



Pearson

MAT Leaders Advisory Forum

13th November 2017

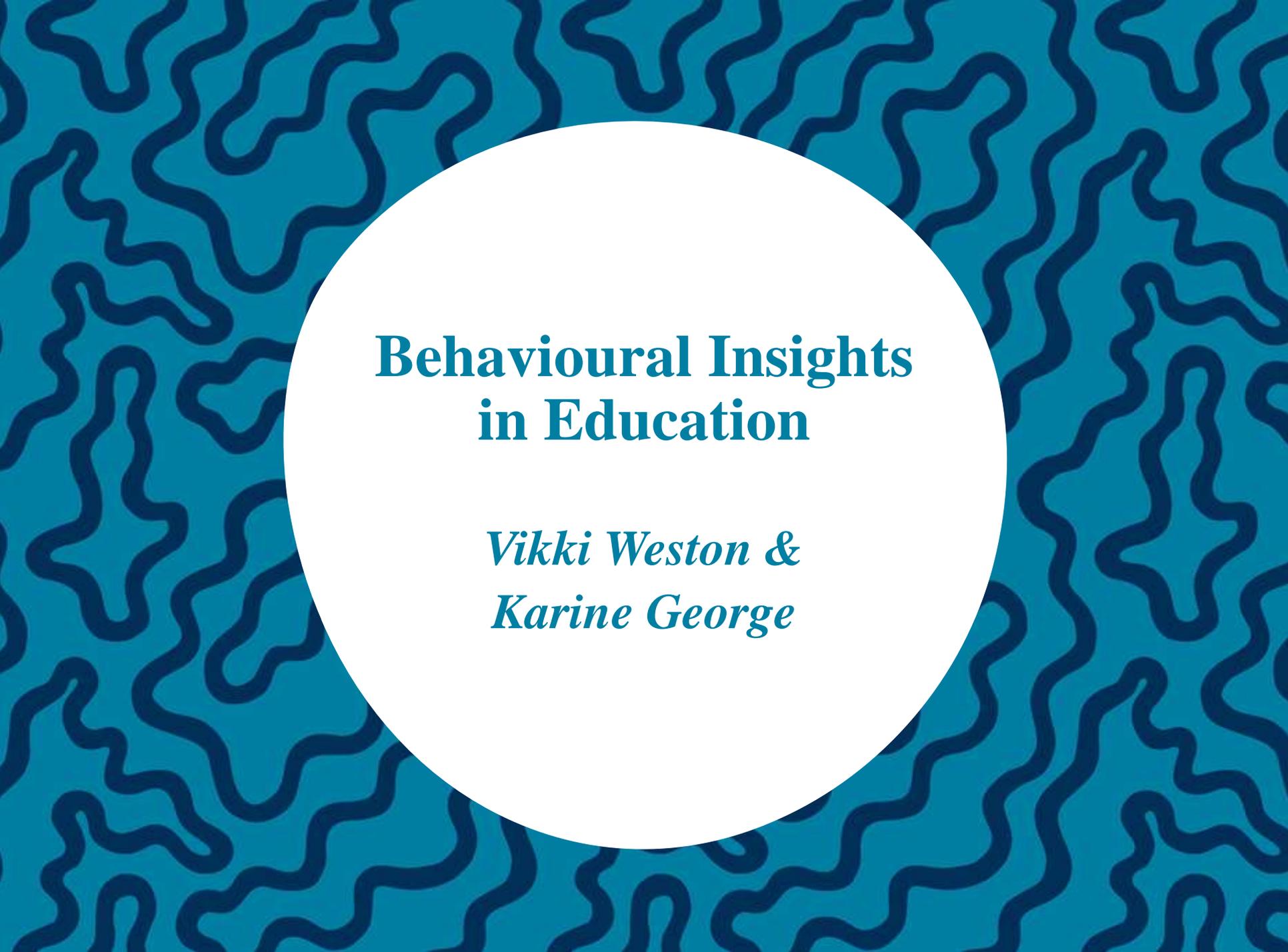


The background is a solid blue color with a repeating pattern of dark blue, wavy, irregular lines that resemble stylized waves or a topographic map. In the center of the image is a large, white circle. Inside this circle, the text "Welcome" is written in a bold, dark blue, serif font. Below it, the name "Richard Hickin" is written in a dark blue, italicized serif font.

Welcome
Richard Hickin

Today's agenda

Time	Session		Speaker
11.00 – 11.15	Welcome		Richard Hickin Director of Partnerships, Pearson
11.15 – 13.00	Behavioural Insights in Education: How what we know about behavioural science can improve teaching and learning		Vikki Weston Open Ideas, Pearson Karine George Award-winning educationalist
13.00 – 13.30	<i>Lunch</i>		
13.30 – 14.00	School Accountability Measures & Progression Painting the Picture of Progress 8 on a MAT-sized Canvas		David MacKay Stakeholder Relationships (HE)
14.00 – 14.30	National Funding Formula for Schools: Where are we now ?		Julia Harnden Funding Specialist, ASCL
14.30 – 15.00	FASNA and the Future		Leora Cruddas CEO, FASNA
15.00 – 15.30	<i>Tea & coffee</i>		
15.30 – 16.00	Pearson Updates	2017 Awarding reflections and Q+A	Lizzie Firth Head of Standards
16.00 – 16.35		The General Qualifications Landscape	Roberta Thomson Director, Product Management Pearson
16.35 – 17.10		The Vocational Qualifications Landscape	Myles McGinley Director, Product Management Pearson
17.10 – 17.15	Closing remarks		
17.15 – 18.00	Drinks reception		



**Behavioural Insights
in Education**

*Vikki Weston &
Karine George*

BEHAVIOURAL INSIGTS FOR EDUCATION

small
Things
BIG

Difference. Discover how to make small incremental changes that really add up.



Difference. Discover how to make small incremental changes that really add up.



Amazing picture of thousands of dead starfish washed up on Kent beach

By VANESSA ALLEN

Last updated at 00:21 13 March 2008

For five miles they stretched along the beaches, a gruesome line of dead starfish. Fishermen and bird-watchers at Pegwell Bay near Sandwich, Kent, discovered a "carpet" of thousands of the creatures lying on the sand just above the water line.

And on the beach at nearby Sandwich Bay, thousands more were photographed by Tony Flashman.



AGENDA

SCHOOL LEADERS

- KEEPING MOTIVATION HIGH
- RECRUITING - POWERS OF ATTRACTION

PARENTS

- A GROWTH MINDSET FOR PARENTS
- UNRAVELLING THE MYSTERY OF SELF CONTROL

TEACHERS

- BELONGING – A PLACE IN THE SUN
- LEARNING TO LEARN

SCHOOL LEADERS



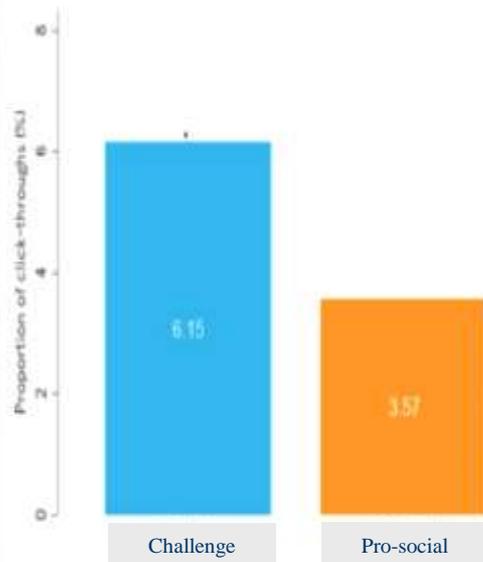


SCHOOL LEADERS

RECRUITMENT CRISIS

18,000 TEACHERS
LEAVE





Prosocial

*"If you're the kind of person **that is committed to improving the lives of children**, you're just the person Somerset is looking for."*

Challenge

*"If you are the kind of person **that has the skills and dedication to thrive in a challenging environment**, you're just the person that Somerset is looking for."*

HIGHLIGHTING
THE
CHALLENGE OF
TEACHING

THE BEST JOB IN THE WORLD!

Exciting Challenge for Leaders of Learning

Opportunity to:

- ❖ Share and debate
- ❖ Contribute to the wider effectiveness of the school
- ❖ Organise and engage with a creative classroom
- ❖ Show a commitment to excellence for all



Your classroom



Your colleagues



Your pencil case

Closing date – midday 2nd June 2014

For further details and application details contact: S Gullon
(s.gullon@westfields-jun.hants.sch.uk)

Westfields Junior School, School Lane, Yateley, Hampshire GU46 6NN

PARENTS



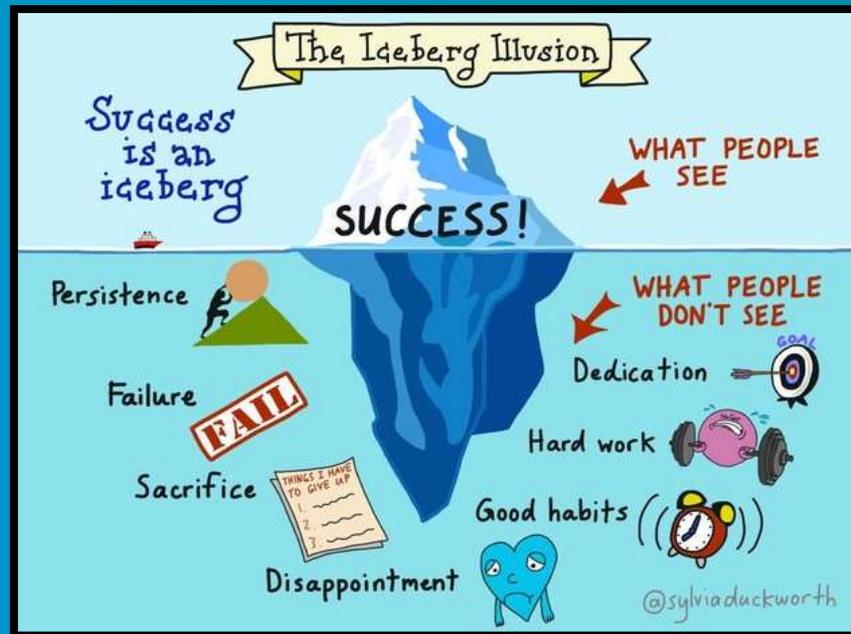




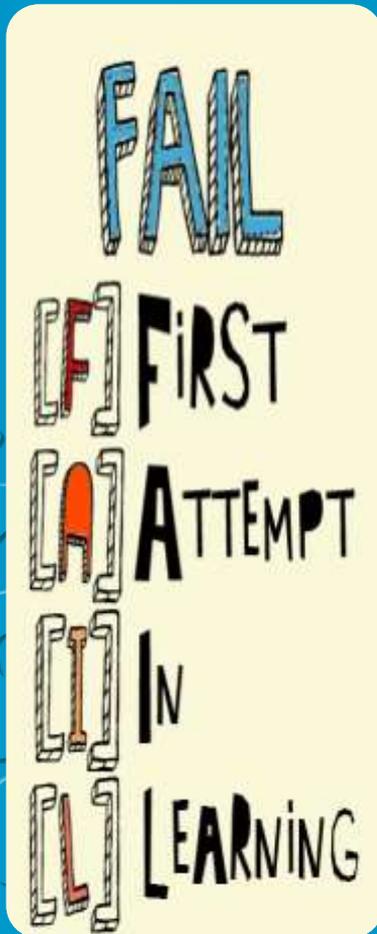
Education begins at
Home



BELOW THE SURFACE

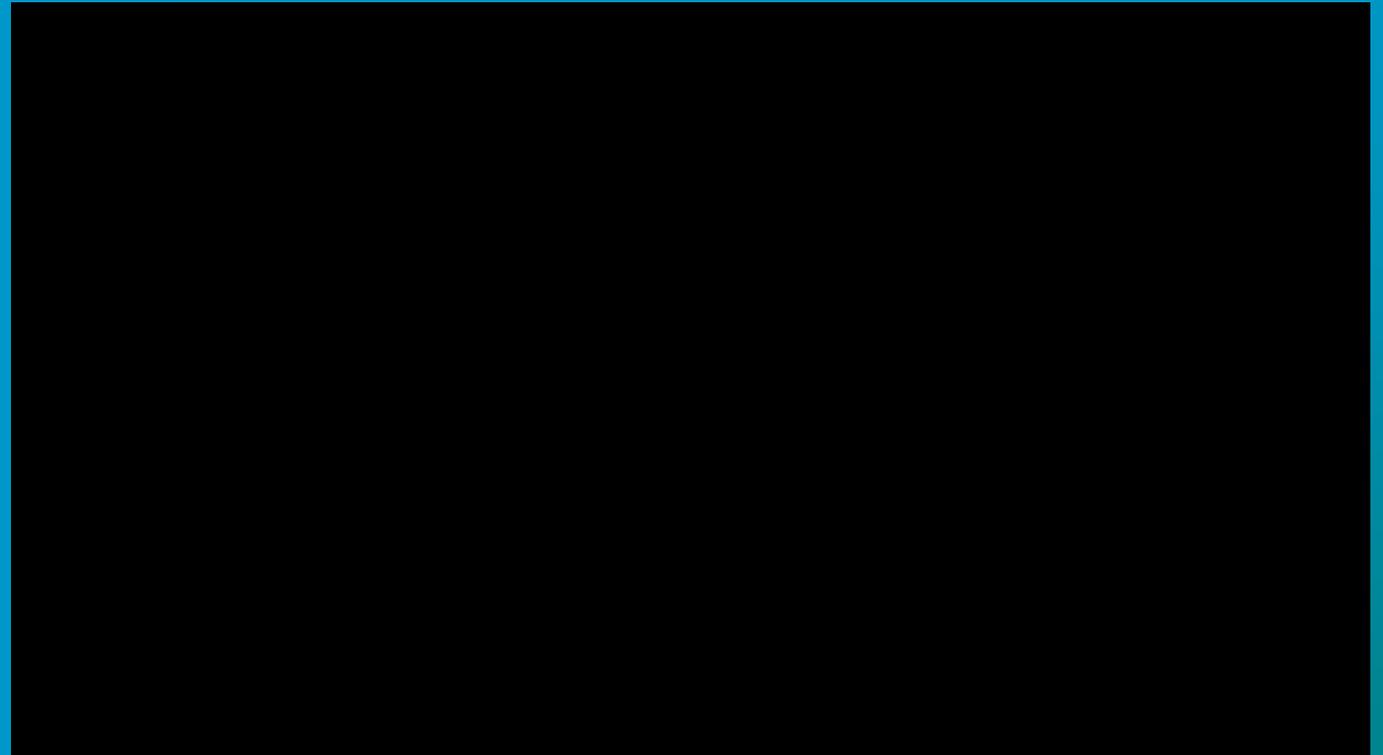


EMBRACE THE STRUGGLE



What happened	Fixed Mindset Response	Growth Mindset Response
Your child tried hard to get onto the football team but just missed out	"Don't worry we're not all born footballers. You did your best."	"It didn't work out this time around but what's important is that you learned from the experiences that you can do better next time."
Your child has improved a lot but still hasn't reached their target of getting a B in Spanish.	"Well done you seem to be finding Spanish a lot easier now."	"Well done you've improved a lot. Keep putting in the effort and you'll get even better."
Your child achieved a top mark in their science test	"Great work, I always knew you were a natural when it came to science"	"Great work, I'm proud of the hard work you put in. See what you can achieve when you practice every day?"
Your child is disappointed with their performance in their maths test.	"I know you're disappointed but you can't win them all. Not everyone is good at Maths."	"I know you're disappointed. Let's look at how to study maths and to try to improve the process so that you can do better next time around."

SELF - CONTROL



The ability to control ones actions, behaviour and thought in a way to help us achieve our goals.



Do Not Disturb While Driving

Your iPhone can detect when you may be driving and automatically silence your incoming alerts and notifications.

Turn On While Driving

Not Now

WOOP



W=WISH

What do you want to achieve?

O=OUTCOME

What would happen if you achieve your outcome?

O=OBSTACLE

What obstacles might be in the way of you achieving your desired outcome?

P=PLAN

What plans or actions to you have to put in place to overcome these obstacles and achieve your desired outcome?

TEACHER



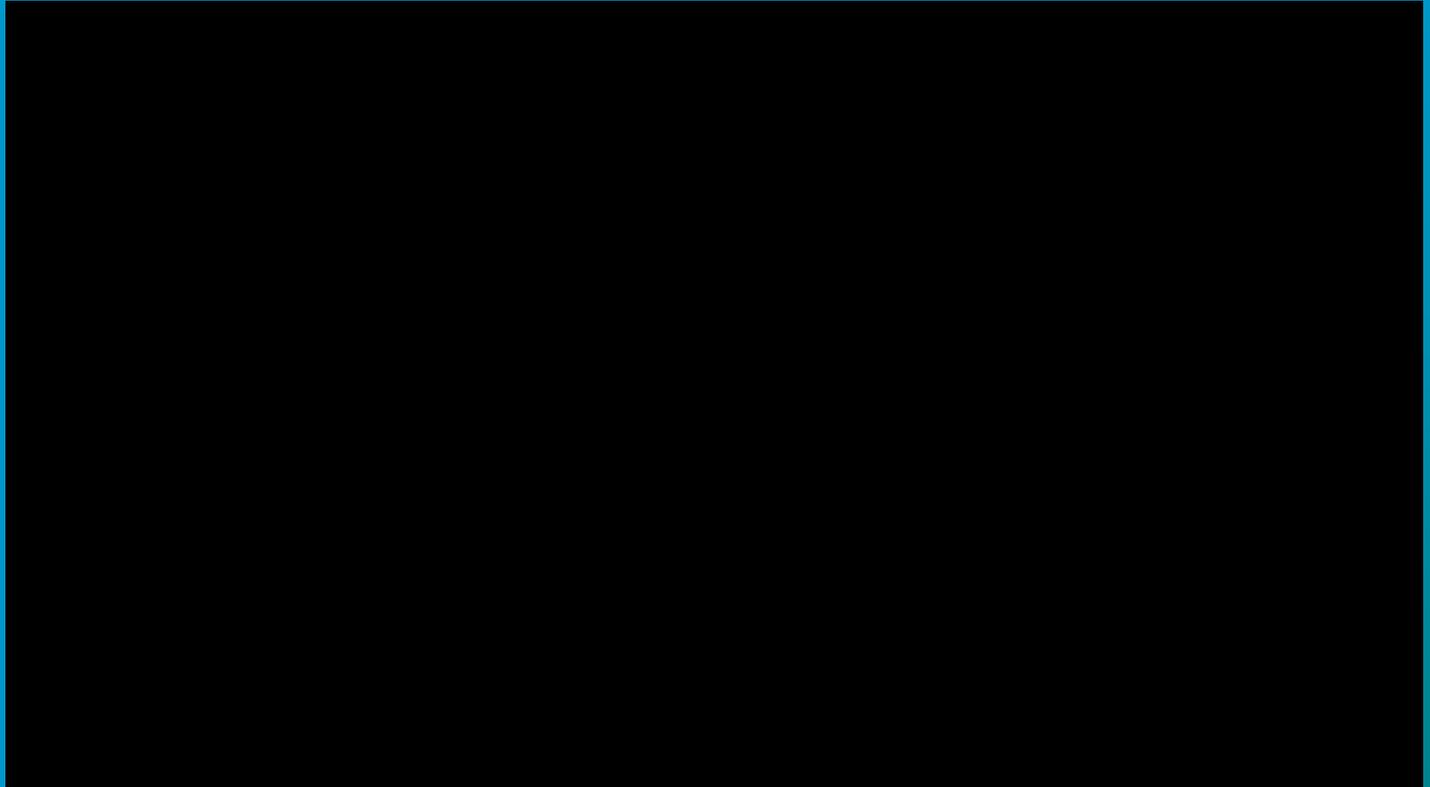


BELONGING

I WISH MY TEACHER KNEW?

I wish my teacher
knew i don't have
friend to play
with me.

