

Welcome to 'The NFER Debates'

Debating the key issues in education

▶ Do small increases to school budgets make any difference to performance?

Innovative approaches to technical education: new and original or just old hard hat?

Is a lack of assessment literacy putting young people's learning at risk?

How can we encourage more teachers to stay in the profession?

The reality of finite resources

Do small increases to school budgets make any difference to performance?

Angela Donkin (Chair) **NFER**

Professor
Sandra McNally
LSE

Chris Belfield
IFS

Julia Harnden
ASCL

Matthew Clements-
Wheeler
**Bordesley Green Girls' School
& Sixth Form**

The NFER Debates

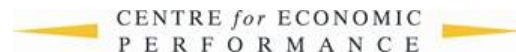
Do small increases to school budgets make any difference to performance?

Sandra McNally

University of Surrey

Centre for Economic Performance, LSE

Centre for Vocational Education Research, LSE



The Debate

“There appears to be no strong or systematic relationship between school expenditures and school performance” (Eric Hanushek)

Others (such as Alan Krueger) argue that this is related to the quality of studies and that high quality studies show an effect

See the two papers by the above in the Economic Journal 2003.

Gibbons and McNally (2013. CEP Discussion Paper): data and methodology have improved and the evidence is now more supportive of positive effects of expenditure although the magnitude varies a lot.

How big is the magnitude?

- Imagine ranking students on 1-100 scale in terms of achievement (100 being the best)
- From our review (Gibbons and McNally, 2013), the smallest detectable effects move people up the scale from 50 points to 50.5-51.5 points for an increase of 30% in average expenditure (or a class size reduction from about 25-17 students).
- The largest impacts would be to move people from 50 points to 60-62 points (25-30 per cent of a standard deviation or about 4 months of additional progress). Cumulative impact after about 4 years. These are the results we find for England (Gibbons, McNally and Viarengo – published in the *Journal the European Economics Association* 2017)

What about small changes? (from review by Gibbons and McNally 2013)

- Studies using small variation over time tend to find small effects (compared to those making use of fairly large differences)
- One potential reason is that parents/teachers/students can absorb a certain amount of change and adapt their behaviour.
- But the cumulative effect of continual incremental changes will (probably) be different

Evidence on specific types of expenditure

- Very difficult to do this properly outside of studies that investigate specific interventions (like ICT or teaching expenditure)
- Unlike overall expenditure, which is not in the control of the head teacher, there is more autonomy over how resources are used.
- There is evidence that overall expenditure impacts more on some groups than on others – generally greater for disadvantaged students and/or schools

Allocation of resources across phases

- Most well-identified studies about school expenditure use primary schools (so doesn't speak to allocation across phases)
- Other research suggests early years' investment is especially important for cognitive skills (e.g. work of James Heckman)
- But don't neglect other phases because of effects of early interventions often "fade-out"; aim and relevance of expenditure (teenagers have different needs from young children)
- The inequitable allocation of resources in post-16 education seems particularly unfair

