

Young People's Education and Skills Operational Sub-Group

Policy Update

Item 6

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Summary This paper provides an update on young people's education and skills issues.

Recommendation Recipients are asked to note the content of this report and submit any comments by email.

1 Introduction

- 1.1 During the phase in the Covid-19 pandemic when meetings were not taking place, we produced Briefings to provide regular updates on developments in post-16 education and skills in London. We are now scheduling on-line meetings of the Young People's Education and Skills Board and Operational Sub-Group for the year ahead and have reverted to providing Policy Updates to these meetings. As with our Briefings, we are circulating the Policy Updates to a wider audience comprising Councillors with responsibility for Children's Services, education, skills and employment; officers in London's councils; key stakeholder and partner organisations and members of the Young People's Education and Skills Board.
- 1.2 This Policy Update is primarily addressed to the Young People's Education and Skills Operational Sub-Group and covers the period from mid-January to mid-February 2021.

2 Context

- 2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.
- 2.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:
- London Transition Board¹
 - London Recovery Board² (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme³.

3 Data

- 3.1 The House of Commons Library⁴, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown.

¹ <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

² <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

⁴ <https://www.parliament.uk/commons-library>

- 3.2 The Local Authority Interactive Tool (LAIT)⁵ produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 3.3 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme⁶, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points
- 3.4 Data specific to London is published monthly by Greater London Authority (GLA) Economics⁷ and Intelligent London⁸ is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics⁹ (please also see the Social Market Foundation's *London Coronavirus Economy Tracker*¹⁰, which provides an analysis of the key issues up to the end of 2020).
- 3.5 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief

⁵ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

⁶ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysismarchtooctober2020/2020-10-28>

⁷ <https://data.london.gov.uk/gla-economics/>

⁸ <http://www.intelligentlondon.org.uk/>

⁹ <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

¹⁰ <https://www.smf.co.uk/wp-content/uploads/2020/11/Lockdown-in-London-November-update-Nov-2020.pdf>

performance update. (the government uses the term “education settings” to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

Part One: Current Issues

4 Government Announcements

- 4.1 The Prime Minister: As we wait for confirmation when - and how - educational settings will fully re-open, there have been many suggestions about how students will catch up on lost learning and particularly how they may prepare for national examinations and assessments. These suggestions include extending the academic years 2020/21 and 2021/22, increasing the length of each education-day and providing additional provision over weekends. The merits of each proposal are being discussed within government and with partners, including unions and we look forward to these discussions concluding soon. At the time of writing, the Prime Minister and DfE are working towards fully reopening from 8 March, though it unclear if this will be the start of a phased re-opening or cover all education settings and year groups.
- 4.2 The government has announced the appointment of Sir Kevan Collins as the government's Education Recovery Commissioner, to oversee a comprehensive programme of catch-up aimed at young people who have lost out on learning due to the pandemic¹¹.
- 4.3 The Institute for Government suggests¹², particularly in the light of variants of the Covid-19 virus, that aspects of our lives may be affected, longer-term, by the pandemic; for example, some elements of travel restrictions, quarantine and social distancing may remain for some time. It believes that there needs to be a wider national debate on the levels of taxation, welfare benefits and business support in the future. While noting the stresses and strains brought about in the pandemic (pressure on the NHS; care homes, the education sector and overall mental health), it acknowledges the acceleration of innovation in digital technology, artificial intelligence, biological sciences and medicine. It concludes that the government will have to discuss the level of

¹¹ <https://www.gov.uk/government/news/new-commissioner-appointed-to-oversee-education-catch-up>

¹² <https://www.instituteforgovernment.org.uk/sites/default/files/publications/coronaviruss-no-going-back-normal.pdf>

risk and constraint that people and businesses are prepared to live with in the future.

- 4.4 London Councils has distributed new learning materials to schools across London to promote the Covid-19 vaccination programme and tackle vaccine hesitancy¹³.

5 Parliament/Education Select Committee

- 5.1 Robert Halfon MP, Chair of the Commons Education Select Committee published an article¹⁴ in which he sets out his vision for the immediate future, including a commitment to catch-up learning and increasing mentoring to improve the mental health of young people.

6 Participation and the risk of young people being not in education, employment or training (NEET)

- 6.1 The DfE has confirmed that, as a result of the cancellation of the 'School capacity survey: 2020' to reduce burdens on educational and care settings during Covid-19, it will not produce the 'Local authority school places scorecards 2020'¹⁵.
- 6.2 *Children Missing Education* by the Local Government Association (LGA)¹⁶ explores the scale and impact of children missing out on a formal full-time education in England and the ways in which local and central government might work together to address the issue, drawing on surveys involving local authorities, school leaders and parents. It defines the problem and outlines responsibilities, pathways and destinations for children missing education. The report shows the numbers and trends in children missing full-time education, considers the reasons why numbers are increasing and explains the impact on children, families and society of children missing education. It demonstrates what local authorities and partners are doing to address the

¹³ <https://www.londoncouncils.gov.uk/press-release/11-february-2021/covid-19-vaccine-mythbuster-packs-sent-london-schools-tackle>

¹⁴ <https://www.politicshome.com/thehouse/article/education-covid19-long-term-plan>

¹⁵ <https://www.gov.uk/government/collections/school-places-scorecards>

¹⁶ <https://www.local.gov.uk/children-missing-education>

issue and presents proposals to local and central government on ways to ensure that all children receive their entitlement to a formal, full-time education.

