 27th February 2022, DfE estimates that at least 1,031,000 starts had been made by pupils on courses of tuition provided through the **National Tutoring Programme**. This is across the **2020 to 2021 academic year and the 2021 to 2022 academic year**.
* An estimated 311,000 starts were made by pupils on course of tuition provided through the **National Tutoring Programme** in the **2020 to 2021** Academic Year.
* As at 27th February 2022, DfE estimates that at least 720,000 starts had been made by pupils on course of tuition provided through the **National Tutoring Programme** in the **2021 to 2022** Academic Year.
* As at 9th February 2022, an estimated 532,000 starts had been made by pupils on courses of tuition provided through **school led tutoring** in the **2021 to 2022 academic year**.
* As at 27th February 2022, an estimated 114,000 starts had been made by pupils on courses of tuition provided **through tuition partners** in the **2021 to 2022** academic year.
* As at 27th February 2022, an estimated 74,000 starts had been made by pupils on courses of tuition provided through **academic mentors** in the **2021 to 2022** academic year.

**Analysis**

720,000 tutoring courses have begun as of February 27. That’s just 36 per cent of the overall 2 million courses target for this year, up from 15 per cent for the first term. However, 532,000 of these started courses are estimated to be through the new £579 million schools-led tutoring pillar, where schools are given the money directly to sort out their own tutoring. This is about 50 per cent of the route’s more than one million courses target. Just 114,000 courses had started by pupils through the tuition partners’ pillar, where tuition companies provide catch-up coordinated by Randstad. This is just 21 per cent of the firm’s 524,000 target for this year. Meanwhile, only 74,000 courses were started by pupils through the academic mentors’ route – the third pillar of the NTP. This equates to 29 per cent of the 252,000 target this year.

* The DfE has updated “**Academic Mentors**. How schools and academy trusts can apply for subsidised tutoring as part of the National Tutoring Programme to help pupils catch up on missed learning”. See <https://www.gov.uk/guidance/academic-mentors> And ESFA has issued “**Academic mentors programme grant**: conditions of funding”. See <https://www.gov.uk/guidance/academic-mentors-programme-grant-conditions-of-funding>
* Ministers have ditched a condition **catch-up mentors** must be graduates, instead they must now have A-levels to be eligible to apply, and will now allow **larger tutoring groups**. Previously these mentors had to be a graduate, or have qualified teacher status. But the criteria has now been lowered to needing 3 A-levels at A\*- C grade, with a salary of £19,000. Graduates will get a pay rise to £21,000. DfE now says the “role is perfect for recent graduates, school leavers taking a gap year, or those considering a career in teaching or education”. Schools using the tuition partners’ arm of the NTP can now use their “discretion” to have 1:6 group sizes – up from 1:3. Schools now only need 20 per cent **disadvantaged children** to apply for academic mentor support (down from 30 per cent).n addition, £65 million of the funding originally for the NTP’s approved tutors and academic mentor routes **will now go into the school-led tutoring** arm of the programme. See <https://www.gov.uk/government/news/one-million-tutoring-courses-delivered-to-help-children-catch-up>
* The DfE has issued “**How many laptops, tablets and routers we've delivered** to help disadvantaged children and young people access education”. See <https://www.gov.uk/government/statistics/laptops-tablets-and-connectivity-data-as-of-8-march-2022>
* Number of devices delivered or dispatched since start of scheme. 1,901,477
* Number of routers delivered or dispatched since start of scheme 101,964
* Number of devices delivered or dispatched since 29 Oct 2021, 547,779
* Number of devices delivered or dispatched to FE colleges since 29 Oct 2021, 33,107
* Number of devices delivered or dispatched to trusts and schools in trusts since 29 Oct 2021, 299,967
* Number of routers delivered or dispatched since 29 Oct 2021, 24,543
* **Oak National Academy** is to be made into a new government arm's-length body designed to provide free curriculum resources to schools across the UK, sources say. The government is to give Oak the contract to **run a nationwide online academy** as part of its levelling-up plans, announced in a White Paper last month, in which it said the new organisation would "offer the best lessons" from "the very best teachers" online. The Reach Foundation, the organisation that established Oak National Academy, said, “We are pleased that the government has committed to sustaining Oak in perpetuity and have agreed to transfer it to the DfE, on the basis that it will be fully independent and will always remain free and in public ownership”. Under the framework already provided by the national curriculum, the new curriculum body will work with a diverse range of teachers and experts from across the sector to facilitate the creation of curriculum maps and thousands of downloadable lessons and resources, which will be made freely available to all teachers, parents and children. Its use will be entirely optional for teachers, with the intention of supporting those who use it to cut down on the workload pressure caused by lesson planning and curriculum design. The new body is expected to become fully operational from autumn following a transition phase, with its final name to be confirmed, and its first new products available to teachers in September 2023. It will work with the Education Endowment Foundation to ensure its activity is informed by the best available evidence and aligns with best practice. The DfE is re-endowing the **Education Endowment Foundation** to continue researching and developing best practice in teaching methods and also re-committing to delivering 500,000 **teacher training opportunities** by 2024 for teachers from trainee to head level is See <https://www.gov.uk/government/news/education-secretary-promises-to-harness-energy-and-expertise-of-teachers>
* Oak National Academy will roll out translated versions of its lessons in **Ukrainian and Russian** for refugee children newly arrived in the UK. The online school's 10,000 lessons will be made available to Ukrainian children in their own languages to help support families arriving in the UK seeking refuge from the Russian invasion. The DfE has said it has a team that's ready and already making plans for a capacity of **100,000 Ukrainian children** that will come in to take school places now.