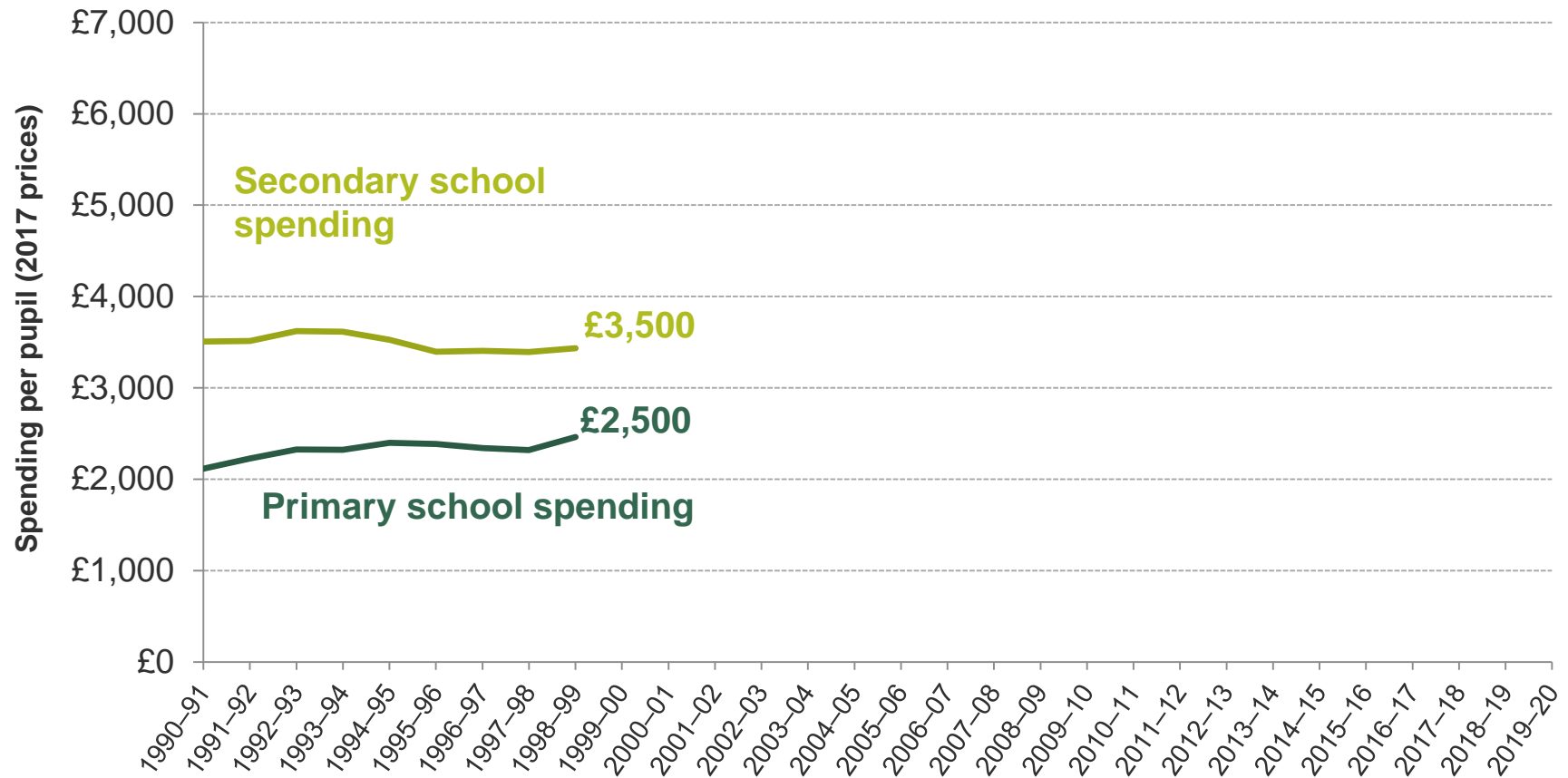


School spending in England

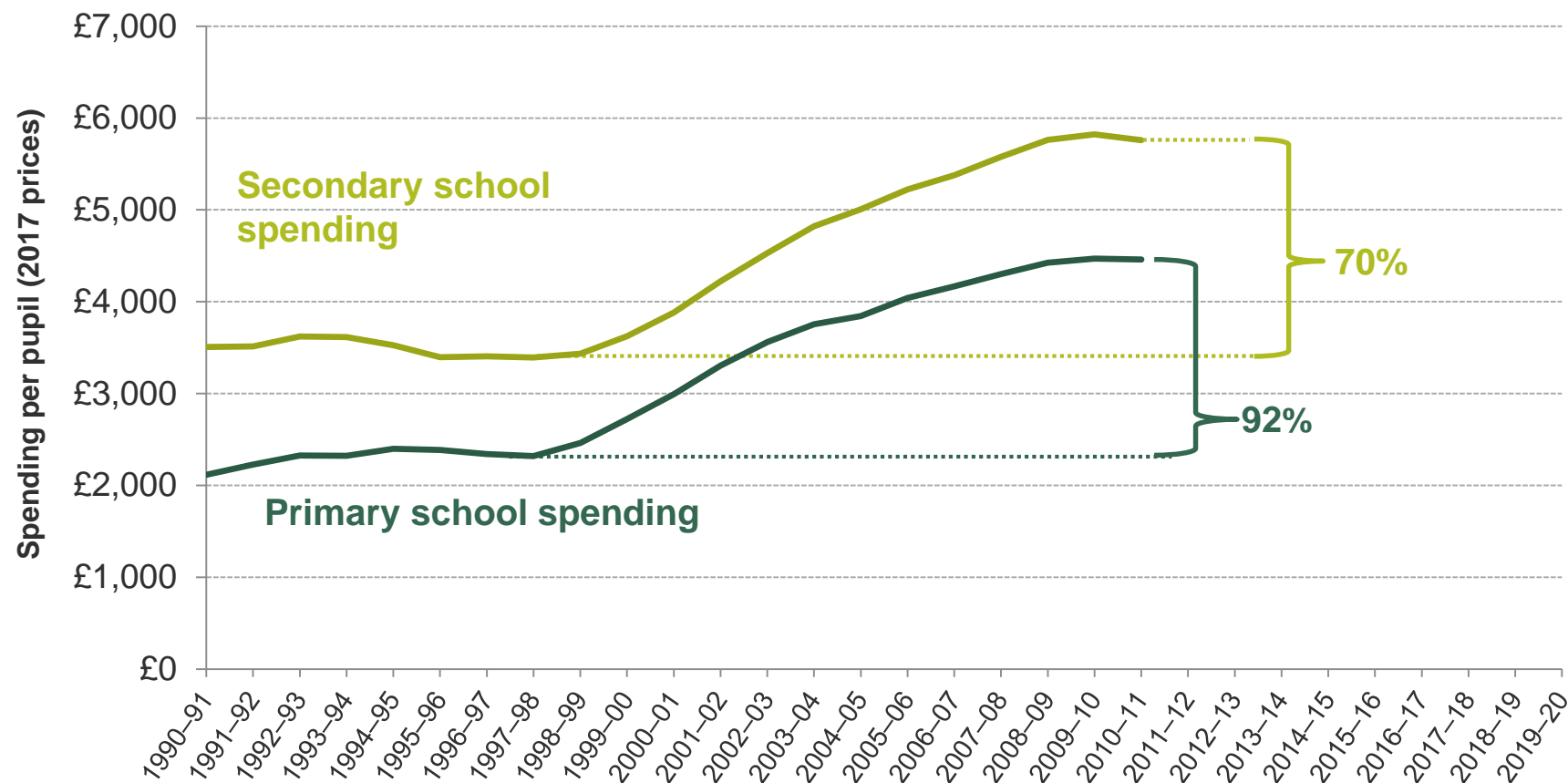
Chris Belfield

@chrisbelfield

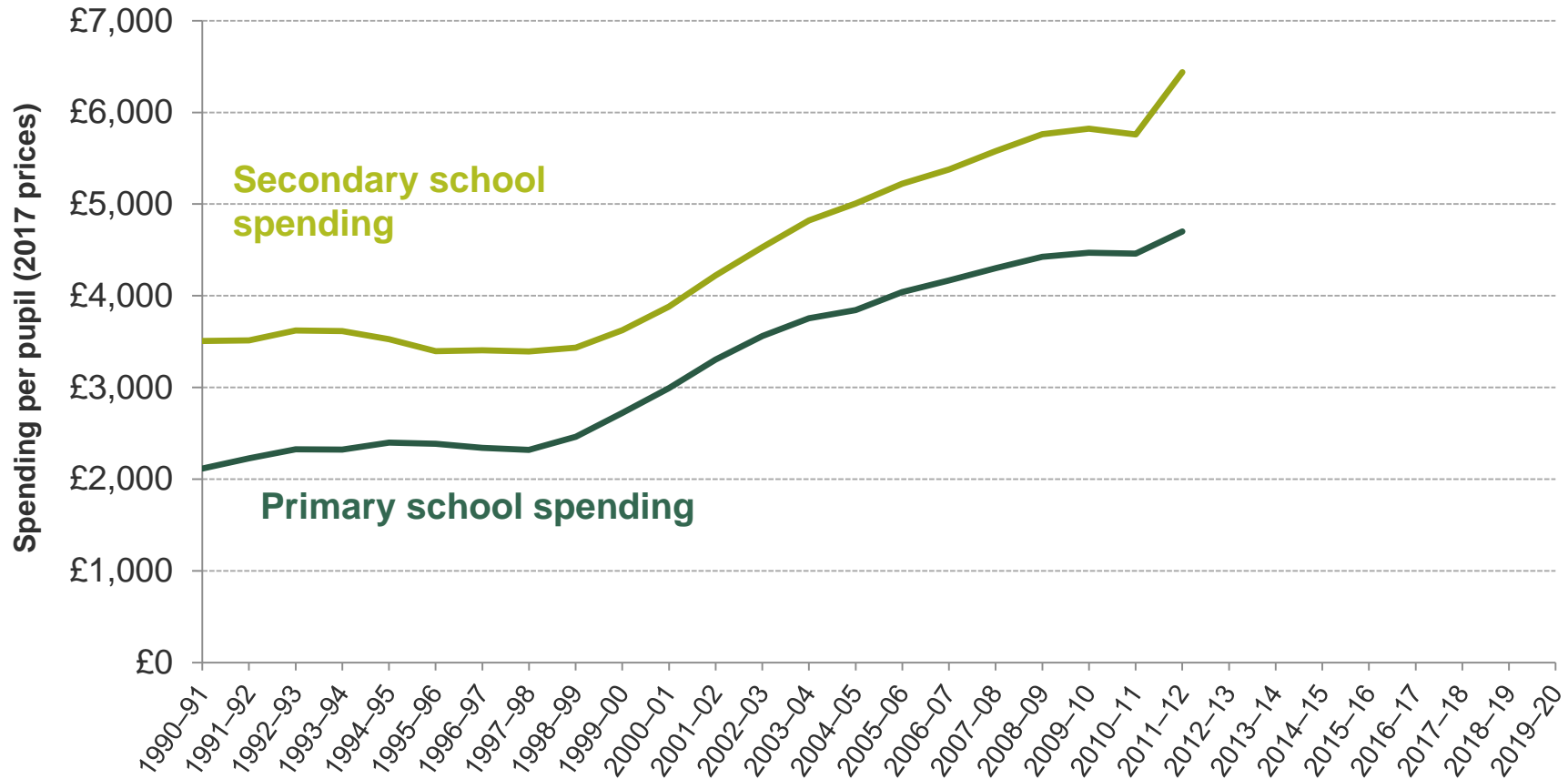
In 1990s there was little real terms growth in school spending per pupil...



