

Education, Education, Mental Health

The Institute for Public Policy Research report on mental health in schools was published in May 2016 and outlines several barriers to improvement and recommendations for secondary schools' mental health provision.

The report makes a 'case for putting secondary schools at the heart of early intervention provision for children and young people with emerging, low-level mental health problems' and analyses why there such variation availability and quality of school-based early intervention provision.

The four barriers to this are identified as: Funding, Commissioning and representation, Quality, and Accountability. Key recommendations highlighted to address these include:

Funding

By the end of the current parliament, all secondary schools should be guaranteed access to at least one day per week of on-site support from a CAMHS professional who is able to provide targeted mental health interventions to pupils, rising to two days per week by 2022/23.

Commissioning and Representation

Transformation funding allocated to clinical commissioning groups (CCGs) should be ringfenced. In addition to this, all CCGs should be required to convene a headteachers' mental health forum for the local area, to ensure that secondary schools are able to influence funding decisions in a more systematic and meaningful way; and all CCGs should be required to identify 'beacon schools' to spread 'best practice'.

Quality

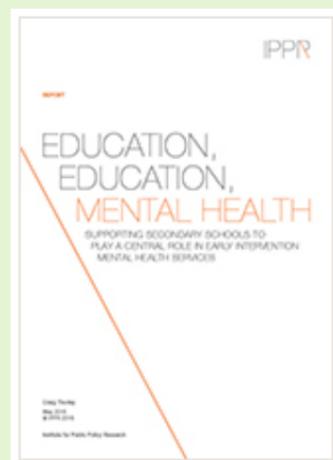
The government should set out a roadmap towards making counselling a regulated profession, with a clear 'specialist' route for working with children and young people in school settings. The report sets out short term measures including the introduction of a new 'school-ready' kite mark that demonstrates counsellors' specific knowledge on, and experience of, working with children, young people and families in a school setting

Accountability

Ofsted must ensure that inspectors actually assess schools' mental health provision according to the changes to the framework that were introduced in 2015/16. Inspectors should be instructed to assess schools according to the presence or quality of a set of seven key features. The recommendation is that Ofsted should work with the Care Quality Commission to undertake 'joint targeted area inspections'.

In their response to the report, the government said they agreed that 'secondary schools are well-placed to act as the hubs from which early intervention provision is delivered by health professionals, and they are working with NHS England to strengthen the links between schools and mental health services.' they also said they 'will discuss the report's findings with Ofsted'.

Full report available from: <http://goo.gl/E6bMQg>



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Westbury School Learning and Development Bulletin



Relay

Disadvantaged Pupil Attainment

Issue 8,
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Published in November 2015, the research report 'Supporting the attainment of disadvantaged pupils: Articulating success and good practice' sets out the most effective ways in which schools can support disadvantaged pupils' achievement.

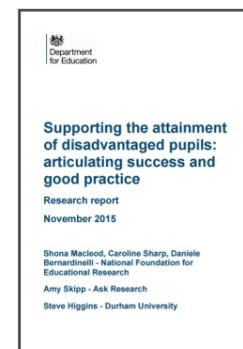
The research involved an analysis of English school performance data, a survey of 1,329 primary and secondary schools and interviews with 49 leaders of primary, secondary and special schools. It investigated the role of school characteristics; school strategies; and implementation approaches in raising disadvantaged pupils' attainment.

The report found that since the introduction of Pupil Premium in 2011, 'Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies'. Implementation of these strategies is important and the research identifies seven key 'building blocks of success' that schools should focus on.

Characteristics were identified in the research that have a strong relationship with disadvantaged pupils' performance, but the results were not entirely able to explain the variation in disadvantaged pupils' performance, between similar schools, which demonstrates that there is an opportunity for all schools to embed their support for disadvantaged pupils and improve.

Full report and summary available via:

www.nfer.ac.uk/publications/PUPP01



Building Blocks for Success

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching first
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

Written Marking Review

In April 2016 the Education Endowment Foundation published its review of the evidence of written marking. In response to the government's 2014 Workload Challenge Survey and the 2016 Independent Teacher Workload Review Group report, The EEF commissioned the NFER to conduct a national survey of primary and secondary teachers in England to identify marking practices. The report summarises available evidence, highlights areas for more research, and identifies key questions for schools to consider.