**ITT, national qualifications and the Early Career framework**

* The DfE has issued “How you make an application **for recognition of overseas qualifications to work in an early years setting in England**”. See <https://www.gov.uk/government/publications/early-years-qualifications-achieved-outside-england> and “**Early years qualifications achieved in England**. Lists of qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff/child ratios”. See <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>
* The DfE has issued an outline of the **reforms to initial teacher training (ITT), the early career framework (ECF) and replacements for national professional qualifications (NPQs)**. See <https://www.gov.uk/government/publications/reforms-to-teacher-development>
* A government offer of support for ex-teachers who are considering going back into the profession has been extended to **chemistry and computing** specialists. The DfE runs a scheme through its “**Get into Teaching**” website offering ex-teachers free access to a training adviser. The offer was previously only open to those who wanted to return to teaching maths, physics and modern foreign languages. <http://email.stem.org.uk/q/11oBrIRejqhdSr4hjlpRSu0/wv>
* Schools minister Robin Walker has thanked schools for their part in delivering the “seismic” shift in support for new teachers under the £130 million-a-year **early career framework (ECF**). More than 25,000 teachers – nearly all new teachers – and 23,000 mentors are using the two-year programme. Walker has said that feedback had been “largely positive”, but the department was now improving areas that were “causing some difficulties”. **Critics** say the programme is restrictive and workload heavy, with one of the government’s own ECF providers saying staff have to “drop something” to take part. A survey by NAHT found that nine out of ten heads said the ECF had created extra work for new teachers, with concerns that mentors were also “drowning” in work. Critics have said the reforms had “already become a straitjacket and a workload-inducing tick-box exercise” **Walker said they were reviewing materials** “to make them as user-friendly as possible” and “simplifying the digital service, making it easier to navigate”. Department officials will look at giving mentors “more options” for when they can do training, including starting in the preceding summer term and using more online delivery where appropriate. The government is also looking at offering more flexibility on when induction programmes are delivered, “especially in the autumn term of the first year”.
* The DfE has issued “**Number of early career teachers and mentors participating in the early career framework**”. See <https://www.gov.uk/government/publications/number-of-early-career-teachers-and-mentors-participating-in-the-early-career-framework> To date, 25,119 ECTs are reported to have started the full induction programme since the national roll-out of ECF, each supported by one of 22,956 mentors who have received training. In addition 1,784 ECTs have completed the first year of early roll-out programme and 3,937 ECTs have completed the early roll-out expansion programme, and 2,044 mentors were trained as part of the early roll-out programme and 4,275 mentors were trained as part of the early roll-out expansion programme. All this suggests that the vast majority of ECTs in England are enrolled in the full induction programme.
* A government offer of support for ex-teachers who are considering going back into the profession has been extended to **chemistry and computing** specialists. The DfE runs a scheme through its “**Get into Teaching**” website offering ex-teachers free access to a training adviser. The offer was previously only open to those who wanted to return to teaching maths, physics and modern foreign languages. <http://email.stem.org.uk/q/11oBrIRejqhdSr4hjlpRSu0/wv>