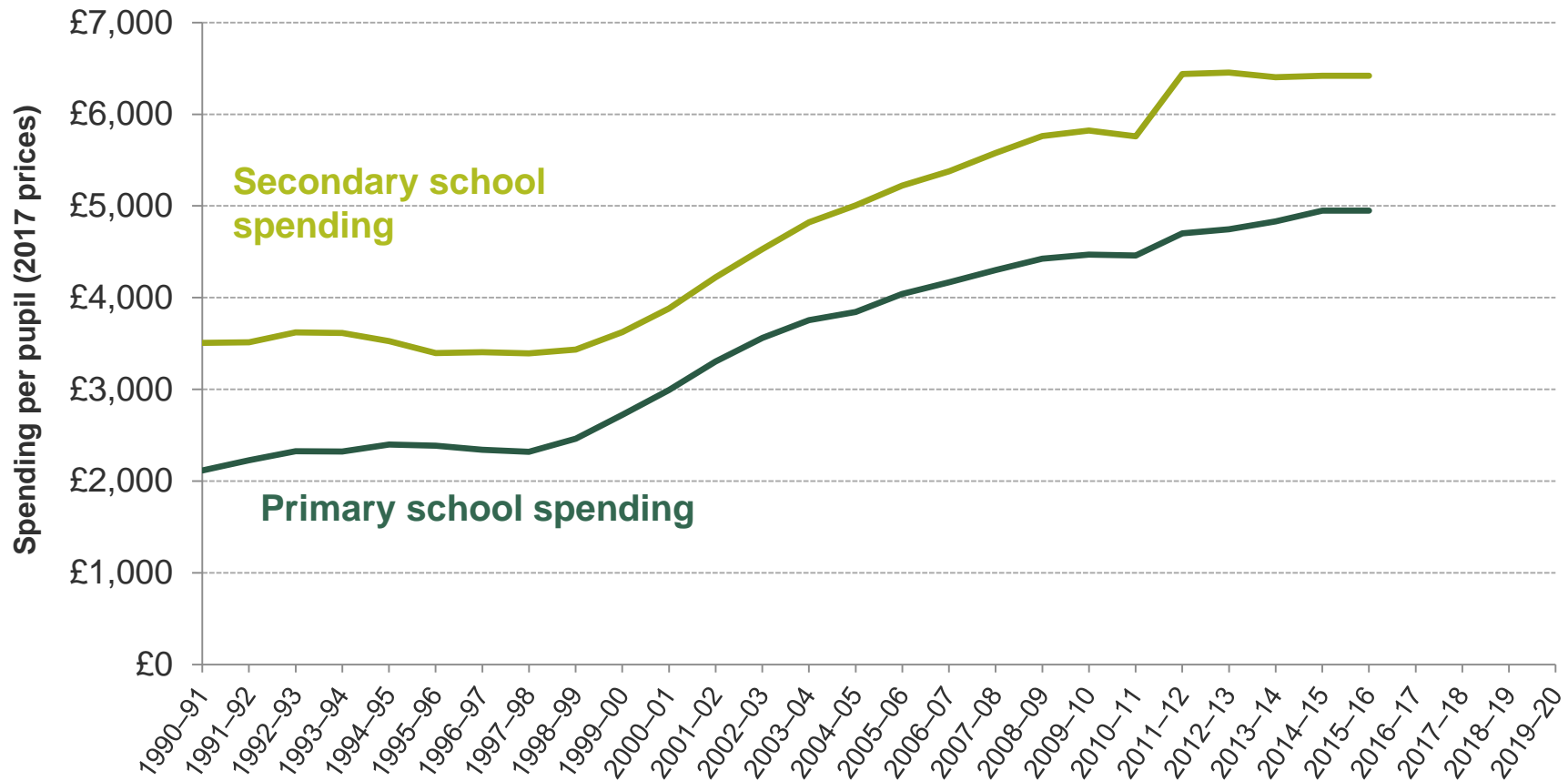
...followed by rapid growth throughout the 2000s.



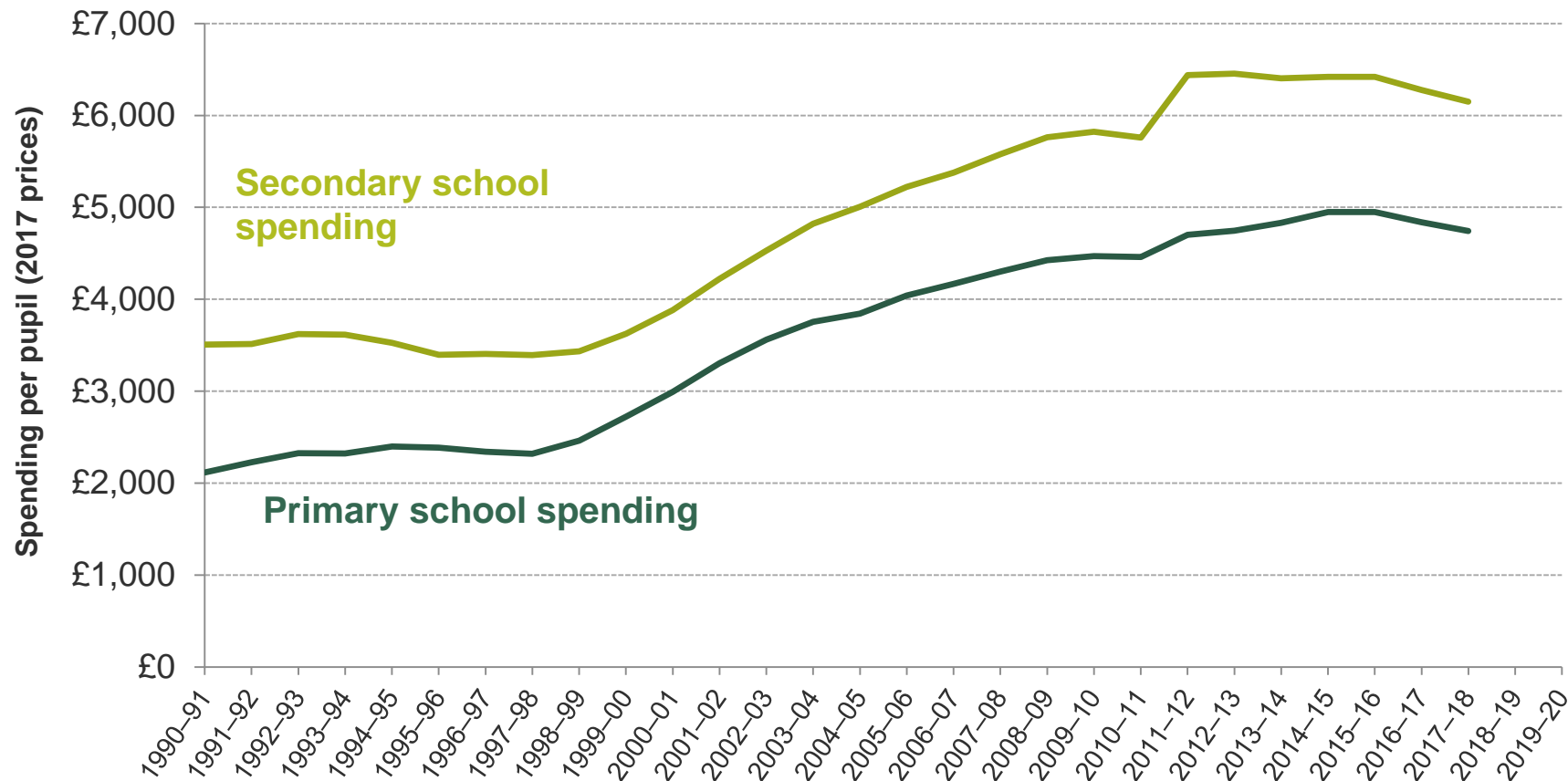
School spending was relatively well protected during the first 5 years of austerity...