CRITIQUE AND FEEDBACK



THE STORY OF AUSTIN'S BUTTERFLY

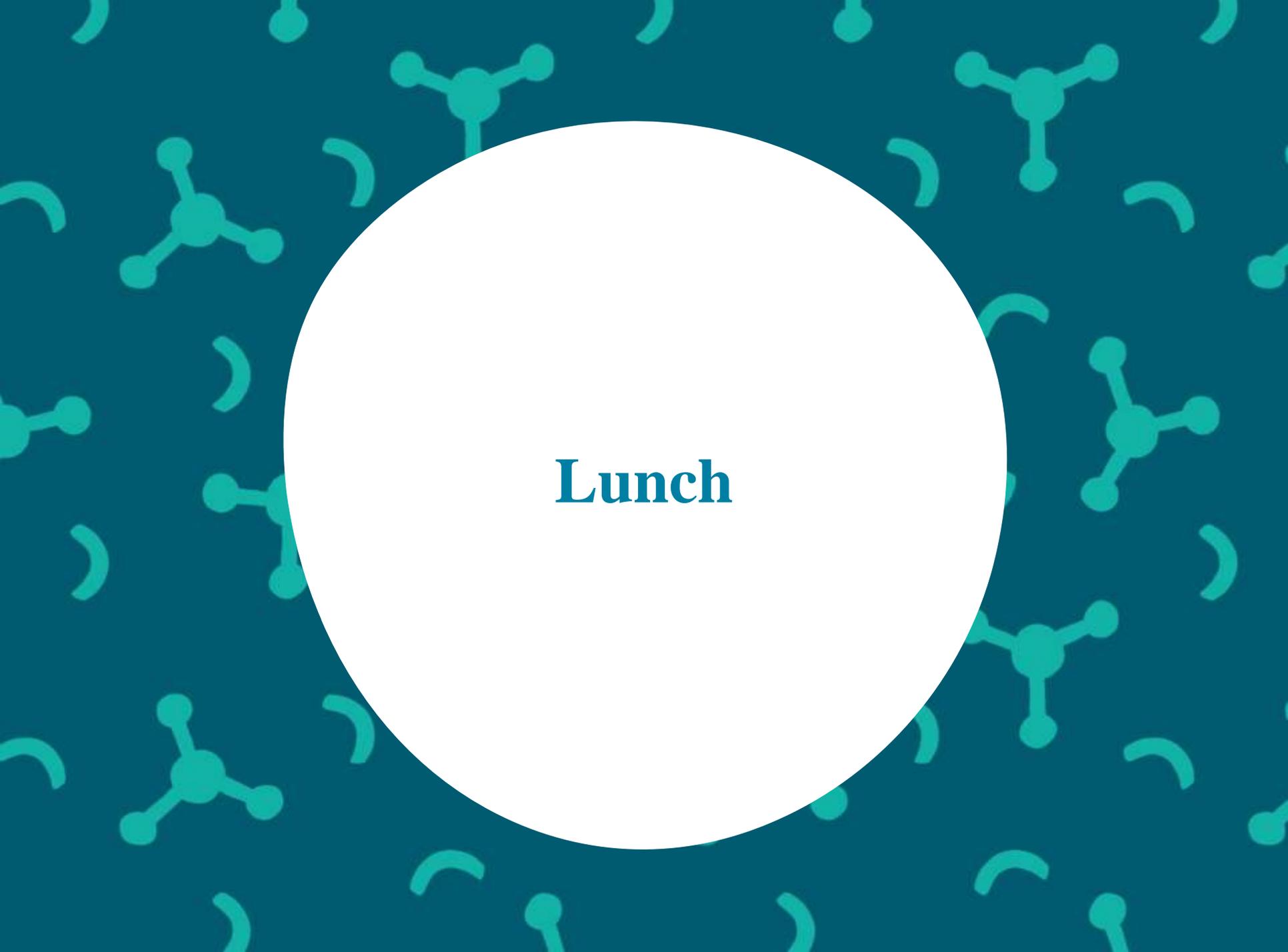


"Attitude is little thing that makes a BIG difference."

Winston Churchill

Winston Churchill
"Attitude is little thing that makes a
BIG difference."





Lunch

**School Accountability
Measures & Progression**

David Mackay

**Painting the picture of
Progress 8 on a MAT-Sized
Canvas**

*presented by
David MacKay*



Pearson

School accountability measures and progression to HE

David MacKay

Head of Stakeholder Relationships
(Higher Education)

david.mackay@pearson.com

13 November 2017





1. Update on Performance Tables

Performance Tables for 2018

General points

- In general, not many changes from 2017
- Some additional qualifications approved for inclusion
- Any new submissions for level 2 Technical Awards for use pre-16 must meet the full requirement of 40% external assessment

Pearson BTEC First qualifications

- In 2017, only qualifications the size of 1 GCSE were included in the tables
- Where centres were running courses pre-16 in larger BTEC First qualifications, Pearson agreed to provide centres free of charge with a grade in the BTEC First Award for use in Performance Tables
- We found that a few students at a small number of centres had not taken a set of units eligible for the BTEC First Award
- DfE agreed for us to make a special case for these centres this year
- Exceptions will not be allowed in 2018 and students will have to take a set of units that are eligible for the BTEC First Award

Performance Tables for 2019

- There are a few changes in characteristics required for 2019

Pre-16

- Level 1 qualifications will no longer be linked to level 2 qualifications and, if they have not been approved individually previously, will have to meet the full required characteristics. This means that level 1 qualifications will have to have 40% external assessment to be approved for performance tables

Post-16

- **ALL** level 2 qualifications have to meet the full requirements for the level 2 Technical Certificates. These include:
 - 40% mandatory content
 - 25% external assessment
 - equipping students with specialist knowledge and skills, enabling entry to an apprenticeship, employment or progression to a Tech Level.

Performance Tables in 2020

- The DfE has not changed the required characteristics for qualifications to be included in the 2020 School and College Performance Tables and so they are the same as the 2019 requirements
- This is due to:
 - Delays in feedback to awarding bodies on submissions made during 2017, owing to the period of ‘purdah’ prior to the election
 - The planned development of T levels which is likely to have an impact on other vocational qualifications
- All qualifications approved for inclusion in 2019 are carried over for inclusion in 2020
- DfE has notified awarding bodies of two dates, 1 December and 16 February, for the submission of further qualifications for inclusion in 2020 performance tables



2. Progression of students to Higher Education

Engagement with Higher Education

Over the past 2 years, we have visited over 80 universities to inform them of the changes to 14-19 qualifications, in particular the BTEC Nationals.

In August we emailed 150 HE institutions to explain the pattern of results for the new BTEC Nationals (2016 - RQF) compared to the BTEC Level 3 Nationals (QCF) to help to inform their decisions at Confirmation and Clearing.

We:

- gave them a high level summary of the outcomes for the external assessments
- provided them with a list of externally assessed units in each of the subjects being awarded this year
- encouraged them to compare performance with QCF BTEC students by focusing on the internally assessed units
- indicated that we would provide a 'notional grade' for any students who are applying to university this year but who had failed any of their external units.

Supporting learners progressing to HE

We:

- wrote to all centres whose students had certificated the BTEC Nationals (2016) and applied to university for entry in autumn 2017
- informed them of our engagement with Higher Education institutions and the messages that we have sent to them
- offered support for any of their BTEC National (2016) students who have applied to HE this year to help universities understand their outcomes.

Painting the picture of Progress 8 on a MAT- sized canvas

Steve Rollett

Inspections & Accountability Specialist

@steverollett

 Follow us on Twitter **@ASCL_UK**



The KS4 MAT Accountability Measure

	(i) Progress 8 score	(ii) Number of pupils in end of key stage cohort	(iii) Number of years with MAT	(iv) Total weight (ii) x (iii)	(v) weighted score (i) x (iv)
Academy 1	+2.5	30	5	150	375
Academy 2	-2.5	59	3	177	-442.5
Academy 3	+3.3	50	4	200	660
Academy 4	-1.5	22	3	66	-99
Academy 5	-1.5	90	3	270	-405
Total		251		863	88.5
				Overall score (sum of weighted scores / sum of weights)	+0.1

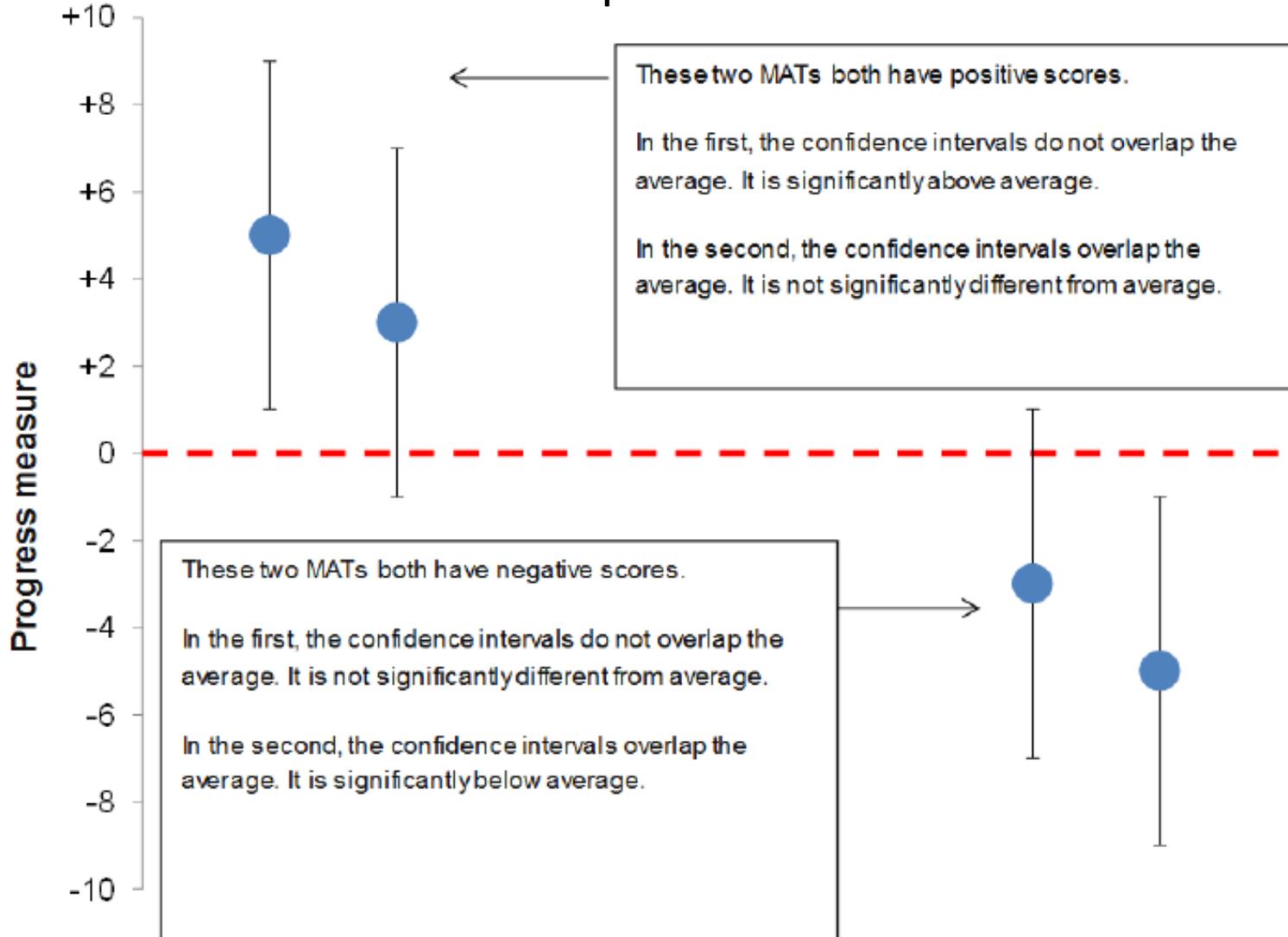
No. of pupils X Number of Years with MAT = weight
 Weight X P8 score = weighted score
 MAT score = Sum of weighted scores/sum of weights

MAT confidence intervals

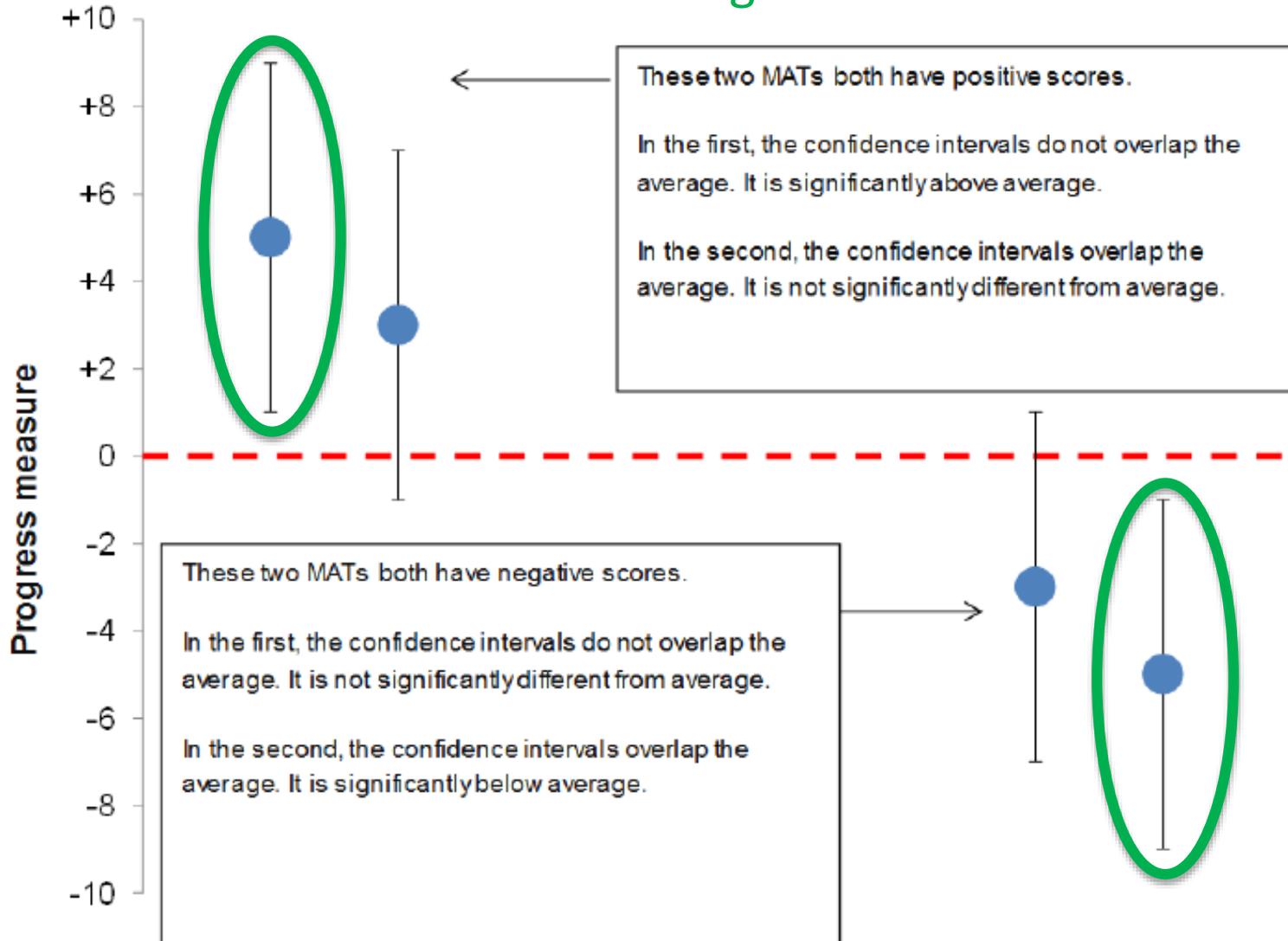
“There is a level of uncertainty within our measures as they are based on a given set of results. MATs (also schools) could have been equally effective and yet the same set of pupils might have achieved slightly different results and would have achieved different results with a different set of pupils.”

- 95% confidence intervals
- Smaller group = wider confidence intervals

What does the score & CI tell us about MAT performance?

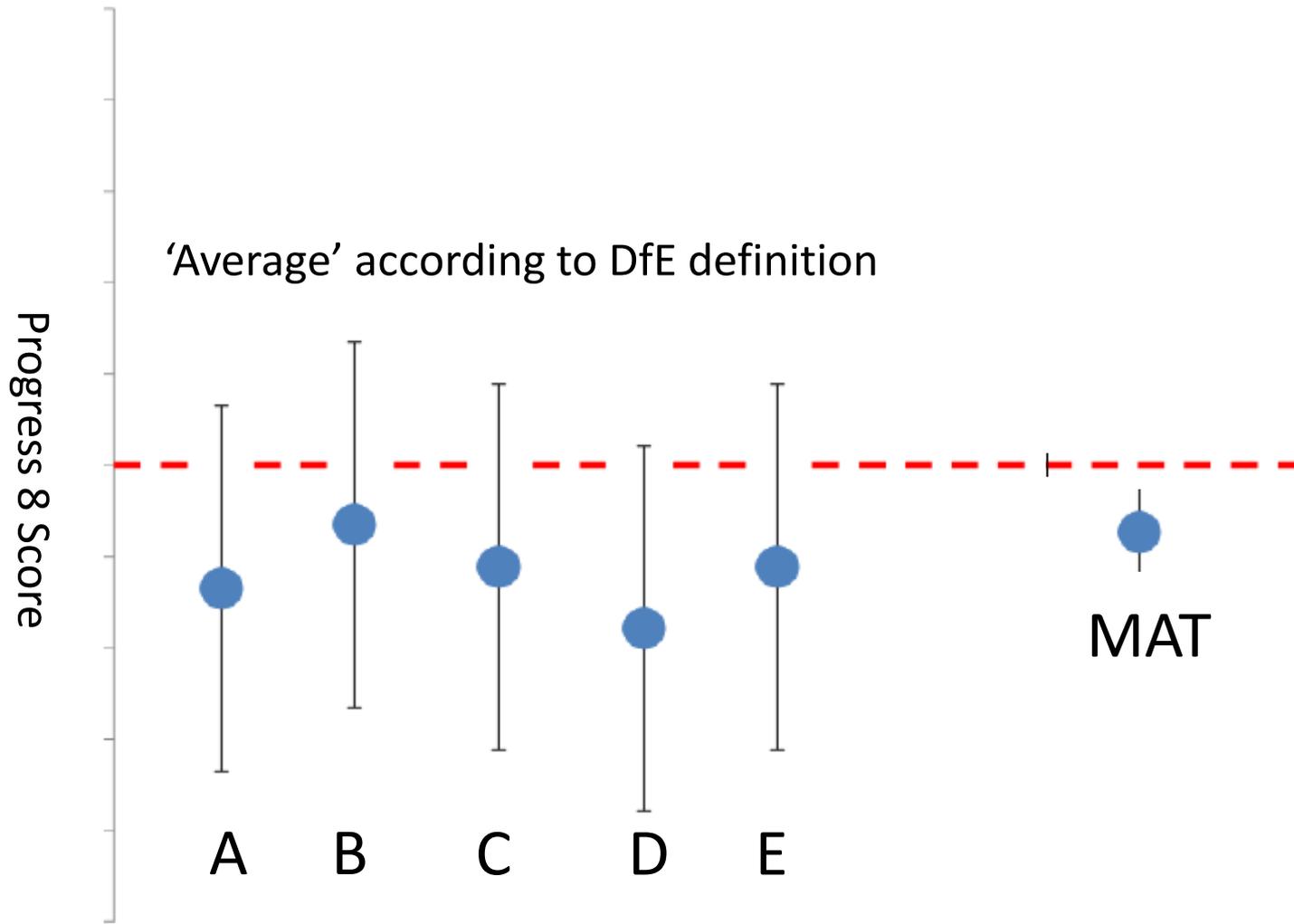


These scores are significantly different from average and from each other.



