

## **NAPTEC: 6 November 2020**

Thank you for coming, but more importantly, thank you all for everything you have achieved since we were hit by Covid 19. Teacher educators, as I have said before, are the unsung heroes of the pandemic. You have continued to supply schools and colleges with the teachers they need. You have been at the forefront of developing new ways of providing on line learning and support. You have developed robust new ways of assessing student teachers against the relevant standards. And you have provided care and pastoral support for those in your care. You have been a huge resource for schools and colleges. And, at the same time, you were of course faced with the same challenges and pressures in your personal lives as the rest of the population.

You can all be immensely proud, and let's turn this event into a celebration and recognition of everything you have achieved.

Key things to report:

### **Covid 19**

*(a): ITE requirements and relaxations*

The latest version of the ITE criteria were published on 4 September. It has been confirmed that:

- Programmes should be designed to give student teachers the time in school they need in order to demonstrate they meet the teacher standards. The criteria refers to the amount of time this would 'typically' involve (e.g. 120 days), but that is not set in stone.
- Students have until 30 November to demonstrate that they meet the GCSE level entry requirements (while they can be accepted onto programmes, they won't be eligible for bursary support until it is demonstrated). OCR issues relating to copies of pre-2000 certificates remain, although OCR have been able to supply providers with PDF evidence of grades being achieved, which providers can accept. Some students have also achieved confirmation by submitting GDPR requests to OCR.
- Students should *where possible* demonstrate that they have met the standards across the full age range of their programme.

- While providers should aim for at least 4 schools years to be covered during training, the strict requirement has been removed.

Previous relaxations in regards trajectory assessments and the 'wholly or mainly in England' requirement have not been carried forward into 2020/21 (they each require legislative approval), although discussions with DfE in regards the latter are continuing.

*(b): Placements and risk assessments*

The securing of school placements continues to be an issue, although not to as great an extent as had been feared, partly because of the relaxations made to the ITE criteria, and because providers stopped recruiting when they could no longer be sure that quality placements would be available. UCET and NASBTT conducted regular surveys on placement availability throughout the summer and shared the results with DfE. There continues however to be an issue for many providers, and schools withdrawing from partnerships because of local issues continues to be a potential problem. At UCET's request, DfE did remind schools of the benefits to schools of having student teachers in their re-opening advice to school, and hopefully this had a positive impact.

A lot of concern has been expressed about carrying out risk assessments on placing students in school. UCET issued some guidance on the things that providers might want to consider under a number of different scenarios. It was felt that any more detailed guidance could be potentially harmful in some circumstances given the huge variety in placement contexts across the country. UCET did however host a Zoom meeting where UCET members shared their approaches. The importance of reflecting school risk assessment procedures was a common theme, as was expecting student teachers to behave in a professional manner. Some colleagues had a 'points-based' system under which a student might be either deferred, or invited to discuss their needs in detail, should they accumulate a set number of risk associated points (e.g. living in a particular area, pregnancy, caring responsibilities etc.).

*(c): Quality assuring ITE delivery*

Quality assuring ITE when tutors might not be allowed into school to observe students obviously brings with it challenges. There are issues relating to carrying out remote observations from a child safety perspective. Some head-teachers are allowing this while others are not. Some are allowing live streaming but no recording. Some are insisting that children's faces be pixelated.

DfE are content that students can be monitored remotely. Hopefully this will reassure heads

### **ITE applications and recruitment**

Recruitment to ITE at the current time is reported to be buoyant, as one would expect when faced with a recession. However, UCET has warned DfE against complacency, pointing out that any upturn in recruitment is likely to be short term and structural issues relating to teacher supply will remain. The reduction to bursaries, which for primary is a particular issue in regards SDS, is a cause for concern. DfE must not do anything to further undermine the teacher supply base which our schools depend on.

### **Regulatory issues**

*(a): OfSTED framework and handbook*

The new inspection framework and handbook was published on 24 June. Key features include:

- Inspections will take place in a single four day visit in the Spring and Summer terms, with three days' notice
- A distinction is drawn between formative and summative assessment
- A transition statement (page 38 of the handbook, under 'good') to recognise that new curricula may not have been fully implemented because of Covid 19.

Inspections are scheduled to begin in January, probably focussing initially on new providers and those which have not been inspected for a long time. UCET had asked that the implementation of the new framework (and the CCF) be delayed by 12 months to allow providers and their partner schools and colleges to focus on more

pressing concerns. This has however been rejected, although whether or not inspections do actually begin in January remains to be seen. Arguments to the effect that the ITE sector cannot be given special treatment compared to other sectors do not hold ground, as a brand new inspection framework requires much more planning and preparation than a continuation of a familiar and existing framework. It has also been pointed out that the likelihood of ITE inspections may lead to some schools withdrawing from partnerships, thus placing increased pressure on placement availability.

During the initial consultation, UCET objected to contradictory statements in the draft framework to systematic synthetic phonics which could make a provider non-compliant if they taught approaches to early reading in addition to SSP. The final framework goes a modest way to addressing these concerns, allowing ITE providers to make student teachers 'aware' that other methods exist. UCET has drawn on and interpreted this, and other statements made by OfSTED, to provide a rationale for providers to use in justifying covering alternative approaches in addition to SSP.

*(b): Core content framework*

The Core Content Framework became an entitlement for all student teachers in September 2020, and all ITE providers should be able to demonstrate that their programmes can be mapped against it, although it can be covered in an appropriately critical way. As with the new OfSTED framework, UCET argued that its implementation should be delayed.

**Early career framework**

The early roll-out of the ECF is underway, and is available to schools in the North East, Greater Manchester, Bradford and Doncaster. Because of Covid 19, some ECF related support is also being made available to 4,000 teachers on non-roll out areas. Training materials are also available to all early career teachers across the country.

ECF support in the pilot areas includes:

- 2 years of funded training for all NQTs.

- Funding for 5% non-classroom time in an NQTs second year (£2,200 for each participating teacher).
- Dedicated mentors for NQTs.
- Funding for mentor training (26 hours plus resources) and mentor time.

A prior information notice relating to national roll-out was issued on 11 June and three market warming events were held. The formal tender was launched on 14 September.