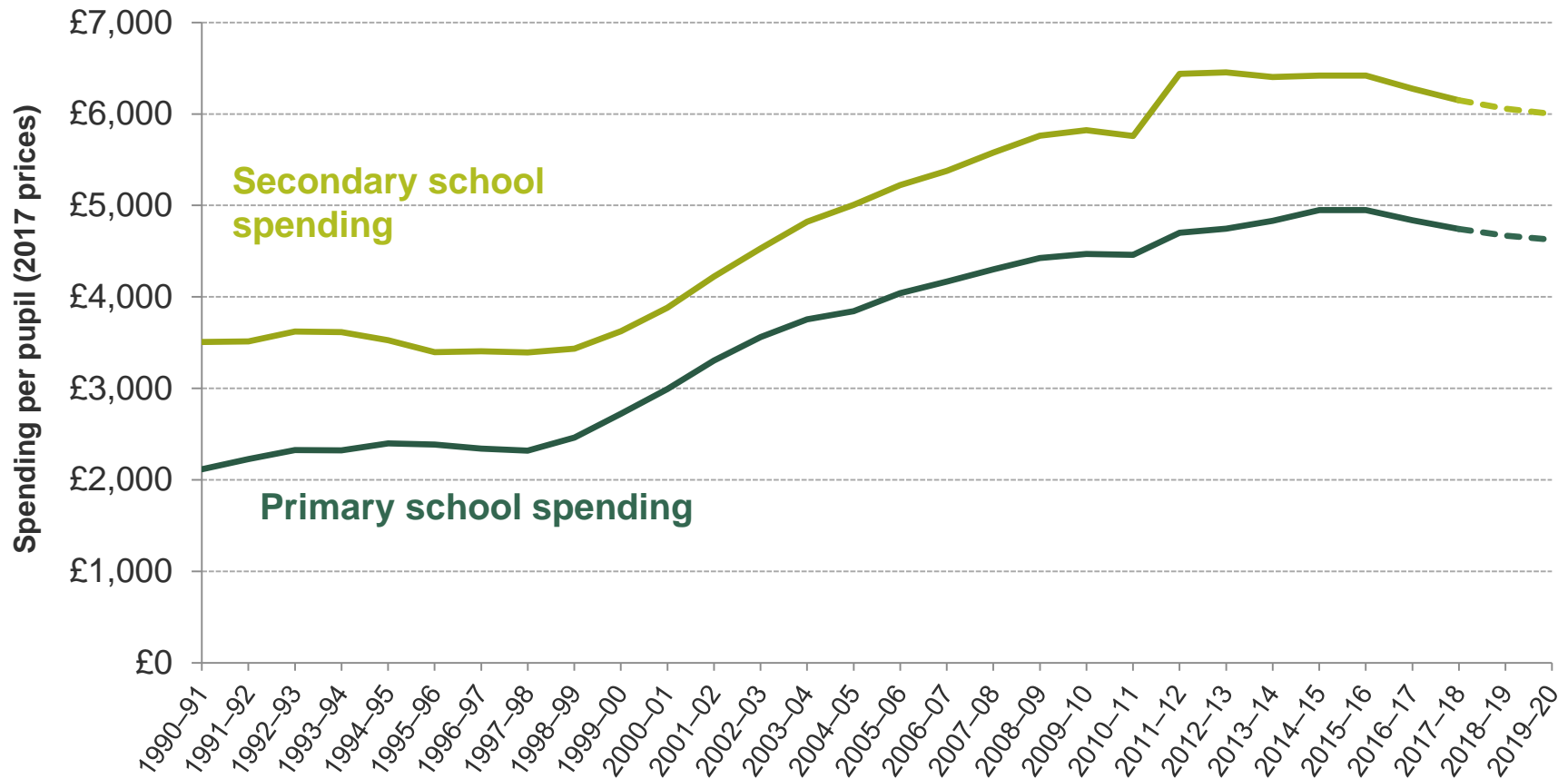
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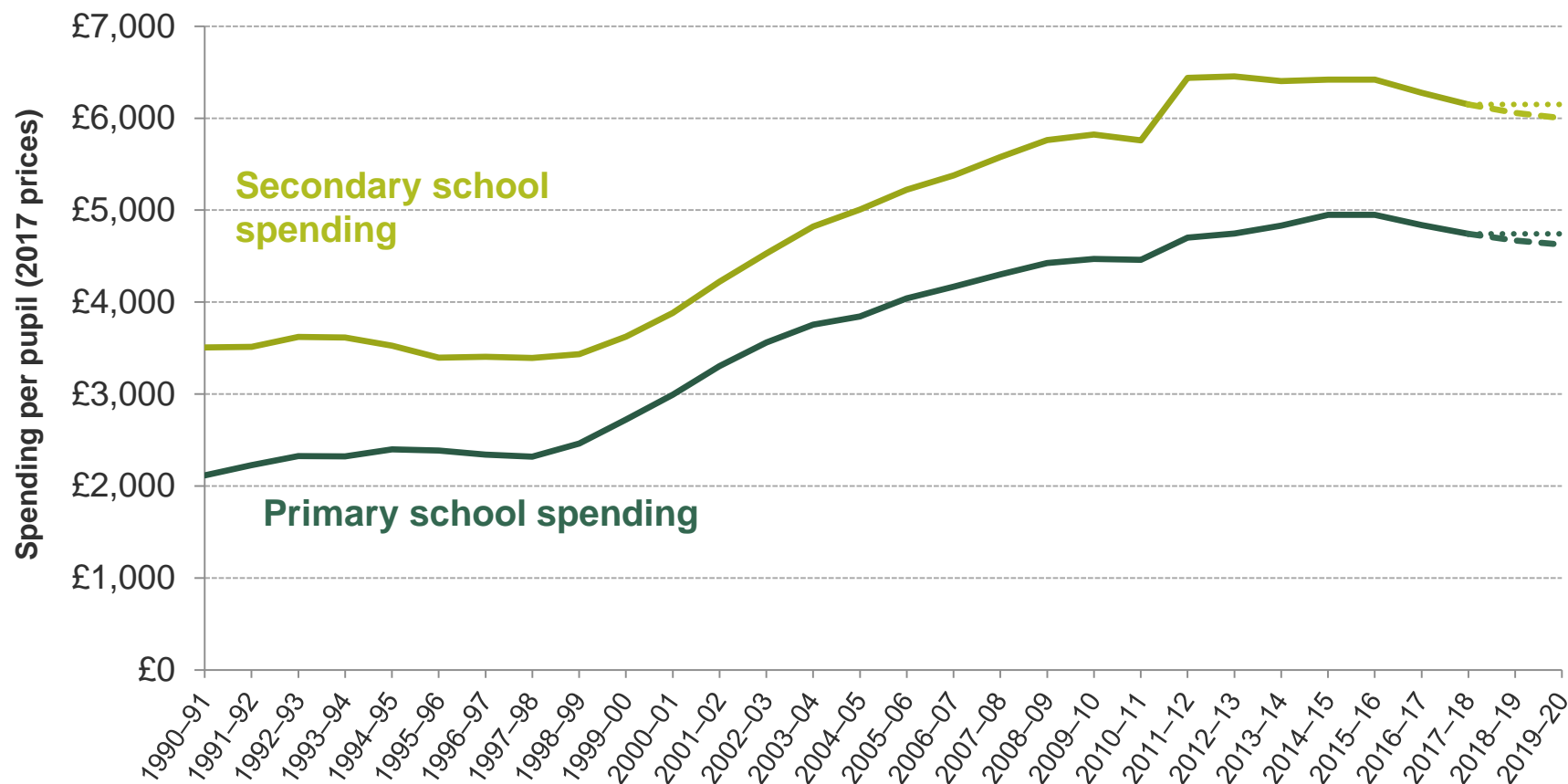
...but cuts have begun to bite in the last two years.  Institute for Fiscal Studies



Cuts were forecast to continue...



...but additional funding announced in Summer 2017 prevents further real terms cuts.



Schools do not receive the *average* funding level



Schools' funding levels depend on how the government chose to prioritise the funding of specific school characteristics

- Schools with more deprived students receive more funding
- But this has not always been the case
- Current proposal maintain 'similar' funding for pupil from deprived background

The introduction of the National Funding Formula has the potential to change school budgets

