



Department
for Education

The School Snapshot Survey: Summer 2019

1. Curriculum

Research report

May 2020

IFF Research



Government
Social Research

Contents

List of figures	3
Executive Summary	4
Summer 2019 Curriculum Infographic	8
Background	9
Methodology	9
Interpreting the findings	9
1.1 English	11
Teachers reading aloud to pupils / classes	11
Pupils asked to read aloud in class	12
National network of English hubs	13
1.2 Computing	15
GCSE computer science study programme	15
Computer Science Accelerator Programme	16
Implementing content of the National Curriculum for Computing	17
1.3 Achieving the EBacc ambition	18
Capacity	18
Recruitment	19
Retention	20
1.4 Reformed GSCEs	21
1.5 Assessment	22
Support to conduct non-statutory assessment	22
Tracking pupil progress between statutory assessments	24
Pre-key stage exemplification materials for English	26

List of figures

Figure 1. Primary teachers and secondary English teachers reading aloud to pupils / classes	11
Figure 2. Primary teachers and secondary English teachers asking pupils to read aloud in class	12
Figure 3. Awareness of the national network of English hubs and the nearest English hub school.....	14
Figure 4. Awareness and completion of the Computer Science Accelerator Programme among secondary schools	16
Figure 5. Confidence that fully implementing the content outlined in the computing National Curriculum.....	17
Figure 6. Secondary schools: Teaching capacity to achieve the EBacc ambition by 2022	18
Figure 7. Difficulty recruiting teachers for Ebacc subjects in secondary schools.....	19
Figure 8. Difficulty retaining teachers for EBacc subjects in secondary schools	20
Figure 9. Secondary schools: confidence in teaching the second wave of reformed GCSEs	21
Figure 10. Whether classroom teachers were confident that they have the appropriate support to conduct effective non-statutory assessment	22
Figure 11. Additional non-statutory assessment support primary and secondary leaders and teachers would find beneficial (prompted)	23
Figure 12. How often schools/teachers record data to track pupil progress between statutory end-of-key stage assessments	25

Executive Summary

This report covers the curriculum related findings from the fourth (Summer 2019) wave of the School Snapshot Survey. A total of 820 surveys were conducted with school leaders and 1,028 surveys with teachers. In this report leaders includes staff that are headteachers, deputy headteachers, assistant headteachers and acting headteachers. The term 'teachers' refers to classroom teachers only. Where results are presented for both groups combined this is noted by reference to leaders and teachers. The survey covers a range of educational topics – this report focuses on leaders' and teachers' views on a range of policy areas relating to the curriculum.

Refer to the 'Workforce' and 'Support for Pupils' reports for findings on the other educational topics explored in the survey.

English

All primary teachers and secondary teachers who taught English were asked to report how often they read aloud to their pupils or classes. The vast majority of primary teachers (92%) and secondary English teachers (89%) said they asked their pupils to read aloud at least once a week. Primary teachers were significantly more likely to report reading aloud to pupils three or more times a week (78%) compared to secondary English teachers (59%). Primary teachers were significantly more likely to report reading aloud three or more times per week to reception and KS1 pupils (86% combined) compared to KS2 pupils (68%).

Thirty-four primary schools across England have been appointed as English Hubs. The English Hubs programme is supporting nearly 3,000 schools across England to improve their teaching of reading through systematic synthetic phonics, early language development, and reading for pleasure. The English Hubs are focused on improving educational outcomes for the most disadvantaged pupils in Reception and Year 1.

Around three-quarters (74%) of primary leaders in schools with a reception class and/or KS1 pupils reported that they were aware of the national network of English hubs. Around half (49%) of primary leaders who were aware of the national network of English hubs also stated that they knew which school was their nearest English hub; conversely the other half (51%) stated that they did not know where their nearest hub was. Primary leaders of schools with highest proportion of FSM pupils were significantly more likely to report knowing where the nearest English hub was (61%), compared to primary leaders of schools with the lowest proportion of FSM pupils (43%). This disparity between schools by their proportion of FSM pupils will likely reflect the aim of the English hubs programme, which has a specific focus on enhancing English provision among the most disadvantaged pupils.

Computing

The majority (84%) of secondary schools surveyed reported that they teach GCSE computer science. However, schools with the lowest proportion of FSM pupils were significantly more likely to offer computer science as a GCSE subject compared with schools with the highest proportion of FSM pupils (98% vs. 82% respectively).

The Computer Science Accelerator Programme is a 40-hour professional development programme to support GCSE computer science teachers, which was launched in January 2019. Of the schools that teach GCSE computer science, only about one-third (34%) of school leaders were aware of the Computer Science Accelerator Programme. Of the third that were aware, about one in five (19%) reported that teachers at their school had completed the programme. Close to three-quarters (74%) of those who knew teachers had done the programme reported that the course was either very or quite effective for their computer science teachers.¹

Four in five secondary schools (80%) were either very or quite confident that their school is fully implementing the content outlined in the National Curriculum programmes of study for computing. However close to one in ten (8%) were not very or not at all confident.

EBacc

The EBacc (English Baccalaureate) is a performance measure that signals when pupils have been entered for GCSEs in the following combination of subjects: English language and English literature, mathematics, science (combined science or three out of four of: biology, chemistry, physics or computer science), history or geography, and a modern or ancient language. Announced in July 2017, the EBacc ambition is that by 2022, three-quarters of pupils in year 10 will be studying EBacc eligible GCSE subjects and that by 2025, this will rise to 90% of the year group. In Summer 2019, less than half (44%) of secondary school leaders stated that they believed they had the teaching capacity to achieve the EBacc ambition by 2022. This is significantly fewer than the 52% of secondary schools that thought they had the teaching capacity the year prior in the Summer 2018 survey.

Following a similar trend to Summer 2018, 91% of secondary schools reported having difficulty recruiting teachers for at least one EBacc subject. Around three-quarters of secondary schools reported having difficulty recruiting science (76%) and maths (73%) teachers.

¹ Please note low base size (21); findings indicative only.

A significant decrease in the difficulty of retaining teachers in EBacc subjects from Summer 2018 (68%) to Summer 2019 (59%) was reported by the Secondary schools surveyed. Schools encountered the most difficulty retaining science (42%) and maths (38%) teachers.

Reformed GCSEs

Since September 2015, the Government has been introducing reformed GCSE qualifications in a series of waves. The second wave were taught from September 2016.

Secondary teachers who teach Key Stage 4 (excluding maths and English) were asked how confident they felt in teaching the second wave of reformed GCSEs. The majority (82%) stated that they were very (34%) or fairly confident (49%) while a small minority (7%) stated that they were not confident.

Non-statutory assessment

Reforms to the National Curriculum, set out by the Government in 2014, included the removal of the levels system used to assess pupils' attainment and progress.² As a result many schools have changed their approach to non-statutory assessment, particularly summative (assessments undertaken typically 2-3 times a year) and formative (day-to-day) assessments in recent years. Reflecting this change, the Summer 2019 School Snapshot Survey considered the support teachers now need to conduct non-statutory assessments as well as how frequently they track pupil progress during the school year.

Over four-fifths (83%) of teachers stated that they were very or fairly confident that they have appropriate support to conduct effective non-statutory assessments; just 6% were not very, or not at all, confident.

More than four-fifths of leaders and teachers reported that they would find subject-specific CPD (85%) and collaborative work across schools (84%) beneficial in supporting them with non-statutory assessment. Leaders and teachers within schools with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion to report that they would find collaborative work across schools (88% vs. 81%), extra CPD for teachers on formative assessments (70% vs. 60%) and improvements to the formative assessment element of teaching training (72% vs. 56%) to be supportive for non-statutory assessments.

2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/358070/NC_assessment_qualifications_factsheet_Sept_update.pdf

Tracking pupil progress between statutory assessments

Despite it no longer being mandated, all school leaders (100%) and nearly all teachers (99%) reported that their school (for leaders) or they personally (for teachers) still collect data to track pupil progress between statutory end-of-key stage assessments. The vast majority of leaders and teachers reported that pupil progress is tracked at least every term (either 'three times a year', or 'more than three times a year'), although teachers (97%) were significantly more likely to report this than leaders (93%). On average, teachers also reported they record data to track pupil progress more frequently than leaders said that their school did (with 49% of teachers reporting that they record data more than three times per year compared with just 25% of leaders stating their school does the same).

