

**REPORT TO:** Children, Young People & Families  
Policy & Performance Board

**DATE:** 14<sup>th</sup> September 2020

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children, Education & Social Care

**SUBJECT:** Educational Performance, Attainment Summary 2020

**WARD(S)** All

## 1.0 PURPOSE OF THE REPORT

1.1 To provide PPB with the annual update of the educational challenge, position and outcomes for Halton children for 2019-20.

## 2.0 RECOMMENDATION: That:

i) **The Board comment on and note the information provided.**

## 3.0 SUPPORTING INFORMATION

### **Note of Caution:**

Please be aware that this year has been an unusual and challenging year due to the impact of Covid and subsequent response. Any data quoted is **provisional and un-validated** and will not be comparable to previous years' data. Due to the outbreak of Covid and the subsequent response there have been many changes to educational provision, assessment and examinations during 2020. The validated national results will not be published this year.

### 3.1 **Statutory Assessment and Exam Result Key Issues :**

3.1.1 In terms of assessment there are no primary statutory assessments this year nationally, including "Good Level of Development" (GLD) indicator; phonics; Year One and Year Two assessments Year Four multiplication tests and Key State Two Tests.

3.1.2 With regard to A level, vocational and GCSE results this has been an extremely testing year. Initially the government requested that schools submitted a Centre Assessed Grade (CAG) for each student for each subject. Within that grade boundary schools and colleges had to rank a pupil against others in that cohort studying that subject. This was to be based upon teacher assessment; ongoing

school year performance and mock results that the student had achieved. This CAG and rank were submitted to Ofqual early in June and it was reported that whilst schools had carried out moderation, the CAG received nationally would be much higher than previous year's results. Ofqual were then going to apply an algorithm to prevent grade inflation and that the grades would be determined more by trends in school performance and be less influenced by the teacher assessed grade. The outcome of this decision and the anomalies it created has been played out in the national media and a decision was made to reverse that decision on Monday 17<sup>th</sup> August. Students received either the CAG or calculated grade, whichever was higher.

Unfortunately, this decision was too late to prevent the universities progressing with offering places and now the universities and Government are working on ensuring students can be offered places to their preferred university courses. Many students have already deferred entry until next year and this is likely to have a detrimental knock on effect to current Year 12 students who will now face a reduction in places for some courses next summer.

- 3.1.3 On Tuesday 18<sup>th</sup> August 2020, government announced that for GCSE's they would award students the CAG or the calculated grade whichever was higher.

On 19<sup>th</sup> August 2020 around 4.30pm, the government asked for BTEC qualifications not to be released leaving young people without any results at all for BTEC qualifications. It has been announced that these grades will be released on 25<sup>th</sup> August, which will have further impact on students being able to gain certainty about their next destinations and further uncertainty for colleges and universities.

- 3.1.4 National league tables will not be produced this year, however collation of data indicates results out of line with all previous experiences. For example, 38.1% of all A levels awarded this summer were graded as A or A\*, compared to 25.2% in 2019; grade C and above has risen from 75.5% last year to 87.5% this year.

- 3.1.5 Similarly GCSE results demonstrate a rise in the proportion of higher grades and standard passes. For example 27.6% of students received grade 7 or above in 2020 compared to 21.9% in 2019 and has seen 1.3 million grade 7 or higher grades awarded this year compared to 1 million last year. Grade 4 or above has risen by 8.9% with 78.8% meaning four out of five grades were a standard pass or above. The rise across subjects is inconsistent with Biology GCSE increasing by 11% awarded at grade 7 or above compared to last year.

- 3.1.6 The discrepancy also varies amongst schools and areas. Halton schools had submitted grades that they felt were accurate and

reflected student's true ability and undertook rigorous moderating. Overall, the schools and College are happy with the final outcome.

- 3.1.7 These results will not however be used in any accountability framework and there is no intention for performance tables to be published for this year's results. Neither schools' nor the LA will be held accountable as the results are comparable to other years' results.