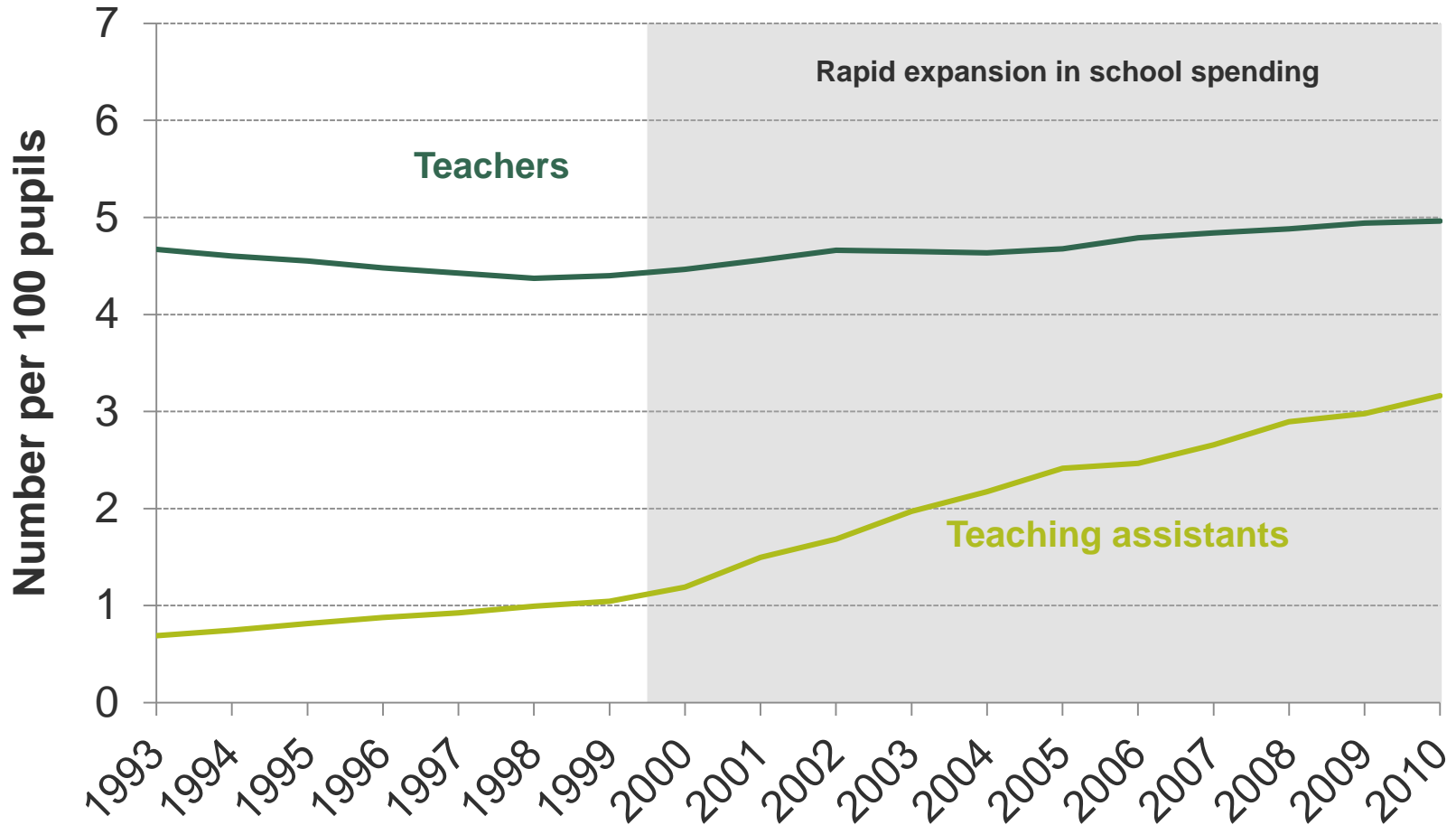
- As it stands the NFF allocates funding to Local Authorities who decide how to allocate this to schools
- But significant uncertainty remains after 2019-20

How does school spending affect outcomes?

This likely depends on how the money is spent

- A lot of the expansion in school spending in the 2000's was spent on teaching assistants

Changes in school inputs - primary



How does school spending affect outcomes?

This likely depends on how the money is spent

- A lot of the expansion in school spending in the 2000's was spent on teaching assistants
- Unfortunately evidence suggests that teaching assistants are generally not used in ways that maximise their impact on educational attainment

Historically the evidence of impact of school resources has been mixed...

... but latest evidence shows that it can be very important

- Evidence from the US finds that for children from low-income families, a 10% increase in school spending can increase later-life earnings by 10%
- Effects for children from richer families are about half the size.
- But small effects when not preceded by an early-years programme

Summary

- School spending is still considerably higher than in the late 1990s
 - But there will have been no school spending growth for a decade
- The introduction of the NFF is likely to change some school budgets
- The effectiveness of school spending is likely to be determined by how the money is spent
 - But the latest evidence suggests resources can have a positive impact on outcomes
- There is no reason to thinking increasing spending and cutting spending would have symmetric effects
- Uncertainty about future funding is likely to be harmful



School spending in England

Chris Belfield

@chrisbelfield

the leading voice
for education





Do small increases to school budgets make any difference to performance ?

@julia_harnden





Why can't we answer the question ?





What does the evidence tell us?

- Funding for disadvantage does have an impact
- Disadvantage funding is being used to subsidise core provision
- Funding has increased but so have the expectations on our schools
- Some good and efficient schools are overspending





How can a national distribution formula help?

- Provide a level playing field
- Support more meaningful comparisons between similar schools
- Success will be reliant on a properly funded transition phase





What is the cost of a good education?

- Minimum per pupil funding levels
- Class based costs
- Pupil to teacher ratios in good and outstanding schools
- Look forwards as well as backwards – trends inform strategy





When will we be able to answer the question?

- Distribution methodology that is equitable and sufficiently funded
- Leaders have confidence in the funding system
 - Transparency
 - Predictability
 - Supports long term curriculum planning



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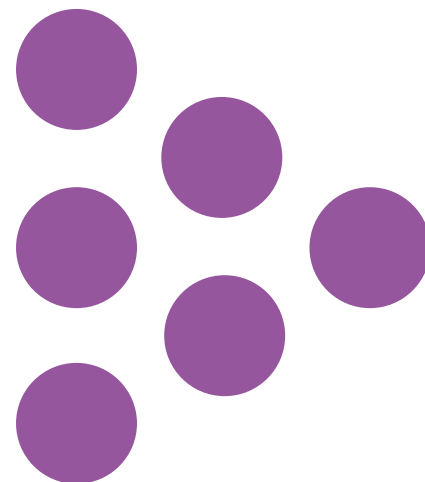


The reality of finite resources

Do small increases to school budgets make any difference to performance?

Matthew Clements- Wheeler
Bordesley Green Girls' School &
Sixth Form

Questions?

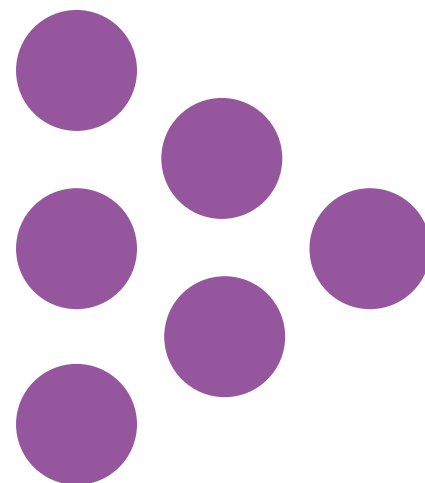


Next session...

Successful transitions from education to employment

Innovative approaches to technical education:
new and original or just old hard hat?

Here at 12:20 – 13:00



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Successful transitions from education to employment

