

Item 10.n Schools Liaison studies

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GCSE/A-level

- **GCSE/A-level examination 2021:** Following a joint DfE/Ofqual consultation, all Summer 2021 examinations are teacher assessed. Teachers will be able to use evidence of their students' performance gathered throughout the course to inform their judgement. This may include work that students have already completed, mock exams, homework or in-class tests. Exam boards will support teachers by setting exam questions, based on past papers. However, it is not compulsory to use these support materials provided by the exam boards. For University language departments it is worth noting that that no requirements about the minimum amount of content that should be taught or assessed have been set for the Summer 2021 examinations. At GCSE level, speaking will be not included in the GCSE grade; a separate GCSE Language speaking endorsement (Unclassified, Pass, Merit, Distinction) will be issued. At A-level, speaking will be integral of the A-level languages mark; but no formal oral assessment will have been taken place.
- **GCSE Content Review consultation:** In November 2019, the Department for Education (DfE) announced the appointment of an independent panel of experts to review the subject content for GCSEs in MFL (in fact for French, German and Spanish only). Their aim was to recommend changes to ensure the content continues to be rigorous as well as supporting high-quality teaching. Currently two consultations are live until 19 May 2021: DfE is consulting on the proposals for GCSE content. Ofqual is consulting on ensuing arrangements for the examinations themselves. UCML member organisations are strongly encouraged to familiarise themselves with the proposed changes and to respond to the consultation.

Relevant documents:

DfE consultation document: <https://consult.education.gov.uk/ebacc-and-arts-andhumanities-team/gcse-mfl-subject-content-review/>

DfE consultation online: <https://consult.education.gov.uk/ebacc-and-arts-andhumanities-team/gcse-mfl-subject-content-review/consultation/intro/>

OFQUAL consultation: <https://www.gov.uk/government/consultations/revised-gcsequalifications-in-modern-foreign-languages/revised-gcse-qualifications-in-modernforeign-languages>

Initial Teacher Training (ITT): Market Review

Background: The ITT Market Review was first mentioned in the Teacher Recruitment and Retention Strategy, 2019. As part of this the 'overly complex' ITT market was identified as 'causing inefficiencies and incentives that can prevent good teachers from working where they are needed most post-ITT'. The fragmentation and complexity have been partly caused by the introduction of a school-led ITT system parallel to the then existing often university-based system. Some extremely

strong partnerships between Universities, Teaching Schools and other school-led provisions have been developed across the country. However, currently over 1,000 organisations are involved in the delivery of ITT and the Teacher Recruitment and Retention Strategy suggests that ‘there is scope for building a more efficient and effective system’. In the strategy document, references are made to harnessing the experience and expertise of Teach First (representing on the panel) and some examples of growing bigger partnerships led by Sheffield Hallam University, Canterbury Christ Church University and the West Yorkshire SCITTs are referred to, too.

ITE Market Review: The announcement of the ITE Market Review coupled with the announcement of the establishment of a new Institute of Teaching (an envisaged beacon of excellence in Teacher Education) has provoked the ITE sector, which has led to the national campaign #TeachBest, representing ITE organisations across the school and university sectors. For more info see here: <https://www.teachbest.education/about-us/>

Concerns raised about this review include:

- Absence of a proper call for evidence
- Unreasonable timescale
- ITE providers haven’t yet had a chance to implement Government’s Core Content Framework (CCF) and showcase its impact on ITE
- Concern that only a few large providers will be asked to deliver ITE
- Concern that this small number of selected large ITE providers will sub-contract existing providers on a short-term basis, which ultimately may lead to being unviable for these sub-contracting organisations.

Initial Teacher Training and Teacher Supply

In the UCML School Liaison December report, I reported that UCML, ALL and other organisations endorsed a submission to the Migration Advisory Committee, led by the All-Party Parliamentary Group on Modern Languages. The submission urged the Migration Advisory Committee to include two key constituents on the Shortage Occupation List, i.e.: Public Service Interpreters and Translators as well as teachers of all modern foreign languages. The decision (December 2020) to exclude language teachers from the Shortage Occupation List has been overturned and since March 2021 language teachers for secondary schools of all languages are included.

Teaching School Hubs and the ‘golden thread’ of teacher development

In February 2021, the DfE announced 87 Teaching School Hubs (TSHs) across the countries. Each successful school/TSH has its own defined geographical patch and will be expected to be accessible to all schools within that area, serving between 200 and 300 schools each. Their remit is to provide high-quality professional development to teachers and leaders from September 2021. The hundreds of currently existing Teaching Schools will lose their status (and funding).

These newly created TSHs will have to demonstrate over time that they are key players in contributing to the delivery of the ‘golden thread’, i.e. the three teacher development frameworks: Core Content Framework (Initial Teacher Training), Early Career Framework (for early career teachers in their first two years), National Professional Qualifications Framework (three specialist frameworks and three leadership frameworks).