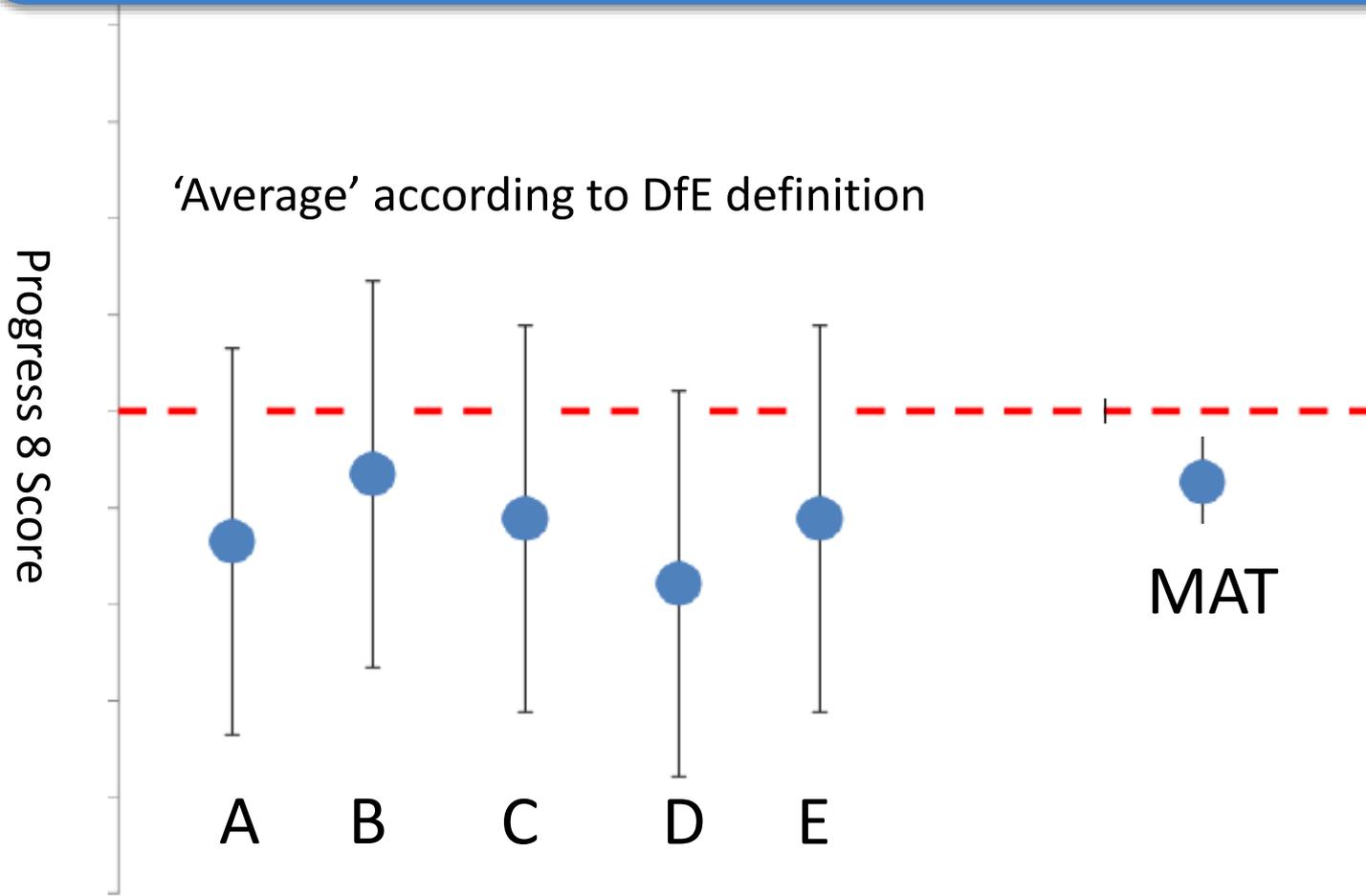
Problem 2: Impact of confidence intervals

MAT performance might seem better/worse than constituent schools

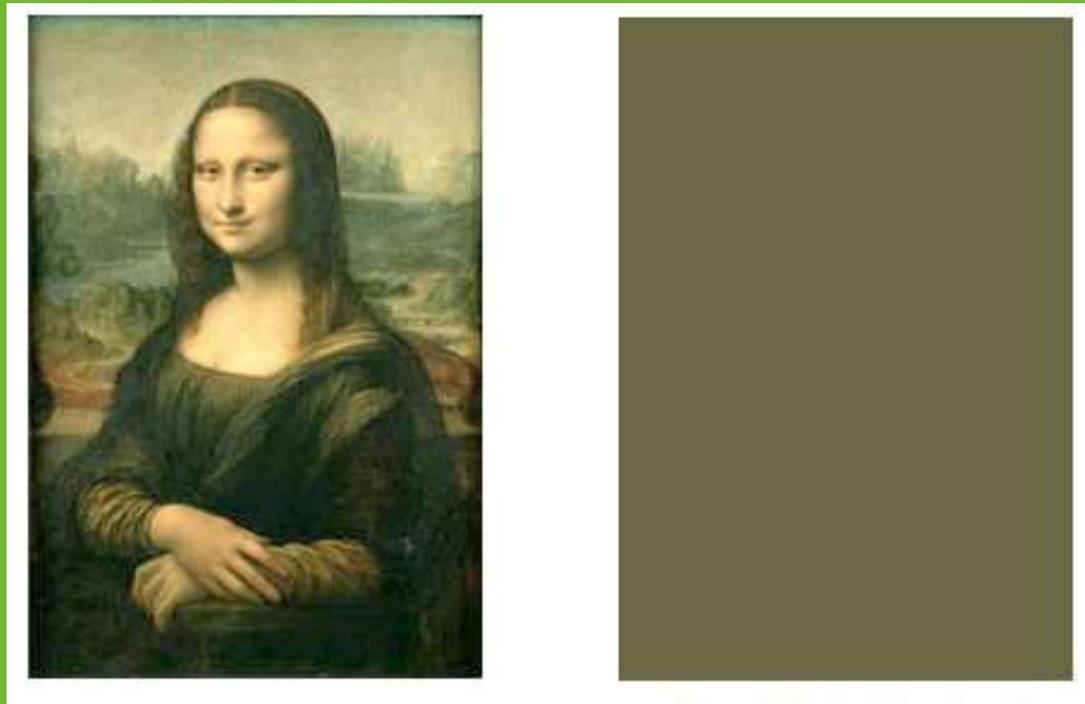


Problem 3: Is weighting useful?

Yes, for accountability. Perhaps less so for school improvement. Might you want to see 'unweighted' performance within your MAT?



Another way of looking at it

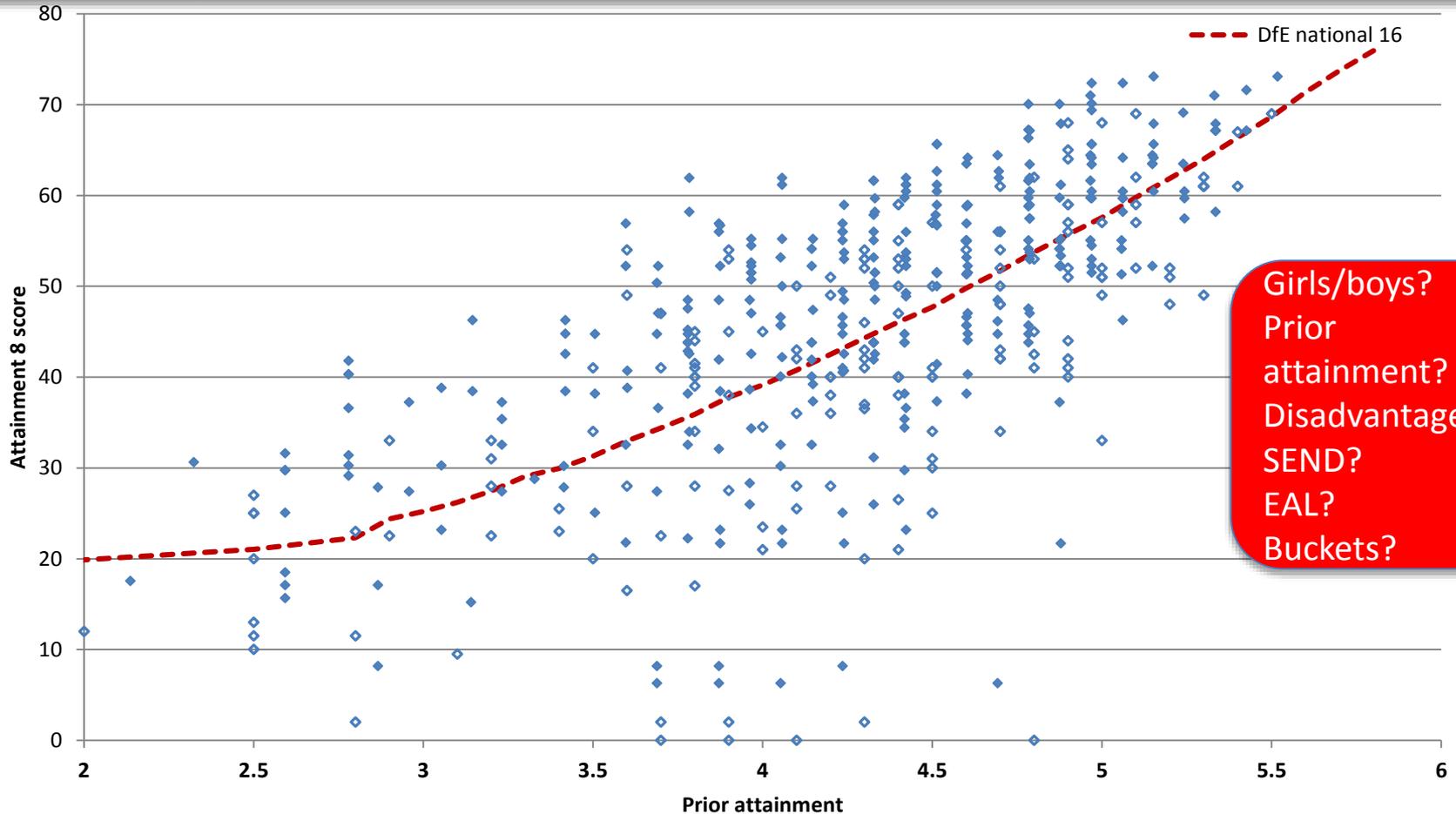


MAT Scatter Plot:

How well did pupils make progress across the MAT?

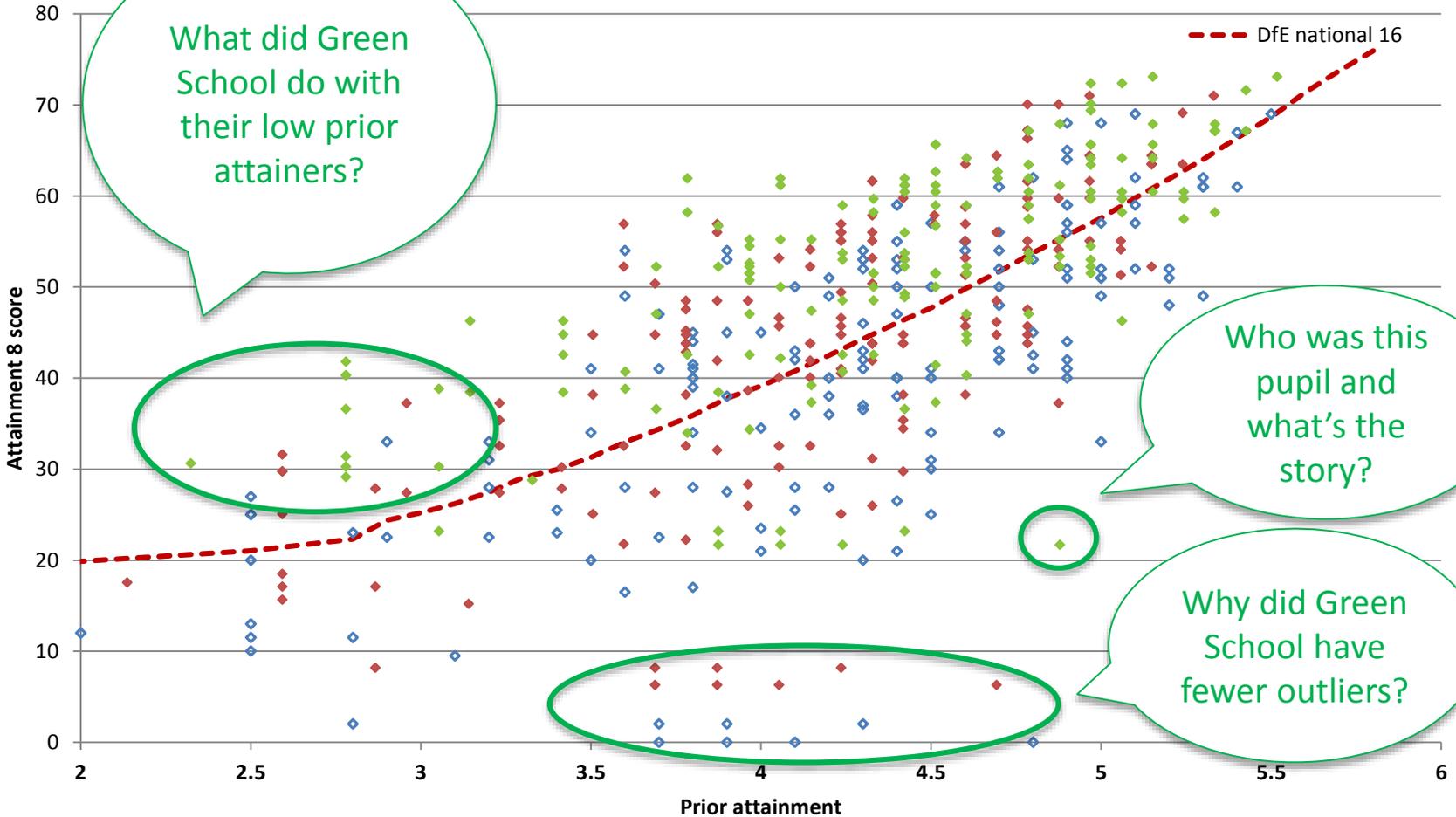
For which pupils/groups was progress across the MAT + or -?

Were there outliers?



MAT Scatter Plot

◆ pupils

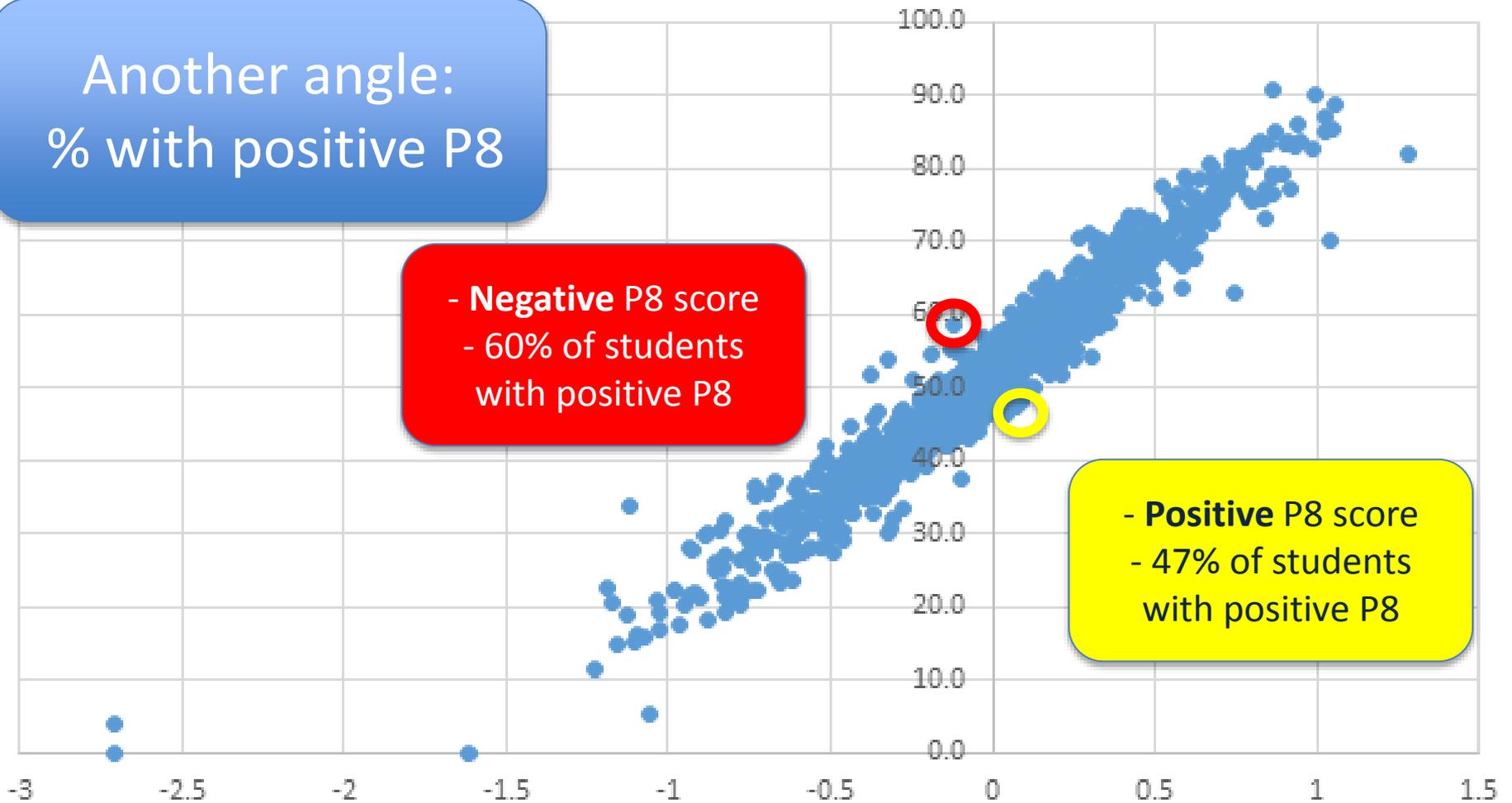


Questions you might ask:

- What do P8 scores suggest about the progress of (disadvantaged) students of H/M/L prior attainment?
- Is this difference visible when viewed as a single cohort in the scatter plot?
- Might outliers have impacted on this data?
- Where there is a meaningful pattern, how can we use this understanding to inform collaboration and improvement?

% Students achieving Positive P8 vs School Avg P8

Another angle:
% with positive P8



- **Negative** P8 score
- 60% of students
with positive P8

- **Positive** P8 score
- 47% of students
with positive P8

Ofsted & MATs

Focused Inspections of MATS

- What progress have the MATs academies made?
- What is the achievement of pupils (particularly disadvantaged pupils)
- How does the MAT collect and review data about its academies' performance?
- How does the MAT review the performance of its academies at an academy by academy level?
- How does the MAT use the information it collects to deploy resources, support and training across the MAT?
- The effectiveness of the MATs leadership model and its leaders?
- The effectiveness of the MATs model of governance and its link to securing progress and achievement?
- How realistic is the leadership's assessment of the MAT's current position is (including its strengths and weakness) and how well does this inform the MAT's strategic plan?

Ofsted Strategy 2017–22

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	<p>Children and students first</p> <p>We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost</p>	<p>Independent</p> <p>Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</p>	<p>Accountable and transparent</p> <p>An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</p>
Strategic approach	<p>Intelligent</p> <p>All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</p>	<p>Responsible</p> <p>Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</p>	<p>Focused</p> <p>We will target our time and resources where they can lead directly to improvement</p>

MAT inspection powers?

More inspections of outstanding schools?

Research into validity?

More accessible reports?
Identifying uniqueness?

Decoupling of safeguarding?

Thematic reviews?

In the crystal ball...

Ofsted intend to increase powers of MAT inspection

Steve wonders...