## 3.2 **Educational Challenges for September 2020 onwards**

- 3.2.1 Challenges will now lie in supporting pupils to reach their destination to continue their education, employment or training whilst preparing for the return of all pupils. Two of the key challenges will be how to support current Year 10 and 12 students who will be expected to take GCSE A level and vocational qualifications next summer. These two cohorts have experienced almost six months of home schooling which, however, good the quality cannot replace an in school full teaching programme.
- 3.2.2 Science subjects or those with practical elements could not possibly have been experienced in the manner or approach that would be required to access the full range of skills, experience and laboratory or field work required. Whilst the Government did consult on the curriculum for next year, few changes were made and so these two cohorts will need to sit virtually the same breadth and coverage of curriculum as previous years despite losing out on 6 months of teaching.
- 3.2.3 This will be further complicated by potential future establishment, bubble or area lockdowns.
- 3.2.4 Other cohorts affected will be young children starting school for the first time or those moving from Year Six primary to Year Seven secondary provision who will not have experienced the depth of transition preparation that would be typical for these year groups.
- 3.2.5 Whilst many children, young people and staff will be keen to return, the impact of social isolation alone will be evident on return to school. Some individuals may have experienced bereavement, illness, trauma, financial loss and struggle with other vulnerabilities or changes in routine. Schools, colleges and childcare provisions have prepared for a mixed response and various levels of anxiety on return and supporting children and families physically, socially and emotionally will be key before any gaps in curriculum coverage can be addressed. A comprehensive suite of resources have been made available to support the emotional health of staff and pupils.
- 3.2.6 Currently the government does plan for statutory assessments to be used next academic year including GLD; phonics; multiplication

tables check; Key Stage One and Two statutory assessments; GCSE; A level and vocational assessments.

### 3.3 **Changes to 2020-2021:**

- 3.3.1 Some schools have signed up as “Early Adopters” to carry out a reception baseline assessment check that was due to start this September but has now been deferred until September 2021.
- 3.3.2 Other schools have also signed up as an “Early Adopter” to be assessed next summer against Early Years reforms which would be due to replace the GLD measure. This means summer 2021 results will contain a sample of schools being assessed against a differing EY’s curriculum to the majority, with other schools still being assessed against GLD and the current EY’s EYFS Early learning Goals. It is important that any schools involved in this process share this update with the LA and with their feeder nursery or pre-school provider.
- 3.3.3 Phonics check is anticipated to continue as normal as are Key Stage one and Two statutory assessment. However the delay in the Early Year’s baseline assessment will mean that the cessation of Key Stage One Statutory Assessments will also be delayed for a further year
- 3.3.4 GCSE and A level are anticipated to take place next year, although the government have not yet announced their final decision as to whether the exam season will be delayed as this is still under review. Some minor changes have been made to assessment such as field work no longer having to take place physically but the skills demonstrated by remote learning or in a classroom, but generally most curriculum coverage remains in place. The government have said that papers will provide more options on each question to support some reduced coverage, but the changes reported so far are minimal.

### 3.4 **National Tutoring Programme**

- 3.4.1 The [National Tutoring Programme](#) is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils’ learning. From the 2020-21 school year, £350million nationally is being used towards the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures. The National Tutoring Programme (NTP) consists of two pillars:
- [Tuition Partners](#): schools will be able to access heavily subsidised tuition from an approved list of tuition partners. These organisations – which will all be subject to quality,

safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.

- [Academic Mentors](#): schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils

3.4.2 The National Tutoring Programme in its first year will be led by a collaboration of five charities - the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First - supported by the KPMG Foundation.

### 3.5 **Catch Up Premium**

3.5.1 The government has announced £1 billion of funding in total to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The remaining £350 million is used for the National Tutoring Programme.

3.5.2 The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

3.5.3 Funding will be provided to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 11.

3.5.4 Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year. This means a typical primary school of 200 pupils will receive £16,000 while a typical

secondary school of 1,000 pupils will receive £80,000. This funding will be provided in 3 tranches. Schools will receive an initial part payment in autumn 2020, based on the latest available data. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

- 3.5.5 Though funding has been calculated on a per-pupil or per-place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

#### 4.0 **POLICY IMPLICATIONS**

- 4.1 None identified.

#### 5.0 **FINANCIAL IMPLICATIONS**

- 5.1 The DfE have allocated each school funding to support the catch up of pupils/students. Schools will be planning how best to utilise this funding in the Autumn 2020 Term.

#### 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### 6.1 **Children & Young People in Halton**

It is essential that all children and young people can return to school safely in September as research shows that the gap for disadvantaged pupils has grown during the lockdown.

##### 6.2 **Employment, Learning & Skills in Halton**

None identified.

##### 6.3 **A Healthy Halton**

None identified.

##### 6.4 **A Safer Halton**

None identified.

##### 6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 It is crucial that the impact of any further lockdown is minimised through blended learning where some education is delivered on line and some elements in school.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Lockdown has increased the gap for those most disadvantaged. The funding available through the government needs to ensure this gap can be narrowed.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

None.