

Director's Briefing for Chairs & Vice Chairs

Free School Meal Eligibility Service

Data Team



Background

All pupils whose parents are in receipt of certain benefits (as listed below), are eligible for Free School Meals. In order to secure maximum funding for your school it is important that you identify those pupils who attract additional funding (Pupil Premium). Schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception to year 6
- £955 for pupils in year 7 to year 11

Eligibility

- The criteria for FSM eligibility are as listed below where parents/guardians are in receipt of one or more of the following benefits:
 - Universal Credit
 - Income Support
 - Income-based Job Seekers' Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - the Guaranteed element of State Pension Credit
 - Child Tax Credit, provided they are **not** also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs
 - Working Tax Credit run-on, paid for four weeks after they stop qualifying for Working Tax Credit

What is Included in the Free School Meals Checking Service:



The service consists of two elements:

1. Bulk FSM Checks

- We will perform checks for your Barnet resident pupils listed in your October and January Census returns, against the Barnet's Revenue & Benefit data to ensure that as many as possible **newly** eligible FSM pupils are identified for your school.

If no extra pupil(s) have been identified your subscription to this service will be refunded. Worth noting that even finding one eligible pupil pays for the service and so its worth buying in.

2. Ad-hoc Checks

Unlimited Ad-hoc FSM Checks for new claimants are also included in this service, where we will provide you quick, easy and authoritative results from DfE's FSM Eligibility Checking System throughout the financial year. You can also use this element of the service for your non-Barnet resident pupils. You will only need to provide the following information to us:

- Parent's National Insurance Number or National Asylum Support Service Reference Number
- Parent's date of birth
- Parent's surname

When a child moves from another school to yours and you are unable to establish his/her FSM Transitional Protection Status from the previous school. You will only need to provide the following information to us:

- Pupil's Full Name,
- Pupil's UPN
- Pupil's DOB.

Suspension and Exclusion Guidance 2022

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022](#)

- ▶ Reflects the good practice developed in Barnet schools:
- ▶ Headteachers may cancel an exclusion that has not been reviewed by the governing board – notify in writing
- ▶ Schools, nor the local authority can operate a ‘no exclusions’ policy as this is not in every child’s best interests
- ▶ Appropriate use of managed moves (parents need to agree) and direction off site to alternative provision (no agreement from parents needed – academies under ‘general powers’)
- ▶ Parents can complain to the GB if they feel a managed move has been forced upon them – ‘off rolling’

Children with a Social Worker and informing the local authority

- ▶ Schools will need to inform the local authority of any suspension – LA working on a mechanism
- ▶ For children with a social worker (children who are Children in Need or on the Child Protection register) schools must now inform the child's social worker regarding a suspension or exclusion.
- ▶ Not new – Schools must inform the Virtual School of any suspension or exclusion of a LAC pupil
- ▶ All LAC pupils, if receiving a suspension or exclusion must be provided with full time education from day one, unless unsafe to do so

School's duty to inform governors

- ▶ Exclusion and suspension data together with pupils removed from roll for any other reason should be presented to governors once a term
- ▶ Governors should be informed of a permanent exclusion, a suspension for more than 5 school days and if a student is going to miss a public exam.

The role of governors

- ▶ Governors must be aware of the school's exclusion (permanent exclusions) and suspension (fixed term exclusions) data (numbers, year groups, ethnicity, SEND, patterns in the academic year etc)
- ▶ Governors to hold senior leaders to account regarding how they are planning to reduce the number of exclusions and suspensions
- ▶ Be aware of reasons for pupils being removed from roll or pupils that are being educated off site – is it in the pupil's and the school's best interests? How is attendance and quality of provision monitored?
- ▶ Hear representations from parents, and pupils if appropriate, on request or within 15 school days if the suspension(s) is/are more than 15 school days in one term, a permanent exclusion or a pupil is missing a public exam
- ▶ NB – no minimum timeframes cited – rules of natural justice
- ▶ Training – 9th November 2022 – virtual or contact jane.morris@barnet.gov.uk

Changes to the School Admissions Appeals Code

Director's Briefing – October 2022

Background

- All parents have the right to apply for a place at a state-funded school
- Where an application is refused, the outcome letter **must** set out information about the applicant's right to an independent appeal
- The mandatory requirements and statutory guidance on appeals are set out in the [School Admissions Appeal Code](#)
- The Appeals Code applies to all maintained mainstream schools and academies

