

Primary Perspectives

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This short newsletter is published once a term bringing you recent policy news, reports, research updates and the latest developments in Primary education. I hope you enjoy it!

Key headlines

- A new Advisory Group to help promote better wellbeing among teachers is announced by the Education Secretary
- DfE confirms 3,000 new school places including new special free and alternative provision free schools
- Ambition School Leadership and the Institute for Teaching are to merge as a new organisation to marry theory and practice in teaching and share best practice
- The House of Commons Education Committee in its report into tackling disadvantage in early years provision has criticized the government for having no clear strategy for early education

Policy

Teacher Recruitment and Retention Strategy

Recruiting and retaining sufficient teachers to serve growing numbers of pupils is a key challenge facing education in England. Recruitment targets have not been met in the last 5 years and the number of teachers leaving within the first five years is accelerating. In consultation with the profession, the Government has launched the strategy which sets out to address the teacher supply challenges. The strategy contains four priorities: 1. Creating the right climate for teachers. 2. Providing support for early carer teachers 3. Maintaining teaching as an attractive career 4. Simplifying the process of becoming a teacher.

The full Strategy and a one page summary document for schools can be accessed at:

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

The Early Career Framework (ECF)

The landscape of high workload and associated well-being pressures has led to serious teacher recruitment and retention issues in England. Launched alongside the Recruitment and Retention Strategy, the ECF is intended to provide a funded entitlement to a structured 2 year package of quality teacher development. It will roll out in phases from September 2020 to September 2021. Key features are - 5% off timetable in the second year of teaching; provision of training materials and programmes; funding time for mentors and fully funded mentor training. The NQT period will be increased to 2 years and the new framework complements the Teachers' Standards aimed at boosting retention, providing better support in the first years of teaching and a pathway to career development.

You can access the document at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

The Education Inspection Framework: draft for consultation

There is a new inspection framework to come into being from September 2019 as to how Ofsted will inspect schools, further education and skills provision and registered early years settings. For the first time the research underpinning the framework is also published. In addition to a grade for overall effectiveness, inspectors will make judgements on the

1) Quality of education. Here the focus is on the curriculum. 2) Behaviour and attitudes. This is based on expectations of learners' behaviour; positive attitudes and awareness of how to study effectively. 3) Personal development which assesses character, resilience and the confidence and independence of learners. 4) Leadership & management includes safeguarding, leadership vision, community engagement and teachers' subject knowledge.

The draft framework is at: <https://www.gov.uk/government/publications/education-inspection-framework-draft-for-consultation>

Curriculum

Reception baseline assessment

From 2020, Reception teachers will have to assess the maths and language skills of every 4 and 5-year-old child starting school. Unlike other statutory tests, this assessment will not have a pass mark. The assessment will evaluate children's skills in maths and language, communication and literacy (LCL). The assessment will become statutory in Autumn 2020.

Teacher workforce

Exploring flexible working practice in schools.

The DfE reported on its survey into flexible working practices in schools. Flexible working in schools tends to be regarded as predominantly being related to part-time opportunities. Much of the research focuses on the experiences of female employees; however, some findings have indicated that male workers are increasingly looking for flexible working opportunities and opportunities need to be made available (and supported) for all. See:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773794/Exploring_flexible_working_practice_in_schools.pdf

Two related reports from NFER on the **workforce** have just been published.

1. *Teacher Labour Market in England Annual Report 2019* by Jack Worth and Jens Van den Brande

2. *Teacher Workforce Dynamics in England Nurturing, supporting and valuing teachers* by Jack Worth.

Both reports are available on the NFER website and worth a read.

Quote of the month

“I am determined that those who are called to this noble profession stay in it” – the Education Secretary launches the new Teacher Recruitment and Retention Strategy

And let's finish with some numbers.....

15%. How many more pupils there will be in secondary school by 2025 compared to 2018

28% How many female teachers work part-time compared to an average of 40% of females in the UK workforce generally

35,000 The number of teachers who left the profession for reasons other than retirement in 2017

4 in 10 teachers leave teaching within their first year of qualification.

**Jonathan Doherty
(Chair of NaPTEC).**