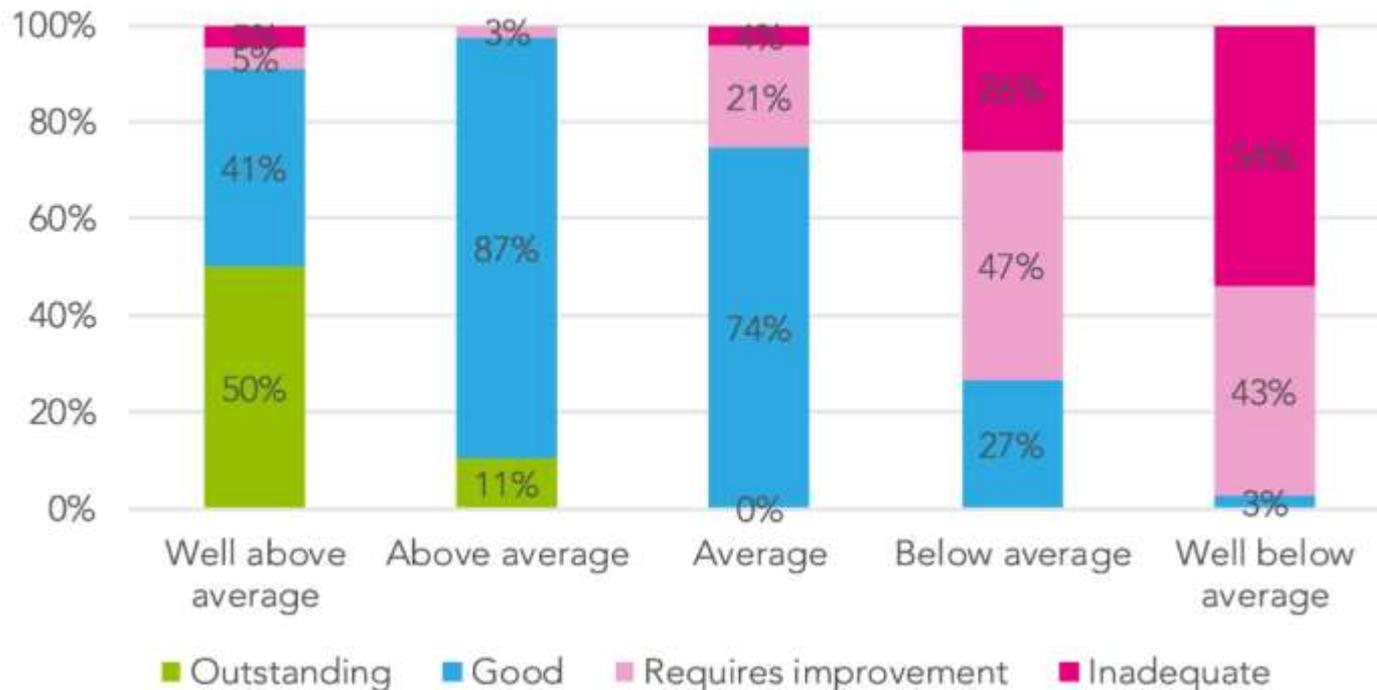
- Framework implications. Would there be judgements? If so, would they continue to inspect schools within a 'good' or better MAT?
- How would MAT data be used?

How are P8 & Ofsted judgement related?

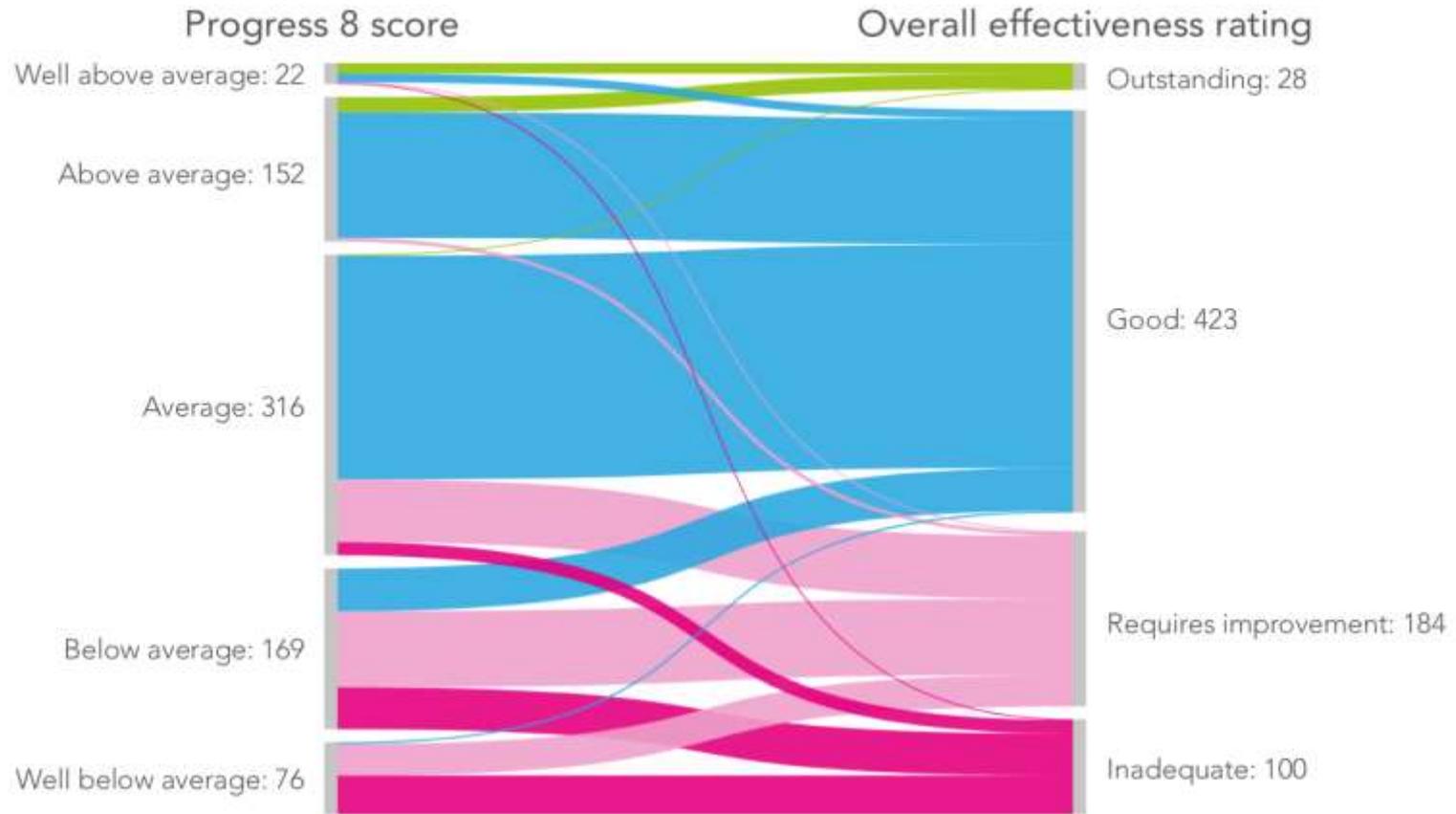
- Outstanding average P8 0.47
- Good average P8 0.07
- RI average P8 -0.27,
- Inadequate average P8 -0.45.

ASCL & Datalab

Ofsted judgements by P8 score

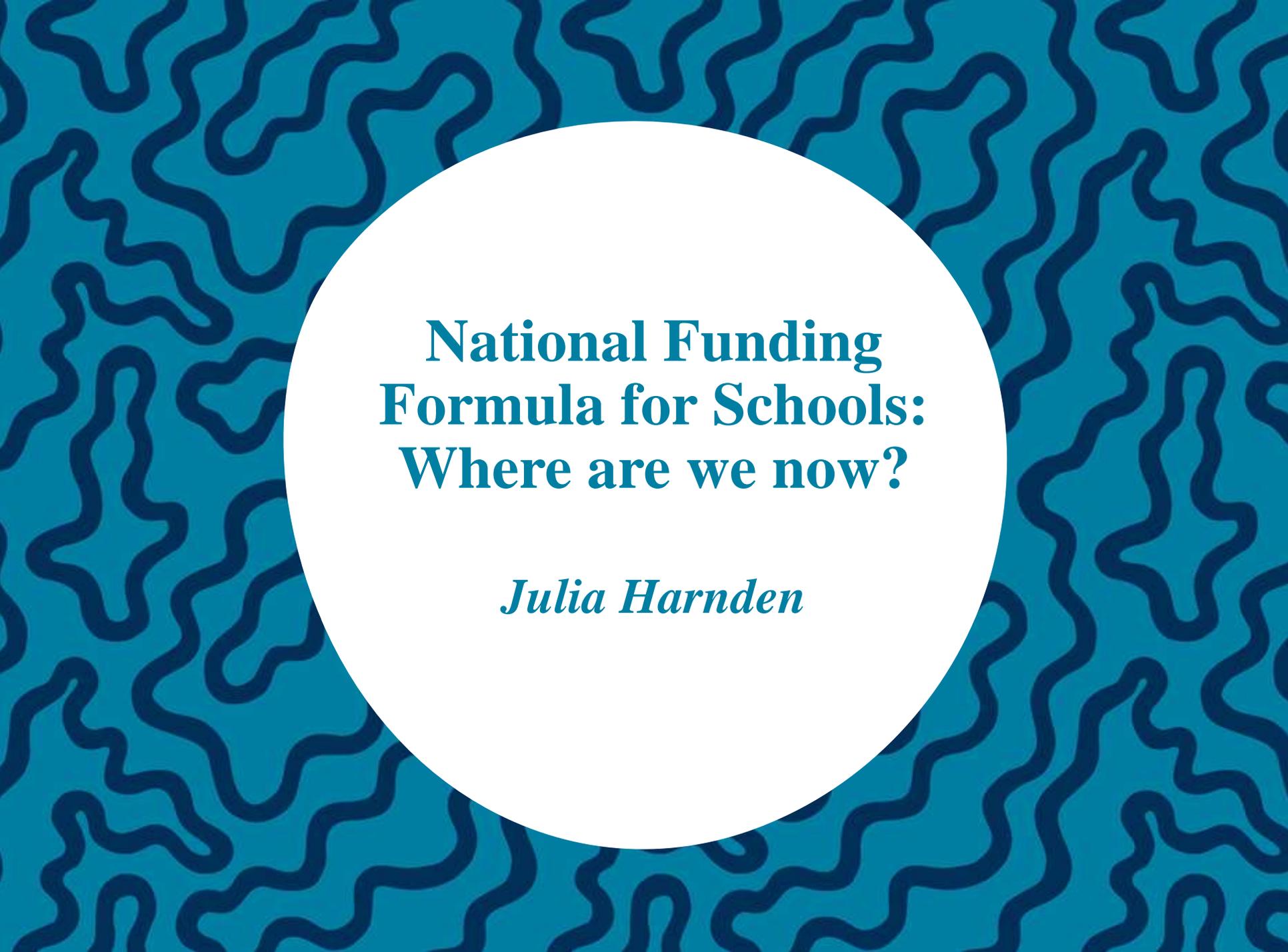


Flow of Ofsted judgements by P8 score



Data seems to be closely related to inspection outcomes.

- 1) What does this tell us about current inspection methods?
- 2) What would we say if this wasn't the case?



**National Funding
Formula for Schools:
Where are we now?**

Julia Harnden

National Funding Formula where are we now – mind the gap

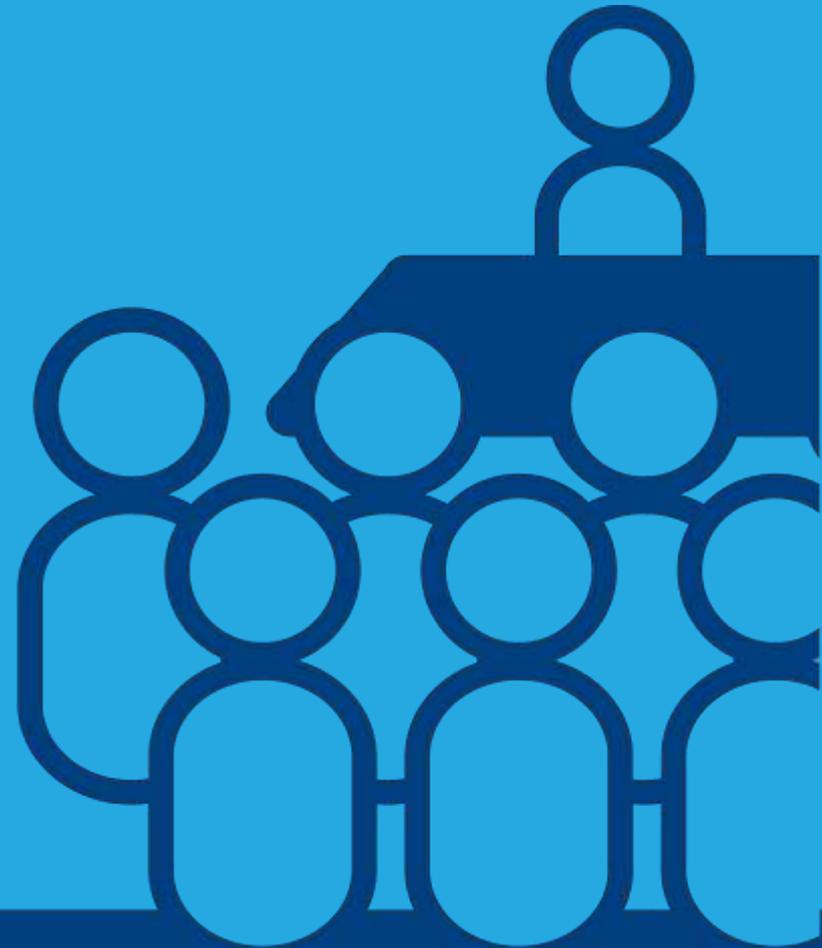
November 2017

Julia Harnden

[@julia_harnden](https://twitter.com/julia_harnden)



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thinksharegrow

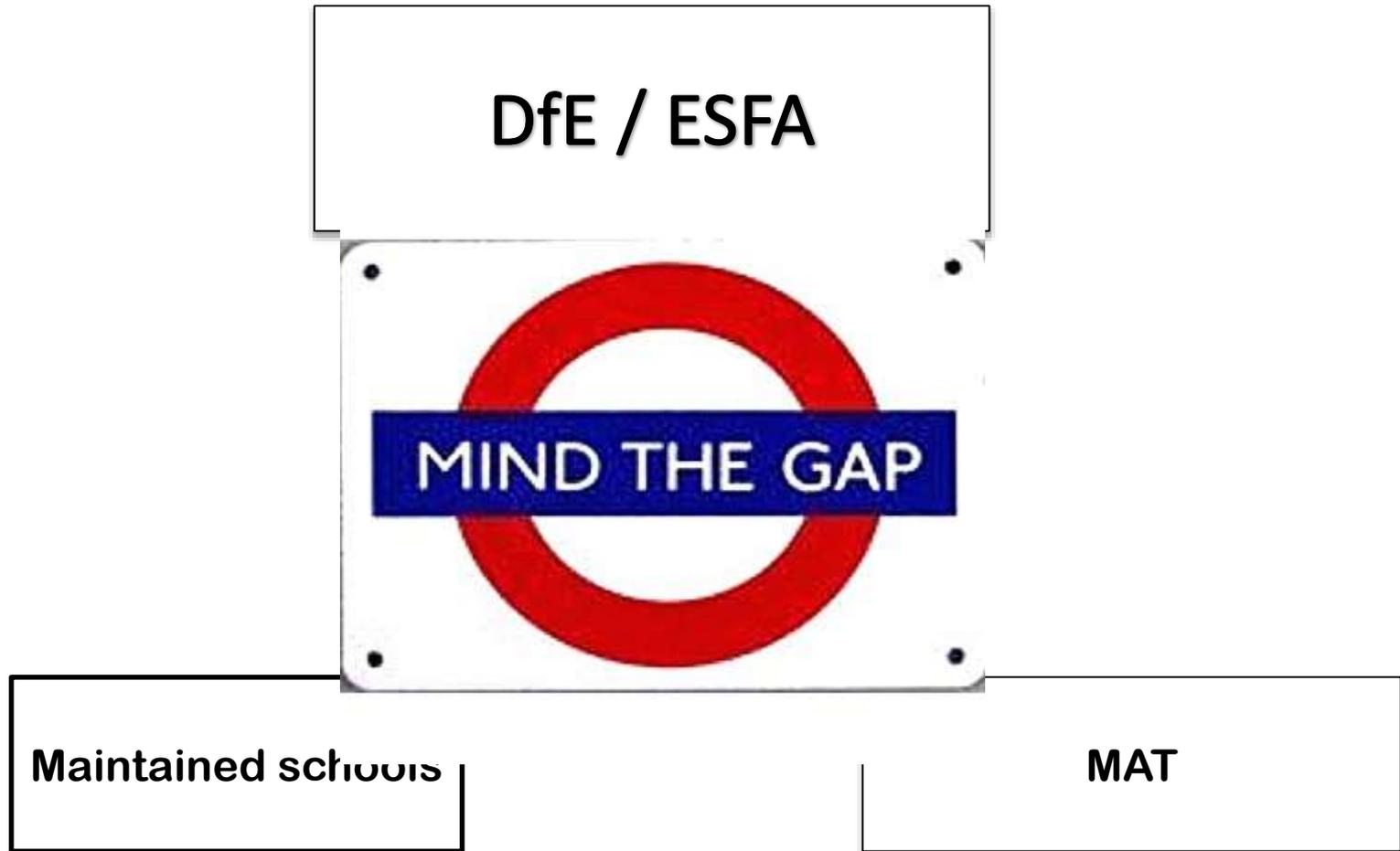
The journey so far.....

- Consultation responses – 25000

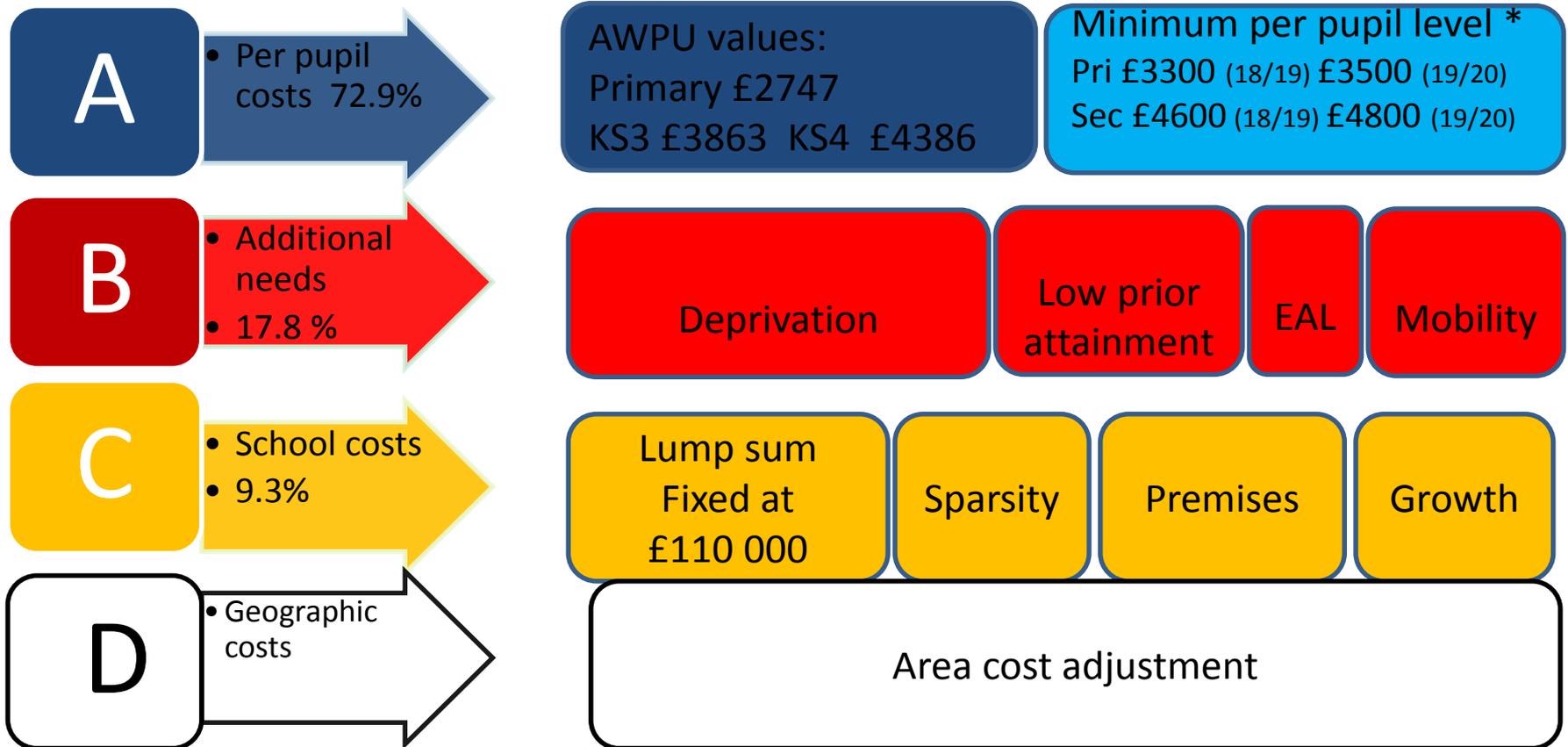


- NFF schools and high needs – formula implementation April 2018 confirmed.
- Includes +£1.3bn invested over two years which is around 3% above funding needed to meet pupil growth .