**Covid related issues**

* The DfE has been forced to publish documents assessing **the impact of reopening schools during the pandemic** on different groups of staff. Four equality impact assessments, prepared in 2020, have now been released following legal action by the NASUWT. The four assessments, prepared monthly between May and August 2020, discuss the possible impacts of the government's Covid policy in schools - including the full reopening in September 2020 - on disabled people, older teachers, parents and black, Asian and minority ethnic (BAME) pupils and school staff. See <https://www.nasuwt.org.uk/article-listing/legal-victory-over-dfe-on-eias.html>
* The government's response to the Covid crisis in schools was undermined by a **"huge disconnect between conversations in Whitehall and the reality on the ground"**, a former permanent secretary at the Department for Education has said. Whitehall shows "surprisingly little interest" in what those who use or deliver public services think, and says that policy far too often amounts to little more than preparing statements of intent for ministers, rather than actually turning these statements into reality. He highlights the DfE's attempt to ensure that pupils attended lessons during the first months of the pandemic in 2020 as an example of this. In his report, he says: "It is all very well for ministers and senior civil servants to announce, say, that pupils with special educational needs should continue going to school, or that primary schools should reopen to all pupils while the rest of us are socially distancing, but will it really happen?" See <https://www.kcl.ac.uk/policy-institute/assets/fixing-whitehalls-broken-policy-machine.pdf>
* **Long Covid rates among teachers and other education staff** are now the joint highest of any listed occupational group, new figures reveal. The number of teachers and other education staff self-reporting long Covid symptoms rose by over a fifth from December 2021 to January 2022, i.e, 3.09 per cent to 3.79 per cent of the workforce. The sector saw the highest increase among other listed occupational groups in the four weeks in January 2022, the latest Office for National Statistics (ONS) data revealed. The ONS estimated that 3.79 per cent of both the teaching and education sector and social care sector were living with self-reported long Covid of any duration, above the healthcare sector (3.69 per cent). The number of teaching and education staff suffering from long Covid who had Covid at least 12 months previously also rose from 1.32 per cent to 1.64 per cent.
* For an article on “**the best way to ventilate a classroom**”, see <https://www.naht.org.uk/News/Latest-comments/News/ArtMID/556/ArticleID/1544/Ventilation-in-schools>

**Public examinations**

* Ofqual has issued “**Student guide to exams and formal assessments in 2021 to 2022.** A guide for students on how GCSEs, A levels, vocational and technical qualifications are graded and awarded in the academic year 2021 to 2022”. See <https://www.gov.uk/government/publications/student-guide-to-exams-and-formal-assessments-in-2021-to-2022>
* The government's **GCSE league tables** **are being scrutinised** by the country's statistics regulator to ensure they comply with national standards. **The Office for Statistics Regulation** (OSR) is currently assessing the way the DfE publishes information about students' results at key stage 4 and is set to produce its findings in a report due in July. The regulator has said that its work will check whether recommendations are needed to ensure that the DfE is complying with the national Code of Practice for Statistics. It is looking at both national performance data and school league tables.

A new poll of school and college leaders shows that more than 80 per cent are against the move to publish performance tables based on this summer's exam results, achieved by students who will have faced two years of upheaval as a result of the pandemic. "How can it be right to compare the performance of one school or college with another when they have been so differently affected by the pandemic over the last two years?"