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David Sims (Chair) **NFER**

Helen Beardmore
Edge

Jonathan Nicholls
UTC Reading

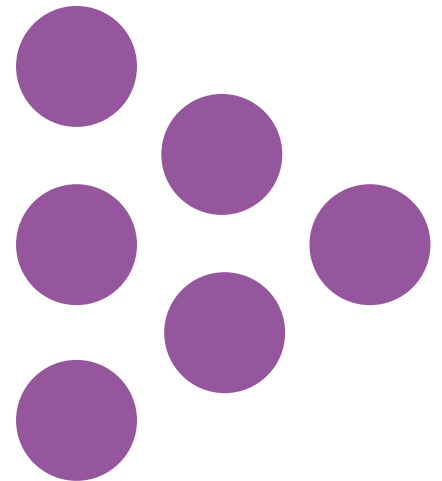
Patrick Craven
City & Guilds

Tami McCrone
NFER

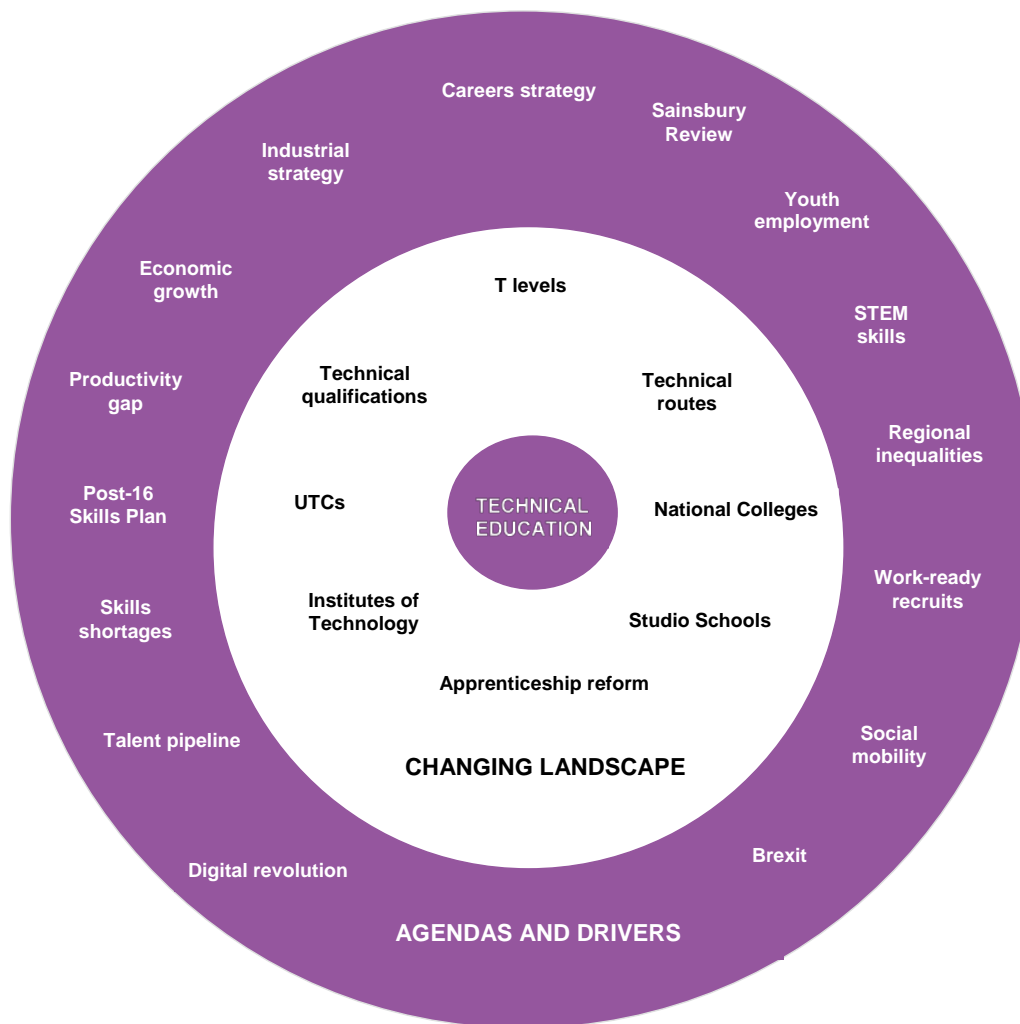
Innovative approaches to technical education: new and original or just old hard hat?

Festival of Education: 21st June 2018

David Sims, NFER



Technical education: Great expectations?



Examples of technical education and employer engagement

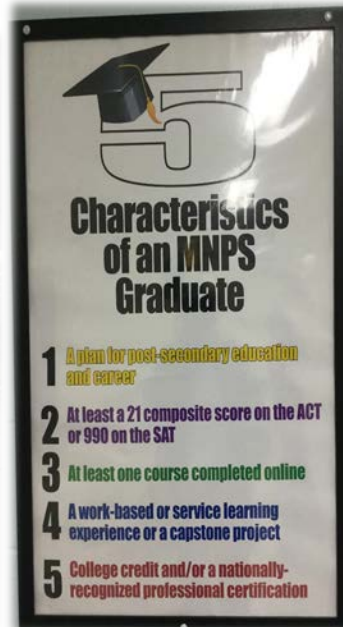
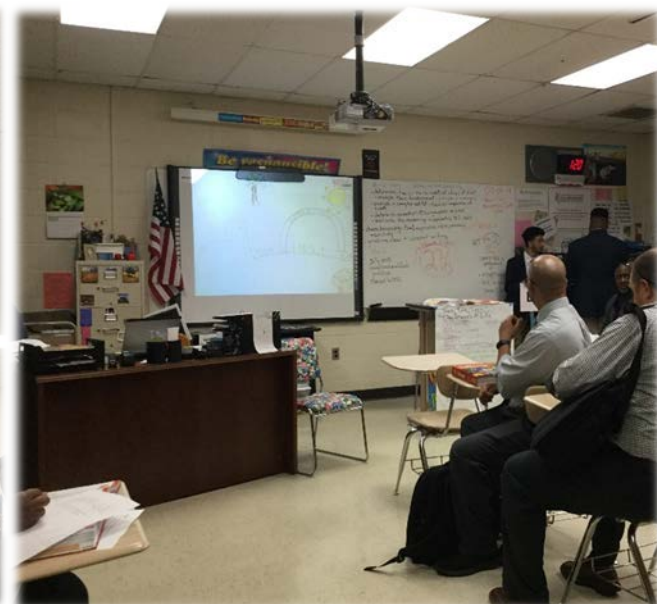
Helen Beardmore

Education Delivery Manager

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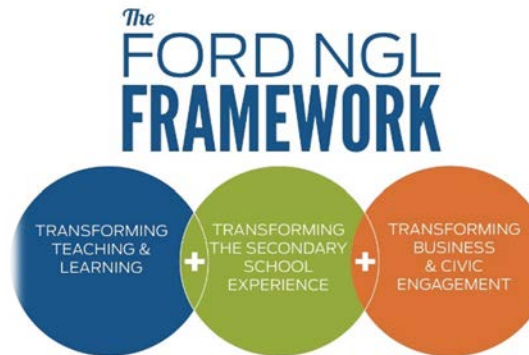
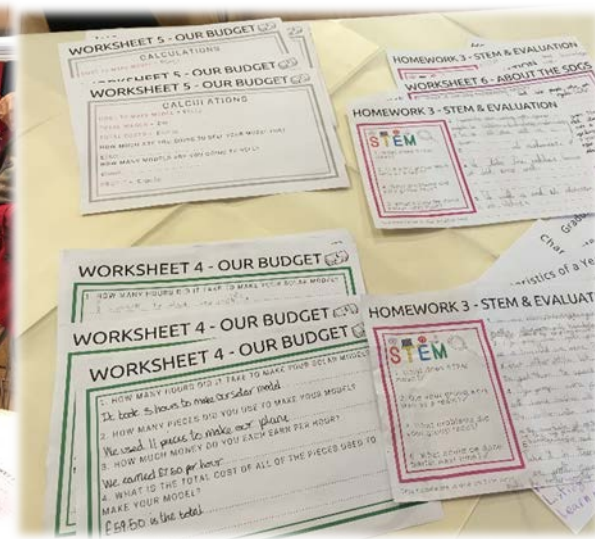
Join us in celebrating



YEARS OF MAKING
A DIFFERENCE



PROGRAMME	
PRESENTATION 2:45	ABOUT THE PROJECT Enrich Canals, Industry Alignment Manager, will present information about the project including details regarding the concept, planning process, impact and next steps.
SHOWCASE PRESENTATIONS 2:50 PM	EXHIBITION PRESENTATIONS Performances from our 12 students showcasing their experiences and demonstrating their newfound skills and career knowledge from our project.
AWARDS 3:10	CERTIFICATE & AWARD CEREMONY Certificates and awards presented to our 12 students for: - Confidence - Initiative/Curiosity - Being a Starfish - Being a Superstar - Being a Starfish - Being a Starfish - Being a Starfish
REFRESHMENTS & NETWORKING 3:30	REFRESHMENTS & NETWORKING Light refreshments and the opportunity for networking will conclude the afternoon. Any questions you may have regarding the project will be happily answered by Enrich, the Canals and representatives from Virgin Trains East Coast.