How has the chain of command changed?

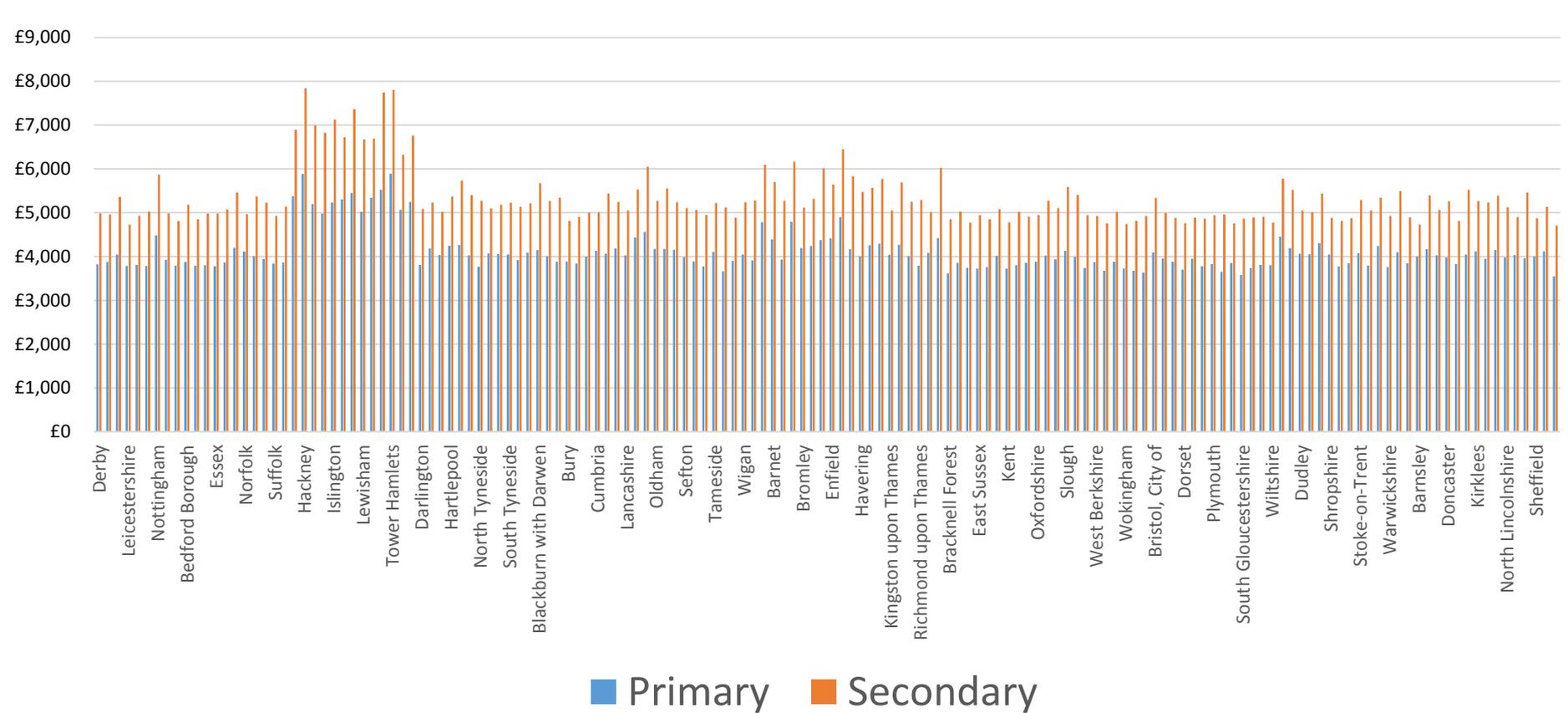


NFF schools :final 14 factors and weightings



***Minimum per pupil level calculation includes AWPU , all Block B factors, lump sum and sparsity**

Primary & secondary units of funding 2018/19



So where are the gaps?



We wanted minimum funding levels

	Transitional minimum per pupil funding 2018 to 2019	Minimum per pupil funding 2019 to 2020
Primary	£3,300	£3,500
Middle schools	Weighted average of £3,300 for primary year groups and £4,000 for KS3 year groups	Weighted average of £3,500 for primary year groups and £4,200 for KS3 year groups
Secondary schools	£4,600	£4,800
All-through schools	Weighted average of £3,300 for full primary phase and £4,600 for full secondary phase, assuming all all-through schools have a full primary and secondary phase. If LAs use the rates above this will be £3,842 for all all-through schools	Weighted average of £3,500 for full primary phase and £4,800 for full secondary phase, assuming all all-through schools have a full primary and secondary phase. If LAs use the rates above this will be £4,042 for all all-through schools

Para 48 – Local authorities can choose to include a factor to implement this policy locally

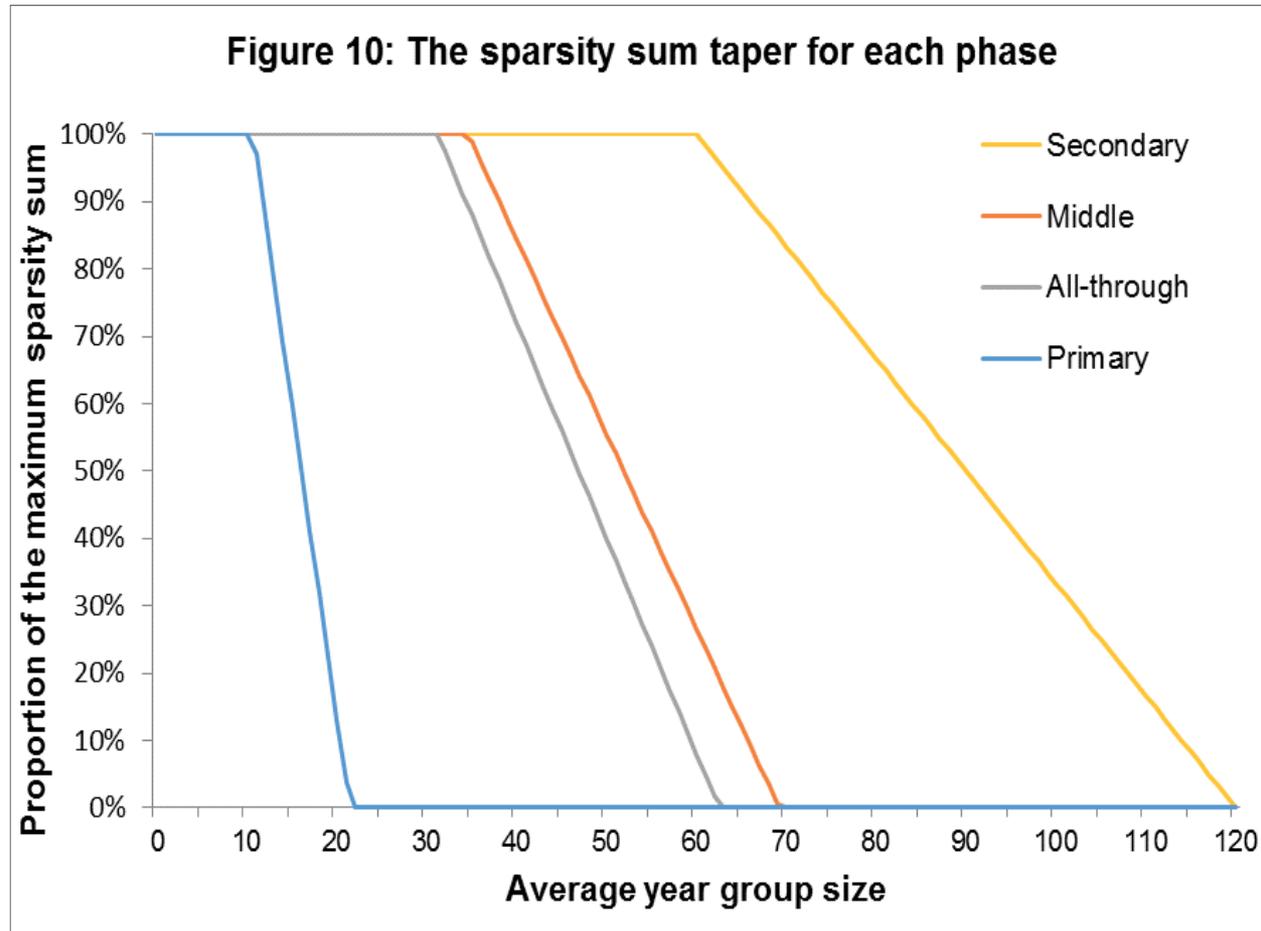
How will the funding floor and a flexible MFG work together ?

- **Funding Floor**
- NFF provides at least +0.5% per pupil increase in 2018/19
- (reflected through schools block allocation at LA level)

- **MFG**
- Flexible MFG - LA still set MFG in local formulae BUT with new flexibility of between 0% and (-)1.5%

- LA must consult on the level of MFG

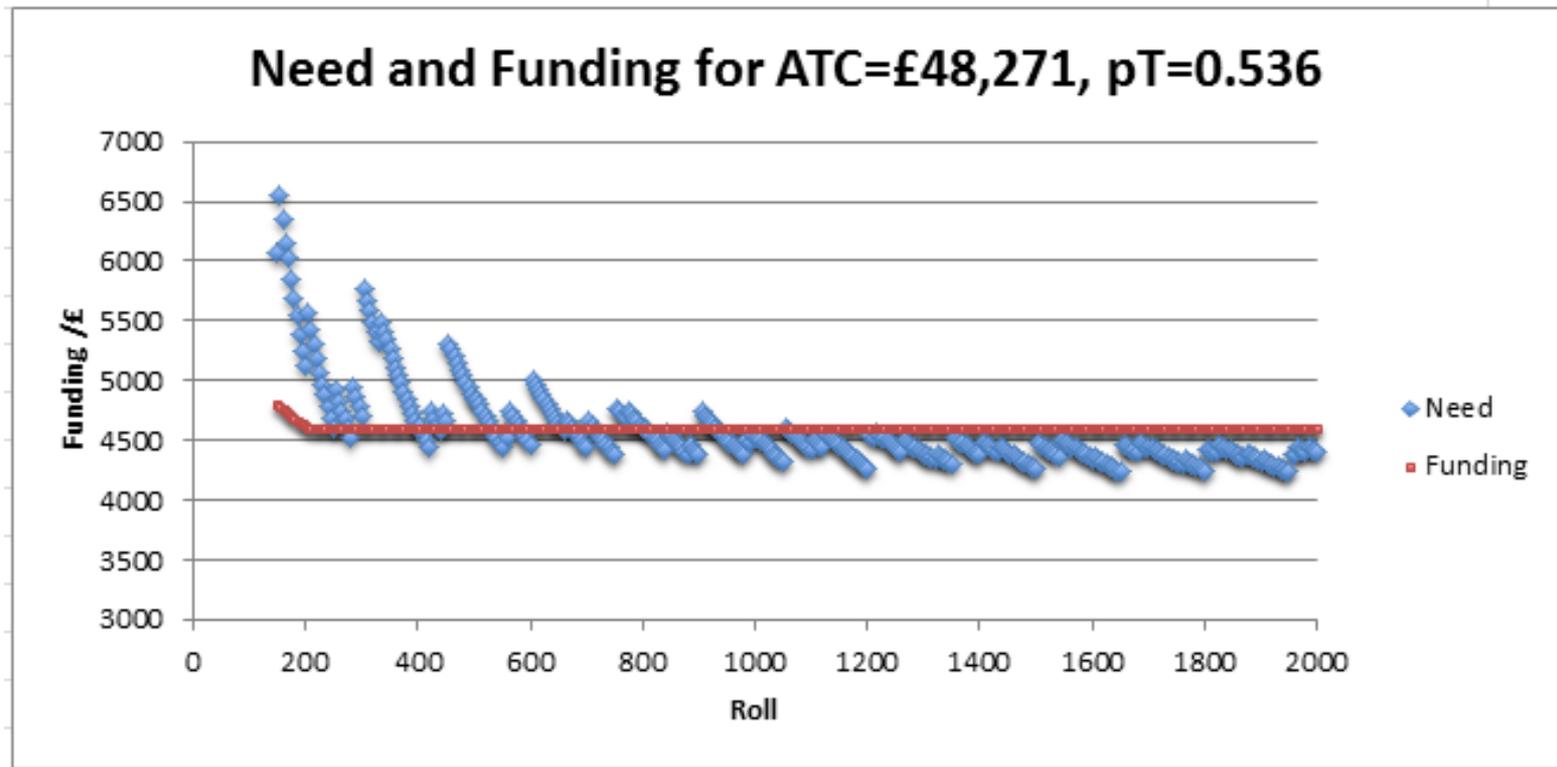
Funding for sparsity will be tapered and remain under review



Reasonable assumptions – a baseline school

- A school with little or no additionality
- Where additionality funding is available it is used to support those pupils with additional needs
- Lump sum + basic per pupil funding is sufficient to support
 - Reasonable class sizes
 - A teacher in front of each class for a full week
 - A building that is heated , lit and adequately maintained
 - Provision of basic resources
 - Provision of necessary back office functions

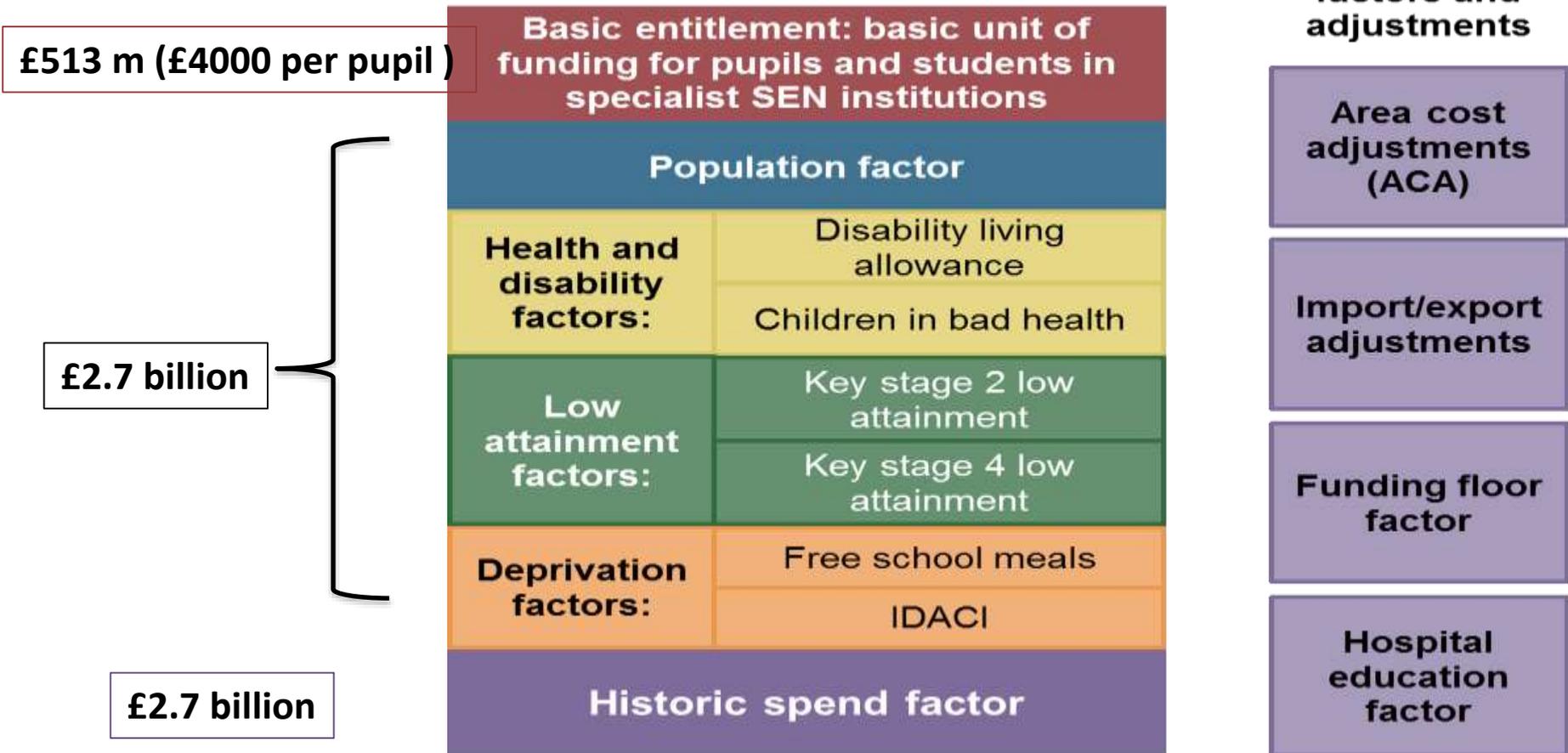
Reasonableness test – 11-16



High needs funding allocated to LA by formula

Formula factors

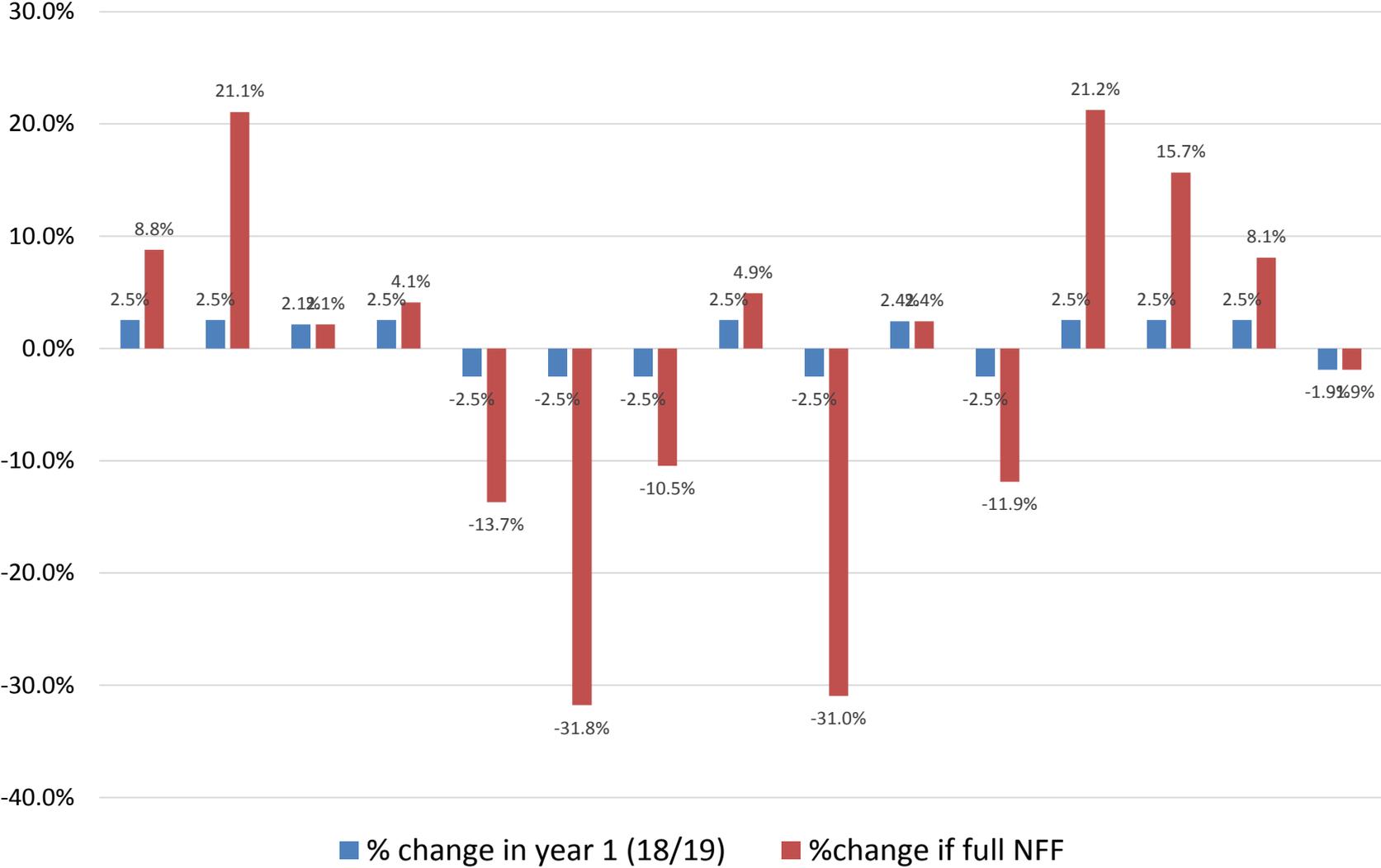
Other formula factors and adjustments



What is this central schools services block(CSSB) ?