Pre-key stage exemplification materials for English

Primary leaders as well as primary teachers who teach year 6 were asked about their awareness of the pre-key stage exemplification materials for English language comprehension and reading. Leaders were significantly more likely to state that they were aware of these materials than teachers (96% vs. 85%). Of the Year 6 primary teachers who were aware of these materials just under three-quarters (72%) reported having used them, suggesting relatively high take-up amongst teachers who were aware.

Summer 2019 Curriculum Infographic

1. Curriculum

Primary and secondary English teachers read aloud to their pupils:



At least once a week: **95%**
 At least three times per week: **76%**

Teachers who said that they ask their pupils to read aloud at least once a week:



95%
of primary teachers

and

92%
of secondary English teachers

Of the primary teachers, the following proportions read to their class at least three times per week:

86%
Of those that teach reception and KS1 pupils

vs

68%
Of those that teach KS2 pupils



74% of primary leaders in schools with a reception class and/or KS1 reported that they are aware of the national network of English hubs



49% of these knew which school was their nearest Hub school

84% of secondary schools reported that they teach GCSE computer science



34% of these schools were aware of the Computer Science Accelerator Programme

20% of the schools aware said they had completed the accelerator programme

80% felt either very or quite confident that their school is fully implementing the content outlined in programmes of study for computing

1. Curriculum cont.

44% of secondary leaders believed that they have the teaching capacity to achieve the EBacc ambition by 2022



This is significantly less than in Summer 2018 (**52%**)

91% reported that they have difficulty recruiting teachers for EBacc subjects



While **59%** reported that they experienced difficulty retaining teachers



82% of secondary teachers of KS4 (excluding teachers of maths or English) felt **'very'** or **'fairly'** confident in teaching the second wave of reformed GCSEs



83% teachers were confident that they have **appropriate support to conduct effective non-statutory assessments**

49% of teachers reported that they record data to track pupil progress **at least once a term**



In comparison, only **25%** of leaders thought that their school did this

Background

This report covers the Summer 2019 findings of the fourth wave of the School Snapshot Survey. Since Winter 2017, this survey been conducted bi-annually to better understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics.

Methodology

A sample of 1,666 schools was drawn from the Department's database of schools, 'Get Information about Schools' and these schools were invited to take part in both the school and teacher components of the School Snapshot Survey. A further 300 schools were selected just to take part in the teacher component.

At each school, one leader was surveyed (predominantly via a telephone methodology) and up to three teachers were surveyed (using a combination of online and telephone interviewing). A total of 820 surveys were conducted with school leaders and 1,028 surveys with teachers. This was split by primary and secondary schools as shown in Table 1. Of the leaders, most were headteachers (73%) and just less than one in five were deputy headteachers (18%) (see the appendices for more detail).

Table 1. Completed surveys by teacher level and school type

	Leaders		Teachers	
	Primary	Secondary	Primary	Secondary
Completed surveys	418	402	519	509

Fieldwork took place between 3 June – 19th July 2019.

Interpreting the findings

Data presented in this report are from a sample of teachers and senior leaders rather than the total population of teachers and leaders. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school and by teacher demographics), the data is still subject to sampling error. Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95 percent confidence level, unless otherwise stated. This means there is no more than a 5 per cent chance that any reported differences are a consequence of sampling error.

Depending on the question, responses from school leaders have been weighted to represent the school view or to represent their individual view as a senior teacher (see the Technical Report for more details on the weighting). The report attempts to make this distinction clear by referring to responses from schools when the school-based weighting has been applied, and referring to leader responses when the teacher-based weighting (which utilises individual demographic details) has been applied. At the school-level we have used the general population of schools for weighting, however when comparing results by academy status or by level (i.e. primary schools vs. secondary schools) it is worth noting that in the general population the majority of secondary schools (68%) are now academies whereas only 32% of primary schools are academies.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools were put into a list of ascending order of the proportion of pupils that they have that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the 'lowest proportion' throughout the report represents the fifth of schools with the lowest proportion of pupils entitled to FSM. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. Schools in the 'highest proportion' quintile (quintile 5), represent the fifth of schools with the highest proportion of pupils entitled to FSM. Significant differences tend to be tested between schools with the lowest proportion of FSM pupils and schools with the highest proportion of FSM pupils.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables. For further information on the overall study methodology and weighting approach, please see the Technical Report.

Curriculum

Leaders and teachers were asked to provide their perspective on a range of policy areas relating to the curriculum, including English and reading aloud in class, computing, the English Baccalaureate (EBacc), reformed GCSEs and non-statutory assessment.

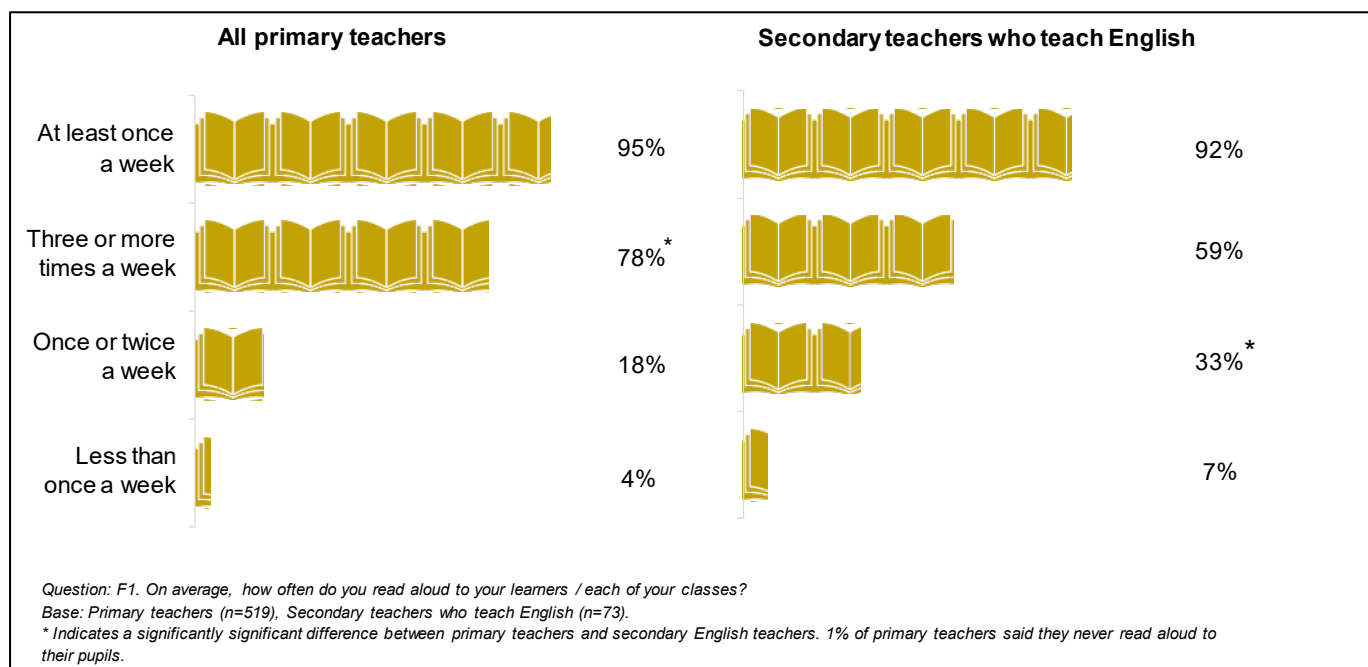
1.1 English

Teachers reading aloud to pupils / classes

All primary teachers, and secondary teachers who taught English, were asked to report how often they read aloud to their pupils or classes. Overall, 95% of all teachers said they read aloud to their pupils at least once a week, while three-quarters (76%) reported they did so at least three times a week.

Primary teachers were significantly more likely to report reading aloud to pupils three or more times a week (78%) compared to secondary English teachers (59%). Reception and KS1 teachers were also significantly more likely to report reading aloud three or more times a week to (86% combined) compared to KS2 teachers (68%).

Figure 1. Primary teachers and secondary English teachers reading aloud to pupils / classes



There was a significant difference in the likelihood of reporting reading aloud to pupils three or more times a week depending on their Ofsted rating. Teachers in schools with a 'requires improvement' rating were much more likely (87%) to report

reading aloud to pupils three or more times a week compared to those in schools with a 'good' rating (73%).

