

Level 2 and 3 attainment by young people aged 19 in 2018 – DfE – April 2019

These statistics contain the attainment of young people aged 19 in the 2017 to 2018 academic year. They set out overall level 2 and 3 attainment by:

- Age
- Cohort
- qualification type
- institution type

<https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2018>

Elective home education – DfE – April 2019

This document provides guidance for local authorities and schools about children educated at home.

<https://www.gov.uk/government/publications/elective-home-education>

Governance handbook and competency framework – March 2019 - DfE

An updated version of this guidance on the roles and duties of governing boards, and advice on the skills, knowledge and behaviours they need to be effective has been published.

The ‘Governance handbook’ explains:

- governing boards’ roles and functions
- their legal duties
- where they can find support
- the main features of effective governance

The ‘Competency framework for governance’ sets out the knowledge, skills and behaviours that school and academy governing boards need to be effective.

The ‘Competency framework for clerking sets out the knowledge, skills and behaviours required to provide professional clerking to school and academy governing boards.

<https://www.gov.uk/government/publications/governance-handbook>

Reducing Teacher Workload – DfE – March 2019

The DfE is working to remove unnecessary workload for teachers and leaders, so they can focus on supporting their pupils and their own development. To date they have:

- published a workload reduction toolkit in July 2018, with an update in March 2019
- published a short advice document with tips from school leaders on ways to reduce workload
- launched a video explaining how the department is working with the profession, the teaching unions, Ofsted and others to remove workload in schools
- published reports from independent teacher workload review groups, offering advice for teachers on marking policy, planning and teaching resources and data management.

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

Review of post-16 qualifications at level 3 and below in England – DfE – March 2019

Plans to stop funding qualifications that do not provide the same high-quality education as new T Levels and world-class A Levels were published on the 19 March by Education Secretary Damian Hinds.

This consultation is the first stage of the government's review of post-16 level 3 and below qualifications (excluding T Levels, A Levels and GCSEs). It asks for views on the high-level principles and outlines proposals for the removal of funding approval for unreformed qualifications.

The closing date for the consultation is 10th June.

<https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england>

Statements of SEN and EHC plans: England, DfE – January 2019

This updated information on the statistics and analysis on statements of special educational needs (SEN) and education, health and care (EHC) plans in England includes the national and local authority tables.

<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2018>

Pioneering new approach to assessing pupils with complex disabilities to be introduced in schools – DfE – November 2018

On 22nd November 2018 Nick Gibb, School's Standards Minister, announced that a new approach to enable primary schools to better assess pupils with the most complex needs will be rolled out across the country from 2020.

New statutory assessment will replace P scales 1 to 4 and will be based on the '7 aspects of engagement', an assessment approach that focuses on pupils abilities in specific areas like awareness, curiosity and anticipation.

This assessment approach will – for the first time – enable every kind of progress made by these pupils to be identified. This addresses a key issue with P scales, which focused on linear progress, which is not always how children with the most complex needs progress. This will help teachers to best tailor their teaching and provision to meet the pupils' specific needs and to allow them to achieve the best possible outcomes.

A detailed guidance and training package will be developed and provided for stakeholders, including schools, local authorities, Ofsted and parents. This will equip them with the skills and confidence to conduct and understand the assessment in a way that will minimise additional workload burdens, building upon the best practice of schools who are doing it well.

<https://www.gov.uk/government/news/pioneering-new-approach-to-assessing-pupils-with-complex-disabilities-to-be-introduced-in-schools>

Health and safety: responsibilities and duties for schools – DfE – November 2019

The Department for Education have updated their guidance on the health and safety responsibilities and duties on schools.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

They have also updated their guidance to help schools understand their obligations when undertaking educational visits and other out of school activities.

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>

What schools must publish on-line – DfE – Updated October 2018

The DfE have recently updated their two documents- What maintained schools must publish online and What academies, free schools and colleges should publish online. These two documents set out the information that maintained schools, academies, including 16 to 19 colleges and any educational institution that has academy arrangements, should publish on their websites.

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Alternative provision: response to the select committee report – DfE – October 2018

This document is the government response to the recommendations laid out in the Education Select Committee's report *Forgotten children: alternative provision and the scandal of ever increasing exclusions*.

The Government welcomed the Committee's inquiry into AP. The Government is committed to ensuring that every child, regardless of their circumstances, receives an excellent education that provides them with the knowledge, skills and resilience to fulfil their potential.

<https://www.gov.uk/government/publications/alternative-provision-response-to-the-select-committee-report>

Pre-key stage 1 standards and Pre-key stage 2 standards – Standards and Testing Agency – September 2018

These documents contain updated information for teachers to report assessment outcomes for pupils working below the standard of national curriculum assessments (commonly called SATs) at the end of KS1 and KS2. Teachers must use these standards to make statutory teacher assessment judgements at the end of key stage 1 and 2 for pupils who are working below the national curriculum teacher assessment frameworks, and above P scale 4.

If a pupil is working below these standards, teachers should report their outcomes using P scales 1 to 4.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Special Educational Needs in England: January 2018: National Statistics: DfE

In July 2018 the DfE finally published the SEND statistics based on the January census data. There has been an increase of 31,960 additional pupils identified with SEND since January 2017. This equates to 14.6% of pupils across England.

There has been an increase of 11,495 pupils having a statement/EHC Plan, this is 2.9% of the pupil population.

For more statistical data visit: <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>