* **From the JCQ**:
* Following feedback on the updated **unauthorised items poster** it published last week, it can confirm the version published in September is also still valid for this academic year.
* JCQ and the Exam Boards have published a notice regarding the **marking and moderation of NEA (non-exam assessment)** in light of the measures announced on grading for students taking exams this summer. Read the full notice. See <https://www.jcq.org.uk/wp-content/uploads/2022/03/JCQ-NEA-Marking-and-Moderation.pdf>
* JCQ has published updated **FAQs for Students**, <https://www.jcq.org.uk/wp-content/uploads/2022/03/Students_FAQs_Summer_2022-1.pdf> **and FAQs for Exam Centres** on Advance Information, <https://www.jcq.org.uk/wp-content/uploads/2022/03/Exam_Centres_FAQs_Summer_2022-1.pdf> . The **full FAQs** can be found on the summer 2022 Awarding Arrangements page, <https://www.jcq.org.uk/summer-2022-arrangements/> .
* **An additional FAQ for students** is:
* 10. What is the point of advance information if I have to cover and revise all my course? Advance information is not intended to identify aspects of specification content that you don’t need to know or revise. It’s intended to support you in focusing your revision. It’s important to remember that in a normal exams series, you wouldn’t *know* which aspects of specification content would be tested in any of your exams. Advance information helps you to prioritise your revision by sharing information about the content that will be assessed in your exams. Your teachers will be able to help you with how to best use this information for each subject.
* The ‘**Invigilator Vacancy Map’** developed by The Exams Office, has gone live, see <https://www.theexamsoffice.org/invigilator-recruitment-map/> This is a site that collates centre vacancies by location, which it will endeavour to share with possible candidates, who can search by location for vacancies. This map will be work in two stages:
	+ Stage 1 (8th March-21st March): Schools, colleges and exam centres input their vacancies and centre details.
	+ Stage 2 (from 21st March, or earlier, depending on the speed of centres entering vacancies): The Vacancy Map is shared with potential pools of invigilators
* **ASCL and other unions** have written to education secretary Nadhim Zahawi calling on him to **keep Covid tests freely available to parents, pupils and teachers** to minimise disruption to this year's GCSE and A level exams. “If we really want these young people to be there for their exams or they want their teacher to be there to help prepare for the exams, then part of the way we do that is to continue to have testing."

**Careers**

* Nearly a third of teachers in state schools say they **do not have enough funding to deliver quality careers guidance to their students**, compared with 6 per cent of those in private schools, new research shows. A report from the Sutton Trust says that, in a survey, 32 per cent of state school teachers said they lacked funds to deliver good quality careers provision, with over half - 51 per cent - saying they did not have enough time to advise students on careers. Schools in poorer areas were less likely to have a specialist careers adviser compared with those in more affluent neighbourhoods, the study found. More than seven in 10 of the teachers surveyed - 72 per cent - said that the pandemic had negatively impacted on their school's capacity to deliver careers education, with state school teachers more likely to report this than those working in private schools. The paper recommends that the government develops a new national strategy for careers education, formed in partnership with employers and linked with the "levelling up" agenda. Schools should have a leader on careers and a professional careers adviser on hand for students because there is "too much variation" in the advice available to children across the country, the paper says. It adds that schools need more funding to set up work experience placements for students aged 14 to 16. While the research showed there had been improvement in careers guidance since the Sutton Trust's previous analysis of the issue in 2014, which revealed that students faced a "postcode lottery" when it came to the careers support they had on offer, it revealed stark differences in the advice given for academic and technical routes. While 46 per cent of 17- and 18-year-olds said they had received a "large amount" of information on university routes during their education, just 10 per cent of students said they had received this for apprenticeships. More than a third of secondary school students - 36 per cent - said they did not feel confident about the next steps they should take in education or training. Nearly four in 10 - 38 per cent - of state school students said this, compared with 23 per cent of private school students. See <https://www.suttontrust.com/our-research/paving-the-way/>
* ESFA has issued **“Letters from the Minister of State for Higher and Further Education containing information for parents and students on education, training and work choices**”. See <https://www.gov.uk/government/publications/letters-to-parents-and-students-from-minister-donelan-for-national-careers-week> These letters, list very useful careers resources for schools:
* <https://nationalcareersweek.com/>
* <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices?utm_source=md_letter&utm_medium=letter&utm_campaign=gtj_launch>
* <https://nationalcareers.service.gov.uk/explore-careers>
* <https://www.talkingfutures.org.uk/>

<https://educationhub.blog.gov.uk/2022/03/07/national-careers-week-what-you-need-to-know-about-your-choices-after-school/>

