



Updates from Ofsted and the DFE July 2021

Ofsted have updated their current school inspection handbook, their section 8 inspection handbook and Early Years inspection handbook. They have also produced the handbooks that they will be using from 1 September 2021. You will find all of these documents and a summary of the changes below.

Please click on the links below to access documents.

[School inspection handbook - GOV.UK](#)

<https://www.gov.uk> > ... > [School inspection handbook](#)

Updated 28 June 2021- Ofsted

This handbook is for use until 1 September 2021. See the [guidance that will come into force on 1 September](#).

[School inspection handbook for September 2021](#)

[Summary of changes - GOV.UK](#)

<https://www.gov.uk> > ... > [School inspection handbook](#)

Updated 28 June 2021- Ofsted

This document sets out the changes Ofsted have made to the handbook to reflect their inspection practice.

[Section 8 school inspection handbook - GOV.UK](#)

<https://www.gov.uk> > [government](#) > [publications](#) > [secti...](#)

Updated 28 June 2021- Ofsted

This handbook is for use until 1 September 2021. See the [guidance that will come into force on 1 September](#).

[School inspection handbook: section 8 for September 2021](#)

[Summary of changes](#)

This document sets out the changes Ofsted have made to the handbook to reflect their inspection practice.

[Early years inspection handbook for Ofsted-registered ...](#)

<https://www.gov.uk> > [government](#) > [publications](#) > [earl...](#)

Updated 28 June 2021

This handbook is for use until 1 September 2021.

[Early years inspection handbook for Ofsted-registered provision for September 2021](#)

[Summary of changes](#)

This document sets out the changes Ofsted have made to the handbook to reflect their inspection practice.

[Ofsted: coronavirus \(COVID-19\) rolling update - GOV.UK](#)

<https://www.gov.uk> > ... > [Childcare and early years](#)

Updated 3 June 2021- Ofsted

[School inspection data summary report \(IDSR\) guide - GOV.UK](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide)

[https://www.gov.uk/guidance/school-inspection-dat...](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide)

Updated 7 June 2021- Ofsted

[School inspection data summary report \(IDSR\) guide](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide) - New section of guidance added for the release of autumn 2020 absence data. This data is based on the Department for Education's census collection and has been provided as a new section within the IDSR.

[Inspections to look at how schools and colleges work to ...](https://www.gov.uk/government/news/inspections-to-look-at-how-schools-and-colleges-work-to-address-sexual-harassment-abuse-and-violence-among-children-and-young-people)

[https://www.gov.uk/government/news/inspections...](https://www.gov.uk/government/news/inspections-to-look-at-how-schools-and-colleges-work-to-address-sexual-harassment-abuse-and-violence-among-children-and-young-people)

28 June- Ofsted Press Release

Ofsted has published updated education inspection handbooks, clarifying **how inspectors will assess how schools and colleges confront sexual harassment, abuse and violence among children and young people.**

The changes to the handbooks will take effect when routine inspection resumes in September. Inspectors will expect schools and college leaders to assume that sexual harassment, online sexual abuse and sexual violence are happening in and around their school, even when there are no specific reports, and to have put in place a whole-school approach to address them.

Inspectors will also consider how schools and colleges handle allegations and incidents of sexual abuse between children and young people when they do occur.

Inspectors will look at the preventative measures schools and colleges have put in place to guard against sexual harassment and abuse, including behaviour policies, pastoral support and the relationships, sex and health education (RSHE) curriculum.

Sean Harford, Ofsted National Education Director said:

'The findings from our recent review have revealed just how commonplace sexual harassment has become in schools and colleges. So, even when there are no specific reports, schools and colleges must assume that it is taking place and plan to address it accordingly. Our updated handbooks are clear about how we will assess the approach schools and colleges have taken to tackle these issues head-on.

We will expect schools and colleges to have created a culture where sexual abuse and harassment is not acceptable and never tolerated. And where pupils are supported to report any concerns about harmful sexual behaviour and can feel confident they will be taken seriously.'

[Curriculum research review series: languages - GOV.UK](https://www.gov.uk/guidance/school-curriculum-research-review-series-languages)

[https://www.gov.uk/guidance/school-curriculum](https://www.gov.uk/guidance/school-curriculum-research-review-series-languages)

7 Jun 2021 — Ofsted

Conclusion

This review has explored a range of evidence relating to high-quality languages education. It has drawn on research from different countries and organisations. It also builds from the same research base that underpins the EIF.