Secondary English teachers who were heads of department were significantly less likely to say that they read aloud to their classes three or more times a week (55%) compared to the average (76%). This is likely to be a reflection of the reduced classroom teaching time that heads of department have compared with fulltime classroom teachers.

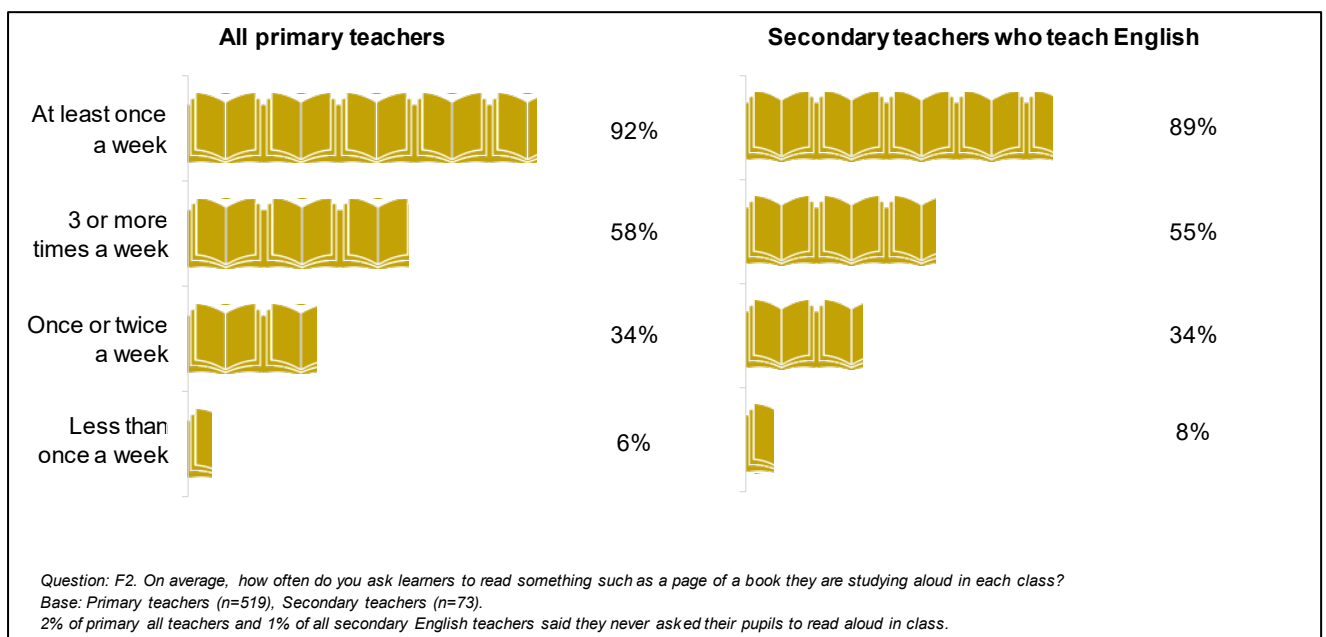
Pupils asked to read aloud in class

The vast majority of primary teachers (92%) and secondary English teachers (89%) said they asked their pupils to read aloud at least once a week.

There was very little difference in the reported frequency between primary and secondary English teachers. Just over half (58%) of all primary teachers reported asking their pupils to read aloud three or more times a week, a further one-third (34%) once or twice a week and 6% less than once a week. A very small minority (2%) of primary teachers said they never asked their pupils to read aloud in class.

These findings are similar to secondary English teachers. On average, 55% of secondary English teachers reported asking pupils to read aloud three or more times a week. A further third (34%) stated that they ask their pupils to read aloud once or twice a week and 8% less than once a week. A very small minority (1%) of secondary English teachers said they never asked their pupils to read aloud in class.

Figure 2. Primary teachers and secondary English teachers asking pupils to read aloud in class



Primary schools with the lowest proportion of FSM pupils were significantly more likely to ask pupils to read aloud once or twice less than once a week (38%) compared to schools with the highest proportion of FSM pupils (22%).

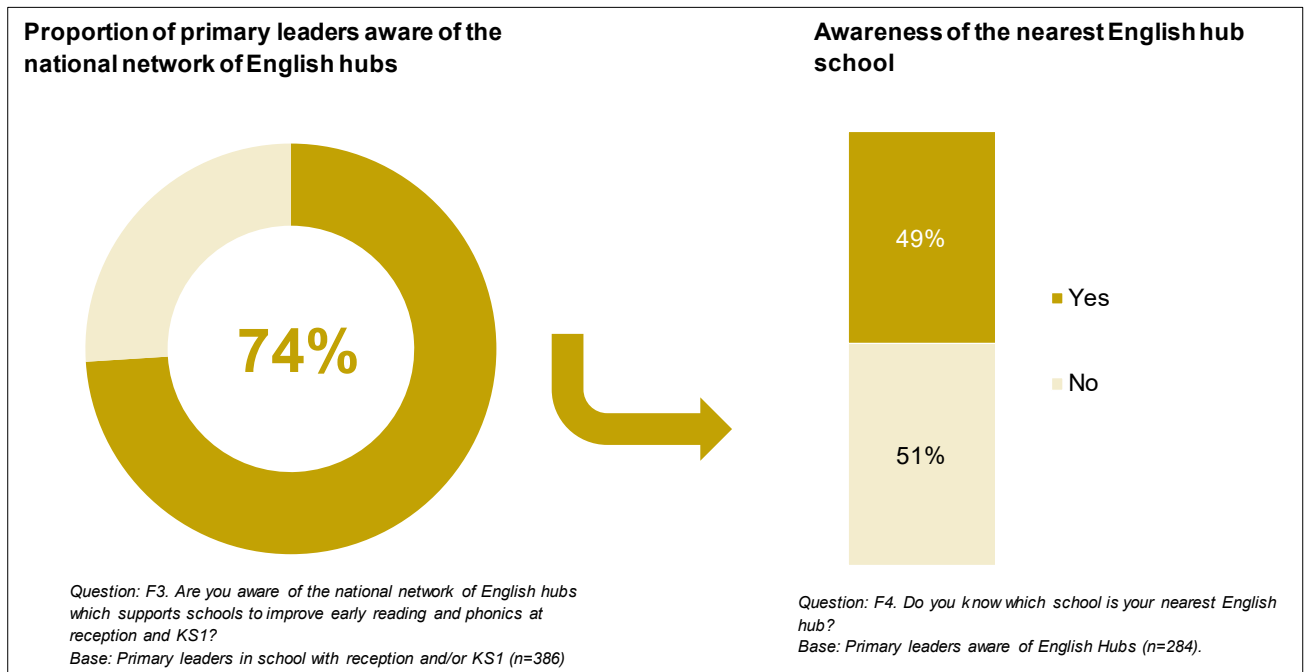
There were some significant regional differences in the reported frequency of primary and secondary English teachers asking their pupils to read aloud. When thinking about schools that reported to ask their pupils to read aloud less than once a week, primary and secondary English teachers in London schools were significantly more likely to report doing this (15%) compared to the average across regions (6%). Further, primary teachers in the East of England were significantly more likely to state that they never ask their pupils to read aloud (8%) compared to the average across regions (2%).

National network of English hubs

Thirty-four primary schools across England have been appointed as English Hubs. The English Hubs programme is supporting nearly 3,000 schools across England to improve their teaching of reading through systematic synthetic phonics, early language development, and reading for pleasure. The English Hubs are focused on improving educational outcomes for the most disadvantaged pupils in Reception and Year 1.

Around three-quarters (74%) of primary leaders in schools with a reception class and/or KS1 stated that they were aware of the national network of English hubs. Primary leaders who reported awareness of the national network of English hubs were asked whether they knew which school is their nearest English hub. Around half (49%) reported that they did, equivalent to 36% of all primary leaders with a reception and/or KS1 class.

Figure 3. Awareness of the national network of English hubs and the nearest English hub school



There were some regional differences in awareness. Primary leaders of schools in the South East were significantly less likely to report awareness of English hubs than other regions (62% vs. the 74% average across all regions) while among those reporting awareness of the National Network of English hubs, primary leaders of schools in Yorkshire and the Humber were significantly more likely than average to report awareness of which school was their nearest English hub (65% vs. the 49% average across all regions).