**Girls and sport**

* A study by **Women in Sport**, found in a poll of more than 4,000 teenagers that 43% of **girls felt they were sporty at primary pupils but no longer saw themselves this way.** This would equate to 1.3 million girls across the UK, the survey pointed out. Out of these girls, 68% said that a fear of feeling judged prevented them from taking part, while 61% said they lacked confidence. Just under half (47%) said they were too busy with school work to carry on with sport. Nearly eight in 10 (78%) of girls who said they used to be sporty admitted they avoided taking part in sport when on their period – higher than those who had never been sporty (69%) and those who were still passionately involved in sport (64%). Overall, seven in 10 girls said they avoided sport when menstruating, citing pain, tiredness and self-consciousness. The poll also found that the pandemic had affected teenage girls’ worries about their appearance, as well as mental health issues, more than boys. It found they are less physically active than boys in general and are far less likely to take part in team sports. According to the survey, among respondents aged between 11 and 16, just 37% of girls enjoyed physical activity compared with 54% of boys. By age 17 to 18, just three in 10 girls would describe themselves as sporty, compared with six in 10 boys. Self-belief and body image concerns were found to be issues that all girls struggled with, but this was especially true for girls who had stopped taking part in sport and physical activity as they grew older. Of previously “sporty” girls, 73% said their dislike of others watching them was an obstacle to their taking part in exercise. The report showed most girls understood the benefits of being active, and that they wanted to increase their levels of physical activity, but only 47% said they found it easy to motivate themselves. A further dip in engagement was found at age 17 to 18, once school sport was no longer compulsory. See <https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>
* The DfE has announced up to £980,000 in funding for its “**Your Time**” programme, which is being led by the Sports Leaders Qualifications (SLQ) awarding organisation. The three year programme aims to increase opportunities for thousands of girls aged eight to 16 to access competitive sport and sport leadership opportunities. At least 50 schools across England are being sought to take part. Schools interested in joining the programme should contact SLQ directly for further information See <https://www.sportsleaders.org/your-time>

**Adopted children**

A report says, 'inadequate' accountability over how funding is used for **adopted children** has created a postcode lottery of provision, with some families reporting confusion over the use of Pupil Premium Plus and the role of the virtual school head and designated teacher. There are more than 56,000 previously looked after children in England’s schools – these are children who have left local authority care because of adoption or a Special Guardianship Order. However, their backgrounds and challenges make them 20 times more likely to be excluded than their peers, more likely to have special needs, and to get lower exam grades. More than £130m is allocated by the DfE each year to support previously looked after children, but a new report from charity Adoption UK says that we cannot say if this money is being well used due to “wholly inadequate” accountability. The report says that while three-quarters of adopted young people say they need more support than their peers in school, more than half don’t receive it. It adds: “Almost 80% of adopted children say they routinely feel confused and worried at school, and two-thirds of those at secondary school report being teased or bullied because of being adopted. On leaving school, adopted young people are twice as likely to be not in NEET compared to their peers.” Challenges highlighted in the report include a lack of clarity around the purpose and best use of Pupil Premium Plus; the limited and vague role of the virtual school; and the lack of time and support for designated teachers. See <https://www.adoptionuk.org/news/charity-urges-government-to-improve-support-for-vulnerable-pupils>

**SEND**

* Impower Consulting Ltd has won the £1.5 million Department for Education ‘**Delivering Better Value in SEND’ contract**. It will find “underlying drivers” of “high spend and poor outcomes” at councils with multi-million-pound shortfalls in special needs funding. Previously, Lincolnshire County Council paid Impower £479,000 between 2019 and 2021 to “transform” their SEND services after identifying “the growth in demand for statutory support was unsustainable”. A case study highlighted on the firm’s website outlines how its work led to 414 fewer education health and care plans (EHCPs) and a 32 per cent drop in needs assessments. Titled ‘Valuing SEND in Lincolnshire’, the webpage says it led to a £5.3 million “projected cost avoidance”. Stephen Kingdom, from the Disabled Children’s Partnership, said the findings raise **concerns the government’s new scheme is “simply a cost-cutting exercise and will make it even harder for parents to get the support they need** for their disabled children”. See <https://schoolsweek.co.uk/firm-given-value-for-send-contract-slashed-council-care-plans/>
* Half of local authorities **do not employ specialist teachers for pupils with both sight and hearing loss**, a new survey has found. In a report from the disability charity Sense, Freedom of Information requests revealed that 52 per cent of councils do not employ any multi-sensory teachers for the nearly 4,000 pupils who have multi-sensory impairment (MSI). The charity is calling on the Government to create an education fund for children with multi-sensory impairment, with £34.3 million ring-fenced to improve access to support over the next five years. See <https://www.sense.org.uk/>
* Support for students with disabilities should be improved, the government has been urged, after analysis showed **that less than a third receive the disabled students’ allowance (DSA)** meant to help them access and thrive in higher education. According to a report, just 29% of students in England and Wales with a known disability received the allowance in 2019/20 while those who have been through the application process complained of bureaucracy, long delays, inconsistent quality of support and a lack of communication. See <https://www.theguardian.com/society/2022/mar/10/just-29-of-students-in-england-with-disabilities-receiving-dsa-allowance-analysis>