Admission Authorities' role in relation to appeals

School admission authorities have two distinct roles in relation to school admission appeals:

- To arrange for an independent panel to hear appeals for a place at the school
- To present evidence to the independent appeal panel as to why the admission authority refused to admit the child who is the subject of the appeal

The details are set out in the [School Admissions Appeal Code](#)

Variation to the Appeals Code 2012 during the pandemic

- Prior to the Covid-19 pandemic, all appeals were held in person with three panel members
- Due to the Covid-19 restrictions, it became difficult to hold appeal hearings face-to-face and with three panel members
- In April 2022, the DfE introduced temporary amendment regulations to appeal arrangements giving more flexibility to admission authorities and appeal panels
- under the temporary arrangements, appeals panels could be **held in person, by telephone or video conferencing, or on paper** and it was permissible for a panel of **two members to make a decision** if the third had to withdraw due to Covid-related reasons
- the temporary arrangements expired on **30 September 2022**

Consultation on proposed changes to the Appeals Code

- The benefits of virtual appeal hearings for both admission authorities and appellants were recognised, in terms of time and cost savings
- Parents were able to access the appeals system more easily, for example not having to take time off work and arranging child care, making savings on travel time and travel / parking costs
- Admission authorities made savings on venue and associated costs
- between **07 February and 3 April 2022**, the DfE consulted on bringing the temporary changes to the Appeals Code (i.e. flexibility on attendance and allowing a two-member panel where necessary)

Feedback on the consultation

- There was broad support for the proposals, in particular for the proposal to retain an option for holding remote appeals
- A minority of respondents raised important issues about around the fairness of a two-member panel
- For example, where the two panel members disagreed a majority decision could not be made

Changes to the Appeal Code 2022

- On **1 October 2022**, the new School Admissions Appeals Code 2022 came into force and applies to all appeals lodged on or after this date
- The overriding principles governing all appeals are still **procedural fairness** and **natural justice**
- The Code now allows appeal hearings to be held either **face-to-face, remotely** or through a **hybrid arrangement** (mixture of the two)
- There is a clear presumption that that hearings are held by video or telephone, **only** as a back-up option; **paper-based hearings are not permitted**

Changes to the Appeal Code 2022 (continued..)

- The panel **must** still consist of a chair and at least two other panel members, including one lay person and someone with experience in education
- If a panel member has to temporarily withdraw (for example due to illness), the panel must postpone the remaining hearings until the panel member returns
- If they are unable to return, the admission authority must appoint a replacement and the new panel must rehear any appeals which have been part heard before the withdrawal of the panel member
- Admission authorities remain responsible for compliance to the Appeals Code, even where a third party has been appointed to handle the appeal on behalf of the admission authority.



Ofsted Update

Update on the Ofsted Handbook

- Structured differently
- Section 5 inspections are GRADED INSPECTIONS
- Section 8 inspections are UNGRADED INSPECTIONS
- No formal designation inspections are URGENT INSPECTIONS
(can become a graded inspection if concerned)
- Inspectors and schools will only need to refer to one handbook
- Minimal changes to inspection policy and process

Impact of COVID-19

- Ofsted appreciate that covid is still having an impact
- Integrated COVID-19 into main content of handbook
- Will continue to take account of impact that COVID-19 has and is having

GRADE DESCRIPTORS

- All grade criteria is one place
- They are a guide and do not replace the professional judgement of the inspection team.

Rank	Area	G or O	Outstanding	Good	Requires Improvement	Inadequate
1	London, City of <i>1 school(s)</i>	100%	100%	0%	0%	0%
2	Hounslow <i>67 school(s)</i>	98.5%	28.4%	70.1%	1.5%	0%
3	Barnet <i>115 school(s)</i>	98.3%	28.7%	69.6%	1.7%	0%
4	Hammersmith & Fulham <i>47 school(s)</i>	97.9%	31.9%	66%	2.1%	0%
5	Southwark <i>91 school(s)</i>	97.8%	30.8%	67%	1.1%	1.1%
6	Brent <i>75 school(s)</i>	97.3%	24%	73.3%	1.3%	1.3%
7	Haringey <i>75 school(s)</i>	97.3%	22.7%	74.7%	1.3%	1.3%
8	Bracknell Forest <i>34 school(s)</i>	97.1%	17.6%	79.4%	2.9%	0%
9	Bromley <i>94 school(s)</i>	96.8%	27.7%	69.1%	3.2%	0%
10	Windsor & Maidenhead <i>60 school(s)</i>	96.7%	31.7%	65%	1.7%	1.7%