Languages are in a pressured, yet pivotal, position. The proportion of boys, disadvantaged pupils and those with SEND engaging in languages after key stage 3 is low. Staff expertise, curriculum planning, time allocation and transition are barriers at key stage 2. Transition and staffing continue to be a challenge throughout the system. Yet, languages are the key to not only the government's EBacc ambition, but also to unlocking the world and its cultures to young people.

An effective languages curriculum focuses on the building blocks of language: phonics, vocabulary and grammar. It helps learners make connections between sounds, words and sentences as they produce and understand ever more complex sentences and texts. These 'pillars' of phonics, vocabulary and grammar contain much of the knowledge that beginning learners need. As language learners become proficient, so their sociolinguistic, pragmatic and discourse competence has a greater focus within curriculum planning.

Research on how we learn, and in particular cognitive science, has informed the thinking behind this research review. Specifically, the limited capacity in short-term memory to process information, the long-term memory consisting of schemata where knowledge is linked or embedded with what is already known, using spaced or distributed practice, and the expertise reversal effect showing that explicit teaching works best with beginning learners. In short, learners start becoming proficient in languages later on in their studies.

Two short videos on languages

2 June 2021- Ofsted- Dr Michael Wardle, Her Majesty's Inspector and Ofsted's Subject Lead for Languages

These short videos look at the new subject review - [phonics, vocabulary and grammar](#) and [learning a language, pedagogy and assessment](#).

These videos can be found in

[Ofstednews - YouTube](#)

<https://www.youtube.com › user › ofstednews>

[Review of sexual abuse in schools and colleges - GOV.UK](#)

<https://www.gov.uk › government › publications › revi...>

10 June 2021- Ofsted

Conclusion

This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them. This review did not analyse whether the issues are more or less prevalent for different groups of young people, and there may well be differences, but it found that the issues are so widespread that they need addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

[Research review series: geography - GOV.UK](#)

<https://www.gov.uk › government › publications › rese...>

Published 17 June 2021- Ofsted

Conclusion

This review has drawn on a range of evidence to identify the features of a high-quality geography education. High-quality geography is underpinned by sufficiently knowledgeable teachers who have the necessary subject knowledge and appreciation of the discipline. They can construct a curriculum that respects the discipline, contains judiciously selected content, is cohesively organised and is contextualised to the school.

The review shows the significance of a well-planned curriculum, both in terms of what pupils are to learn and how it is organised to ensure that pupils remember what they have been taught. Research from a range of studies shows the importance of sound locational knowledge for pupils. However, international studies show us that this is a weaker aspect of pupils' geographical knowledge. This impedes pupils' abilities to locate features, navigate effectively and appreciate the impact location has on geographical processes.

Similarly, prioritising pupils' understanding of place knowledge brings meaning to the locations and processes that they learn about. When pupils have an appreciation of place, the connections between different geographical processes and locations are revealed.

Through teachers' careful identification of each component of geographical knowledge and thoughtful sequencing, pupils learn and remember more and more. Curriculum plans reflect the importance of each interrelated form of substantive knowledge (locational knowledge; place knowledge; environmental, human and physical processes; geographical skills and fieldwork). They consider each in a proportionate manner and reveal the connections between them. Through teachers' curriculum planning and pedagogical approaches, pupils gain an insight into the discipline. Research shows that this is most effective when pupils build on their existing knowledge.

As pupils progress through their school years, they develop their knowledge from specific examples to generalisations that they can apply in different locations. Pupils will also be developing the range of geographical skills they use. Foregrounding the use of maps is critical in supporting pupils to present spatially organised data and to analyse it using their knowledge of geographical processes. Research shows that pupils learn geographical skills most effectively when they are integrated into the teaching of processes and when pupils have sufficient opportunities to practise using them.

Fieldwork is a mainstay of geography education. Through first-hand data-gathering, analysis and presentation, pupils gain an insight into the discipline of geography. The connections between processes and location are revealed and pupils remember more of what they have been taught.

The literature shows that a well-planned curriculum is implemented successfully when it is accompanied by effective teaching approaches. Research identifies the range of different approaches and specific considerations that teachers reflect on when planning their teaching. The research also notes the risk of misusing popular contemporary media representations when teaching geography as this can limit or skew the content that is taught.