In addition, primary leaders of schools with the highest proportion of FSM pupils were significantly more likely to state that they know where the nearest English hub was (61%), compared to leaders of schools with the lowest proportion of FSM pupils (43%). This disparity will likely reflect the aim of the English hubs programme, which has a specific focus on enhancing English provision among the most disadvantaged pupils.

1.2 Computing

People who are proficient in computing and computer science play a critical role in supporting the UK's long-term economic future, which is dependent on high-level technology skills. The new computing curriculum and reformed computer science GCSE helps to ensure that pupils will have the knowledge and skills they need to go on to specialise in innovative technologies, and become active creators of digital technology.

On 7 November 2018, the DfE launched the National Centre for Computing Education (NCCE), supported by £84 million of new funding, to deliver ambitious continuing professional development programmes aimed at improving the knowledge, skills and confidence of primary and secondary computing teachers. Improving the quality of computing teaching is intended to improve pupils' engagement with the subject and increase entries to the GCSE.

GCSE computer science study programme

Since September 2015, the Government has been reforming GCSEs and introducing the new GCSE exams in a series of waves. The second wave launched in September 2016 and saw the introduction of computer science, along with a range of 16 other subjects.

The majority (84%) of secondary schools that were surveyed teach GCSE computer science.

Schools with the lowest proportion of FSM pupils were significantly more likely to offer computer science as a GCSE subject (98%) compared with schools with a higher proportion of FSM pupils: quintile 2 schools: 88%; quintile 3 schools: 83%; quintile 4 schools: 81%; and 82% among quintile 5 i.e. those with the highest proportion of FSM pupils.

Schools in the South East were significantly more likely to teach GCSE computer science (94%) compared to schools in both the East Midlands (75%) and the West Midlands (78%).

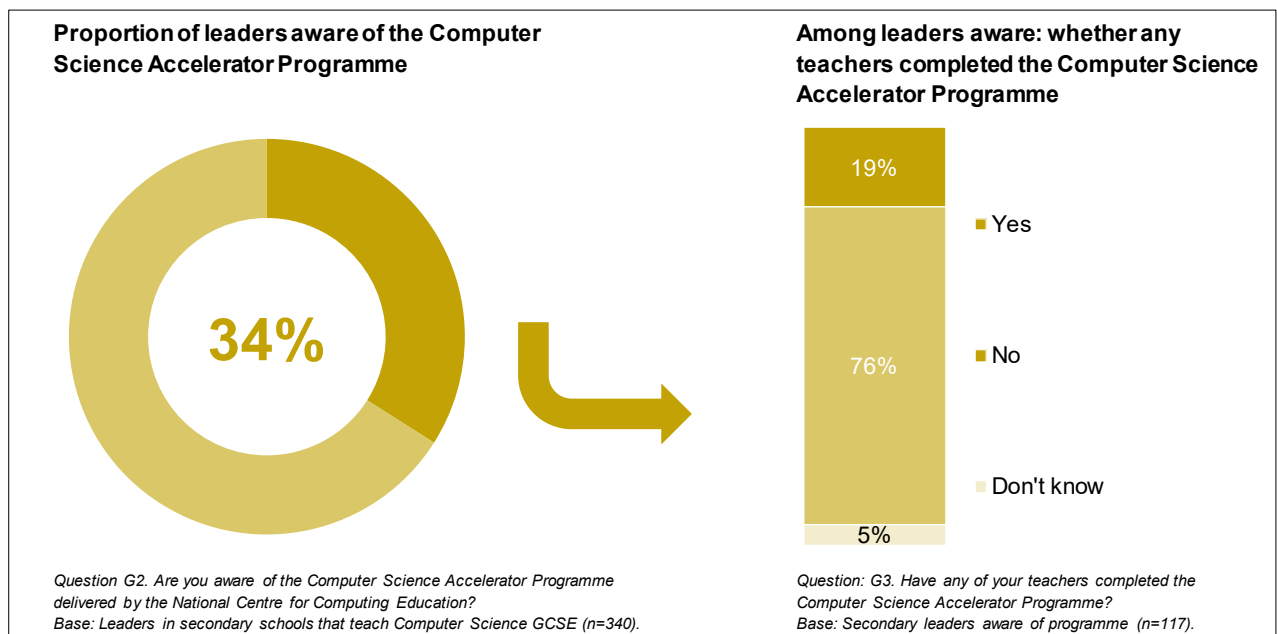
Computer Science Accelerator Programme

The Computer Science Accelerator Programme is a 40-hour professional development programme to support GCSE computer science teachers. It is delivered by the NCCE and first courses commenced in January 2019.

Around one-third (34%) of the surveyed secondary leaders at schools teaching GCSE computer science were aware of the Computer Science Accelerator Programme. Compared to the average across all regions, this was significantly higher in the North West (50%).

Among the secondary leaders aware of the Computer Science Accelerator Programme, 19% reported that at least one of their teachers had completed it. The majority of these leaders (74%) felt that the Programme had been either very or quite effective for their computer science teachers.³ The remainder (26%) did not know how effective the Programme was for their computer science teachers. These findings suggest that although uptake is not yet common among secondary schools, this is partly due to a lack of awareness about the Programme, and most of those who have engaged with it found it to be useful.

Figure 4. Awareness and completion of the Computer Science Accelerator Programme among secondary schools



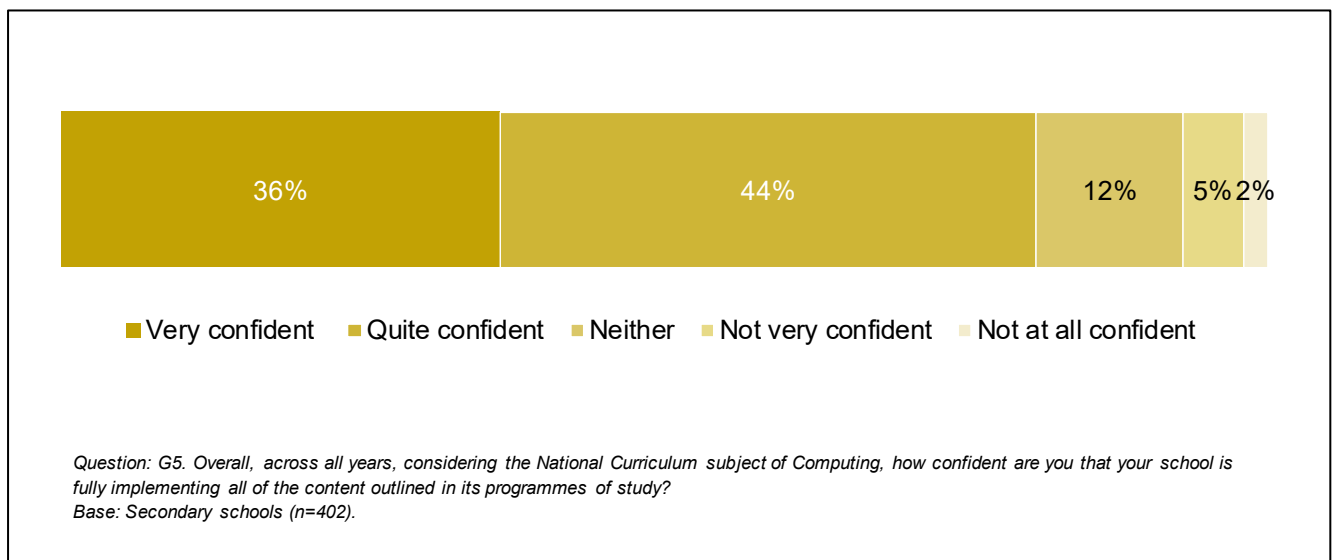
³ The base size for secondary schools which have teachers who have completed the Computer Science Accelerator Programme is 21. Therefore, these findings should be treated as indicative only.

Implementing content of the National Curriculum for Computing

Secondary school leaders were asked how confident they are that their school is fully implementing all of the content outlined in the National Curriculum for computing.

Four in five secondary school leaders were either very (36%) or quite (44%) confident that their school is fully implementing the content outlined in programmes of study for computing. A small proportion of secondary leaders (8%) were not very or not at all confident in their school's implementation of the computing programme of study outlined in the National Curriculum. A further 12% were neither confident nor not confident.