Schools Due Inspection

Because of Date			Good +		Good -		Outstanding		Requires Improvement	
Name of School	Date		Name of School		Name of School		Name of School		Name of School	Date
SMSJ	04/07/2017	A	Chalgrove	P	Tudor	P	Ashmole Academy	Jan-07	Underhill	
Annunciation Junior	26/04/2017	P	Sacks Morasha	P			Mathilda Marks Kennedy	Jun-07	Moss Hall Jnr	
Church Hill	18/01/2017	P	Brunswick Park	P			Henrietta Barnett	Dec-07	Bell Lane	
Cromer Road	13/06/2017	P	Sacred Heart	P			IJDS	Dec-07		
Danegrove	24/01/2017	P	Deansbrook Junior	P			QE Boys	Jan-08		
Edgware Primary	10/05/2017	P	Alma	P			St Michael's	Jan-08		
Fairway	31/01/2017	P	Christ Church	P			Courtland	Jun-08		
GSJ	04/05/2017	P	Bishop Douglass	S			Northside	Jan-09		
Millbrook Park	08/06/2017	P	JCOSS	S			Moss Hall Infant	Feb-09		
Monken Hadley	20/06/2017	P					Annunciation Inf	Mar-09		
Queenswell Inf & N	24/05/2017	P					St Catherine's	Apr-09		
St Andrew's	28/02/2017	P					St Mary's EN4	Mar-10		
St John's N20	09/11/2016	P					Brookland Junior	Jun-10		
Sunnyfields	17/01/2017	P					Whitings Hill	Nov-10		
E Barnet	07/03/2017	S					OLOL	Nov-10		
St James	08/03/2017	S					Coppetts Wood	Sep-11		
							Monkfrith	Sep-11		
							Hendon	Nov-11		
							St Mary's N3	Nov-11		
							Martin	Dec-11		



2017/2018 to be added this term

Primary common AfDs

Sequencing of content in subjects
Pupils unable to talk about learning
Teacher subject knowledge

Assessment for Learning - adjustment
Expertise of subject leaders
Teaching of vocab
Adaptation for SEND

Phonics / Early reading

Secondary common AfDs

Consistency in quality across departments

Sequencing of content

Consistent ambition
Frequent use of internal exclusion=missed learning
Careers curriculum
Teaching of subject disciplinary knowledge
Adaptation for SEND



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Barnet Education & Learning Service 

Directors' Briefing – 6 October. Post 16 Curriculum

- Provide an understanding of the post 16 routes for Sixth Form students and potential implications for school Sixth Forms
- Provide information regarding Btec defunding – including some “provisionally” safe qualifications
- Offer an introduction / overview of T Level qualifications
- Explore university progression routes for T Level students

Current options post 16

Academic A Levels – mainly terminally assessed

Vocational Applied Generals (*BTec and CTec offered by Pearson and OCR*) - can be combined with A Levels. Mixture of internally assessed assignments and externally assessed examinations

Technical T Levels – 80% of time in provider, 20% of time on placement
mixture of assessment methods

Technical Apprenticeships – work based training, 80% on the job and end point assessment

Academic qualifications for 16 to 19 year olds

Qualifications that support students to progress onto and achieve high quality FE and HE academic courses

A levels:

- Central to the study programmes of most students taking the academic pathway to progress to university.

Small qualifications (Btec / Ctec Extended Certificate) that can be taken alongside A levels:

- Qualifications with a **practical** or **occupational component**, supporting **progression** to an **aligned HE subject** and designed to **complement A level study**. These would typically be no larger than 1 x A level in size.
- Qualifications that offer **additional and complementary skills** to support **progression to HE**, including Core Maths & Extended Project Qualification.

Large alternatives to A levels:

- Strong practical focus - support progression to high quality specialist HE courses. Serve **subject areas less well-served by A levels and will not overlap with a T Level** e.g. creative and performing arts. One of these qualifications would typically be a student's full study programme.
- Alternative programmes - International Baccalaureate Diploma

Technical qualifications for 16 to 19 year olds

Qualifications that provide the knowledge, skills and behaviours students need to progress to skilled employment or higher technical study.