- Historic costs and ongoing functions (retained duties)
- Simple formula : 90% per pupil & 10% deprivation
- Gains capped at +2.5% in 18/19
- Losses capped at -2.5% in 18/19 and 19/20
- CSSB available funds vary according to historic costs

A Region :Central schools services block



What are the implications of NFF for MAT's ?



What are the options 2020 and beyond?

- Continued transition to a national funding formula
 - LA allocations for 2020-21 as transitional protection
 - Full implementation of national formula?
- Practicalities
 - schools still subject to minimum funding levels/increases *no further*
 - schools still subject to minimum funding levels/increases *further increases required*
 - schools still subject to minimum funding levels/increases *further decreases relative to national average*

Key question: what will the overall settlement be after 2019-20?

What about income streams outside the dedicated schools grant (DSG) ?

- Pupil Premium Grant
- Looked after children
- Year 7 catch up funding
- PE and sports grant

MAT Development & Improvement Fund (MDIF)

- Aimed at supporting trusts in improving schools.
- Qualifying criteria
 - take into your trust and improve at least 2 additional schools
 - form a new MAT of 2 schools or more and improve them
- Awards are likely to be between £50,000 and £100,000. You need to apply by 26 November 2017.
- <https://www.gov.uk/guidance/apply-to-the-mat-development-and-improvement-fund>

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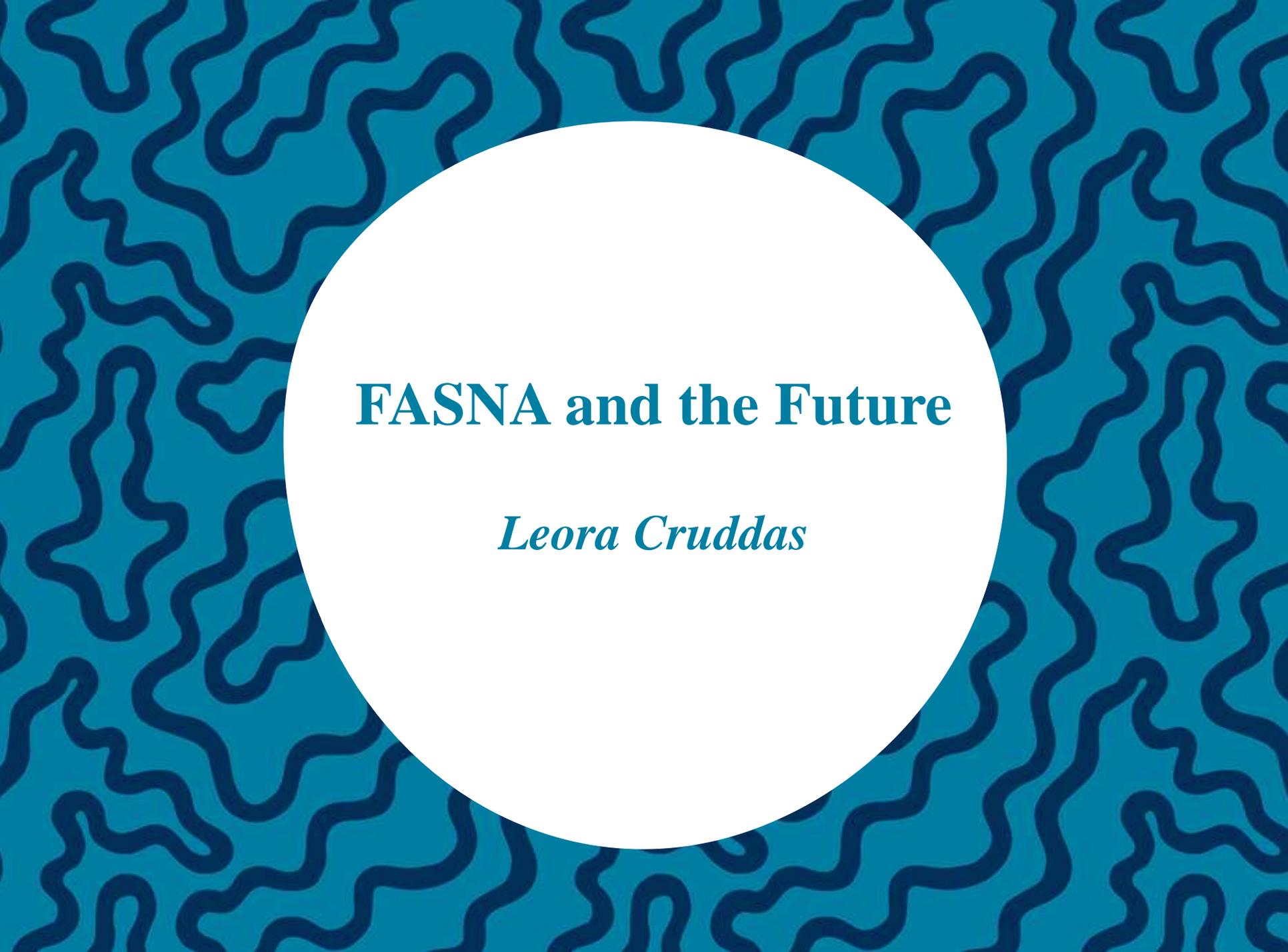
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FASNA and the Future

Leora Cruddas



Freedom and Autonomy for Schools - National Association

PEARSON MAT FORUM

November 2017

Leora Cruddas
Chief Executive Officer

@LeoraCruddas



Freedom and Autonomy for Schools - National Association

PESTLE ANALYSIS



PESTLE: POLITICAL

- Government with slim majority focused on Brexit
- Secretary of State who believes in a school-led system but is looking for greater management of it.
- Opposition unclear on policy but making noises about returning system oversight to local authorities.
- No real advocacy on the political front to bring a half reformed system to its inevitable conclusion – tolerance of ‘diverse system’
- Threat of stasis – and also opportunity for a sector-led organisation to assert itself

In an uncertain and unstable political environment, there are significant opportunities which would not be the case in a stable environment with absolute clarity on roles and responsibilities...



PESTLE: ECONOMIC

- Austerity to continue for lifetime of parliament and likely to extend beyond.
- Pressure on school and MAT budgets.
- Benefits cuts, low wages, unemployment etc may result in greater levels of child poverty and therefore even greater pressure on school and other public sector budgets.
- PFI costs creating additional pressure on school budgets.



PESTLE: SOCIAL

- Increasingly corrosive discourse about education which is misleading public opinion.
- High profile incidents in academies and MATs potentially brining the sector into disrepute.
- Rising incidence and gaps in mental health service provision impacting on schools.
- Legal duty on schools to tackle extremism and radicalisation and promote 'British values'. Rising incidence of Islamophobia and far right extremism. Controversy over Prevent agenda.

There is currently no organisation in the landscape advocating for the emerging sector.



PESTLE: TECHNOLOGICAL

- Multiplicity of channels and methods of communication: Twitter, Facebook, YouTube, websites, smartphones, email etc.
- Only organisations with strong social media presences are thriving.
- Audiences are time-poor and increasingly want digestible bite-size information- we do not currently provide this, but could.



PESTLE: LEGAL

- Legislation almost impossible in current political environment as the government does not have a majority
- Legal implications of academisation and establishment of multi-academy trusts not well understood.



PESTLE: ENVIRONMENTAL

- Capital funding pressure may impact on condition of school buildings.
- Ongoing campaign over asbestos in school buildings.



Freedom and Autonomy for Schools - National Association

SECTOR ANALYSIS





HEADLINE DATA

The rise of Multi-Academy Trusts...

36% secondary schools in a MAT

18% primary schools in a MAT

69% of all secondary schools are academies

23% of all primary schools are academies

Roughly two-thirds (65%) of academies work together with others in academy groups governed by a Multi-Academy Trust

There are currently circa 7,000 academies.

The number of MATs has rapidly increased since 2011 – from 391 in March 2011 to circa 1,100 in November 2016



SECTOR ASSESSMENT

- The emerging landscape needs a 'sector' voice - different from the voice of the trade unions.
- Individual MATs are dispersed with no way of collectively making policy and influencing government and no way of shoring up risk against attempts to remove the freedom and autonomies we have secured via the academy landscape.
- There is also no coordinating body for best practice and the facilitation of peer to peer support.
- There is currently no credible sector voice - but nature abhors a vacuum and we need to claim this space and claim it quickly or others will try.



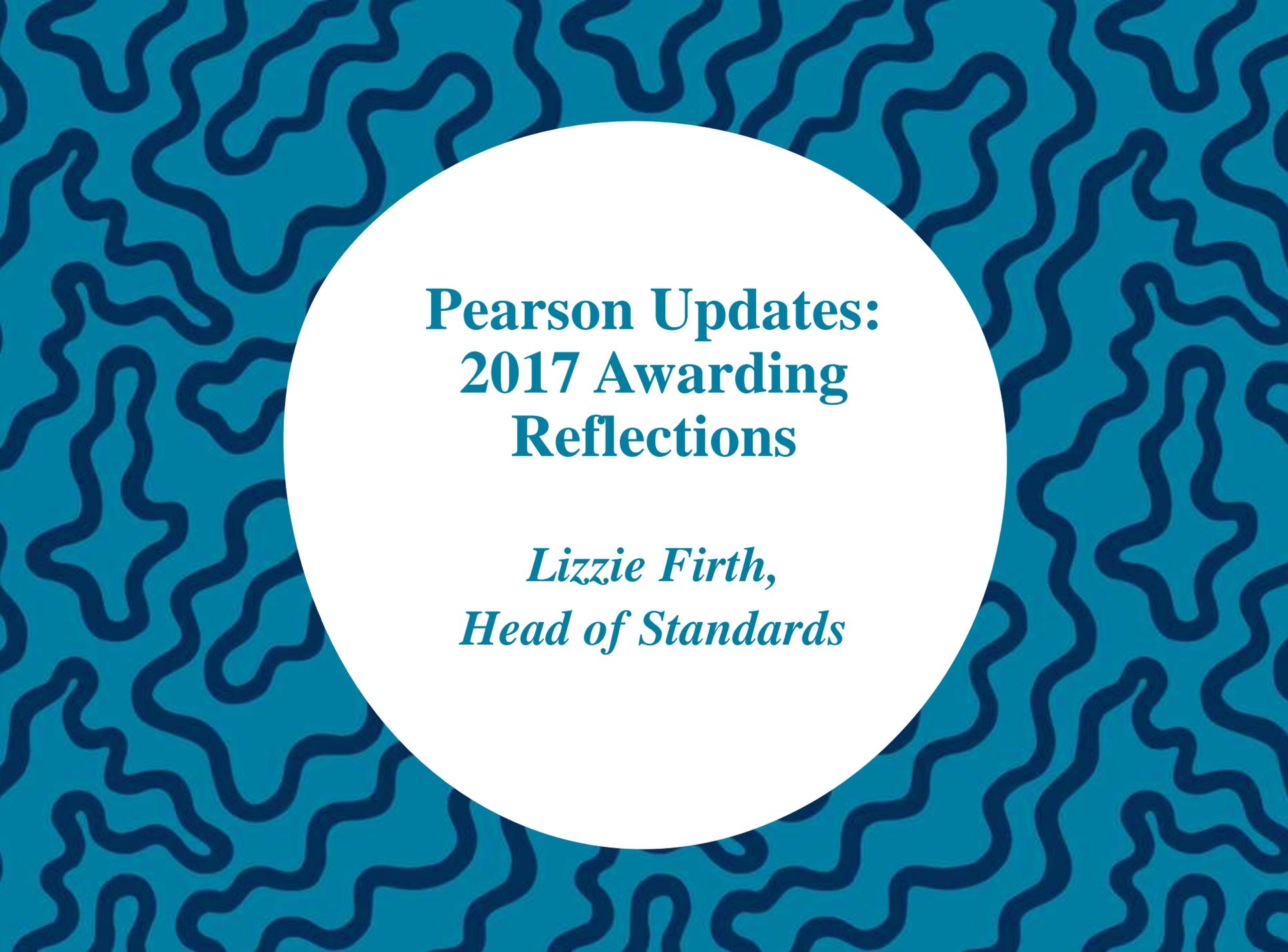
Questions for your consideration

- Do you agree that the sector needs a voice representing joined-up leadership across the organisation (Executive Leader, Governance Leader, Business Leader or alternatively CEO, Chair, CFO)?
- If so, what would you want from such a national organisation in terms of
 - a) advocacy
 - b) policy formation
 - c) Services
- How could such a national organisation help to build capacity in the sector? And for the larger MATs, provide the brokerage so that they can 'give back' to the sector in terms of supporting emerging MATs?



“The best way to predict the future is to create it.”

Abraham Lincoln



**Pearson Updates:
2017 Awarding
Reflections**

*Lizzie Firth,
Head of Standards*



Pearson

2017

Summer Results

Multi-Academy Trust



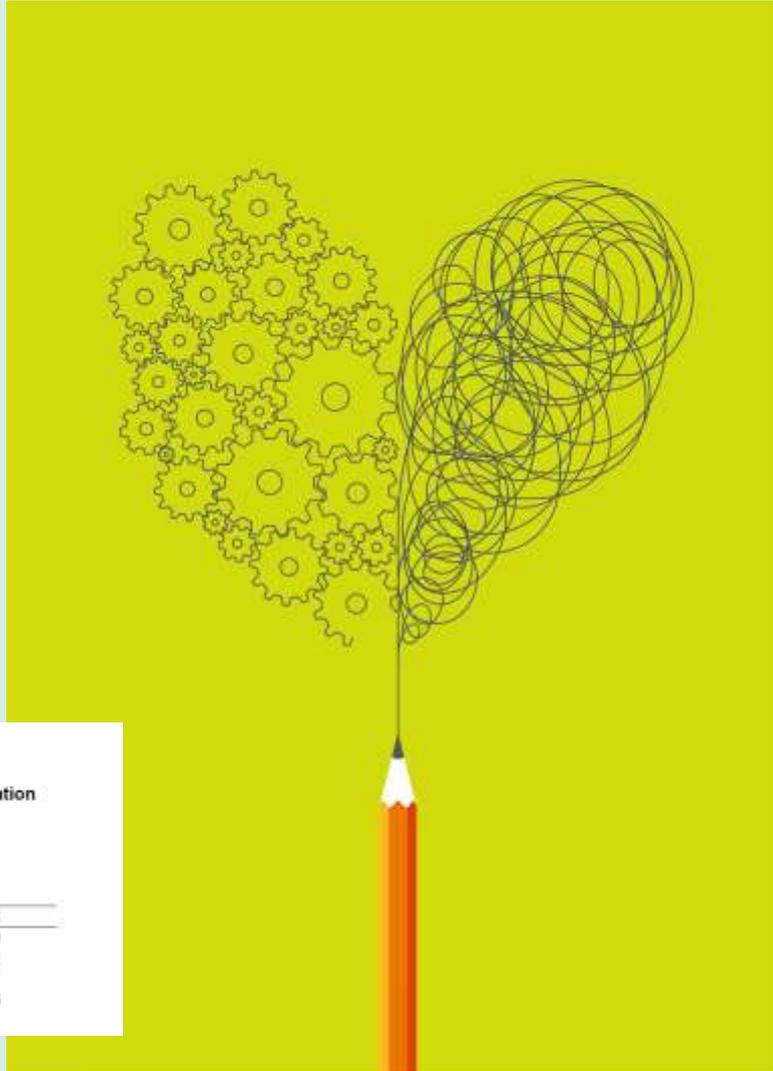
Recap..