Figure 5. Confidence that fully implementing the content outlined in the computing National Curriculum



Secondary leaders at schools with the lowest proportion of FSM pupils were significantly more likely to be confident in implementing computing content (90%) compared to schools with the highest proportion of FSM pupils (72%).

In addition, leaders in schools with an 'outstanding' Ofsted rating were significantly more likely to report that they were confident (91%) compared to leaders in schools with lower ratings, particularly those rated as 'requires improvement' (69%).

Secondary leaders in the West Midlands were significantly more confident (92%) than the average across regions (80%), whereas leaders in the East Midlands were significantly less confident (66%). Secondary leaders of schools in London were significantly more likely to not be confident (15%) compared to the average across regions (8%).

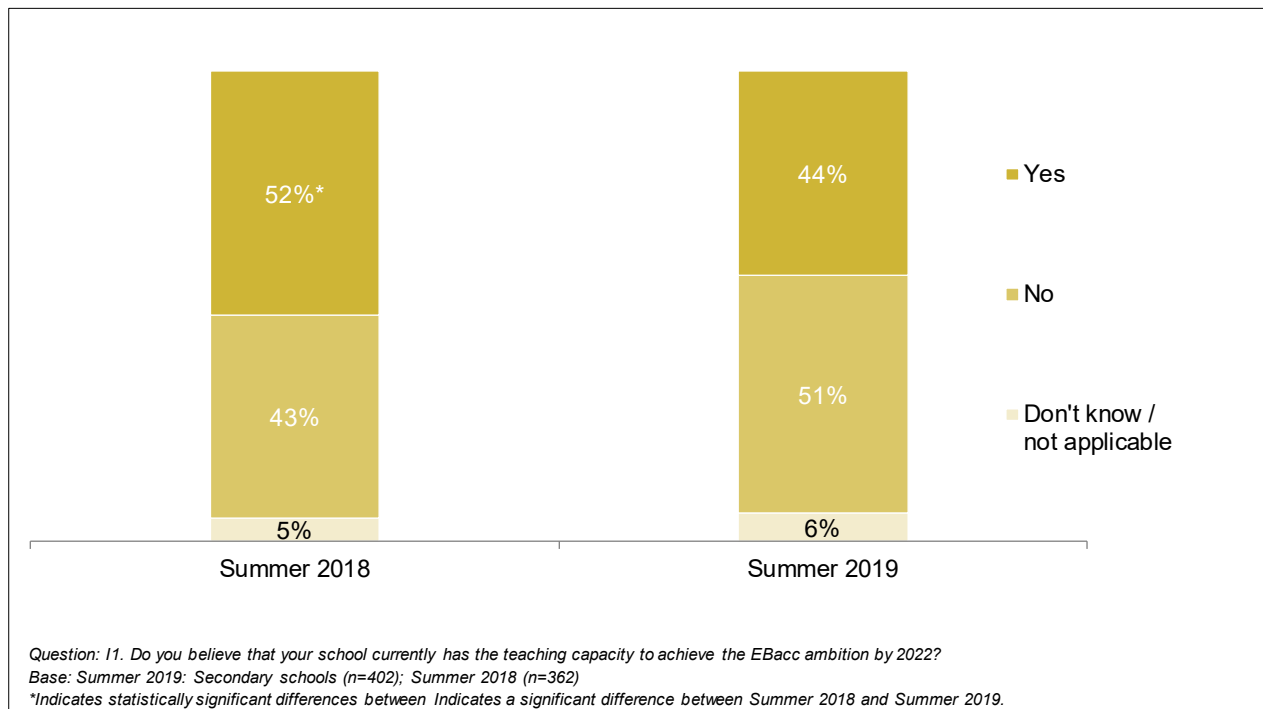
1.3 Achieving the EBacc ambition

The EBacc is a performance measure that signals when pupils have been entered for GCSEs in the following combination of subjects: English language and English literature, mathematics, science (combined science or three out of four of: biology, chemistry, physics or computer science), history or geography, and a modern or ancient language). In 2017, the government set out an ambition that 75% of year 10 pupils in state-funded mainstream schools will start to study GCSEs in the EBacc combination of subjects by September 2022, as an important stepping stone to reaching 90% of year 10 pupils studying GCSEs in the EBacc subjects by 2025.

Capacity

In Summer 2019, less than half (44%) of secondary schools stated that they believed they had the teaching capacity to achieve the EBacc ambition by 2022. This is significantly less than the 52% that thought they had the teaching capacity in the Summer 2018 survey. In this survey, around half (51%) stated that they believed that they did not have the teaching capacity, 2% said they did not know and a further 4% said that it was not applicable, for example because they were a middle school.

Figure 6. Secondary schools: Teaching capacity to achieve the EBacc ambition by 2022



Secondary schools with the lowest proportion of FSM pupils were significantly more likely to believe they had the teaching capacity to achieve the EBacc ambition by

2022 (73%) compared to all other schools (quintile 2: 42%; quintile 3: 41%; quintile 4: 36%; and quintile 5 schools with the highest proportion of FSM pupils: 40%).

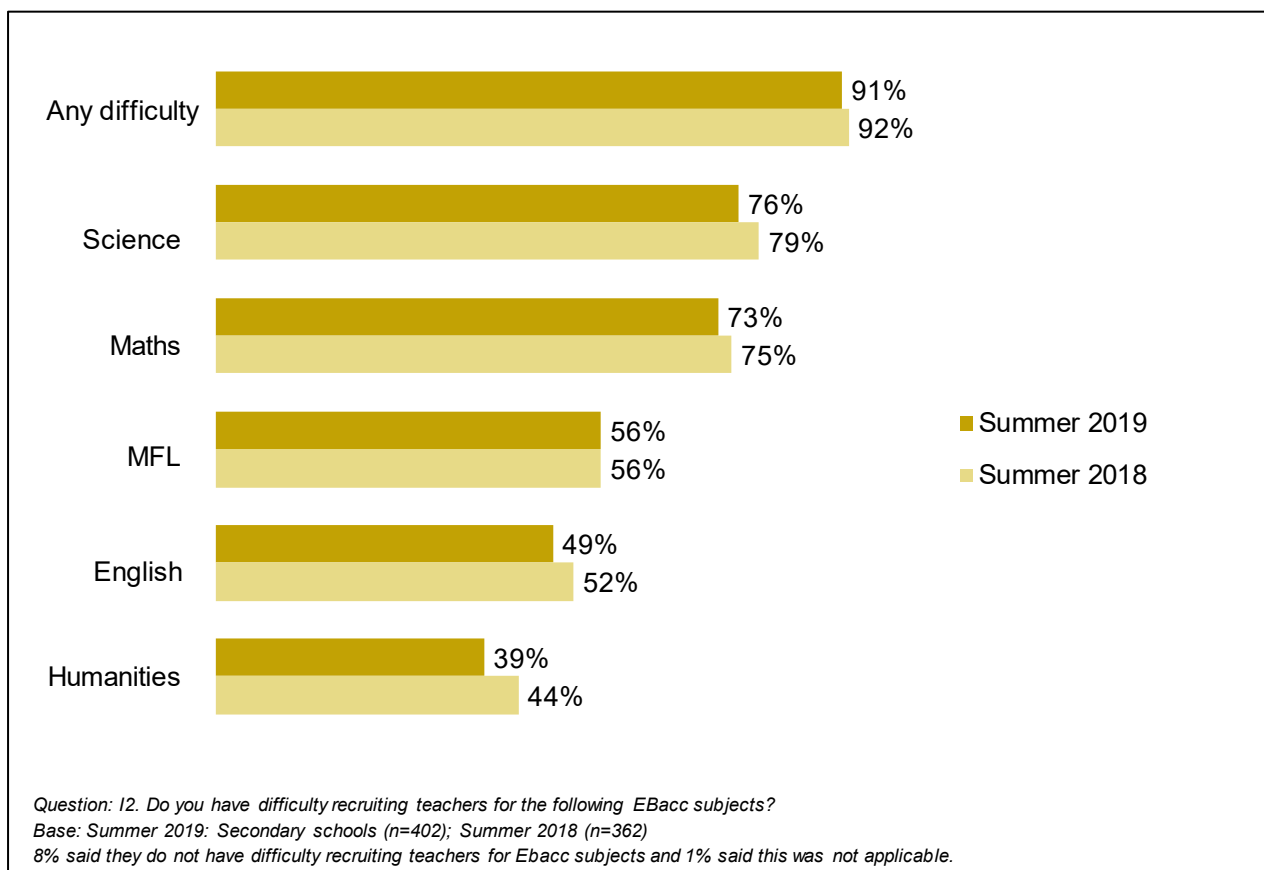
Secondary schools that had an Ofsted rating of ‘outstanding’ were more likely to believe they had the teaching capacity to deliver the EBacc ambition for 2022 (67%) compared to schools with both a ‘good’ (38%) and ‘requires improvement’ (35%) rating, as were London secondary schools (64%), compared to schools in other regions.