T Levels:

- New **technical programme** of choice for 16 to 19 year olds.
- **Co-designed by employers** to ensure students **develop the skills required by businesses and industry**.
- **Prestigious** technical alternative to A levels - direct entry into occupations and progression to further and higher education. **Employment ready**.

Occupational-entry qualifications:

- Based on **employer-led occupational standards** - support entry to **occupations that are not covered by T Levels**.
- Certain occupations - extent of workplace experience required to develop competence cannot be delivered through a classroom-based qualification, the Institute may, by exception, approve technical qualifications in these occupations.

Specialist qualifications:

- **Specialist areas of skill and knowledge - beyond those available in a T Level** or other competence-based technical qualification in an area not served by T Levels e.g. low-carbon construction design, building on the Design, Surveying and Planning for Construction T Level.

Key influences – Why we are where we are

- The Wolf Report 2011
- The Richards Review 2012
- “Rigour & Responsiveness in Skills” 2013
- “Getting the job done” 2014
- “The Sainsbury Review 2016

All pointed in the direction of the **need to change** our **technical education system**:

- A confusing and complex system of qualifications
- Standards and qualifications not reflecting employers’ needs
- Current system has limited employer engagement
- No effective voice for employers to influence technical education
- Careers advice needs significant improvement

“Qualifications that “overlap” with T levels, including Btecs, will no longer receive public funding, the government has confirmed.” Kate Parker TES Magazine July 2021

- Provisional list “Wave One” has now been published, will be confirmed in September 2022 and impacts in 2024
- “Wave Two” will impact in 2025
- Final part of process, all remaining qualifications will need to pass through a revalidation process
- ***Qualifications impacted for September 2024 include:***

Pearson BTEC Level 3 Extended Diploma in IT (QCF) - *equivalent to 3 A Levels*

Pearson BTEC Level 3 Diploma in IT (QCF) – *equivalent to 2 A Levels*

OCR Level 3 Cambridge Technical Introductory Diploma in IT - *equivalent to 1 A Level*

OCR Level 3 Cambridge Technical Foundation Diploma in IT - *equivalent to 1.5A Levels*

OCR Level 3 Cambridge Technical Diploma in IT - *equivalent to 2 A Levels*

Pearson BTEC Level 3 National Diploma in Health and Social Care - *equivalent to 2 A Levels*

Pearson BTEC Level 3 National Diploma in Business Information Systems -*equivalent to 2 A Levels*

Opportunity for
questions



What are T Levels?

“Raising the prestige of technical education”

A high quality alternative to A levels or apprenticeships

Equivalent to 3 A levels and will attract UCAS points in line with three A Levels

Based on the world’s best technical education systems – to address the skills gap and provide a clear range of options after GCSE

The curriculum has been developed to ensure that young people gain the knowledge and skills that businesses need

Different from an apprenticeship - narrower and focused on a specific occupation from the outset

T Level Subjects – Routes & Pathways

- September 2023 over 20 T Levels will have been launched
- One awarding body will have exclusive rights to deliver each T Level
- Awarding bodies include NCFE, City and Guilds, Pearson and Highfield
- Schools choose a Route, then a pathway within the route
- Some T Levels easier for schools to deliver – physical resources / staffing

Route	Pathways		
Construction 2020	Design, Surveying and Planning for Construction	Building Services Engineering for Construction	Onsite Construction
Digital 2020	Digital Production, Design and Development	Digital Business Services	Digital Support Services
Education & Childcare 2020	Education and Childcare		
Health and Science 2021	Health	Science	Healthcare Science
Legal, Finance & Accounting 2022	Accounting	Finance	Legal Services
Business & Administration 2022	Management and Administration		
Engineering & Manufacturing 2022	Design and Development for Engineering and Manufacturing	Engineering, Manufacturing, Processing and Control	Maintenance, Installation and Repair for Engineering and Manufacturing
Agricultural, environmental & animal care 2023	Agriculture, Land Management and Production	Animal Care and Management	
Catering & Hospitality 2023	Catering		
Creative and Design 2023	Craft and Design	Media, Broadcast and Production	
Hair and Beauty 2023	Hairdressing, Barbering and Beauty Therapy		

Industry Placement

315 hrs/ around 45
days or 20% of
course
(35 insight hours)

Expected to
complete
meaningful work –
not shadowing

Students:
opportunity to
develop skills

Students:
experience for CV
and interviews

Employers: spot
talented people to
recruit

Employers: access
new skills and extra
resources

UCAS Tariff

UCAS tariff points	T Level overall grade	A level
168	Distinction* (A* on the core and distinction in the occupational specialism)	AAA*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on the core)	CCC
72	Pass (D or E on the core)	DDD

[Providers that have confirmed T Levels suitable for entry on one course - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

House of Lords (end of Feb 2022)

“The list on the DfE website of the 118 higher education providers, which the Minister referred to, that will accept T levels for entry is welcome and encouraging, but only 10 of the 24 Russell group universities are on that list”.