The importance of accurate assessment to ensure that pupils have learned the components of the curriculum is a common feature in the literature. By using assessment information to shape (and sometimes reshape) the curriculum, teaching ensures that pupils remember the content.

The research also highlights the impact of decisions made by leaders and those responsible for governance. Their allocation of resources, time and investment in professional development, as well as their operational decisions, such as timetabling and who teaches which class, all contribute to the quality of geography education in a school.

Two short videos on Geography

[Ofstednews - YouTube](#)

[https://www.youtube.com > user > ofstednews](https://www.youtube.com/user/ofstednews)

14 June 2021- Ofsted- Iain Freeland- subject Lead for Geography

Two interesting short videos from Iain Freeland, Her Majesty's Inspector, Ofsted's Subject Lead for Geography, on the subject report about geography. He talks about the quality of geography education.

[Teaching about mental wellbeing - GOV.UK](#)

[https://www.gov.uk > guidance > teaching-about-menta...](https://www.gov.uk/guidance/teaching-about-menta...)

Updated 15 June 2021- DFE

This teacher training module from the DFE supports the [physical health and mental wellbeing section](#) of the statutory relationships, sex and health education curriculum. This is the first of a series of 14 modules to support schools to implement the new curriculum.

The DFE have developed this mental wellbeing teacher training module to help subject leads and teachers understand what they should teach, as well as improving their confidence in delivering mental wellbeing as part of the new curriculum.

It is a series of 66 slides which can be adapted to meet your school's needs.

Other resources recommended by the DFE

To support teachers to deliver sessions on mental wellbeing, the Tenax Schools Trust has produced a series of [short filmed recordings of lessons](#). There are 3 videos for primary schools and 3 videos for secondary schools. Each video is about 10 minutes long and illustrates how to turn the mental wellbeing training into teaching.

You can find advice on supporting pupils whose mental health problems manifest themselves in behaviour in [mental health and behaviour in schools](#).

[Supporting mental health in schools and colleges](#) contains case studies on activities to support pupils' mental health and wellbeing.

[Mental health and wellbeing support in schools and colleges ...](#)

[https://www.gov.uk > guidance > mental-health-and-we...](https://www.gov.uk/guidance/mental-health-and-we...)

2 Jun 2021 — DFE

Mental health and wellbeing resources

This list provides sources of mental health and wellbeing support for teachers, school staff and school leaders in all maintained schools, academies and free schools.

It will help you:

- find help and support in response to any feelings you are experiencing as a result of COVID-19
- access advice on prioritising your own wellbeing and mental health
- signpost pupils and students to appropriate support, help and advice
- provide pupils and students with a list of resources so they can get support on a range of issues independently

Download the [list of mental health and wellbeing resources](#) (PDF, 324KB, 21 pages).

[Education recovery support - GOV.UK](#)

<https://www.gov.uk> > [government](#) > [publications](#) > [edu...](#)

Updated 11 June 2021- DFE

A list of resources to help early years settings, schools and 16 to 19 education providers support children and young people's wellbeing and education recovery.

[School reports on pupil performance: guide for headteachers ...](#)

<https://www.gov.uk> > [guidance](#) > [school-reports-on-pu...](#)

Updated 10 June 2021- DFE

This guidance has been updated to support teachers to prepare annual reports for parents following the cancellation of this year's summer exam series and primary assessments, and partial school closures, due to the coronavirus (COVID-19) pandemic.

The guidance confirms that regulations have been laid to remove the requirement to report on national curriculum assessments and attendance. It also explains the different requirements of school leaver reports.

Contents

1. [School leavers' reports](#)
2. [Information that must be reported in annual reports](#)
3. [Attendance record](#)
4. [National curriculum assessments](#)
5. [Grades achieved in GCSEs or other qualifications](#)
6. [Providing reports in 2020 to 2021](#)

[The early years sector – a changing picture - Ofsted: social ...](#)

<https://socialcareinspection.blog.gov.uk> > [2021/06/30](#)

30 June 2021- Ofsted

Yvette Stanley, Ofsted's National Director for Regulation and Social Care, and Jason Bradbury, Deputy Director, Data and Insight, discuss Ofsted's latest early years and childcare statistics.