Recruitment

Secondary school leaders were asked whether they had experienced difficulty recruiting teachers for the EBacc subjects.

Following a similar trend to Summer 2018, nine in 10 (91%) reported that they had experienced difficulty recruiting for the EBacc subjects. This was most commonly for science (76%) and maths (73%) teachers. Around a half reported having experienced difficulty recruiting Modern Foreign Language (56%) and English teachers (49%), and two-fifths (39%) reported difficulties recruiting humanities teachers. These results are very similar to those found in Summer 2018.

Figure 7. Difficulty recruiting teachers for EBacc subjects in secondary schools



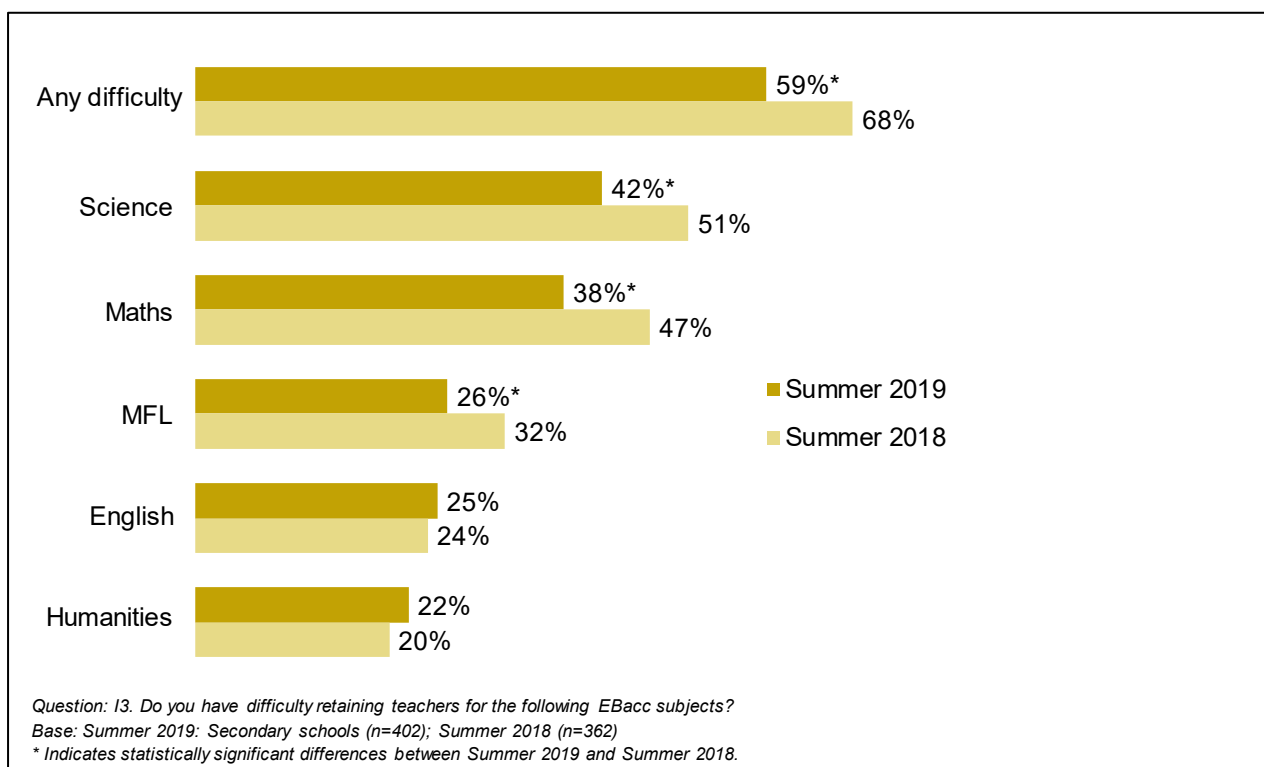
Secondary schools with the highest proportion of FSM pupils were significantly more likely to report that they had difficulty recruiting teachers for any of the EBacc subjects (95%) compared to schools with the lowest proportion of FSM pupils (83%).

Retention

More than half (59%) of the secondary schools surveyed had experienced difficulty in retaining teachers in EBacc subjects, a significant decrease since Summer 2018 (68%).

As shown in Figure 8, the overall fall compared with Summer 2018 is as a result of reduced retention difficulties for science (Summer 2019: 42%; Summer 2018: 51%), maths (Summer 2019: 38%; Summer 2018: 47%) and modern foreign languages (Summer 2019: 26%; Summer 2018: 32%)

Figure 8. Difficulty retaining teachers for EBacc subjects in secondary schools



Secondary schools with the highest proportion of FSM pupils were significantly more likely to report difficulty retaining teachers for any of the EBacc subjects compared with schools with the lowest proportion of FSM pupils (73% vs. 33%), with the difference particularly marked for science (49% vs. 27%); maths (48% vs. 21%); MFL (30% vs. 10%); and humanities (31% vs. 8%) teachers among schools with the highest proportion of FSM pupils.

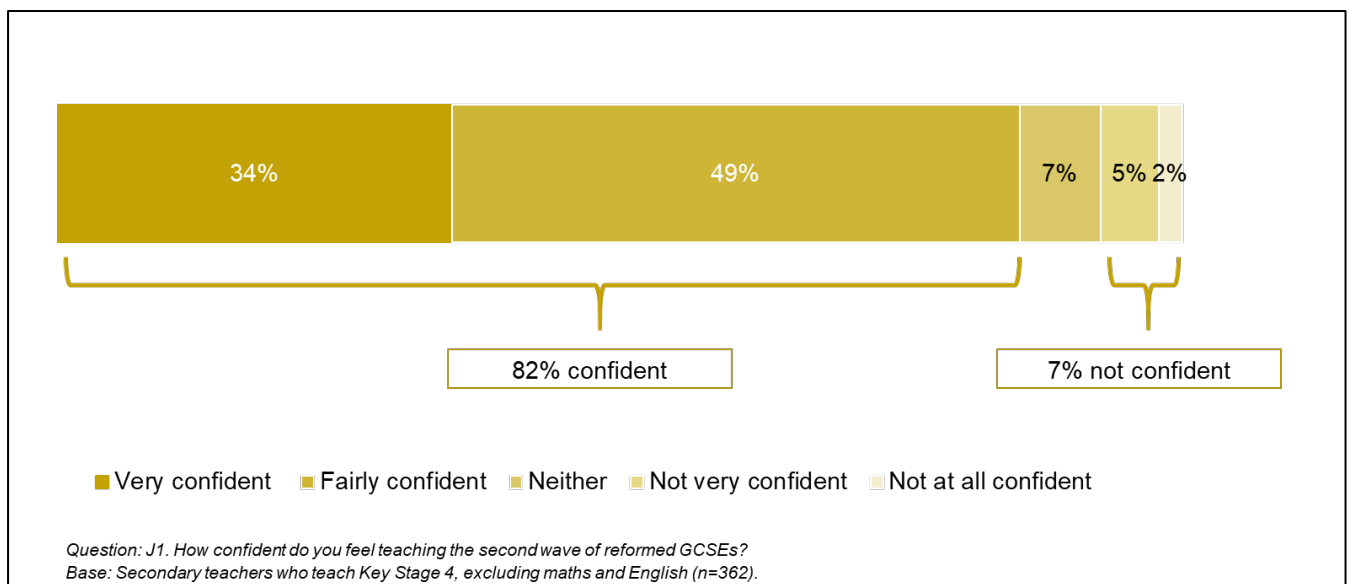
Non-academies were significantly more likely to report experiencing difficulties retaining science teachers (50%) compared to academies (38%).