T Level Transition Programme – Level 2 learners in Sixth Form

- **Route onto T Levels - additional study time** and **preparation** before they start their T Level
- Help students develop a **broad range of knowledge, skills and behaviours** - progress onto, and succeed on, their chosen T Level route
- **T Level Transition Programme routes:**

Business and Administration, Construction, Digital, Education & Childcare, Engineering & Manufacturing, Health & Science, Legal, Finance & Accounting

- **Delivery components:**

English, maths & digital

Experience of the workplace

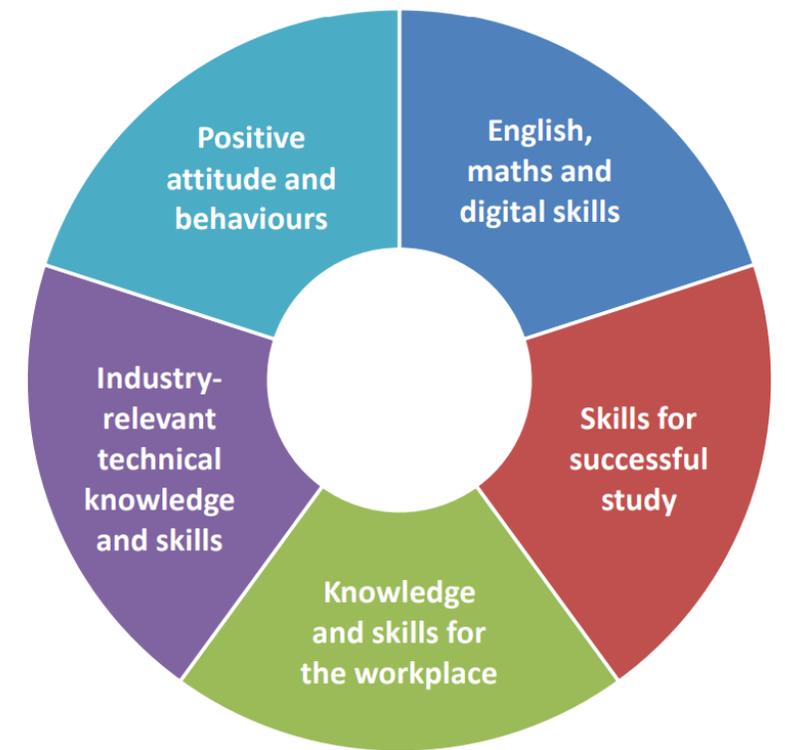
Technical knowledge and skills

Personal development & enrichment

Pastoral support and Diagnostic, monitoring & guidance

- **Schools decide qualifications offered on their programmes:**

GCSE or Functional Skills Maths / English qualifications based on prior attainment



Source: [T Level Transition Programme – Framework for delivery from academic year 2022 to 2023, December 2021, DfE](#)

SUMMARY:

- Level 2 offer - students who don't have English and Maths / can't access T Level straight after GCSEs
- Need to build/design the transition programme
- Have to have work experience. BELS support for schools.



T Level Structure

Year 1:

- T level teaching of core & Employer Set Project (ESP) – examinations and timed ESP end of Year 1. (May / June)
- Tutorial programme for students to be “Industry Placement ready”
- Industry Placements need to be meaningful and allow taught curriculum to be used in industry setting. Can happen during Year 1 and after T Level examinations

Year 2:

- 20% of time on placement – bulk of this in Year 2
- Occupational specialism chosen by the school at the outset – timetabled lessons. Develop practical skills
- Completing occupational specialism work – different style of assessment. Observations linked to occupational competencies



2023:

- Three authorised providers in Barnet

2024:

- Five authorised providers in Barnet



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Thank you for listening.
Questions?

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