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
U	U

Reform		Legacy	
Higher Tier	Foundation	Higher Tier	Foundation
9		A*	
8		A	
7		B	
6			
5	5		
4	4	C	C
3 (al.)	3	D	D
	2	E (al.)	E
	1		F
			G



Process

Boards award - balancing all evidence but primarily driven by statistics in year 1 of reform

Three times per week regulators and boards exchange discussions and data throughout the series

At the end the national picture is reviewed led by the Regulators, extra checks on inter-board alignment at 7, 5, 4 and 1 to ensure it is no harder or easier to obtain a grade at a specific board



Entries (UK)

	All		16 yr olds		17 yr olds (and over)		15 yr olds (and under)	
	2017	% change	2017	% change	2017	% change	2017	% change
All subjects	5,443,072	+ 3.9	4,869,687	+ 6.9	404,800	+ 6.0	168,585	- 44.3
Eng Lang	760,277	+ 48.1	577,754	+ 51.0	147,964	+ 15.4	34,559	+ 1,343.0
Eng Lit	574,358	+ 38.6	544,922	+ 36.0	6,283	+ 18.7	23,153	+175.1
Maths	770,034	+ 1.7	573,822	+ 0.6	179,945	+ 3.6	16,267	+23.2



Overall UK outcomes at key grades – cumulative %

	A/7			C/4			G/1		
	2017	2016	Change (pp)	2017	2016	Change (pp)	2017	2016	Change (pp)
All candidates	20.0	20.5	-0.5	66.3	66.9	-0.6	98.4	98.4	0

- Marginal year on year decrease, reflecting the combined impact of changes in entry patterns



Overall UK outcomes at key grades by age – cumulative %

	A/7			C/4			G/1		
	2017	2016	Change (pp)	2017	2016	Change (pp)	2017	2016	Change (pp)
16 yrs	21.1	21.7	-0.6	68.9	69.5	-0.6	98.6	98.7	-0.1
17 yrs (and over)	5.5	6.1	-0.6	36.0	35.9	+0.1	96.3	95.2	+1.1
15 yrs (and under)	23.1	20.5	+2.6	65.0	67.9	-2.9	97.4	98.7	-1.3



English Language 9-1 cumulative % (England only)

	Entries	9	8	7	6	5	4	3	2	1
All candidates	630,780	2.2	6.7	14.6	29.3	47.9	64.9	86.7	95.6	98.9
16 yrs	529,005	2.6	7.8	16.8	33.4	53.3	69.9	88.6	96.3	99.0
17 yrs (and over)	88,340	0.2	0.7	1.8	5.8	16.4	35.4	74.9	91.6	98.3
15 yrs (and under)	13,435	1.2	4.1	10.0	23.4	43.2	62.0	86.1	95.9	99.2



English Literature 9-1 cumulative % (England only)

	Entries	9	8	7	6	5	4	3	2	1
All candidates	545,944	3.2	9.3	18.7	35.4	54.7	71.9	85.6	93.8	98.1
16 yrs	520,811	3.3	9.5	19.1	36.0	55.4	72.5	85.9	93.9	98.2

- 16 yr olds dominate entries



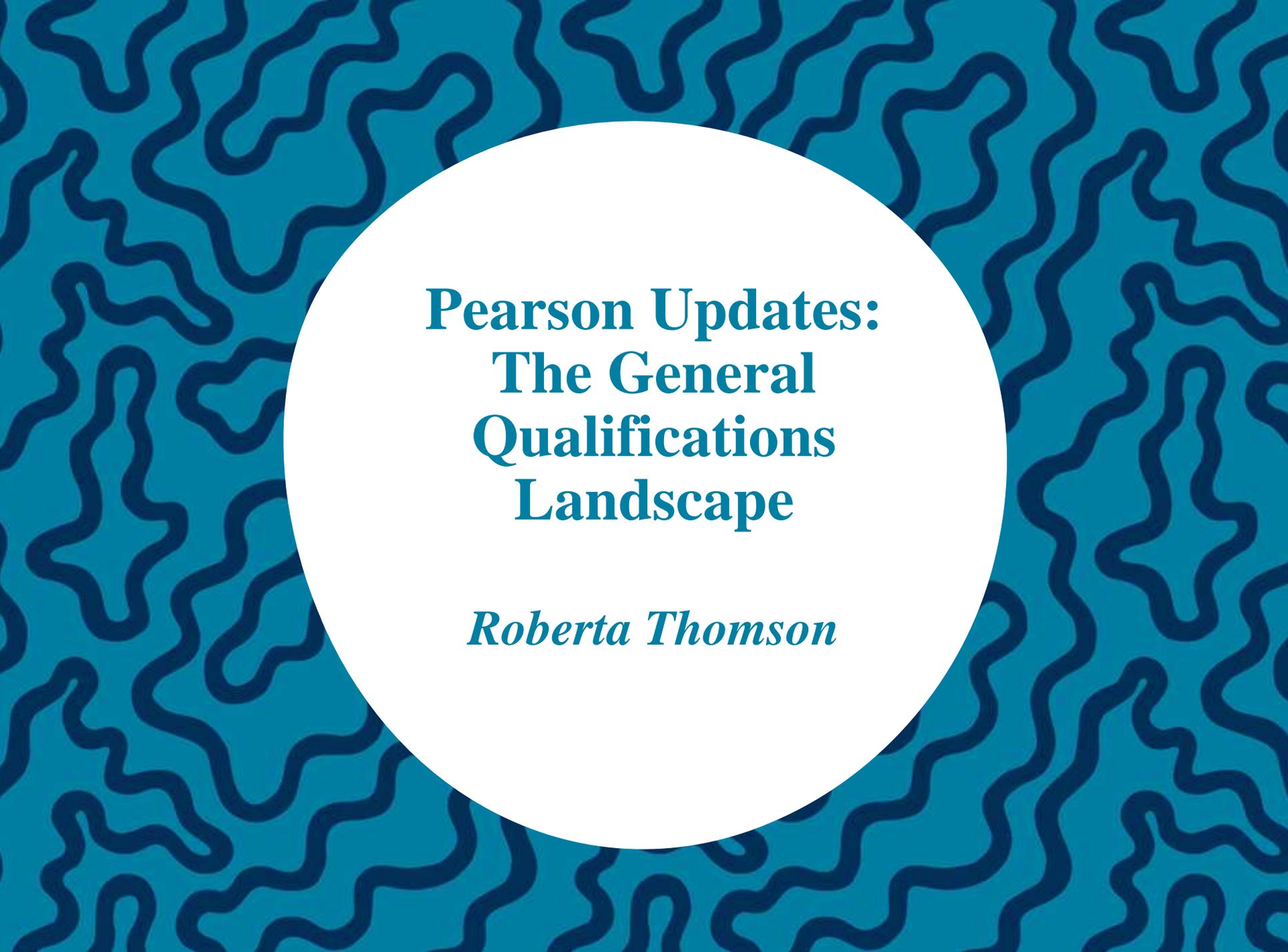
Mathematics 9-1 cumulative % (England only)

	Entries	9	8	7	6	5	4	3	2	1
All candidates	565,360	3.5	9.9	19.2	29.8	48.1	68.9	82.0	91.5	97.9
16 yrs	531,916	3.5	10.3	19.9	31.0	49.7	70.7	83.1	91.9	98.1
17 yrs (and over)	30,100	1.0	2.6	4.9	7.6	18.5	36.9	62.9	83.5	94.9
15 yrs (and under)	3,344	13.2	24.9	34.1	40.2	53.5	66.9	77.0	87.0	95.9



Discussion points

- Feedback on your results
- Worries and Questions for 2018



**Pearson Updates:
The General
Qualifications
Landscape**

Roberta Thomson



Pearson

Academic landscape

November 2017



What we've seen in 2017 - the market

GCSE (full course) market volumes have grown by 4%

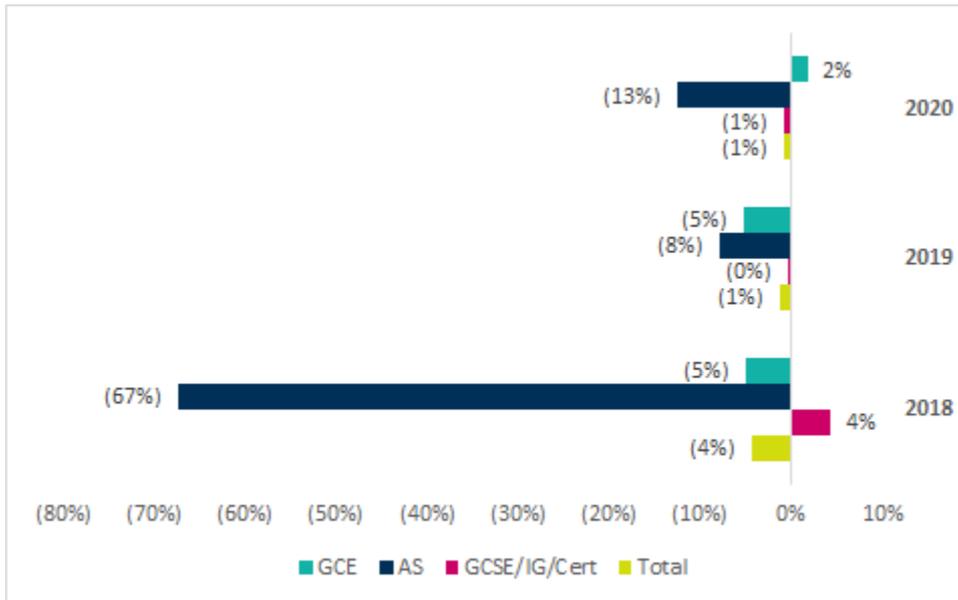
- From 5.2m to 5.4m.
- Removal of Certificates and international GCSEs from performance tables and subsequent transition to GCSE is a key factor here.
- Significant drop in GCSE Combined Science - without consequent increase in single sciences, but likely to be temporary effect as candidates of previously modular quals reach first assessment of linear exams (Year 10 learners).

GCE market volumes have fallen by ~23%

- From 2m to 1.5m.
- Driven heavily by demise of AS qualifications.
- Market volume declines in around half of A level subjects - much of this incremental, but with some larger declines seen in History and General Studies.
- Good A level growth in Business Studies, Maths and Politics.

What we might see over next three years

The GQ market will decline over the next three years as a result of reduction in number of subjects studied linked to more rigorous qualifications, almost complete demise of AS, funding pressures, and (at A level) demography.



- GCSE market contracts slightly following the one time adjustment for Science (2018) despite a favourable demographic movement.
- AS market expected to decline further as final tranche of redevelopments comes through (Maths, Politics, D&T & minor languages).
- A level market contracts in 2018 due to demography & 2019 as a consequence of A Level Maths.

Thank you and questions





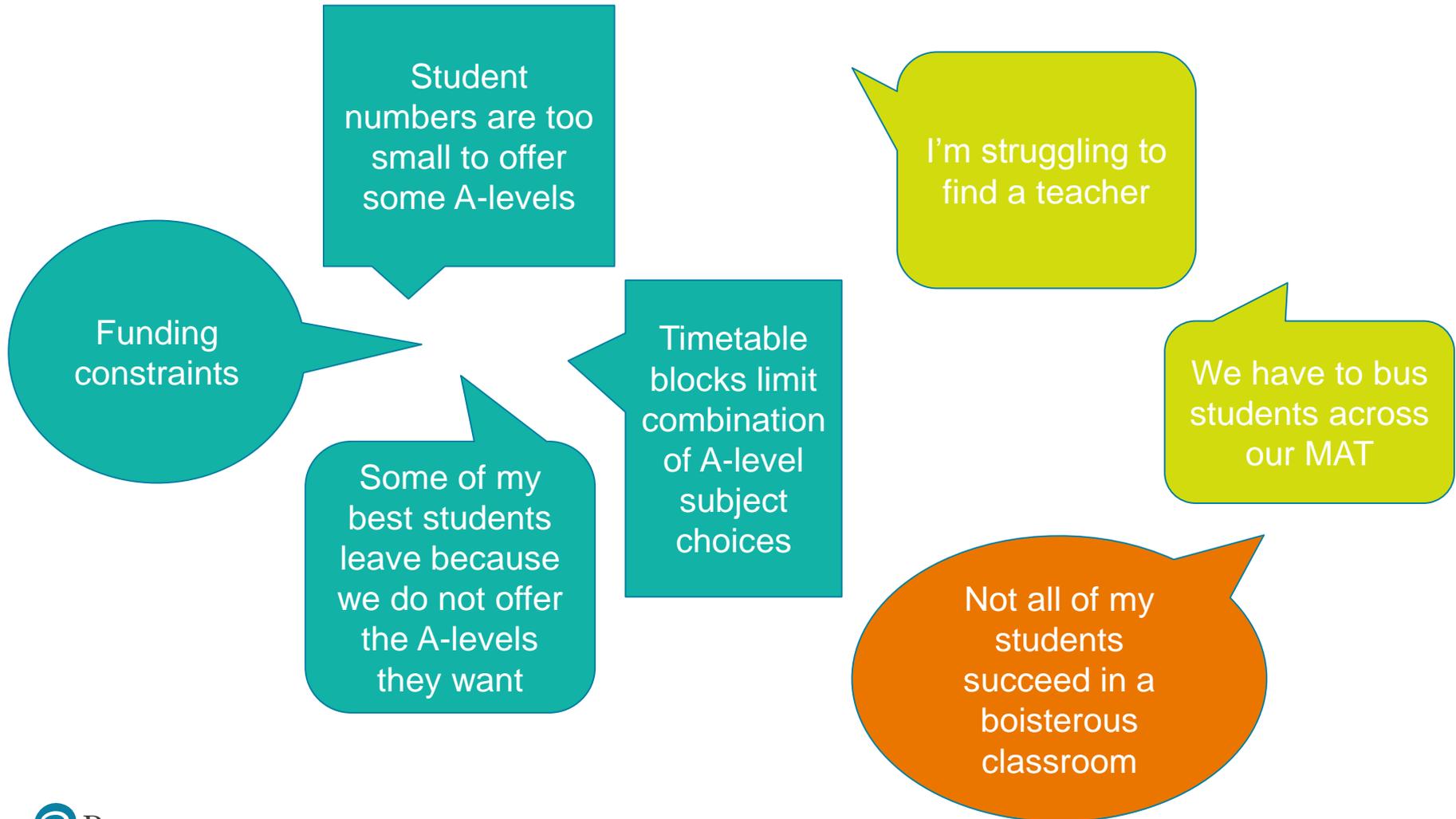
Pearson

Virtual Spanish A level

November 2017



Key challenges



Opportunity to leverage US expertise

3m

- Online learning since 2000
- 3m taking at least one online course
- >300k full-time online students



- 2011 acquisition
- #2 in the US

70,000

- Full-time online students
- 100ks taking individual courses

2,000

- Bespoke CPD programme

Virtual A level proposition– Edexcel Spanish

We provide all of the teaching and learning resources for your student to succeed

We provide...

- Edexcel Spanish A level
- 5 hours of instruction each week
 - 1 hour live lesson with our online teacher (multiple timeslots)
 - 4 hours self-study lessons using our interactive learning resources
- Weekly 15mins 1:1 with the teacher: conversational practice, progress check
- Assigned a classmate partner for regular, weekly paired work
- An experienced, engaging, QTS, DBS-verified, subject expert teacher
- 5 hours of teacher office hours each week for 1:1s, small-group revision
- Teacher available via email, chat, video-call throughout the school day
- A detailed weekly progress report from the teacher to the student's tutor
- A monthly progress call with our teacher and programme director

You only provide...

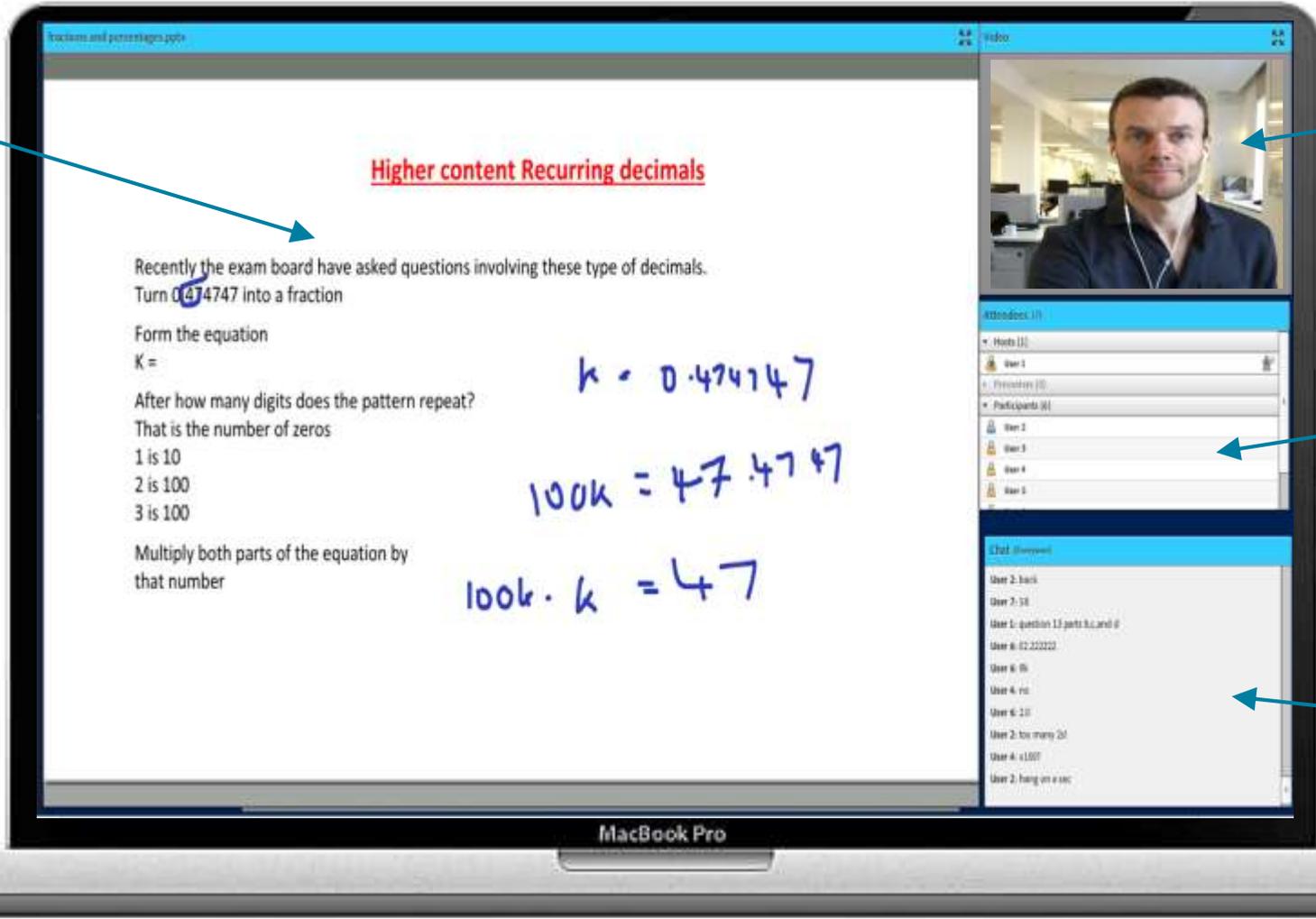
- A "Success Coach" to ensure the student is on-task during each lesson
- A quiet room for all lessons
- An internet-connected computer and headset with microphone
- Add all 5 hours into the student's weekly timetable
- Register the student for the exam and provide an invigilator

The student...