**University admissions**

* After an 18-month review, **Universities UK (UUK),** which represents the sector, will publish its code of **fair admissions** on Monday, setting out how processes must support “student choice”. The code will say that universities **should not make “conditional unconditional” offers**, (which give students a place regardless of their exam results, but only on the condition they make the university their firm first choice), or offers with significantly lower grade requirements based on applicants making their institution a firm choice. The code will also say that unconditional offers should be used in limited circumstances, for example where admissions are informed by interviews or auditions, and that incentives to students should not place “undue pressure on the decisions that applicants make, or the timescales in which they should make them”. Data published by Ucas in 2020 showed that in 2019 there were 35 universities and colleges where at least 1% of offers made were “conditional unconditional”. Universities will be expected to sign the new code but it will not be compulsory.

**Ofsted**

* Ofsted has issued “**State-funded school inspections and outcomes**”, a collection with future monthly release dates. See <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes>
* Ofsted has issued “Social care common inspection framework (SCCIF): **boarding schools and residential special schools**. Guidance on how Ofsted inspects boarding schools and residential special schools”. See <https://www.gov.uk/government/publications/social-care-common-inspection-framework-sccif-boarding-schools-and-residential-special-schools>

**Student welfare**

* The DfE has issued an examination of the **education and social care background of children cautioned or sentenced for an offence**. See <https://www.gov.uk/government/publications/education-childrens-social-care-and-offending>
* The only **NHS gender identity service** for children in England and Wales is under unsustainable pressure as the demand for the service outstrips capacity, a review has found. The interim report of the Cass Review, commissioned by NHS England in 2020, recommends that a network of regional hubs be created to provide care and support to young people with gender incongruence or dysphoria, arguing their care is “everyone’s business”. See <https://cass.independent-review.uk/publications/interim-report/>
* The UK has “sleepwalked” into a dysfunctional market for **children’s social care** with local authorities forced to pay excessive fees for privately run services that often fail to meet the needs of vulnerable children, an official report has concluded. The Competition and Markets Authority (CMA) called for an overhaul of the £6.5bn UK market for children’s residential and foster care, saying it had found “significant problems” with the provision of the privately dominated services. Private companies were too often failing to provide the right services in the right places, it said, with children frequently placed in homes miles from where they live, often separated from their siblings, and unable to access care and therapies they need. See <https://www.gov.uk/government/news/action-needed-on-dysfunctional-children-s-social-care-market>
* Schools and teachers **are “buckling under the strain” of supporting the fast-growing number of schoolchildren developing mental health problems** such as anxiety and depression, experts say. Despite being the people pupils turn to most often when in distress, teachers are hampered in their desire to help by the profession’s widespread lack of training in tackling mental ill-health. The huge barriers many families in England face getting help for their son or daughter from NHS child and adolescent mental health services (CAMHS) put pressure on schools, according to a group of education and health experts writing in the journal of the Royal Society of Medicine. See <https://journals.sagepub.com/doi/full/10.1177/01410768221085692>

**Academies, trusts and free schools**

* The DfE has issued “Information on all **academies, free schools, studio schools and university technical colleges (UTCs) open** in England, and those in the process of opening”. See <https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>
* DfE has updated “**Lists of local authorities seeking academy and free school proposers, and of all academies and free schools already set up**”. See <https://www.gov.uk/government/publications/new-school-proposals>