The review is structured in seven chapters: 1. Grading, 2. Corrections, 3. Thoroughness, 4. Pupil responses, 5. Creating a dialogue, 6. Targets, and 7. Frequency and speed. Each chapter gives detail of the issue and the evidence base available for the issue, including detail of the survey response. There are examples and case studies to support the points made and workload considerations are highlighted for each area. Every chapter concludes with a set of discussion questions to help schools' use of the report when reviewing their marking policies and practice.

Main findings

The review found that **the quality of existing evidence around written marking is low**. Of that available, most focusses on the short term impact of written marking, not the long term. There are however some interesting starting points which include:

- Careless mistakes should be marked differently to errors due to misunderstanding
- Grades for every piece of work may reduce the impact of marking, especially if pupils focus on a grade rather than formative comments from teachers
- Use of specific, actionable targets are likely to increase pupil progress
- Pupils need time to consider and respond to marking
- Some forms of marking are unlikely to enhance progress. A simple mantra might be to "mark less, but mark better"

The report recommends areas where further research is needed, including:

- The impact of rarely graded, mainly formative feedback
- Most time effective ways to enable pupil response to marking
- Compare selective marking with more thorough methods
- Are dialogic and triple marking worth the time invested?

Schools should use the report as a starting point when considering their marking practices and encourage discussion. The report is clear that evidence surrounding written marking is minimal and there is an **urgent** need for research into the identified areas. Schools need to be careful not to misuse the information and it is important to read the detail of the report - not take the highlights as instructions. Following the publication of the report, the EEF has committed £2m to fund research to find out what the most time-effective marking strategies are, or indeed, if marking is useful at all.

Full report available in room 4 and here: <https://goo.gl/WrLCCg> (pdf)



Edu-Blog Spotlight

Debra Kidd is a trained English and Drama teacher, and has worked with every age group from nursery through to Post Graduate. She is a published author and co-founder of Northern Rocks. She blogs at debrakidd.wordpress.com and tweets as [@debrakidd](https://twitter.com/debrakidd).

In a recent post about White Working Class Boys, Debra Kidd stresses the importance of focussing on more than just data when it comes to statements about education - 'Education is a factor not THE factor'.



As the media again report white children are falling behind other groups, Kidd highlights the long standing issue with white working class boys. It is easy to let the data lead the debate in such a complex area, but Kidd outlines several areas for teachers and parents to be aware of.

The first subject is hormones. Kidd gives a brief summary of how hormones can affect children living in stressful environments and the impact this has over time (illness, memory, aggression) - particularly boys.

Of course, not all boys under stress do badly and Kidd's next area for discussion is around cultural factors. She touches on EAL and migration - asking questions to highlight the complexity of the issue rather than trying to solve it.

Finally, the topic of diet and the tendency for white working class children to 'consume a high sugar diet with processed carbohydrates than those eating Mediterranean, Asian or African foods at home'. Kidd wonders if diet may have an impact and questions other factors such as drinking, smoking, taking drugs.

Kidd doesn't claim to have answers, but is clear that sweeping changes to education on the back of such data may not be able to solve problems that need an integrated approach from many areas across our society.

Full post with comments at: <https://goo.gl/RvWI9D>

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

Decoding the Diary Sheet

SEF

The self-evaluation form (SEF) was first introduced by Ofsted in 2005. This was a centrally-designed form used by Governors and Staff to evaluate the school's effectiveness and identify areas for development.

In 2010 the government removed the expectation for schools to complete a document in a standard format, helping schools to evaluate themselves with a focus on their own priorities.

Self evaluation is an opportunity for schools to constantly review performance by both internal and external mechanisms.

Ofsted does not require schools to produce a self-evaluation document or summary in a particular format. The school's self-evaluation or equivalent is one of the documents Ofsted will use during an inspection and they will evaluate 'the robustness and accuracy of the school's self-evaluation or equivalent, particularly about pupils' outcomes, teaching, learning and assessment and pupils' personal development, behaviour and welfare'.