- Commit to 5 hours of learning each week, with homework on top
- Plus, each week, 15mins conversation with the teacher and paired work time

Interactive live lessons

An interactive whiteboard which both the students and teacher can write on



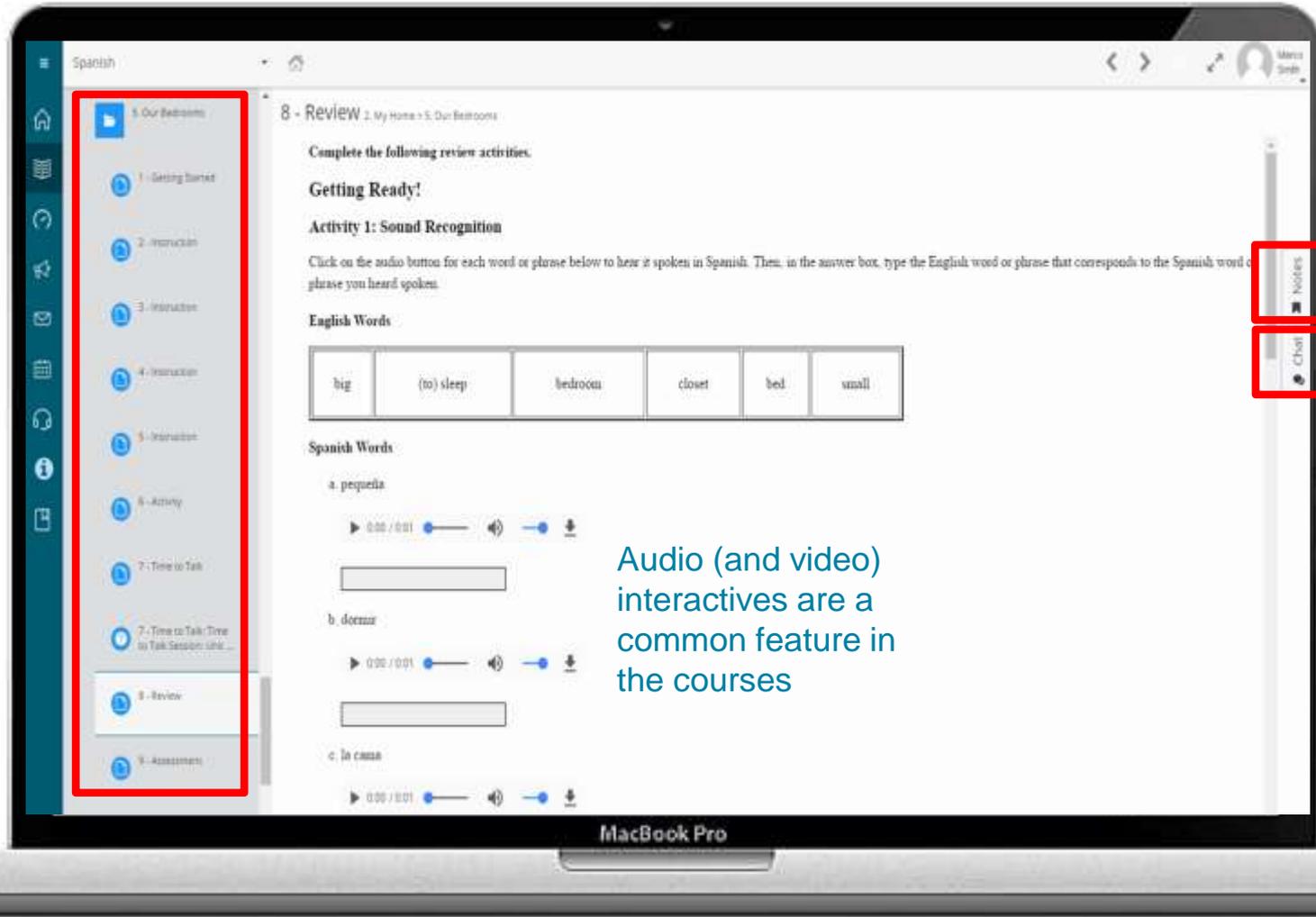
Live video of the teacher

The teacher controls who has microphone and whiteboard access

A chat box

Engaging learning resources

A mastery pedagogical approach: Objectives, instruction, activities, review, finishing with an assessment of the lesson objectives



Students can take notes throughout the course

The chat function is always present to communicate with the teacher

Audio (and video) interactives are a common feature in the courses

The students

Common characteristics of students who succeed in a virtual learning environment

Motivated

- Wants to study this course
- Wants to achieve a high grade

Independent

- Capable of independent work with minimal support
- But not afraid to ask for help

Structured

- Plans effectively time to meet deadlines
- Happy working through a structured course outline

Good attendance

- Strong history of high attendance in class
- And of paying attention while in class

- Definitely not appropriate for a student seeking an easy ride
- But not just for traditional high achievers

The right partner for you and your students

Unparalleled experience

- 15+ years teaching online courses in the US
- Over 70,000 students being taught today
- Experience teaching students globally

Expert teachers

- Passionate subject experts – engaging and proactive
- Experienced, QTS and DBS-verified
- Bespoke virtual CPD programme - supports 2,000 teachers

Individual attention

- Data-driven individual learning journeys for each student
- Progression data available for real-time analysis
- Detailed progress report on each student every week

Best-in-class tech

- Multi-million pound investment in our advanced learning & analytics platform
- Designed and developed exclusively for students
- Supported delivery of 300,000+ courses last year



Product offering summary and FAQs

Instruction

- Everything a student will need - 5 hours of learning each week

Logistics

- A quiet room with an internet-connected computer and a Success Coach

Entry criteria

- If you were teaching the course, and you would accept them, then so will we - but need to carefully consider appropriateness for online learning

Pricing

- £1,000 per student per year, £900 if more than 5 students
- We can accept as few as 1 student per school

Flexible

- Full refund if student withdraws by half-term of Term 1
- Students can join the course any time up to December of Term 1

Sign-up process

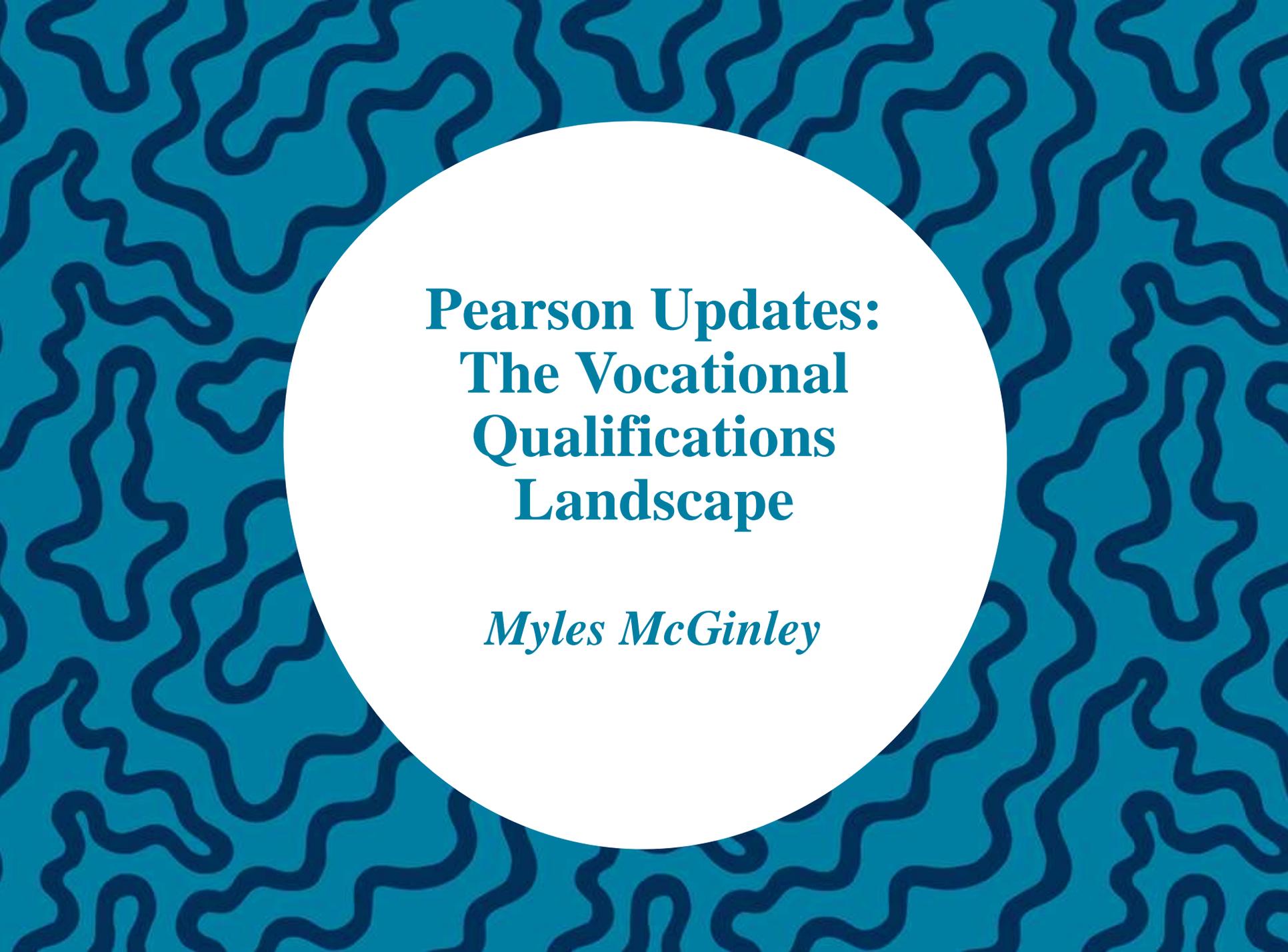
- Expressions of interest by year end - follow-up with demo and deeper-dive

Teaching start date

- First lesson: September 2018

Thank you and questions





**Pearson Updates:
The Vocational
Qualifications
Landscape**

Myles McGinley



Pearson

Vocational landscape

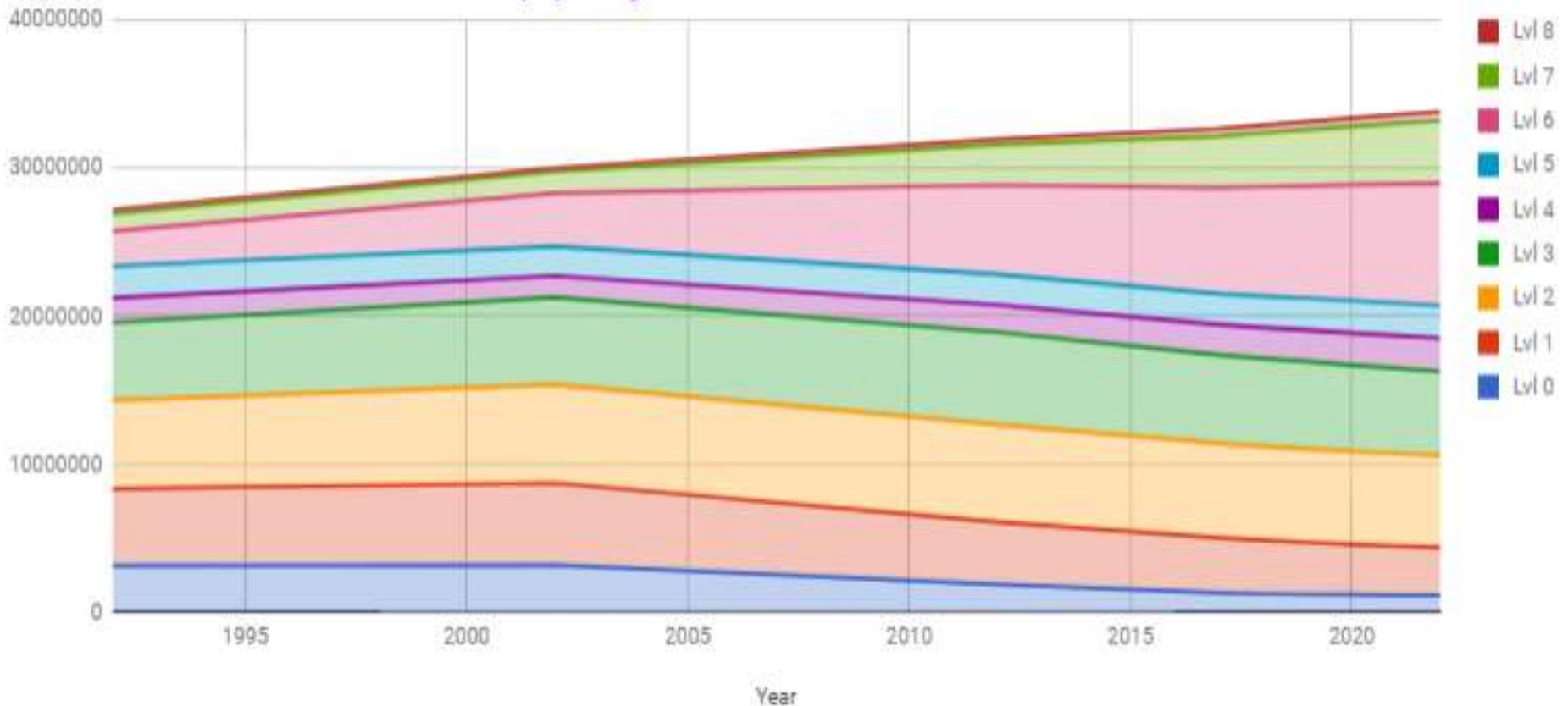
November 2017



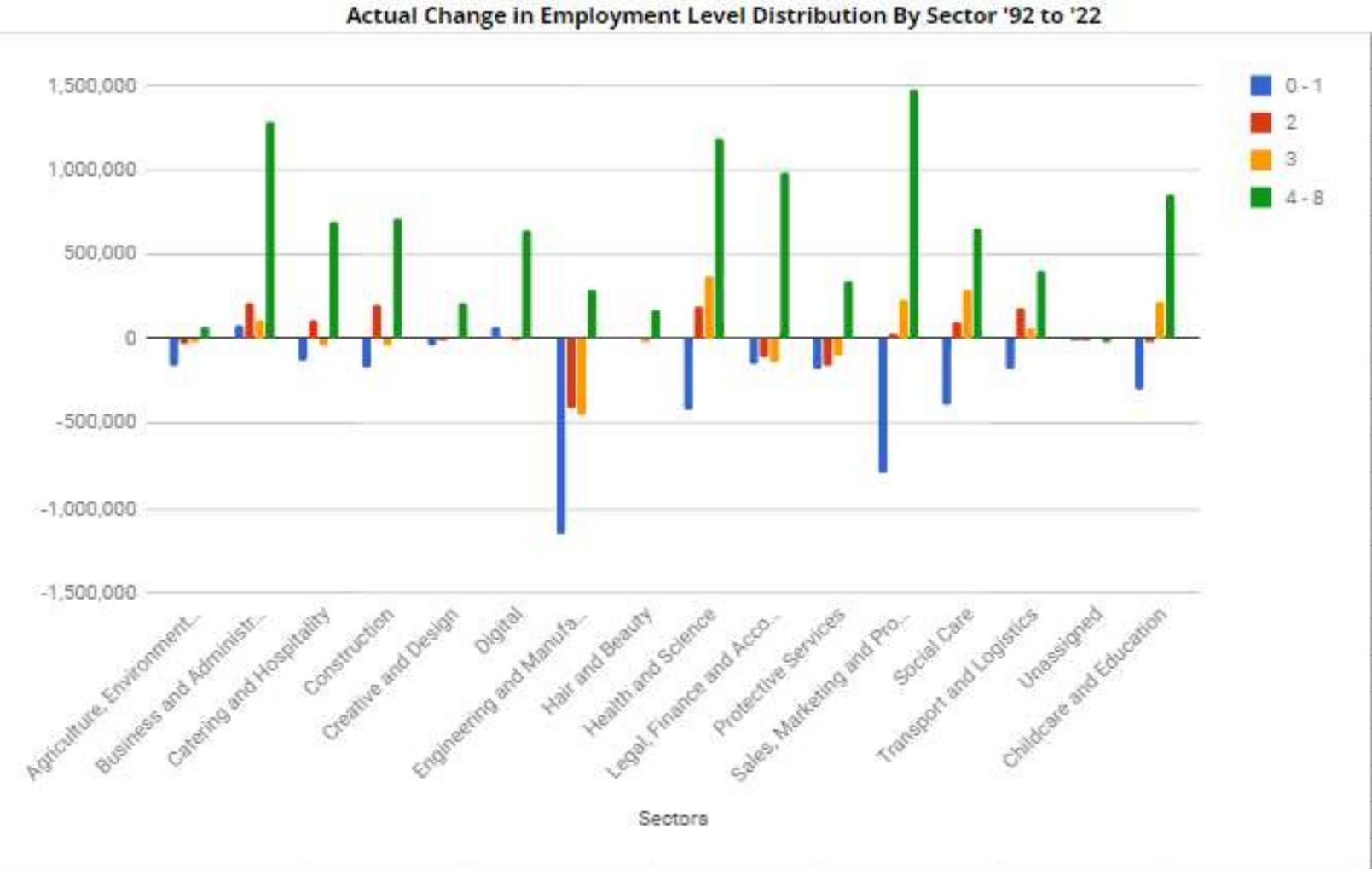
Landscape: changing skills levels

Total Economy Employment Level Distribution by Year (1992 to 2022)

Employment grew from 27.1 to 32.6 million from '92 to '22



Landscape: which sectors/levels grown



Landscape: policy and providers

Policy

- Skills focus as part of response to Brexit
- Introduction of first T-Level routes from September 2020 (level 3 mainly)
- Review of levels 4 and 5
- Increasing drive to create distinctive academic and technical routes
- Prescriptive definition of vocational qualifications
- Mid-year and mid-programme interventions impacting curriculum availability
- Stability in criteria for first teaching September 2018 but potential for revisions to Tech Award, Applied General and Tech Level qualification definitions for first teaching September 2019

Providers

- Growth in Tech Awards (level 1/2): Media, Business, H&SC, T&T, A&D
- Slower transition to new qualifications than expected (RQF, apprenticeships)
- Changes in curriculum offer likely with increased level of rigour and demand, and changes to applied and technical qualifications

Qualifications reform timeline

2017

2018

2019

2020

**RQF AGs and
Tech Levels (L3)**
First assessments

Applied Generals
revised criteria?

Applied Generals
first teach of revised?

Tech Awards
revised criteria?

Tech Awards
first teach of revised?

**Apprenticeship
levy introduced**

**Move to standards
continues**

**Move to standards
continues: start to
be majority**

**Move to standards
continues**

T-Levels
- wk exp funding
- procurement
- development starts

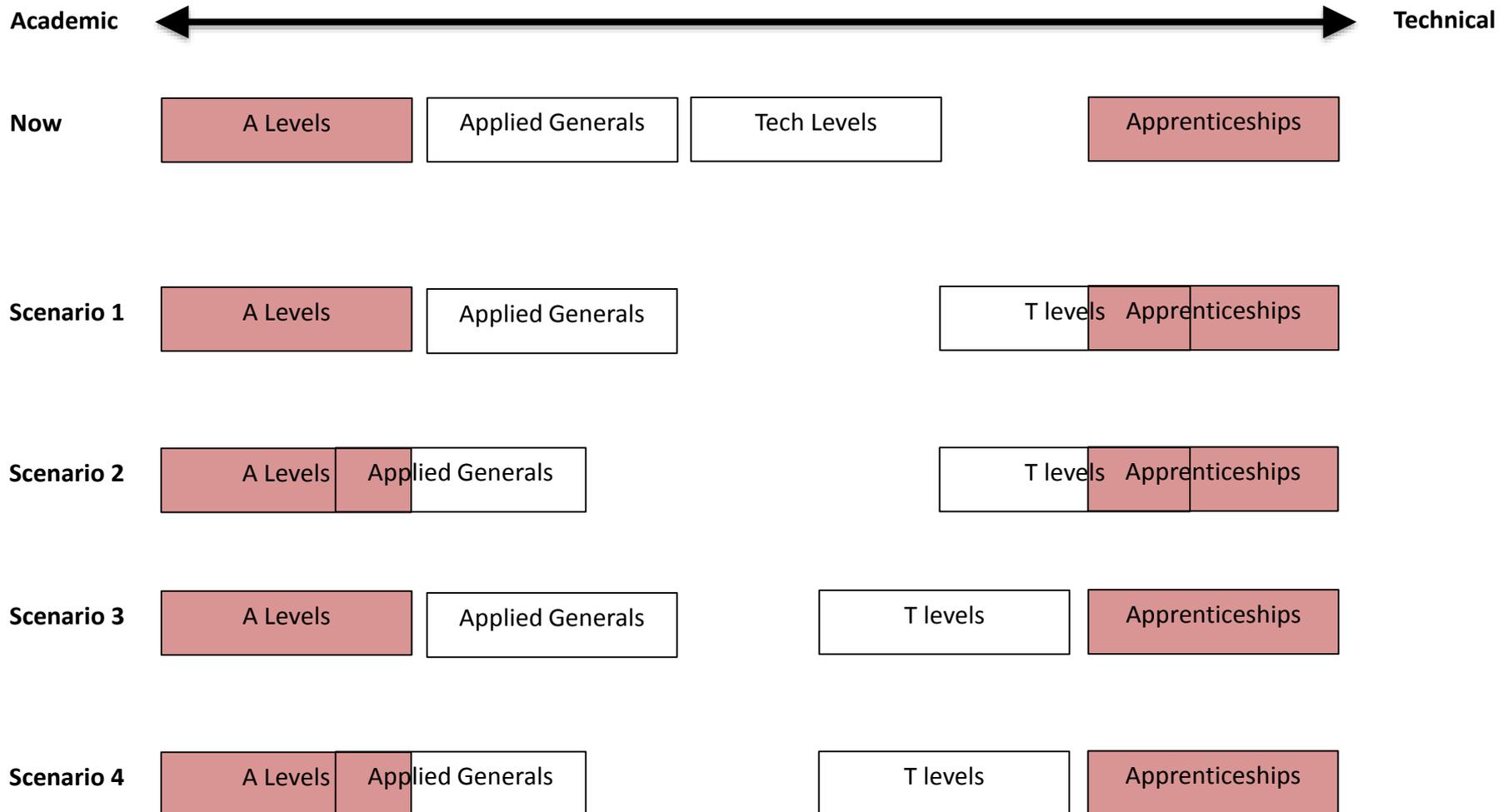
T-Levels
first quals published

T-Levels
first teach of phase 1
routes with pilot
providers

Functional Skills
publication of
revised quals

Functional Skills
first teach of revised
qualifications

Level 3 qualifications post-16



**Keep up to date at
[pearson.com/MATs](https://www.pearson.com/MATs)**

ALWAYS LEARNING