**Educational news for schools**

* Ministers have been challenged over plans **to award the £121 million flagship Institute of Teaching contract to a coalition of four leading academy trusts**. The group – including the Harris Federation, Outwood Grange Academies Trust (OGAT), Star Academies and Oasis Community Learning – have been identified as the preferred bidder. However a decision to award the contract to the trusts is awaiting final sign off from government officials. The unsuccessful bidders, a consortium spearheaded by the Ambition Institute and including trusts like Ark, have raised concerns with the DfE over the tender process. See <https://schoolsweek.co.uk/dfe-challenged-over-plan-to-award-top-trusts-121m-flagship-iot/>
* Last year, **Eton signed a partnership agreement with the Star Academies chain, based in the North West, to open three selective sixth-form colleges** in the state sector in the next five years. It has now been announced that it plans to open the free 16-19 schools in Oldham. Middlesbrough and Dudley. The three areas are included in the list of 55 education 'cold spots' targeted for additional support as part of the government's levelling-up agenda. The partners intend to bid in the next wave of the Department for Education's free school programme, with a view to the colleges potentially opening by 2025. If these bids are successful, the new colleges will be part of Star Academies. Each college is expected to admit 240 students per year.
* A new **GCSE in natural history** is needed to engage young people in conservation and reverse the calamitous decline in the UK’s biodiversity, campaigners have said. In January 2020, it was revealed that the OCR exam board was designing a GCSE in natural history to help young people reconnect with nature. A public consultation by the board found that 90 per cent of respondents backed the new subject, with OCR submitting a formal proposal for the subject to the Department for Education in October 2020. However, the Government is still yet to confirm whether it backs the qualification or not, with the delay to the announcement blamed on the Covid-19 pandemic and changes to the DfE’s ministerial team last year.
* For the latest **STEM newsletter**, see <http://email.stem.org.uk/q/11oBrIRejqhdSr4hjlpRSu0/wv>
* From **Nadhim Zahawi speech at ASCL:**
* Zahawi said his looming white paper would detail more about his ambition that **all schools are in a “strong multi-academy trust**”. “I underline the word strong,” he added. He said he could not “sugercoat” the fact “some trusts are not high-performing”. “We will set out how I plan to deal with that challenge as well.” By contrast, areas in need will receive “extra investment to build strong trusts”, including Cornwall, Durham and Hartlepool, though Zahawi mentioned no figures.
* A consultation will begin “shortly” on **tackling school under-performance**, he added. “We want you to have your say.” The consultation will likely include long-promised plans to move schools repeatedly rated “requires improvement” into academy trusts, rather than only “inadequate” schools as now.
* The **EEF** will lead an “ongoing cycle of reviews” of the frameworks that underpin teacher development at all levels. This will make sure they are “always based on what works”, and updated in line with evidence from both the UK and abroad. It will also give an “independent badge of assurance” to the government’s teacher development programme and help ensure “cutting-edge training”.
* There will be a new “**relocation premium**” to boost the number of overseas teachers.

**School management**

* West Northamptonshire Council (WNC) will **no longer provide schools with payroll, HR advisory and employee lifecycle services** from April. The decision was made in part due to the high levels of academisation and competitive market of the services. Experts said it is “another sign of the decreasing role of local authorities” in supporting schools. Maintained schools have the option to use council services or procure privately.
* **Gazprom** is one of 10 suppliers on the Crown Commercial Service’s School Switch scheme, which helps schools find better energy deals. ASCL has called for government to remove Gazprom from the list and give schools guidance on how to proceed with existing contracts amid Russia’s invasion of Ukraine. See <https://schoolsweek.co.uk/ministers-explore-cutting-gazprom-from-school-switch-scheme/> It would seem that academy trusts may face **“severe financial penalties”** if they exit gas contracts with Russian-firm Gazprom, with warnings they face “jumping out of the frying pan into the fire” as energy prices soar. See <https://schoolsweek.co.uk/revealed-schools-moral-dilemma-over-russian-energy-contracts/>
* The ESFA has updated “Guidance to help billing authorities understand the changes to the claims process for **national non-domestic rates** (NNDR)”. See <https://www.gov.uk/government/publications/national-non-domestic-rates-guidance-for-billing-authorities>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-9-march-2022>
* The DfE has issued “**School workload reduction toolkit**”. Practical resources for school leaders and teachers to help reduce workload, produced by school leaders, teachers and other sector experts together with DfE. See <https://www.gov.uk/guidance/school-workload-reduction-toolkit>
* For the latest **Education Support newsletter**, see <https://us1.campaign-archive.com/?u=30cbf2f9b409acb0456c1869a&id=8dd953cfb8&e=e7e9149d14>
* The DfE has issued “**Afghanistan resettlement education grant: 2021 to 2022** allocations”. This grant is for the provision of education services for the children of families arriving from Afghanistan and residing in temporary accommodation. See <https://www.gov.uk/government/publications/afghanistan-resettlement-education-grant-2021-to-2022-allocations>
* ESFA has updated “**16 to 19 funding allocations** supporting documents for 2022 to 2023”. See <https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2022-to-2023>
* The DfE has issued “**School admissions code**. Statutory guidance that schools must follow when carrying out duties relating to school admissions”. See <https://www.gov.uk/government/publications/school-admissions-code--2>

**Tony Stephens**