Successful transitions from education to employment

Innovative approaches to technical education:
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Patrick Craven
City & Guilds



Successful transitions from education to employment

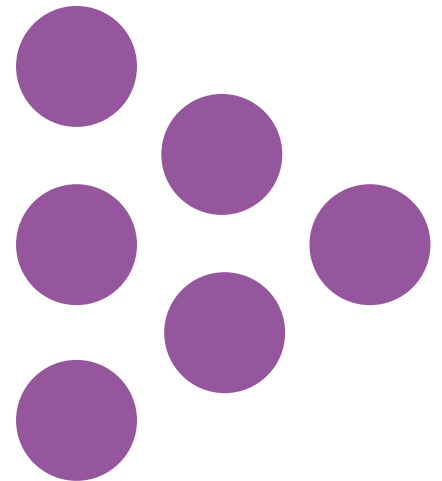
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UTC Reading

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Tami McCrone, NFER



Diplomas

-
- **14 Diploma ‘lines of learning’**
 - **three main components: sector-specific principal learning; generic learning; personal, learning and thinking skills.**
 - **also ten days of work experience to enable development of practical skills and work-related application of learning.**

Evidence - critically important that appropriate young people enrolled on the new qualification.

Evidence-informed recommendations:

- **raise awareness and support related IAG**
- **enhance consistency of information**
- **support professionals and parents**

T Level consultation response:

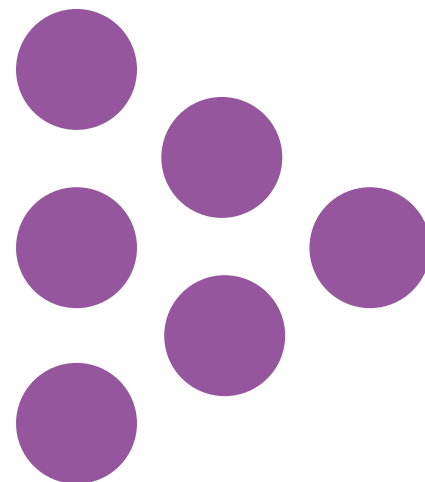
T levels are a ‘distinctive technical offer’ and part of a ‘streamlined technical option’ – innovative?

need time for ‘robust development and strong marketing’

- **Young people’s concerns include:**
 - **choosing an occupational specialism difficult decision**
 - **not enough good employers offering industry placements in their local area - could discourage starting a T Level**
 - **constraints on where they can get to for an industry placement because of available public transport links, travel time and cost.**

Recent commentary: may be innovative but are they ready and do young people, their parents and teachers know enough about them?

Questions?

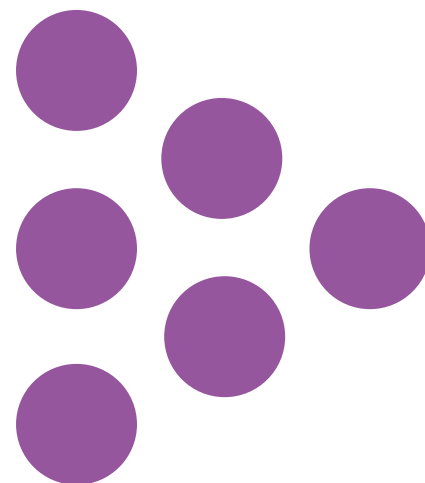


Next session...

Meaningful measurement

Is a lack of assessment literacy putting primary students learning at risk?

Here at 14:30 – 15:10



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Meaningful measurement

Is a lack of assessment literacy putting primary students learning at risk?

Liz Twist (Chair) **NFER**

James Bowen
NAHT Edge

Daisy Christodoulou
No More Marking

Cat Scutt
Chartered College of Teaching

Sharon Baker and
Nina Parry
Westfield Community School

How we got here!

June 2013

“current system of ‘levels’ ... will be removed. It will not be replaced.”

July – Oct. 2013

Primary assessment and accountability consultation following publication of new national curriculum

March 2014

Consultation response published

- confirmation introduction of ‘precise scaled scores’ and no levels at end of key stages
- detailed performance descriptors to inform teacher assessment at end of key stages to be produced
- improved moderation of teacher assessment

September 2014

New national curriculum first taught

How we got here!

January 2015

Carter review of initial teacher training

Identified significant gaps in course content including assessment and subject-specific pedagogy

September 2015

Final report of Commission on Assessment Without Levels [set up Feb. 15]

September 2017

Primary assessment consultation / response; Rochford report

Early July 2018

NFER's Assessment Without Levels qualitative research report for DfE expected to be published



Meaningful measurement

Is a lack of assessment literacy putting primary students learning at risk?

James Bowen
NAHT Edge



Meaningful measurement

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Cat Scutt

Chartered College of Teaching



Meaningful measurement

Is a lack of assessment literacy putting primary students learning at risk?

Daisy Christodoulou

No More Marking




Westfield Community School

"a beacon of hope"

Ofsted

Sharon Baker - Deputy Headteacher/Assessment Manager

Nina Parry - Assessment Coordinator/Year 6 class teacher



**We have to be assessment
literate.
It is central to what we do.**

Westfield's context

- 490 pupils on roll
- 19% SEND pupils
- Resourced school – Observation and assessment
- Startwell Centre
- Westbridge Teaching School Alliance

Deprivation

- 54% Pupil Premium - Most deprived intake in Wigan according to IDACI, ACORN and Free School meals
- 80% of children come from the top 10% most deprived in the country
- 89% 'Hard Pressed'

'Very challenging' circumstances

Assessment Literate

The challenge – New curriculum with school-led assessment

Curriculum – Tailored and understood

High quality teaching – CPD

Principles for Assessment – Foundations

Systems - School organisation, key roles and responsibilities

Standardisation - KPIs, DfE, Target Tracker, Consortium

Moderation - All year groups

Reliability – Teacher assessments evidence based

Teach then assess or assess then teach?

Assess readiness to learn

Daily Planning - to address needs of groups and individuals

Effective formative strategies - creative and manageable

Fluid groups - based on assessment of learning

Evaluate learning

Assess - Teach - Consolidate - Prove it

Effective Assessment

Manageable - marking with children in the lesson

Live feedback

Intervention times - to consolidate learning

Exemplification - review, compare and predict

Technology – to test, to record, to monitor

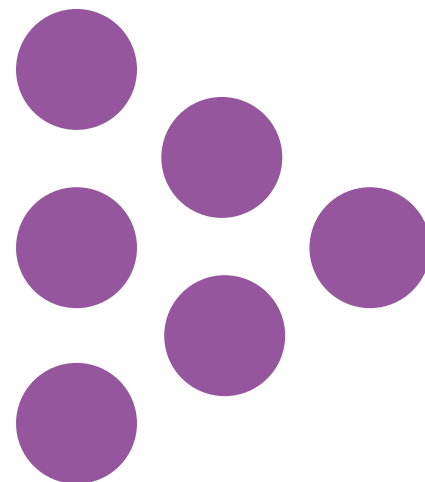
Professional dialogue and reflection

Class profile - Assessment information shared and focused on improving outcomes for pupils and school



**We are assessment literate.
It is central to what we do.**

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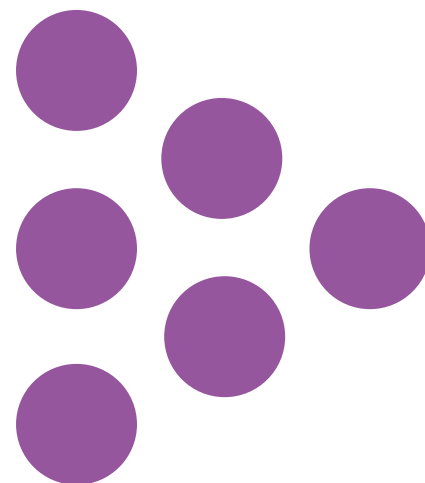


Next session...

Getting great teachers into schools and keeping them there

How can we encourage more teachers to stay
in the profession?

Here at 15:20 – 16:00



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▶ How can we encourage more teachers to stay in the profession?