1.4 Reformed GCSEs

Since September 2015, the Government has been reforming GCSEs and introducing the new GCSE exams in a series of waves. Reformed English language, English literature and maths were the first wave of new GCSEs introduced in September 2015. The second wave were taught from September 2016 and the subjects which changed in that year were: Art and Design, Biology, Chemistry, Citizenship Studies, Combined Science, Computer Science, Dance, Drama, Food Preparation and Nutrition, French, Geography, German, Classical Greek, History, Latin, Music, Physical Education (including short course), Physics, Religious Studies (including short course), and Spanish.

Secondary teachers who teach Key Stage 4 (excluding maths and English teachers) were asked how confident they felt in teaching the second wave of reformed GCSEs. The majority (82%) stated that they were very (34%) or fairly confident (49%) while a small minority (7%) stated that they were not confident.

Figure 9. Secondary schools: confidence in teaching the second wave of reformed GCSEs



Secondary teachers who are heads of department were significantly more likely to report feeling very confident (34%), than other teachers (22%).

The vast majority of science (92%) and modern foreign language (90%) teachers reported confidence in teaching the second wave of GCSEs, higher than teachers of other subjects.

1.5 Assessment

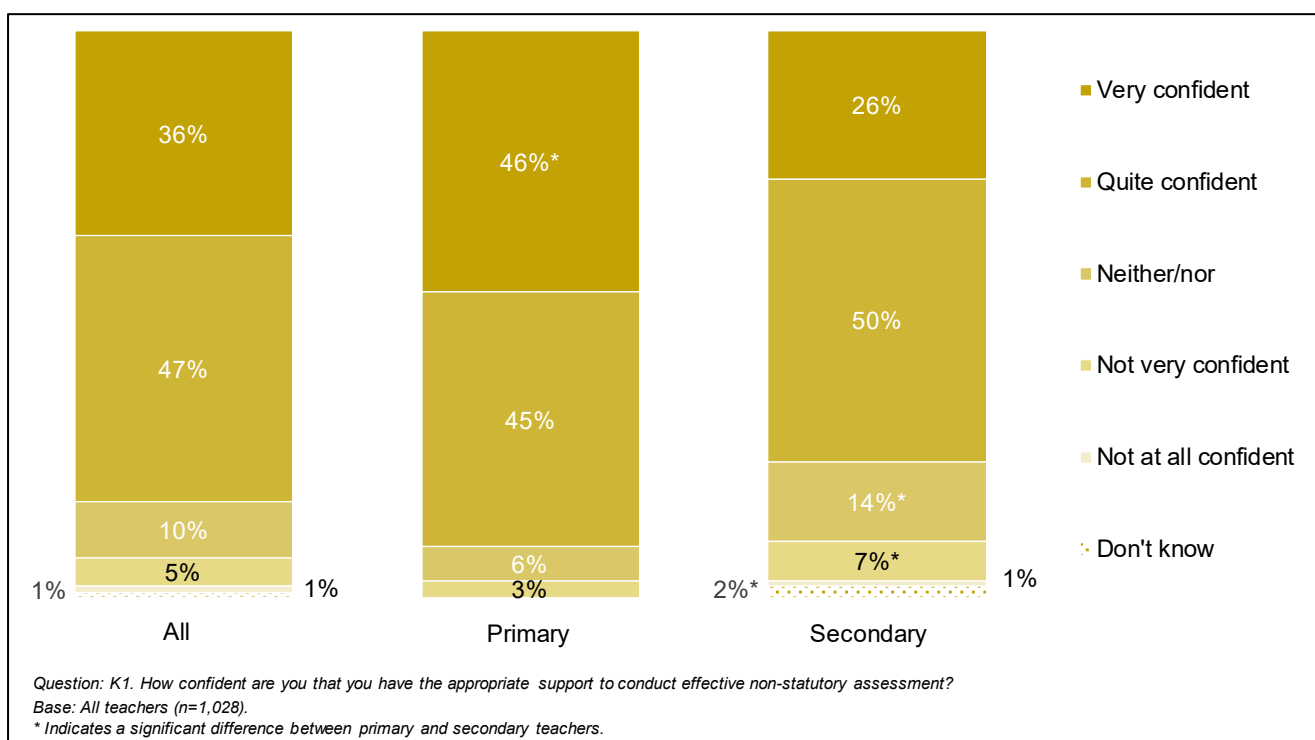
Reforms to the National Curriculum, set out by the Government in 2014, included the removal of the levels system used to assess pupils' attainment and progress, enabling schools to develop their own methods of assessment, tailored to the needs of their students.⁴ As a result, many schools have changed their approach to non-statutory assessment, particularly summative (assessments undertaken typically 2-3 times a year) and formative (day-to-day) assessments in recent years.

Reflecting this change, the Summer 2019 School Snapshot Survey considered the support teachers now need to conduct non-statutory assessments as well as how frequently they track pupil progress during the school year.

Support to conduct non-statutory assessment

As shown in Figure 10, over four-fifths (83%) teachers stated that they were very or fairly confident that they have appropriate support to conduct effective non-statutory assessments; just 6% reported that they were not very, or not at all, confident.

Figure 10. Whether classroom teachers were confident that they have the appropriate support to conduct effective non-statutory assessment



There were a number of subgroup differences. The following were all significantly more likely to report feeling confident that they have appropriate support to conduct non-statutory assessment:

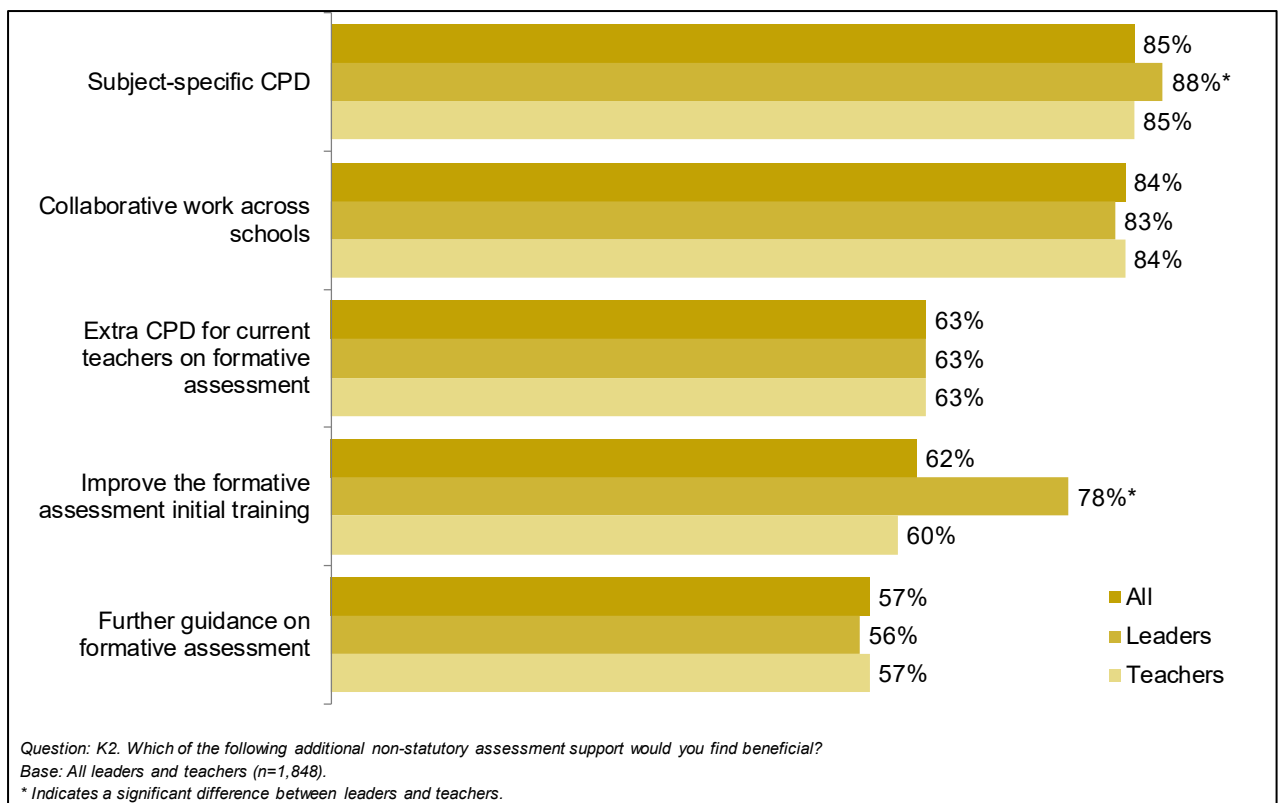
- Primary teachers (91% vs. 76% among secondary teachers) – see Figure 10 for a full breakdown.
- Those in voluntary aided schools (94% vs. 81% of academy converters and 81% of sponsor-led academies).
- Those in schools rated as outstanding (88% vs. 75% of those in schools requiring improvement)

Leaders and teachers were asked about additional support they might find beneficial for conducting non-statutory assessment, with a list of support options read out to them. As Figure 11 illustrates, all the forms of support covered in the survey were thought to be beneficial by the majority of school leaders and teachers.

