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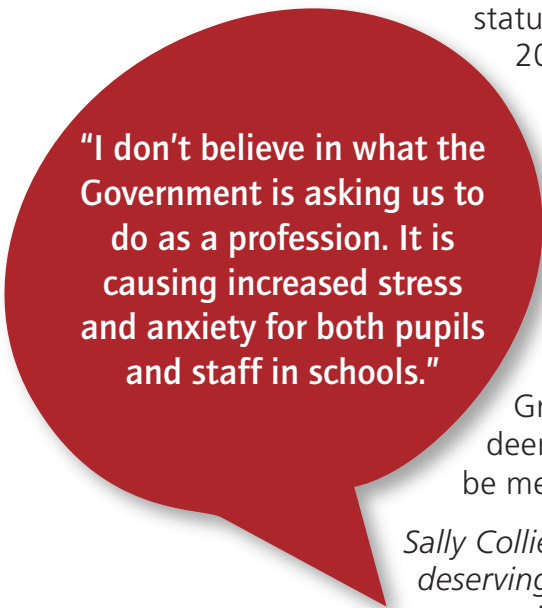


Curriculum and Assessment

The Department for Education (DfE) is consulting on the future of statutory assessment arrangements from 2018. The NASUWT will be engaging fully with the consultation and will use the opportunity it provides to press for the adoption of a system of statutory assessment and school accountability based on the Union's longstanding policy principles in this area.

In the short term, the NASUWT will continue to engage with the DfE and the Standards and Testing Agency (STA) to address important additional concerns expressed by teachers and school leaders in respect of statutory assessment.

In relation to early years assessment, the DfE has withdrawn plans to introduce a baseline assessment for pupils at the start of the reception year, following the outcomes of an external review. The Early Years Foundation Stage Profile (EYFSP) will remain as the statutory assessment framework for the early years until at least 2017/18.



"I don't believe in what the Government is asking us to do as a profession. It is causing increased stress and anxiety for both pupils and staff in schools."

GCSE changes include the benchmark 'pass' grade for reformed GCSEs being lowered from a grade 5 to 4. Originally a grade 5 was considered the equivalent of a high C or low B in current GCSEs. The Government has now announced that a grade 4 would be sufficient for pupils to avoid mandatory post-16 resits for GCSEs in English and maths until at least 2019.

Grade 4 will be considered the standard pass and grade 5 will be deemed a strong pass. The English Baccalaureate GCSE measure will be measured by both grades 4 and 5.

Sally Collier, Chief Regulator of Ofqual, stated that; 'there was a risk that deserving children would not enter post-16 courses if the new grades were misunderstood by parents and colleges.'

The NASUWT Conference held in Manchester at Easter highlighted national concerns about reforms to GCSEs. The Conference confirmed that this will be a priority issue for the Union over the coming period.

The NASUWT will continue to ensure that leadership members are kept up to date with developments.

DfE Academy Expansion Guidance

Following the publication of the guidance for multi-academy trusts (MATs) on good practice and expectations for growth (available at www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust), the DfE has indicated that it now expects that most schools which convert to academy status will join a MAT.

The DfE guidance recognises that some of the earliest MATs expanded too quickly, raising concerns about educational standards. The new guidance for MAT expansion suggests that MATs will only be allowed to take on more schools when they demonstrate they have the capacity to grow successfully and sustainably in relation to: governance, geography, school improvement, people and leadership (including staff workload), financial sustainability and risk management.

The House of Commons Education Committee published a report which questions the growth of MATs and concluded that there is still significant confusion about where accountabilities lie in MATs. The Education Committee report criticises the DfE for the lack of clarity in communicating this information. The Committee calls on the DfE to improve the advice and guidance it offers.

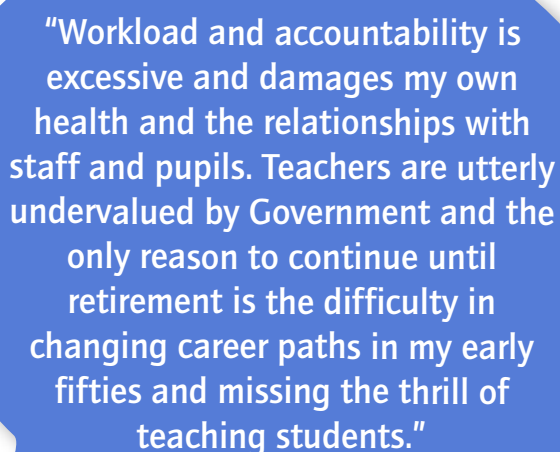
The Education Committee report also concluded that Ofsted needs a new framework for MAT inspections and should develop the resources, skills and powers to conduct full inspections of trusts.

Ofsted and RSCs

The relationship between Ofsted and Regional Schools Commissioners (RSCs) remains the subject of discussions between the DfE and Ofsted nationally.

The NASUWT has argued strongly for greater clarity and differentiation between the role that Ofsted and RSCs play in relation to school and academy accountability and in order to avoid duplication of work and double jeopardy for school leaders and teachers.

Discussions nationally suggest that both Ofsted and RSCs will continue to play a role in holding academies to account. RSCs are expected to intervene in MATs where there are performance, governance or financial management concerns; Ofsted is expected to continue to inspect the educational performance of individual academies. A framework to clarify what academies can expect from Ofsted and RSCs is expected to be published in the summer.



"Workload and accountability is excessive and damages my own health and the relationships with staff and pupils. Teachers are utterly undervalued by Government and the only reason to continue until retirement is the difficulty in changing career paths in my early fifties and missing the thrill of teaching students."

RSC Education Advisors

The work of RSCs is now being supported by a network of around 400 Education Advisors (EAs) across England. The DfE has awarded contracts totalling £12 million to these contractors to support the delivery of its academies and free schools programme.

The NASUWT has raised concerns with the DfE that the work of EAs appears to be shrouded in secrecy and has called for greater transparency in relation to how EAs are appointed, their backgrounds, track record in supporting school improvement and the remit they are being given by RSCs. The Union has also called for EAs to make publicly available reports of their visits to academies, in order that the role of EAs can be held properly to account.

If members have positive or negative experiences about the work of RSC EAs, please contact the NASUWT immediately.

Leadership Events and Professional Development

30 September 2017

Leadership Briefing – Performance Management and Pay

For more information, go to **www.nasuwt.org.uk/LeadershipBriefings**

24 and 25 November 2017

Consultation Conference for NASUWT Leadership Members.

Join NASUWT

The NASUWT works at school, college, local and national level to ensure that the interests of leadership members are represented effectively and that their specific needs and concerns are reflected in the development of its policy and its advice and guidance.

Our philosophy of putting teachers first means that we will campaign on your behalf and support and represent you to ensure that you are recognised and rewarded as a highly skilled professional and have working conditions which enable you to focus on your core role of leading teaching and learning.

In addition, as a member you will have access to professional advice and guidance, a wide range of opportunities for professional development and training and many other benefits.

Any teachers joining the NASUWT for the first time will receive 12 months of free membership from the point they join the Union.

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