Getting great teachers into schools and keeping them there

How can we encourage more teachers to stay
in the profession?

Jude Hillary (Chair) **NFER**

Jack Worth
NFER

Emma Kell
Teacher and Author

Vic Goddard
Passmore Academy

Malcolm Trobe
ASCL

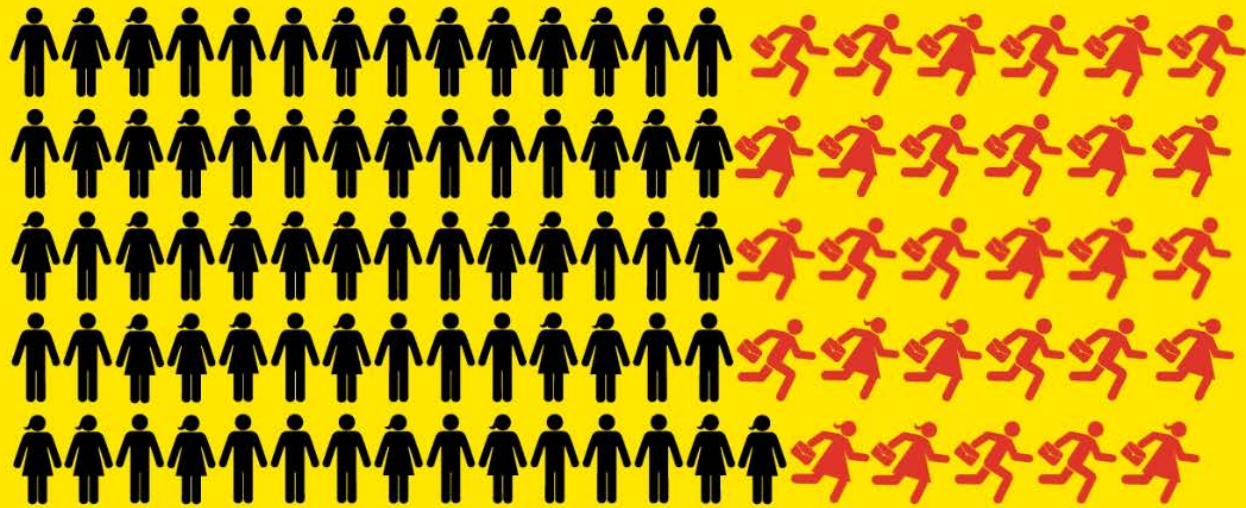


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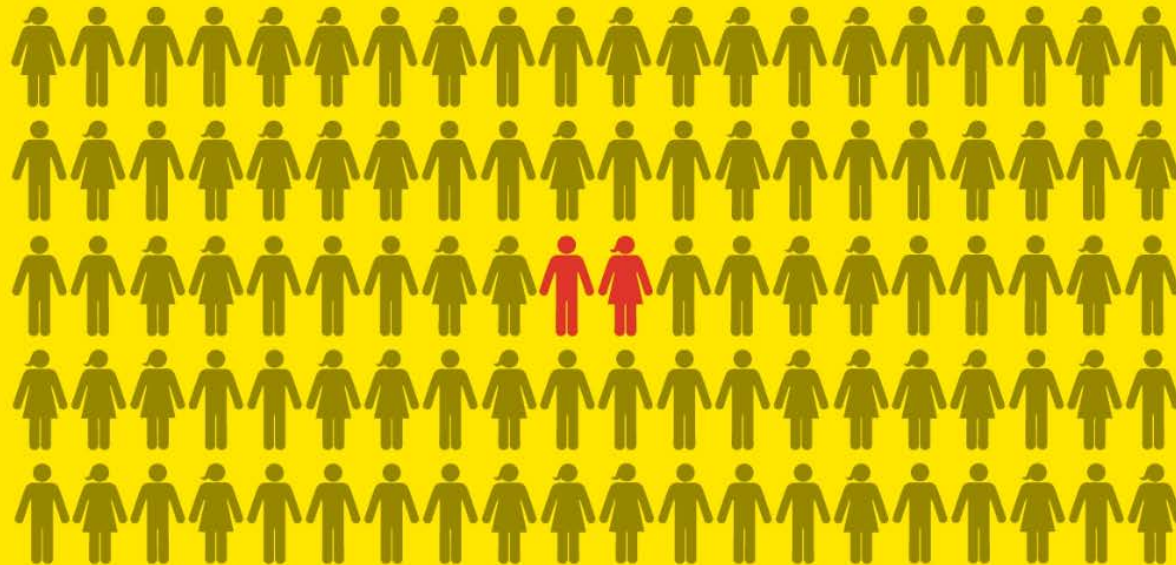
Jack Worth
NFER

IF THE UK HAD **100** TEACHERS...



29 WOULD NOT
SEE THEMSELVES REMAINING
IN THE PROFESSION FOR ANOTHER 2 YEARS

IF THE UK HAD **100** EDUCATORS...




2 WOULD BELIEVE POLITICIANS
RESPECT TEACHERS

FINDINGS BASED ON 3,684 SURVEY PARTICIPANTS

#HowToSurviveInTeaching

IF THE UK HAD **100** EDUCATORS...



88 WOULD SEE TEACHING AS A  **WORTHWHILE** PROFESSION

FINDINGS BASED ON 3,684 SURVEY PARTICIPANTS

#HowToSurviveInTeaching

IF THE UK HAD **100** TEACHERS...



WOULD STRONGLY **DISAGREE**
WITH THE STATEMENT
'MY WORKLOAD IS MANAGEABLE'

IF THE UK HAD **100** TEACHERS...



WOULD HAVE BEEN
TEARFUL
AT WORK AT SOME STAGE
IN THE LAST YEAR



WOULD HAVE
TAKEN MEDICATION FOR
DEPRESSION
OR **ANXIETY**



WOULD HAVE HAD TO TAKE
TIME OFF AS A RESULT
OF **STRESS**
OR POOR MENTAL HEALTH
DIRECTLY RELATED TO THE JOB

IF THE UK HAD **100** TEACHERS...



88 WOULD SAY THEY **ENJOY**
TEACHING IN THE CLASSROOM

FINDINGS BASED ON 1,842 PRACTISING TEACHERS

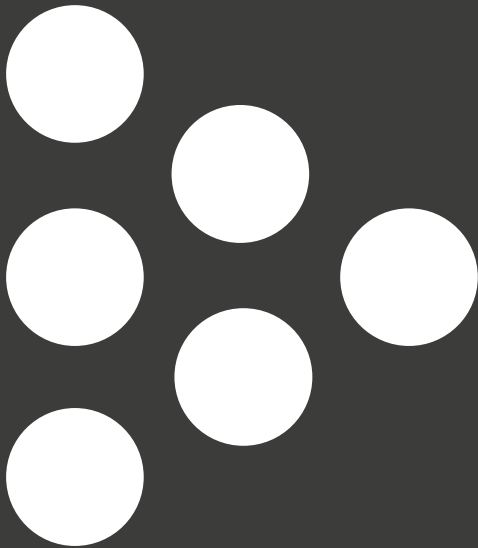
#HowToSurviveInTeaching



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Passmore Academy

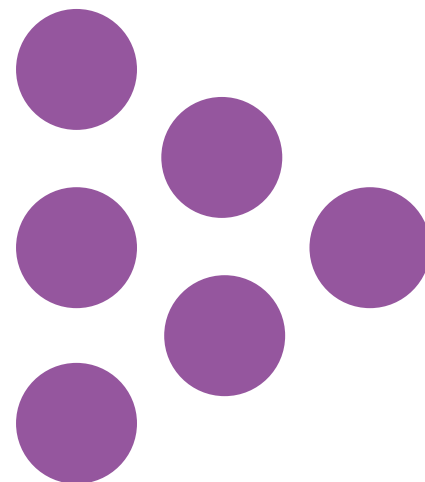


Getting great teachers into schools and keeping them there

How can we encourage more teachers to stay
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Malcolm Trobe
ASCL

Questions?





Evidence for excellence in education

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