Between 80% and 90% of leaders and teachers reported that they would find subject-specific CPD and collaborative work across schools to be beneficial.

Around three in five leaders and teachers said that they would find the remaining forms of support beneficial, covering extra CPD for current teachers on formative assessment, improving the formative assessment initial training (this was of particular interest to leaders), and further guidance on formative assessment.

Figure 11. Additional non-statutory assessment support primary and secondary leaders and teachers would find beneficial (prompted)



Leaders and teachers from primary schools were significantly more likely to report that they would find extra CPD for current teachers on formative assessment and improvements to the formative assessment element of initial teacher training beneficial (65% vs. 68% respectively) than those from secondary schools (60% vs. 56%).

Across three of the five forms of support covered in the survey, leaders and teachers within schools with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion to report that they would find these beneficial. These were: collaborative work across schools (88% vs. 81%); extra CPD for teachers on formative assessments (70% vs. 60%); and improvements to the formative assessment element of teaching training (72% vs. 56%).

Predictably, teachers who stated that they were confident that they have appropriate support to conduct non-statutory assessments were less likely to find various forms of additional support beneficial. For instance, among those who reported being very confident that they have appropriate support, under half (47%) would find further guidance on formative assessment beneficial, compared to over three-quarters (78%) who were not very confident.

School leaders and teachers were asked whether they would find anything else beneficial in helping them to conduct additional non-statutory assessments (i.e. beyond those discussed in Figure 11). The most common suggestions were more funding to improve schools' administration of non-statutory assessments (6%, significantly higher in secondary (8%) than primary (4%) schools) and more accessible resources for teachers (5%).

Tracking pupil progress between statutory assessments

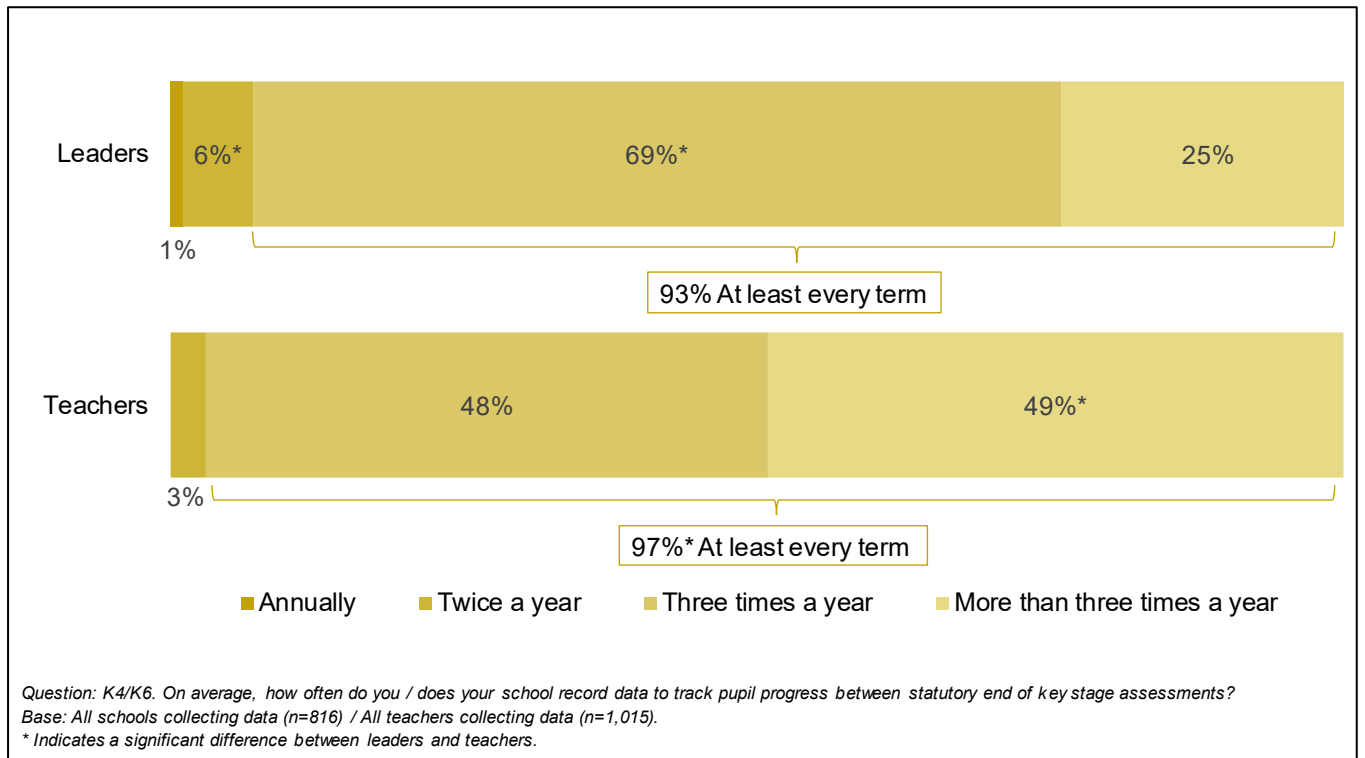
School leaders and teachers were asked whether their school (for leaders) or they personally (for teachers) collect data to track pupil progress between statutory end-of-key stage assessments. Although, with the removal of levels, using data to track pupil progress is not compulsory, all leaders (100%) and nearly all teachers (99%) reported that they still do this.

Figure 12 outlines how often leaders and teachers record data to track pupil progress: it shows that teachers tend to personally record data to track pupil progress more frequently than leaders report that their school does.

The vast majority of leaders and teachers reported that pupil progress is tracked at least every term, and teachers (97%) were significantly more likely to report this than leaders (93%). Furthermore, around half (49%) of teachers reported that they record data more than three times a year compared to only a quarter (25%) of leaders

indicating that their school did this (this finding was statistically significant). These differences between leaders and teachers are pertinent given the concern over teacher workload (discussed in Chapter 2).

Figure 12. How often schools/teachers record data to track pupil progress between statutory end-of-key stage assessments



Leaders from the following groups were significantly more likely to report frequent recording of data to track pupil progress:

- Those in primary schools who said this happened at least termly (94% vs. 87% in secondary schools).
- Those from larger schools, with 500 or more learners, who said this happened more than three times a year (26% vs. 18% among schools with fewer than 500 learners).
- Those from schools in the South East who said this happened more than three times a year (41% vs. 25% average).

Pre-key stage exemplification materials for English

Primary leaders as well as primary teachers who teach year 6 were asked about their awareness of the pre-key stage exemplification materials for English language comprehension and reading. The vast majority of both groups stated that they were aware of those materials, though this was higher among leaders (96%) than teachers (85%).

Leaders and teachers based in schools in London were significantly less likely to report that they were aware of these materials than respondents in other regions (71% vs. 90% average across all regions).

The 85% of Year 6 primary teachers who were aware of these materials were asked whether they had used them. Just under three-quarters (72%) of those aware stated that they had used them, equivalent to three-fifths (61%) of all Year 6 teachers.



Department
for Education

© IFF Research 2019

Reference: DFE-RR981

ISBN: 978-1-83870-101-7

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Any enquiries regarding this publication should be sent to us at:

Omnibus.SURVEYS@education.gov.uk or www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications