education datalab

research • analysis • evidence

Delivering the EBacc for the many and not the few

Dr Becky Allen

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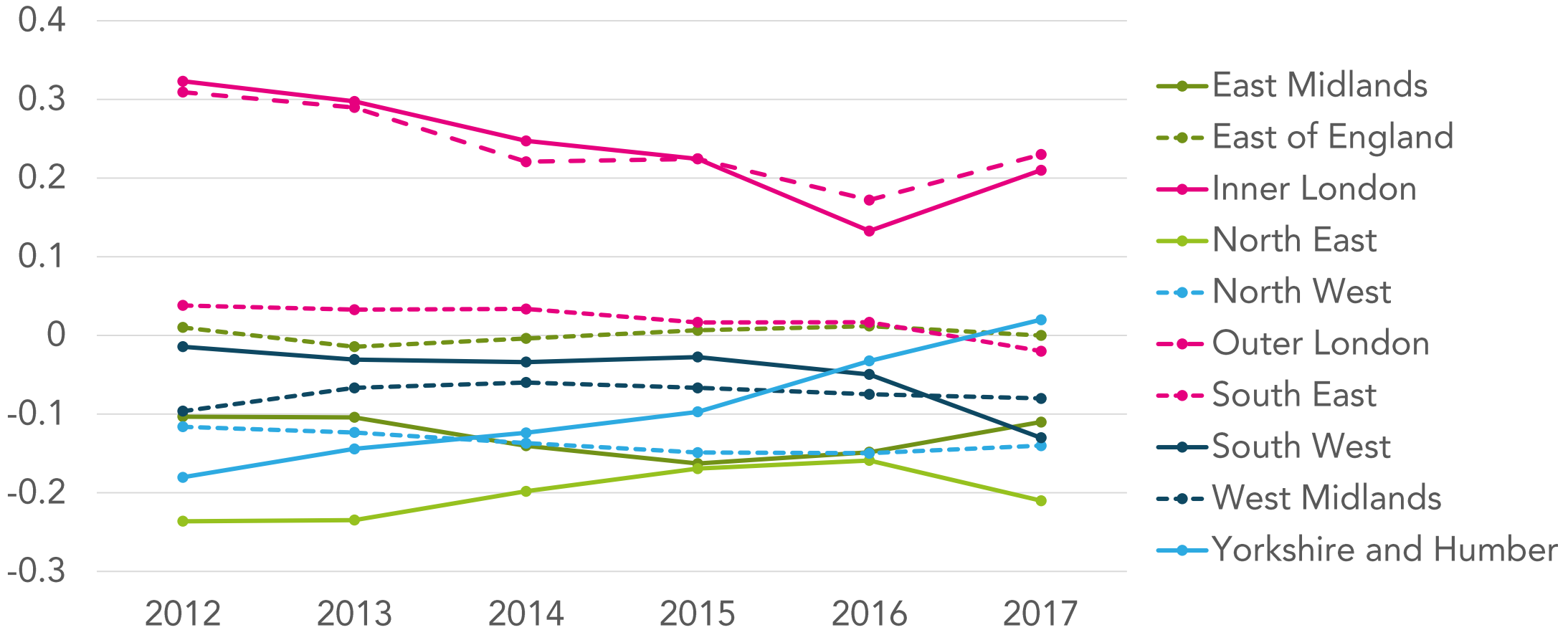
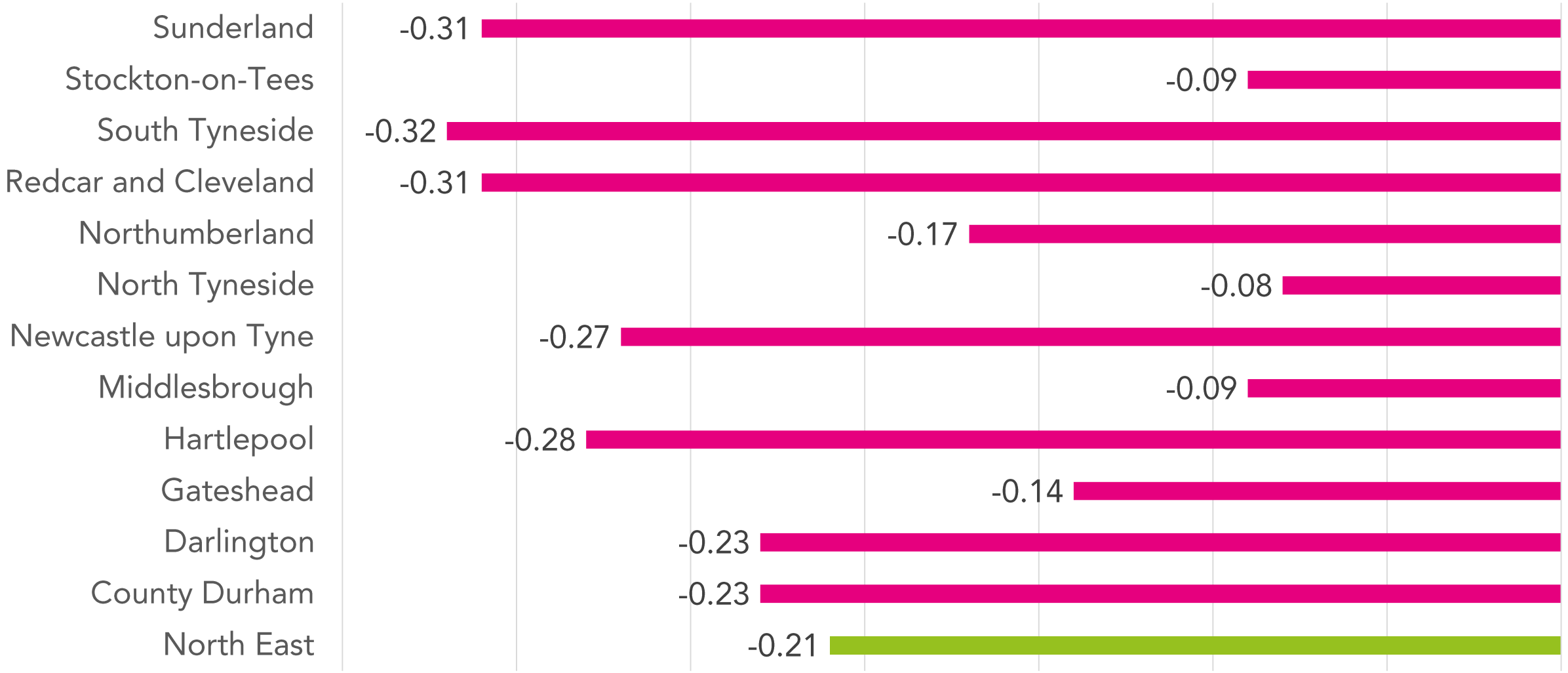
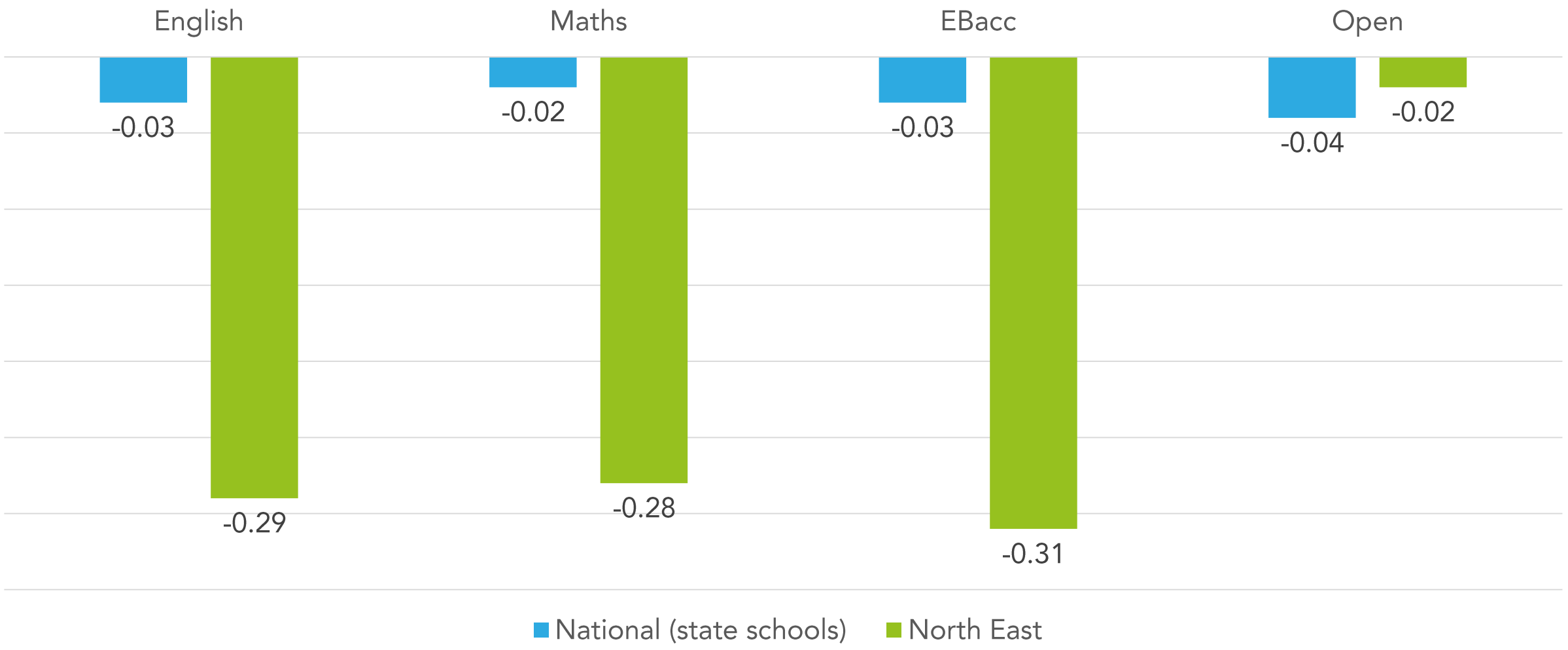
Regions had started converging on Progress 8… until 2017



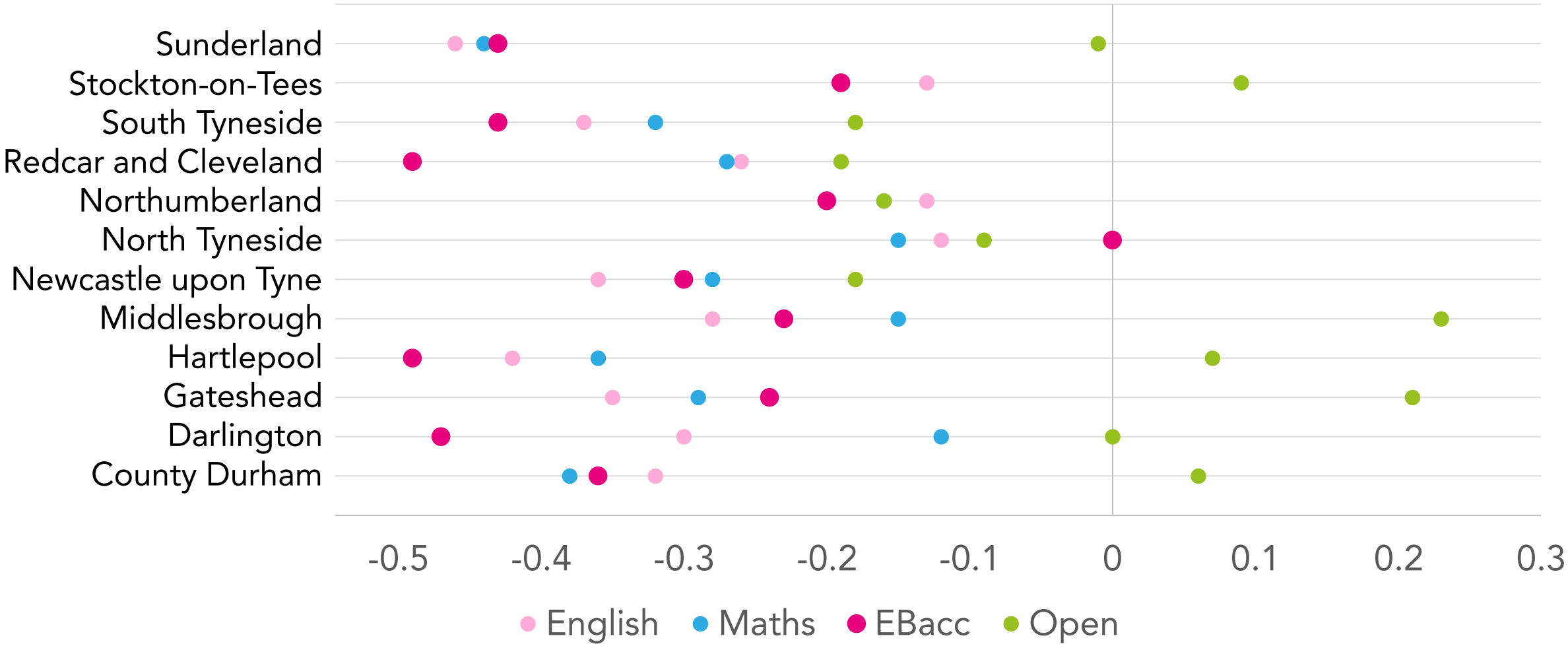
North East LAs are still behind



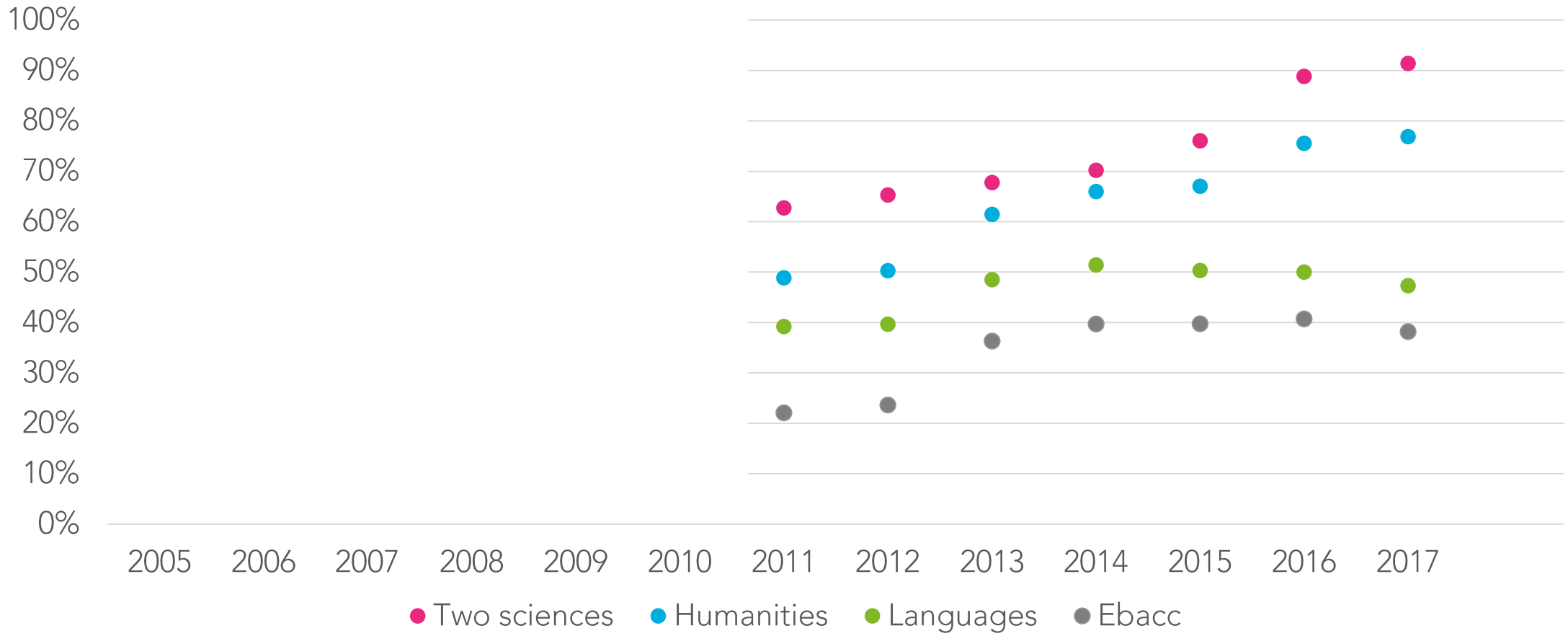
Progress 8 in NE let down by the EBacc



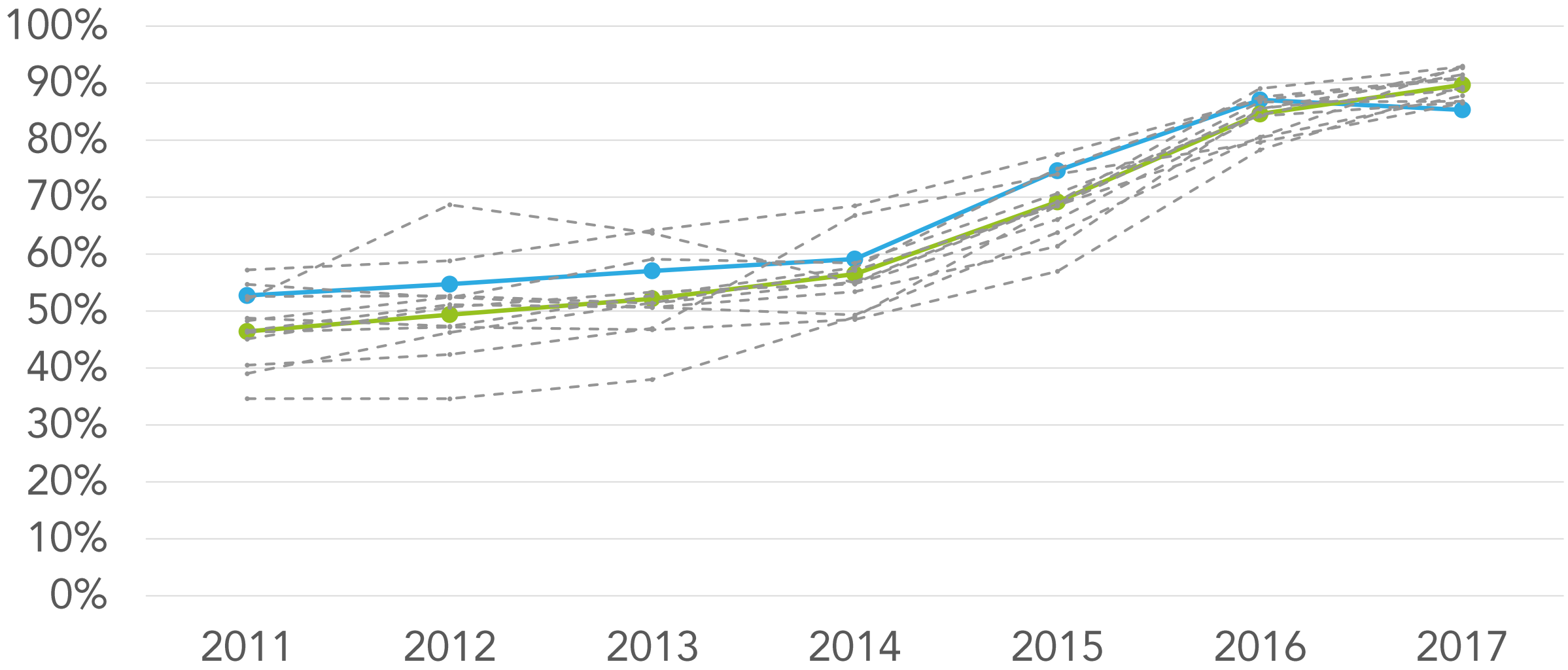
Some LAs have huge disparities across P8 components



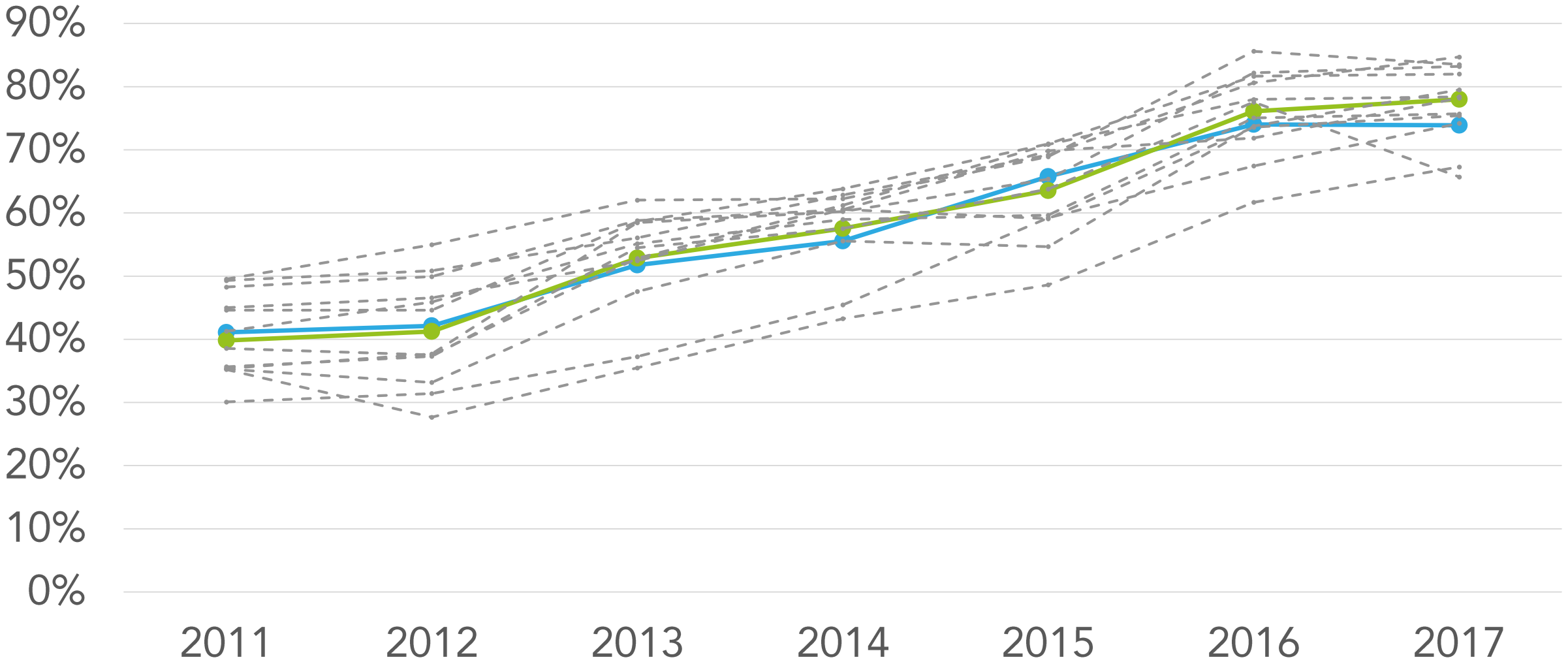
Huge increase in students entered for EBacc subjects to 2016



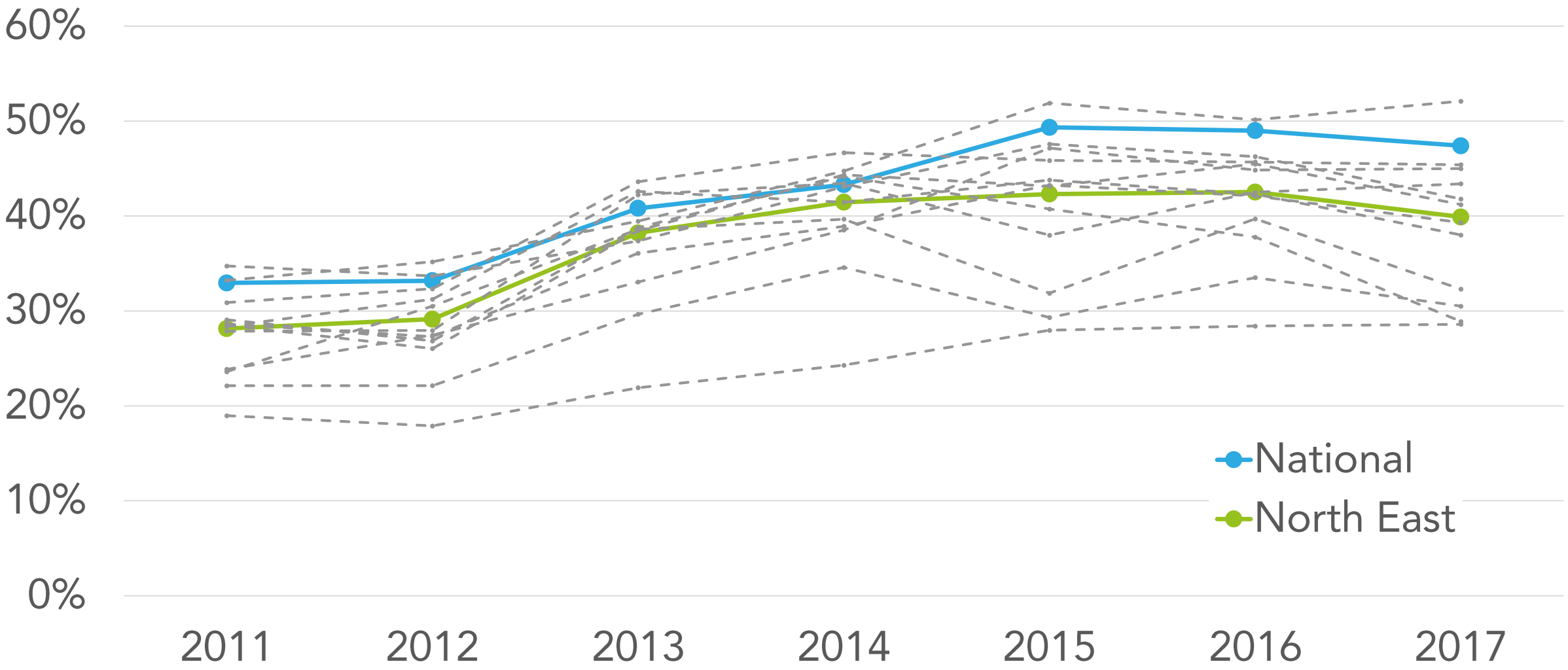
Science entry rates have converged



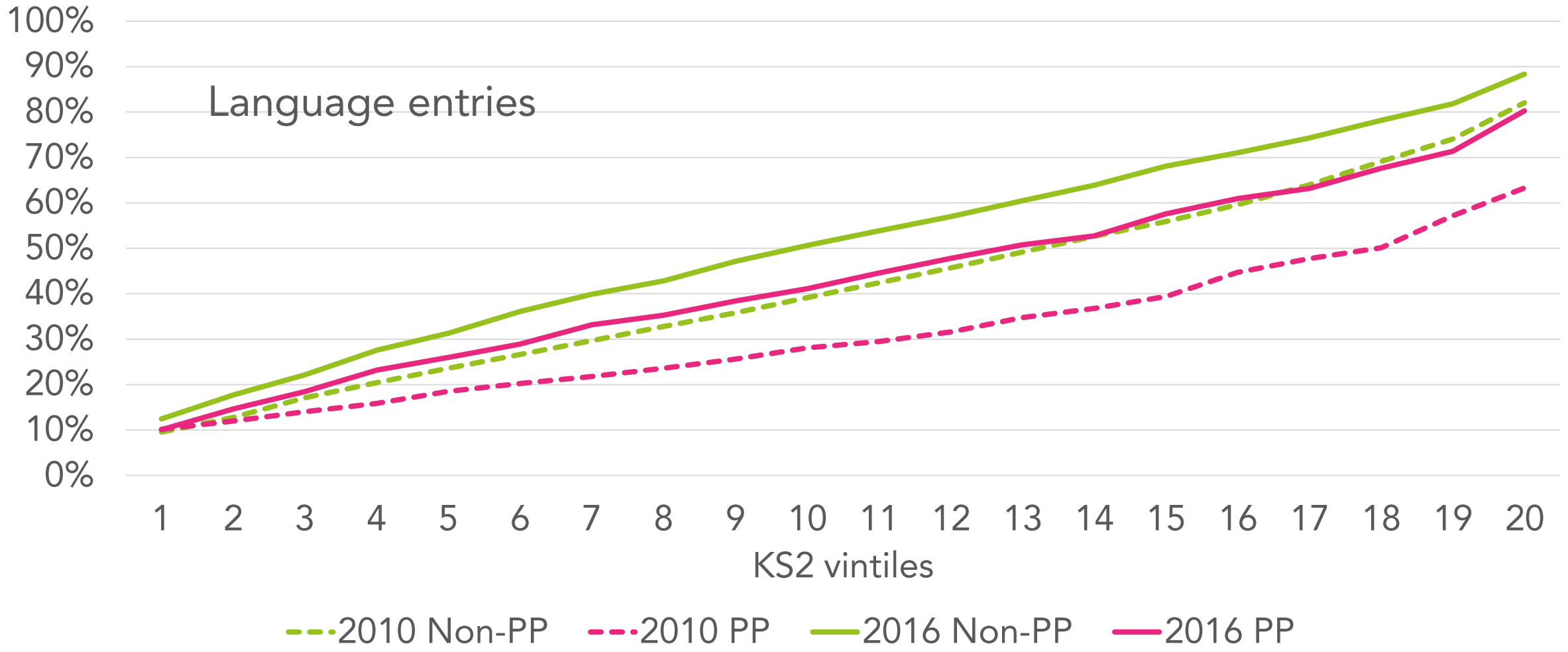
NE humanities entries now a little above national levels



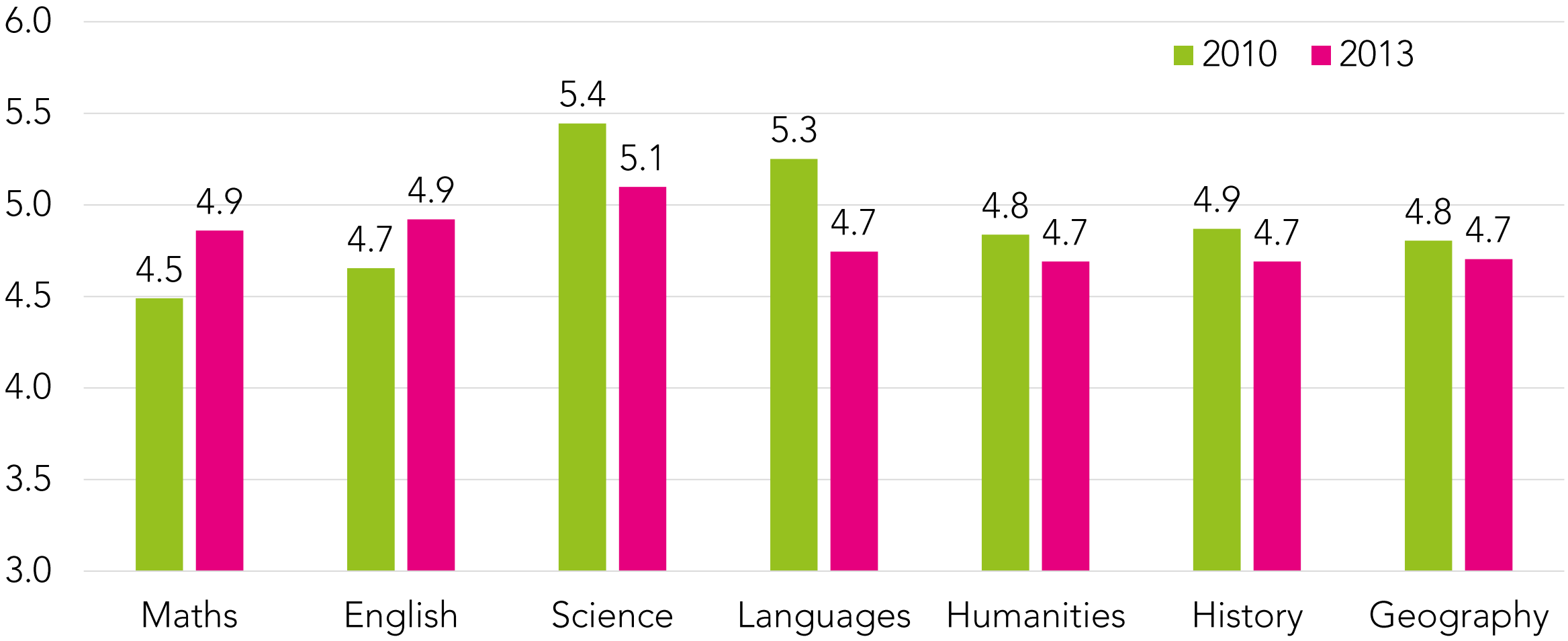
Languages entries still fall behind in NE



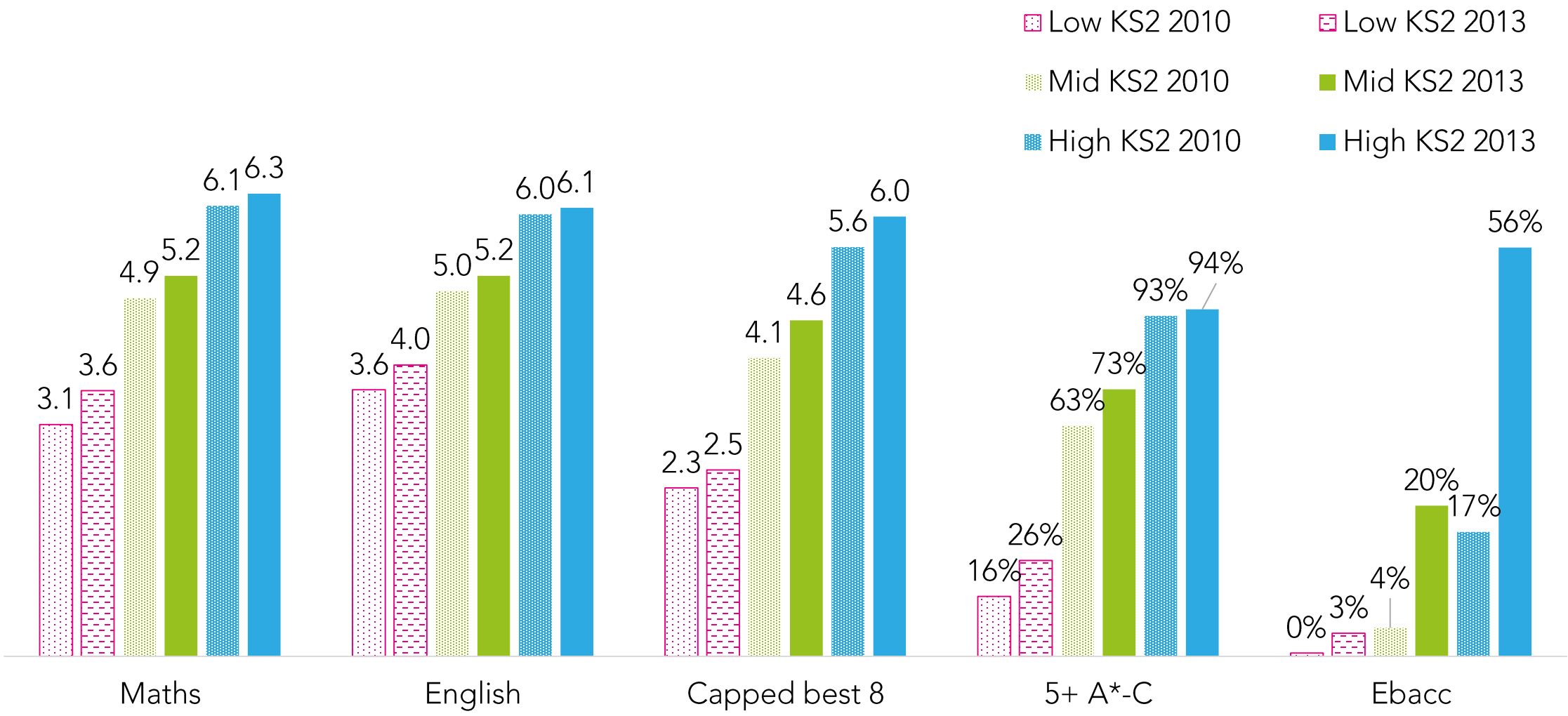
Choice at age 14 is socially conditioned



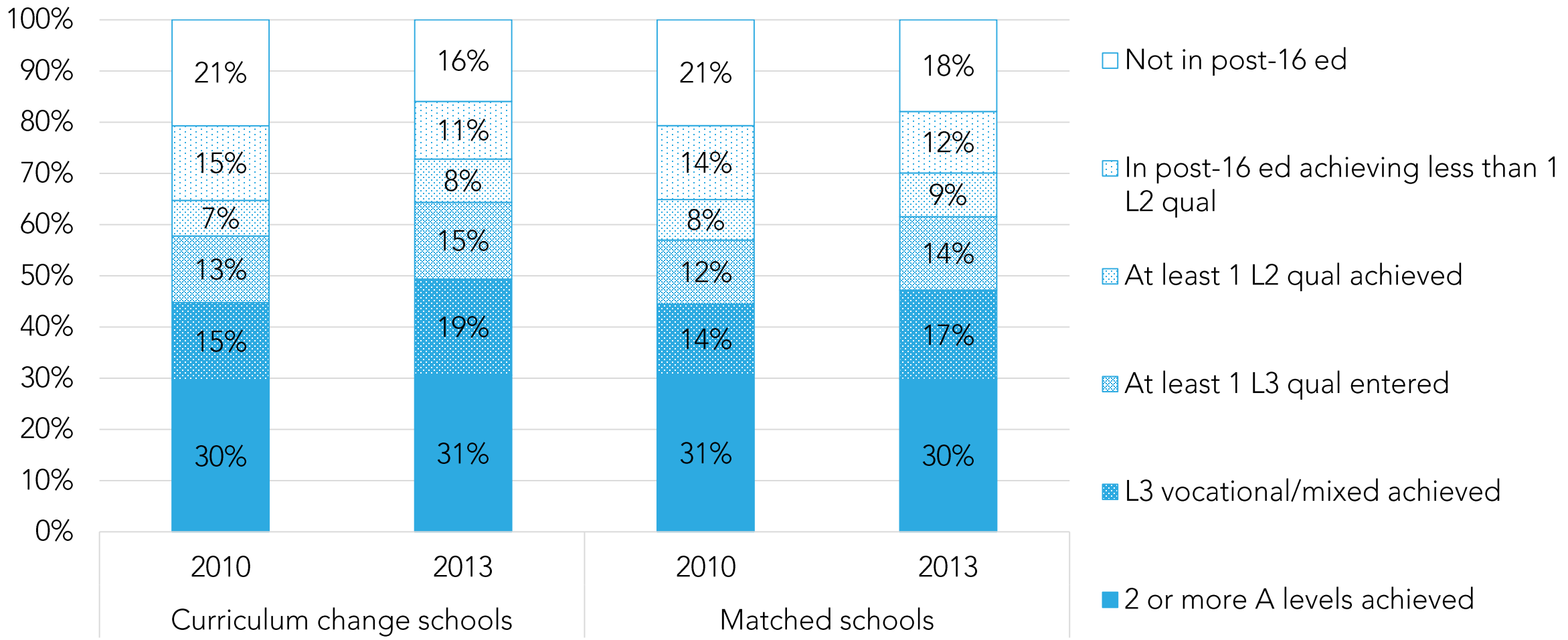
300 schools that changed their curriculum



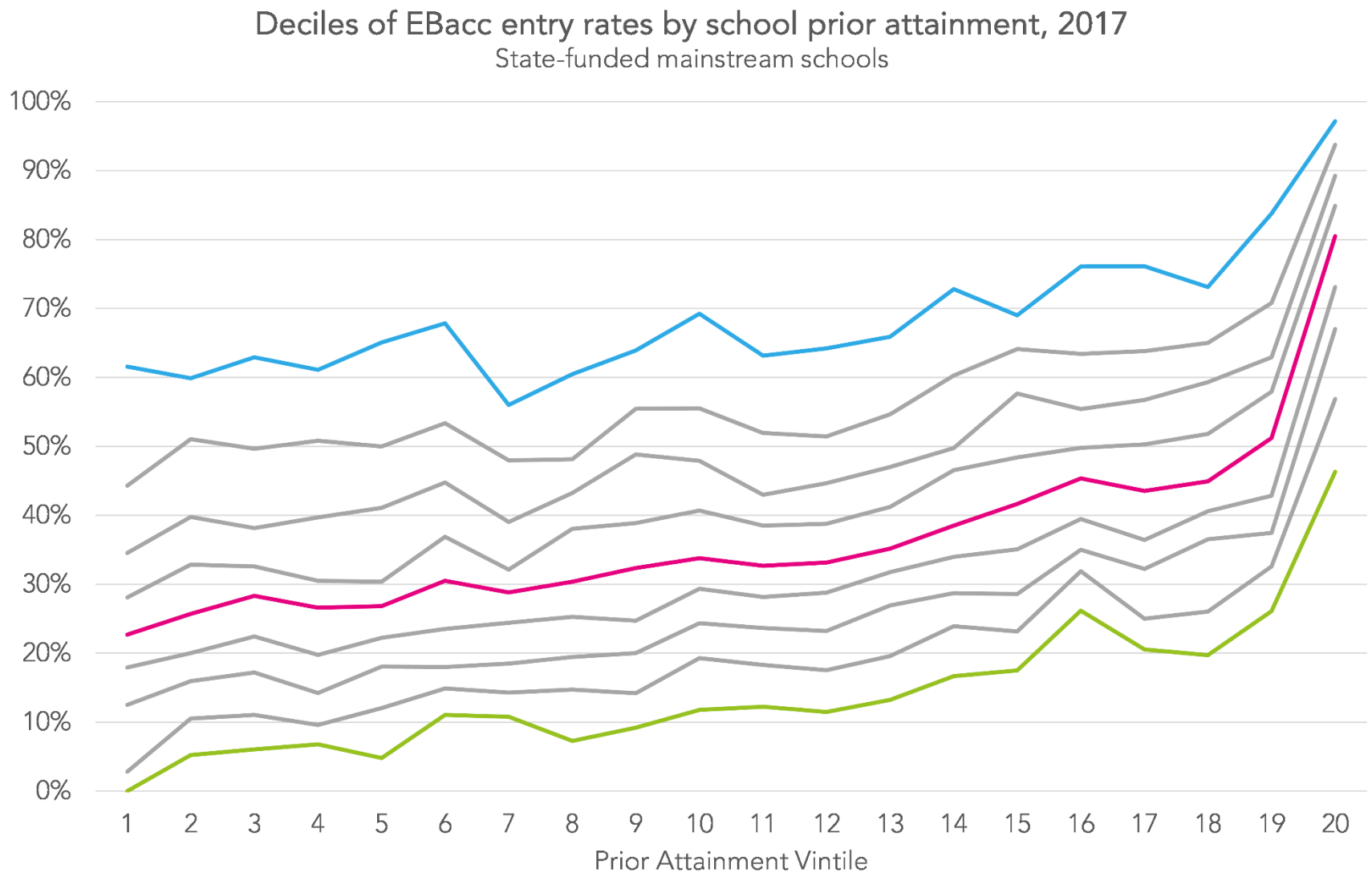
Impact by pupil prior attainment



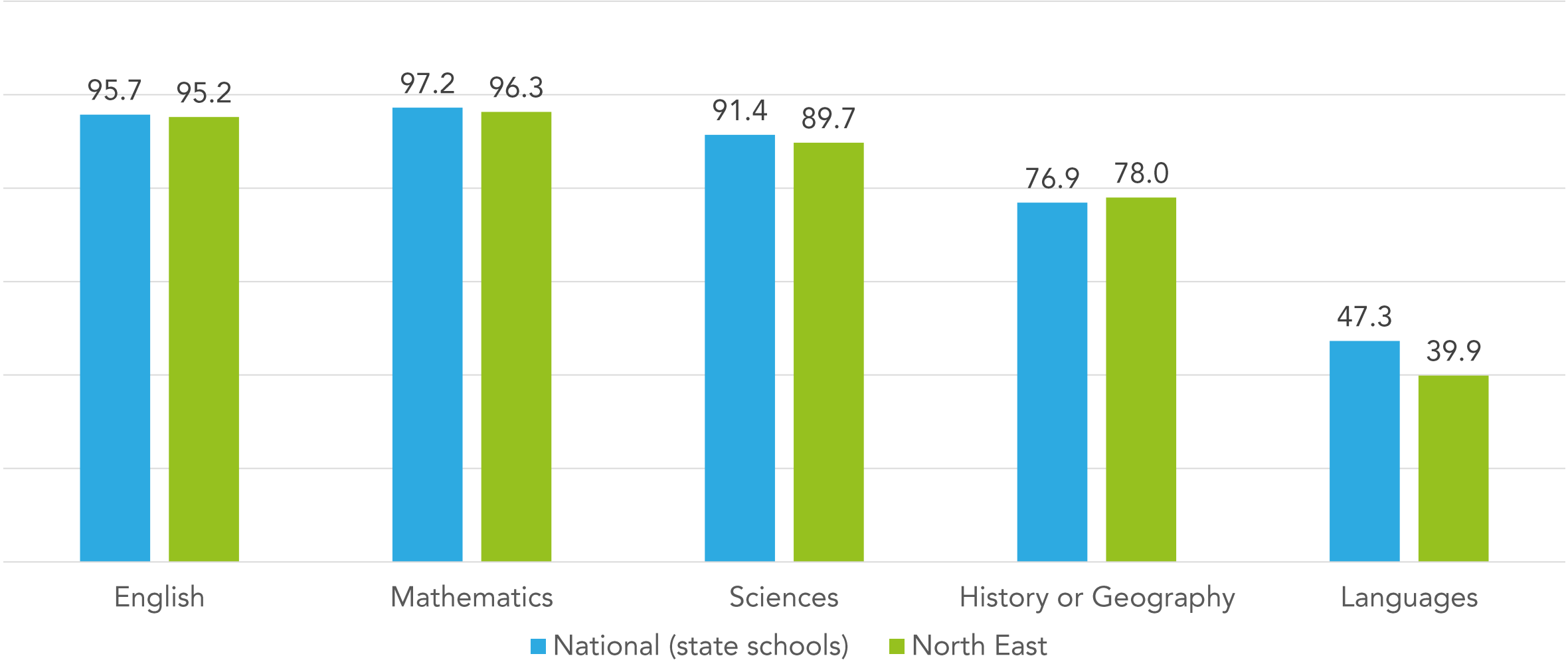
Impact on post-16 routes



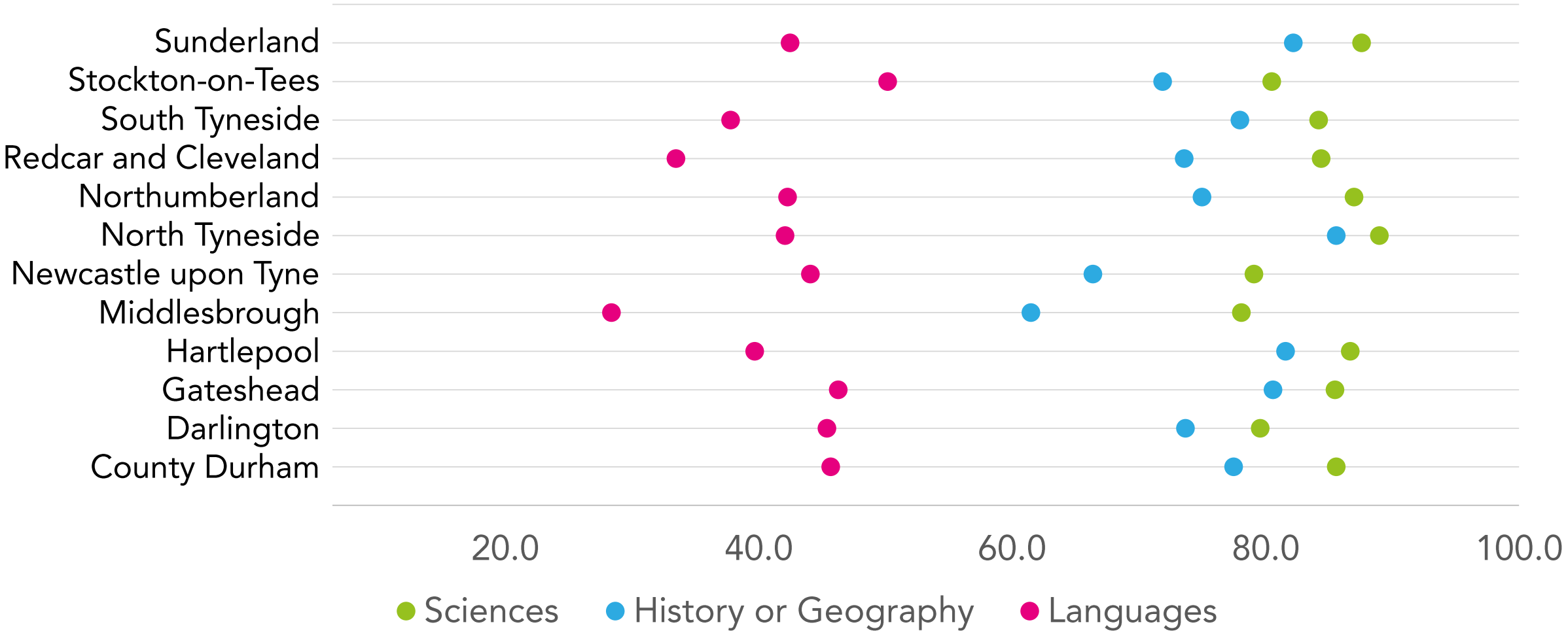
Similar schools vary in EBacc entry rates



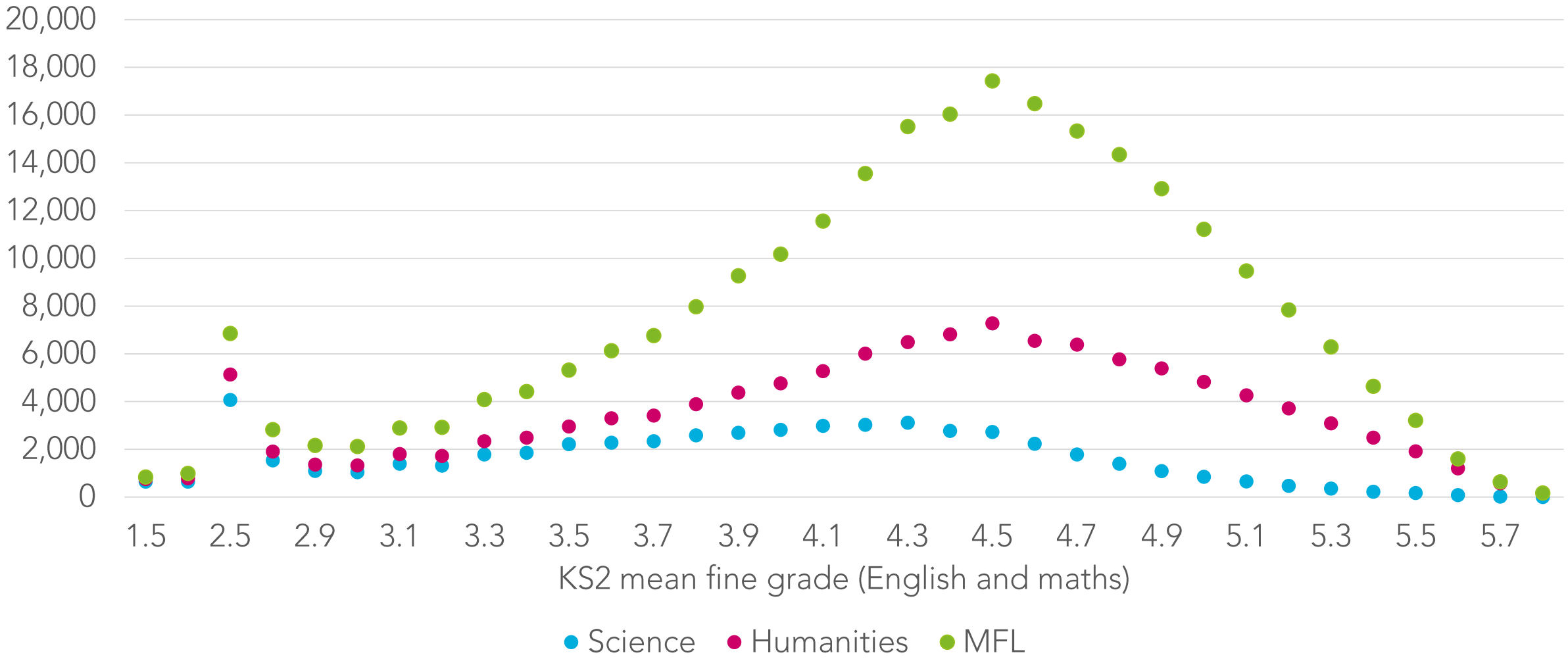
In 2017, only outstanding difference in entries is in languages



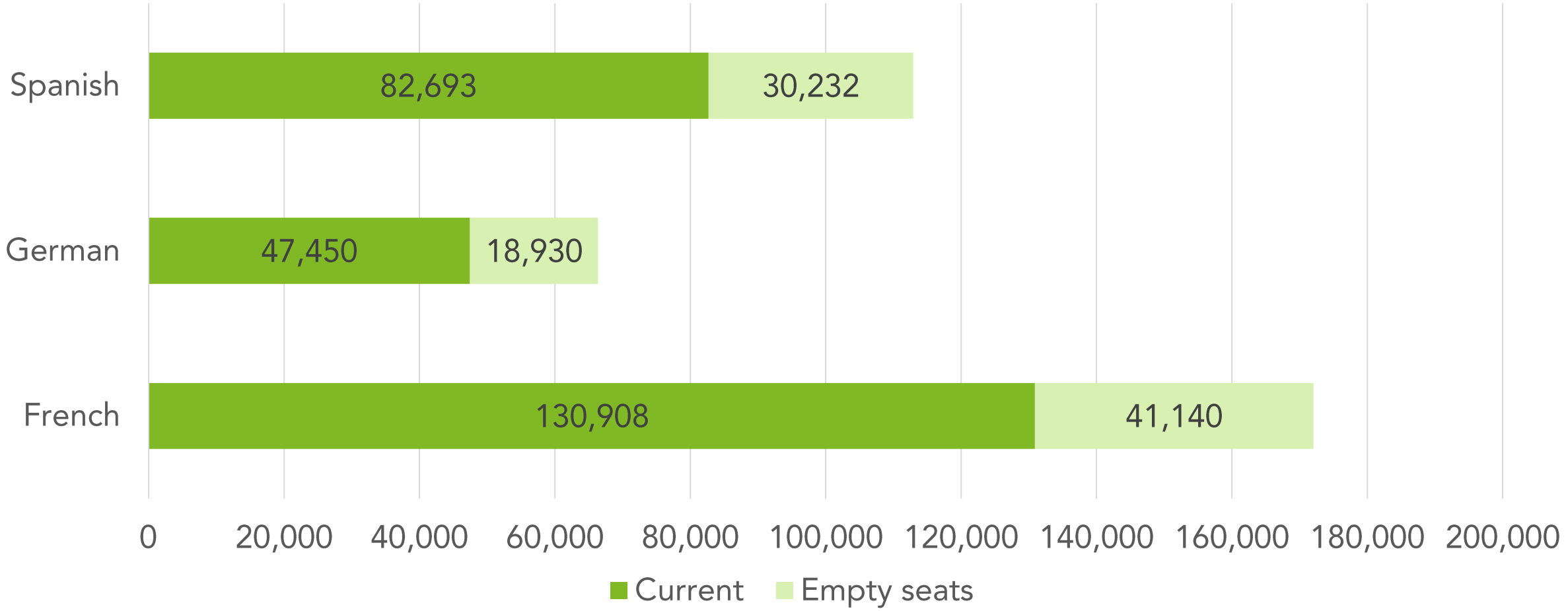
Variation across the NE region



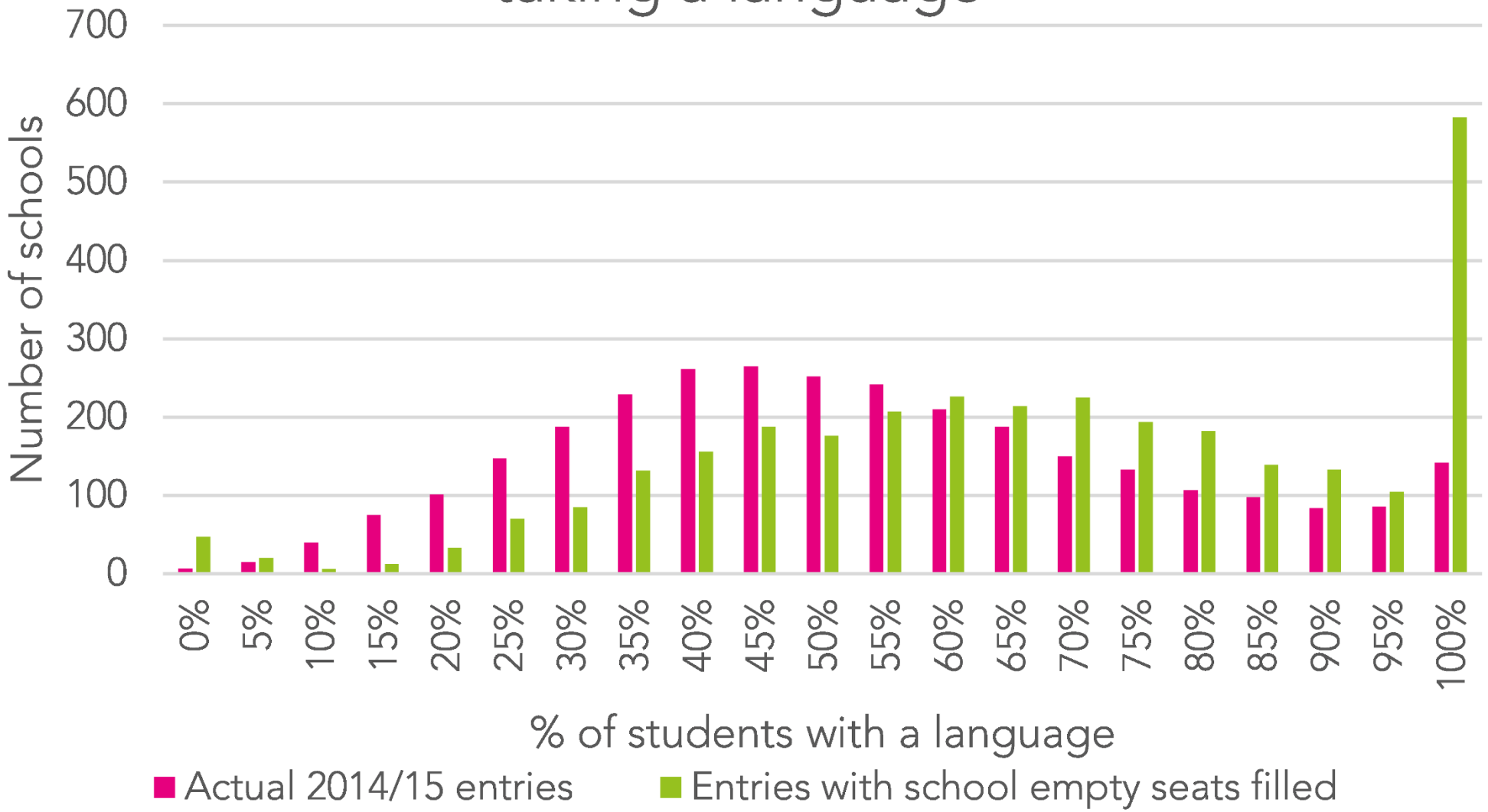
Number of pupils with empty slots 2016



There remain empty seats in GCSE language classrooms

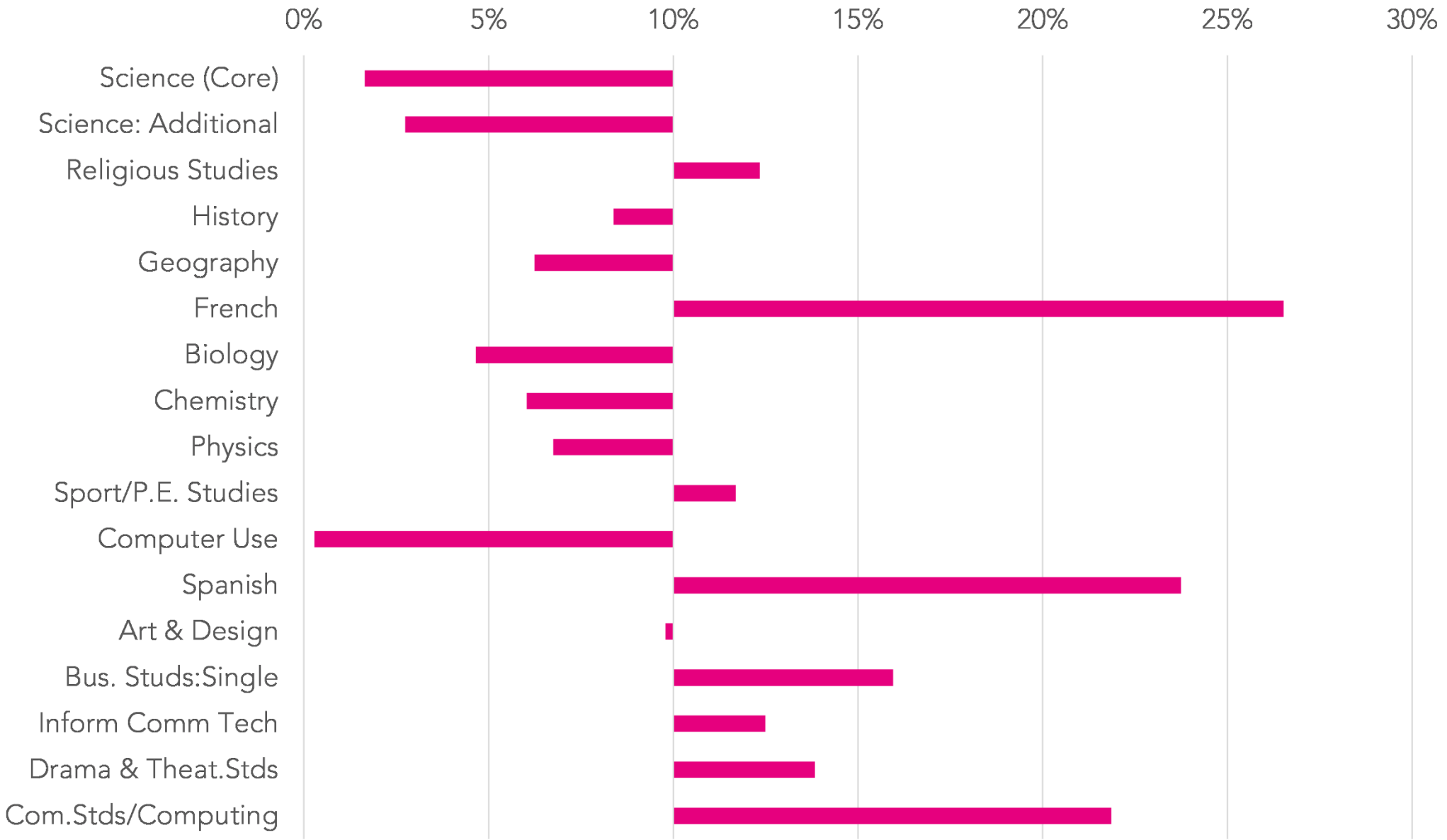


Secondary school percentage of pupils taking a language



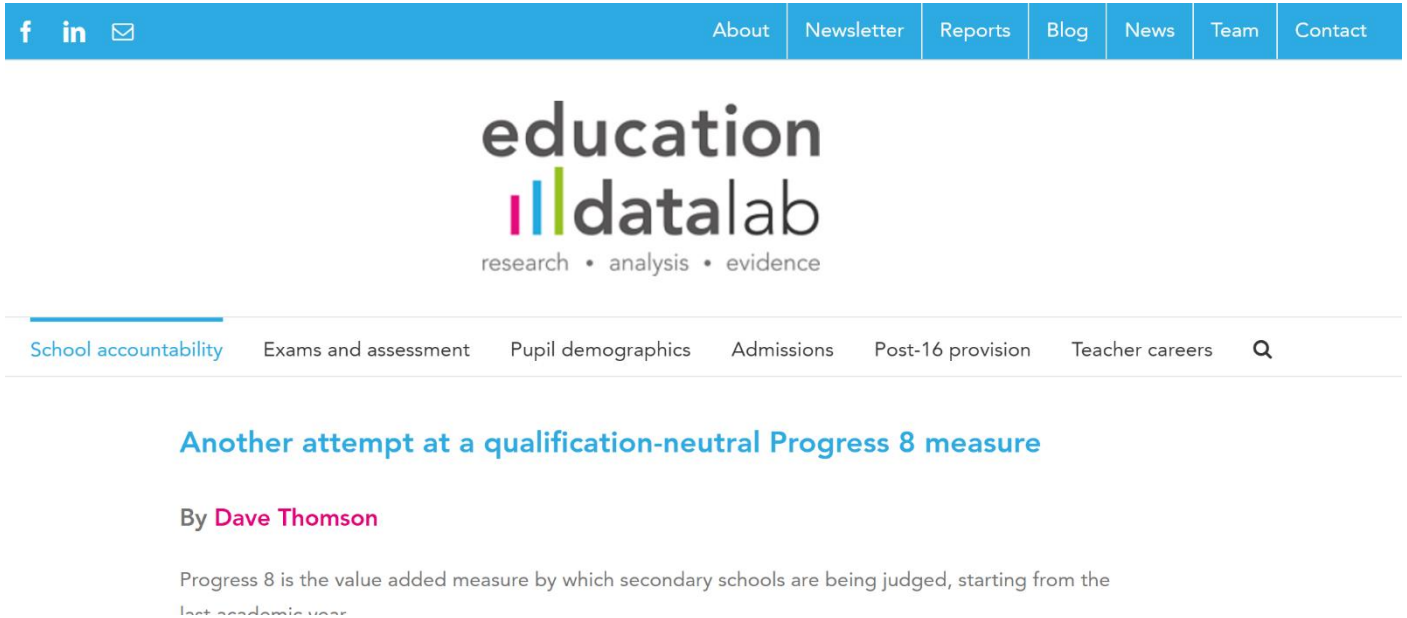
Percentage of entries with grades too low to contribute to A8

Students in maintained schools, 2016



Options for improving points scores

- Adjust MFL grading and live with remaining (smallish) differences between qualifications/ subjects
- Calculate "fair" points scores for each subject, e.g.



Options for improving points scores

Award points scores to each grade so the mean and variance for each subject is the same as English and maths combined

Grade	English lang	Maths	French	Art & design	Geog	Physics	Core Science	ECDL
U	0.16	0.52	1.07	0.60	0.84	0.83	0.45	
G	0.44	0.92	1.26	0.75	1.12	1.26	0.67	
F	0.79	1.25	1.58	0.95	1.49	1.49	1.05	
E	1.26	1.56	2.04	1.28	1.91	1.83	1.56	
D	1.86	2.01	2.55	1.75	2.34	2.37	2.14	
C	2.59	2.61	3.11	2.35	2.80	2.91	2.73	1.23
B	3.36	3.27	3.73	3.20	3.38	3.47	3.38	1.66
A	4.07	3.88	4.29	3.91	3.98	4.08	4.16	2.22
A*	4.89	4.58	4.86	4.54	4.64	4.77	4.94	3.56
Average	2.80	2.75	3.25	2.71	2.92	3.60	2.50	2.63

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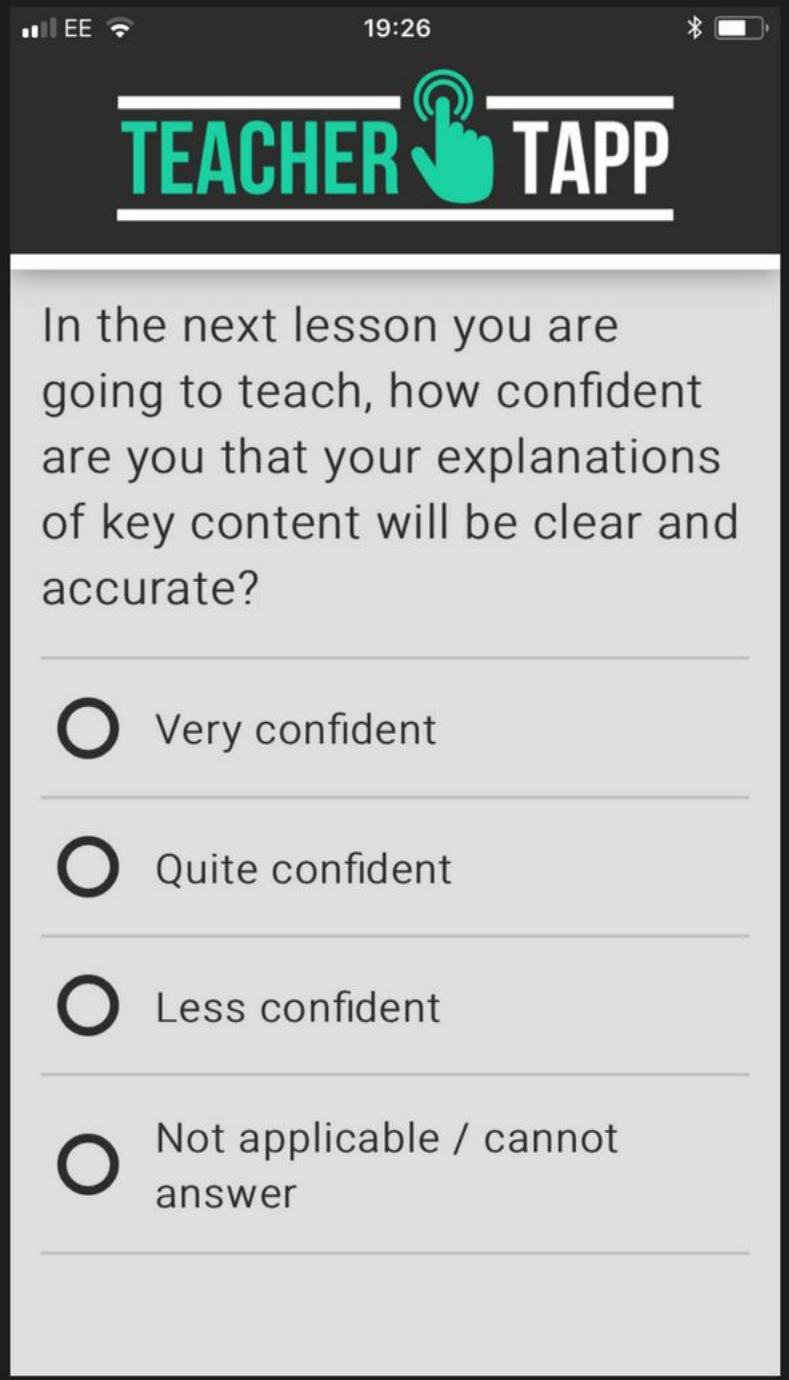
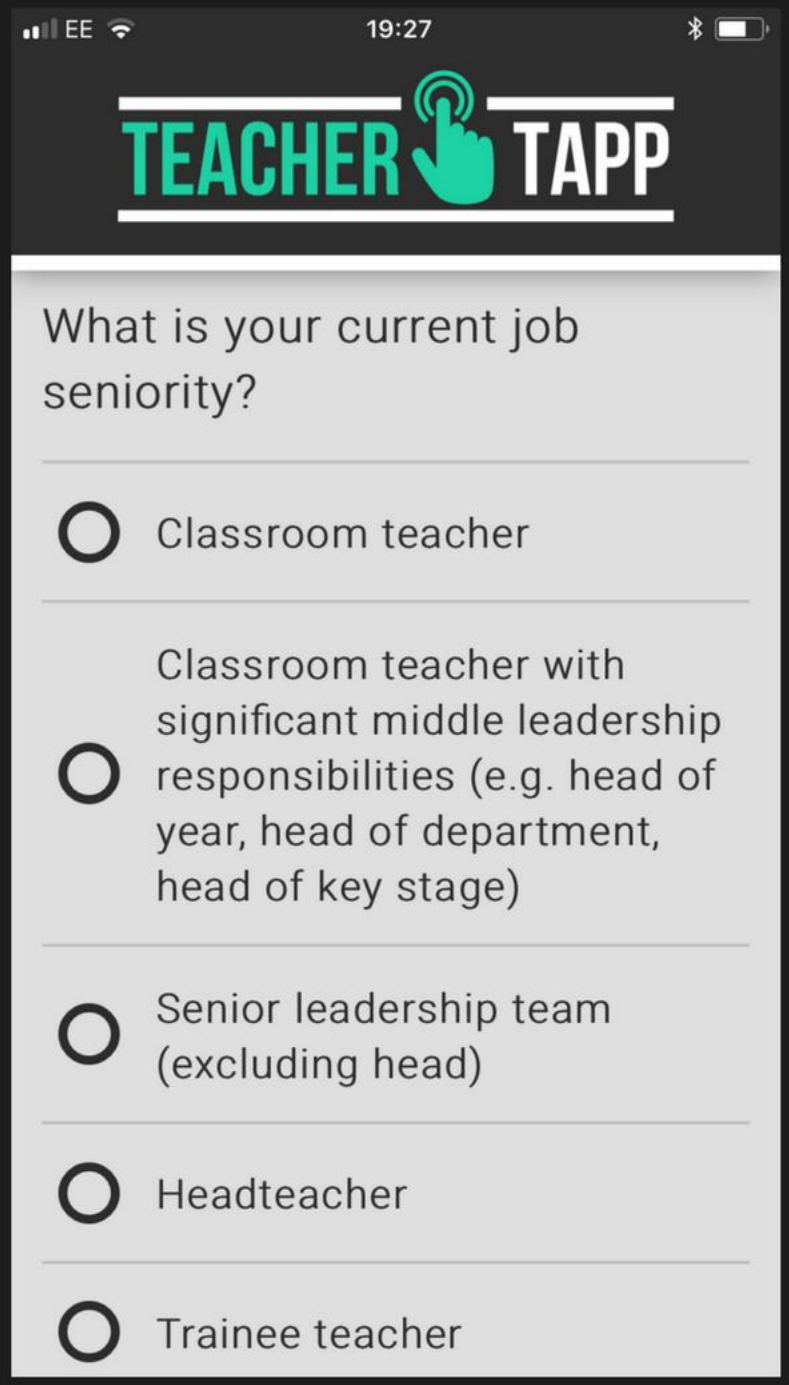
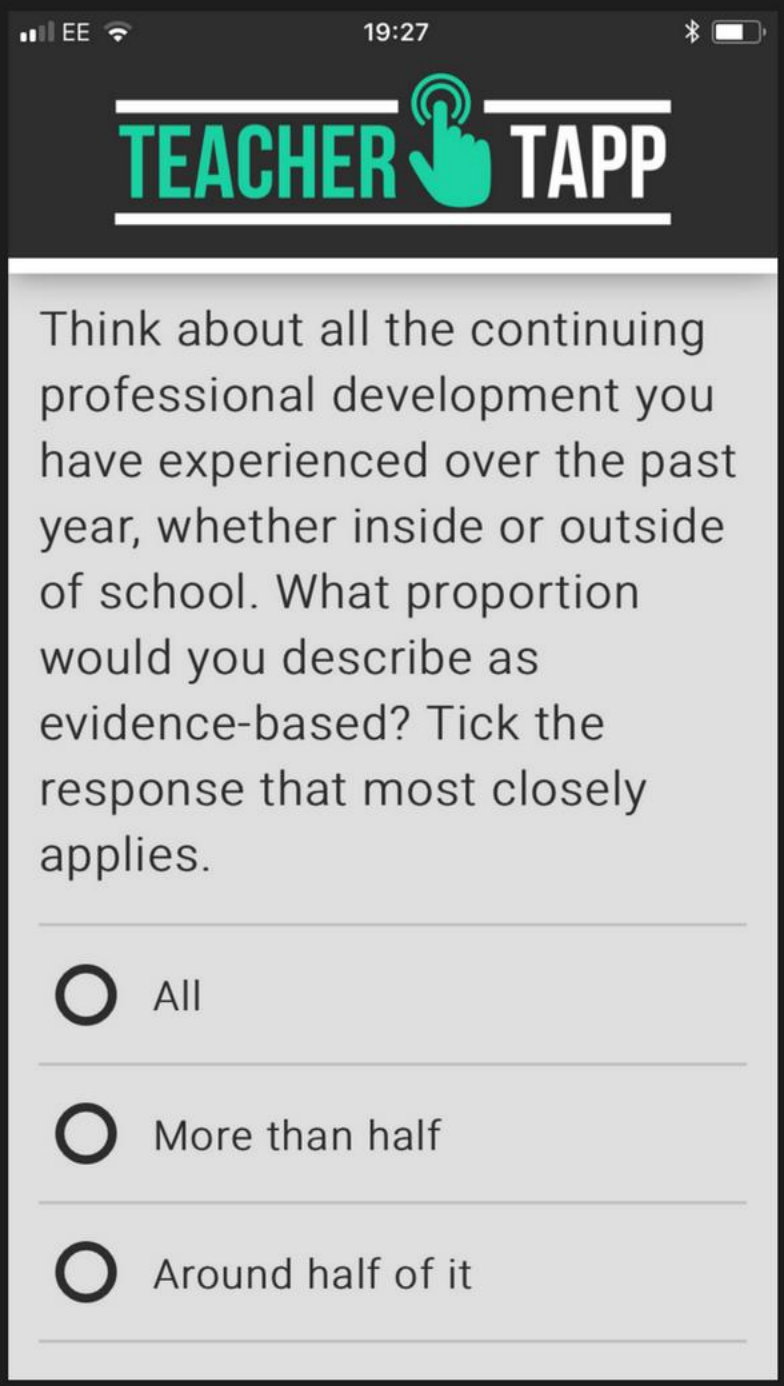
IMAGINE YOU COULD ASK TEACHERS THREE QUESTIONS A DAY...

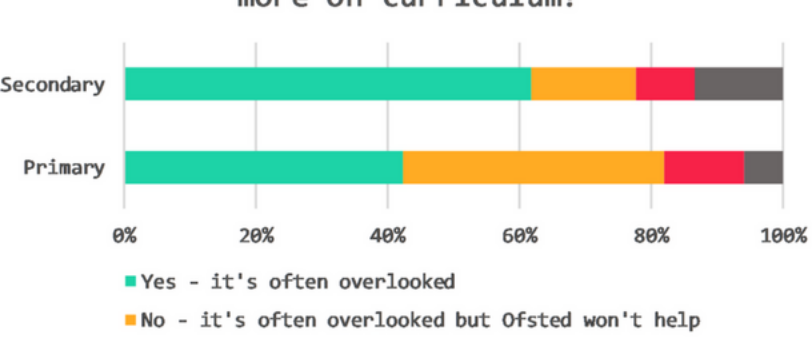
...EVERY DAY

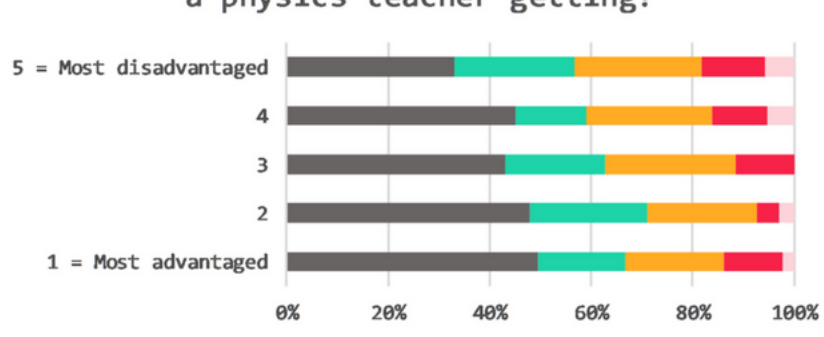
KNOWING WHAT TEACHERS ARE THINKING AND DOING HELPS MAKE SCHOOLS SMARTER AND AVOIDS BAD POLICY-MAKING

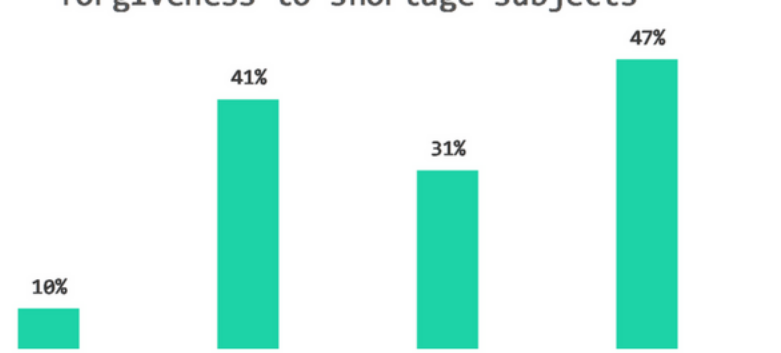

EE
19:26
TEACHER TAPP
In the next lesson you are going to teach, how confident are you that your explanations of key content will be clear and accurate?
Very confident
Quite confident
Less confident
Not applicable / cannot answer

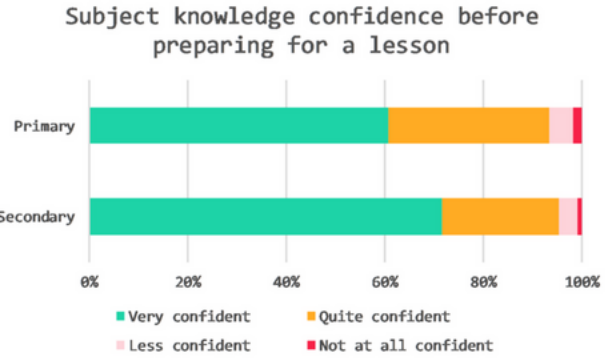

EE
19:27
TEACHER TAPP
What is your current job seniority?
Classroom teacher
Classroom teacher with significant middle leadership responsibilities (e.g. head of year, head of department, head of key stage)
Senior leadership team (excluding head)
Headteacher
Trainee teacher


EE
19:27
TEACHER TAPP
Think about all the continuing professional development you have experienced over the past year, whether inside or outside of school. What proportion would you describe as evidence-based? Tick the response that most closely applies.
All
More than half
Around half of it

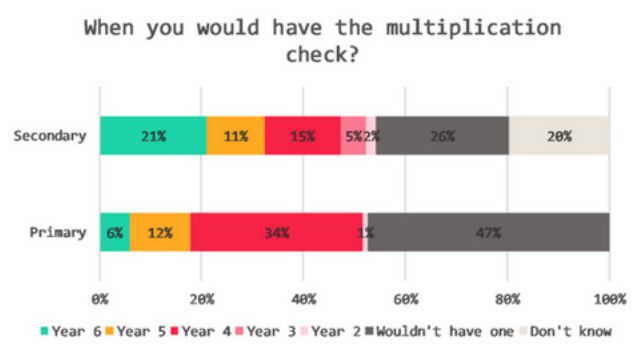

Secondary
Primary
0%
20%
40%
60%
80%
100%
Yes - it's often overlooked
No - it's often overlooked but Ofsted won't help


5 = Most disadvantaged
4
3
2
1 = Most advantaged
0%
20%
40%
60%
80%
100%

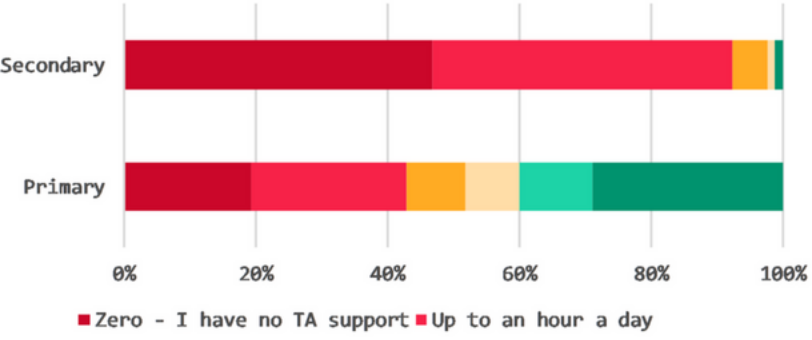

10%
41%
31%
47%

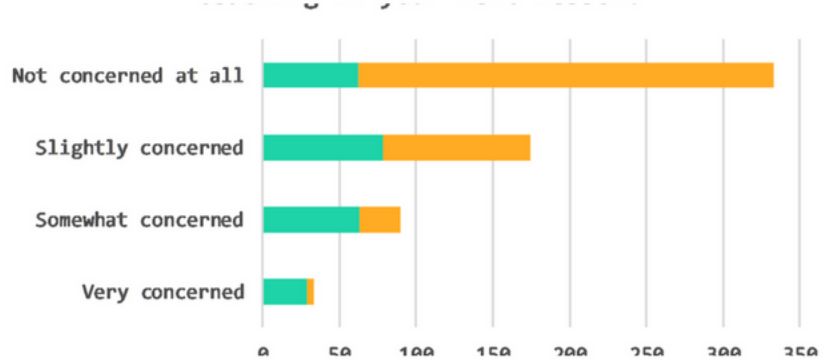

Subject knowledge confidence before preparing for a lesson
Primary
Secondary
0%
20%
40%
60%
80%
100%
Very confident
Quite confident
Less confident
Not at all confident

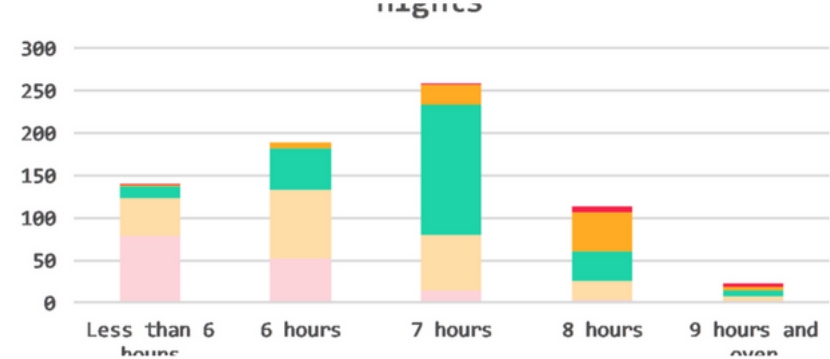
Are you worried behaviour will disrupt teaching in your next lesson?
Not concerned at all
Slightly concerned
Somewhat concerned
Very concerned
0
50
100
150
200
250
300
350
My last lesson was disrupted
My last lesson was fine

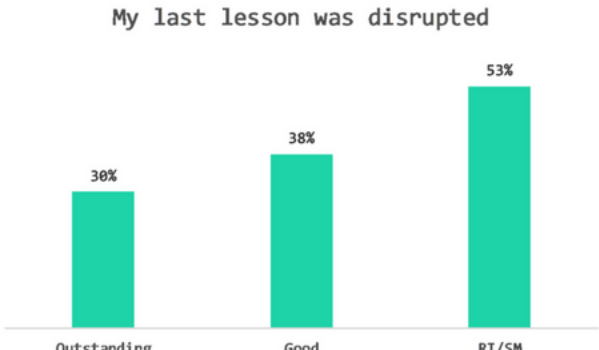

When you would have the multiplication check?
Secondary
21%
11%
15%
5%
2%
26%
20%
Primary
6%
12%
34%
1%
47%
0%
20%
40%
60%
80%
100%
Year 6
Year 5
Year 4
Year 3
Year 2
Wouldn't have one
Don't know

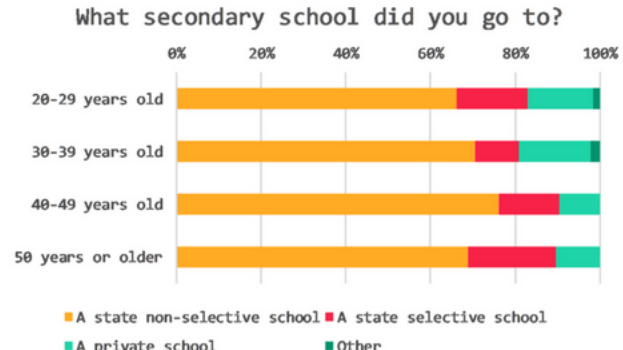
How many hours in total did you work yesterday?
Zero
1%
Less than five hours
1%
5 - 7 hours
5%
8 - 9 hours
21%
10 - 12 hours
47%
Over 12 hours
22%

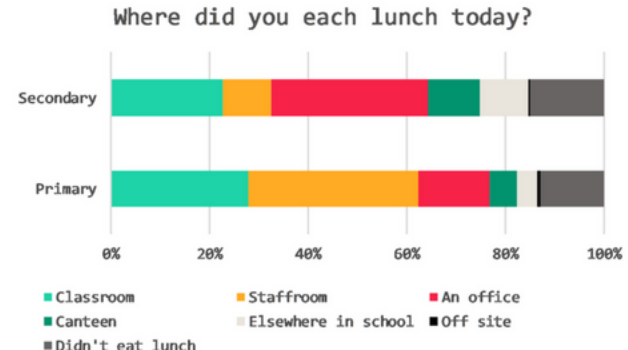

Secondary
Primary
0%
20%
40%
60%
80%
100%
Zero - I have no TA support
Up to an hour a day

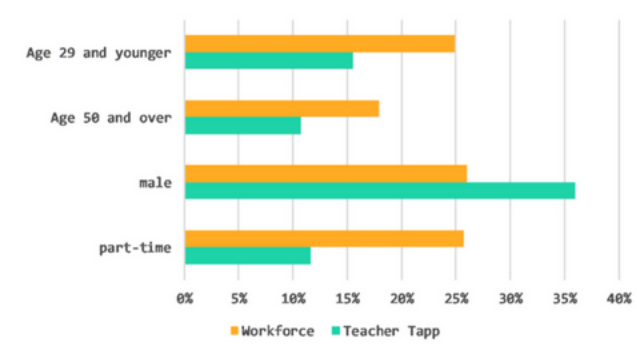

Not concerned at all
Slightly concerned
Somewhat concerned
Very concerned


300
250
200
150
100
50
0
Less than 6 hours
6 hours
7 hours
8 hours
9 hours and


My last lesson was disrupted
30%
38%
53%


What secondary school did you go to?
0%
20%
40%
60%
80%
100%
20-29 years old
30-39 years old
40-49 years old
50 years or older
A state non-selective school
A state selective school
A private school
Other


Where did you each lunch today?
Secondary
Primary
0%
20%
40%
60%
80%
100%
Classroom
Staffroom
An office
Canteen
Elsewhere in school
Off site
Didn't eat lunch


Age 29 and younger
Age 50 and over
male
part-time
0%
5%
10%
15%
20%
25%
30%
35%
40%
Workforce
Teacher Tapp

TEACHER TAPP

Do you know a teacher who has introduced knowledge organisers into their teaching recently? Or perhaps you have yourself.

Knowledge organisers collate all the things pupils need to learn for a unit of work into a carefully curated list.

In this post, Kris Boulton explains why the list structure of knowledge organisers might be ineffective and demonstrates how to work knowledge into alternative structures.

There was all kinds of fuss and frustration expressed by individuals earlier in the year, when several teachers started extolling the virtues of **Knowledge Organisers**.

A quick Google for this will reveal several examples of these on Google Images.

Most of the criticism was asinine, in some cases seeming to go out of its way to be obtuse. For example, one criticism I can recall was **'But pupils need to learn more than this!'** at a time that precisely no-one had claimed otherwise, and most had expressed how they were using knowledge organisers as a tool to develop schema forming (e.g. through self-quizzing key factual knowledge outside of lesson time, so the teacher could focus on fleshing out further knowledge, relationships, interpretations etc. during lessons.)

This is unfortunate, because it is possible to levy ***real*** criticism at knowledge organisers.

Another way of putting it would be to question whether knowledge organisers are just the first step in a greater journey of expanding our understanding of **knowledge organisation**, more broadly.

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