- 6.3 The Institute of Fiscal Studies (IFS) has set out its view of the potential long-run costs of lost schooling¹⁷. Their assessment, intentionally not precise estimates, of the effects of the loss of at least half a year of in person schooling is a potential loss of £40,000 loss of income per person over their lifetime, totalling £350billion in the long-term, apart from the cost to mental and physical health. The IFS calls for a long-term national recovery plan to deal with the consequences of these issues.
- 6.4 A report from ImpactEd¹⁸ finds that GCSE students have experienced the lowest levels of learning during lockdown, while their anxiety levels have risen more than in any of the other key stage groups. It also says that year 10 and 11 students have suffered a drop in motivation more than other year groups and suggests “the pressures of exam uncertainty” may be a factor affecting students. Based on research on more than 62,000 pupils who were tracked over seven months to Christmas last year, the report presents a picture of the impact of lockdown and school closures on pupils – and how schools and trusts are using the findings to target support where they see it is most needed.

7 Apprenticeships

- 7.1 National Apprenticeship Week took place 8 to 14 February 2021. Many Apprenticeship Providers – colleges, independent providers, local authorities and employers – took the opportunity to promote their offer to businesses and young people. It was encouraging to see many (too many to mention individually) London-based providers demonstrating that Apprenticeships provide excellent opportunities. Several sector-specialists, think-tanks and lobbyists also used National Apprenticeships Week as the launchpad for publishing reports, including:

¹⁷ <https://www.ifs.org.uk/publications/15291>

¹⁸ <https://impacted.org.uk/covid-19>

- The Open University, which reported that more employers now back work-based learning¹⁹.
- BT, with Apprentice Nation, said that a fifth of young people believe their career prospects are negatively impacted by their background and call for action to improve opportunities for young people from under-represented groups.
- the Association of Apprentices²⁰ launched a programme of broader support to the apprentice community, including professional development, networking and career development, particularly helping those who do not complete their apprenticeship (approximately 34 per cent in 2018/19).

8 Traineeships

- 8.1 The DfE announced that employers can apply for a £1,000 grant to help them take on new trainees so that they can gain the skills and experience they need to secure a job, apprenticeship or further study²¹. The grants are available until 31 July 2021 and are for a maximum of 10 trainees.

9 Quality and Standards

- 9.1 The DfE has partnered with Stone Computers and Microsoft to implement a Digital Education Platform for schools to improve remote teaching and home learning²².
- 9.2 Imperial College Business School has announced the launch of a new Centre for Digital Transformation²³ that is designed to grow the digital economy, promote intelligent business, and keep Imperial and partner organisations at

¹⁹ <https://ounews.co/education-languages-health/education/ahead-of-national-apprenticeship-week-ou-poll-finds-more-employers-now-backing-work-based-learning/>

²⁰ <https://www.associationofapprentices.org.uk/>

²¹ <https://www.gov.uk/government/news/funding-boost-to-get-young-people-get-into-work>

²² <https://www.stonegroup.co.uk/>

²³ <https://www.imperial.ac.uk/business-school/faculty-research/research-centres/centre-digital-transformation/>

the forefront of the digital revolution. The Centre will be positioned as the meeting point between industry and academia - enabling Imperial College Business School's academic experts to help businesses address and capitalise upon the challenges, implications, and opportunities brought by digital transformation, including artificial intelligence.

9.3 The National Literacy Trust has reported²⁴ on the importance of the home learning environment and how this has been affected by Covid-19 through a review of the literature published on the subject during the pandemic. It notes that a positive early years home learning environment can predict higher levels of vocabulary, spelling and literacy; parents from low-income backgrounds are likely to spend less time reading and playing with their children, affecting language development; and although families from more deprived backgrounds are more likely to say they need more information and advice about supporting early learning, they are less likely to turn to professionals and local services for this. It suggests that middle class parents were more likely than working class parents to receive online support during the pandemic, and many low-income families do not have adequate access to a device or connectivity. The report says that Covid-19 has exacerbated factors that can influence the prevalence of parental depression, with those in low paid or insecure work impacted more; this can impact on parents' ability to develop a warm, sensitive and nurturing relationship with their child, affecting the home learning environment. The report argues that the pandemic has made it more difficult for parents to seek support and concludes that acting early and supporting parents to engage with their child's early learning is key to boosting children's language skills and improving cognitive development.

9.4 *Learning in Lockdown*²⁵ from Sutton Trust examines the situation for pupils at the beginning of the second period of school closures and draws on survey data from Teacher Tapp and YouGov. It reports on remote teaching, access

²⁴ https://cdn.literacytrust.org.uk/media/documents/Literature_review_on_the_impact_of_COVID-19_on_families.pdf?platform=hootsuite

²⁵ <https://www.suttontrust.com/wp-content/uploads/2021/01/Learning-in-Lockdown.pdf?platform=hootsuite>

to resources, and barriers faced while learning at home and considers how the impacts of the pandemic on education and social mobility might be minimised. The report examines attendance at school revealing that: in the first week of the January 2021 lockdown, 27 per cent of primary school age children were reported to be at least partially attending school, compared to just eight per cent of secondary age children; while 37 per cent of teachers in primary schools report they now have around one in five of their usual pupils in school. It finds that: at the beginning of the shutdown, just five per cent of teachers in state schools reported that all their students have access to an appropriate device for remote learning, compared to 54 per cent at private schools; school provision for online learning has changed – 54 per cent of teachers are now using online live lessons; 31 per cent of families with the lowest incomes had not been able to spend anything on their child’s learning from home since September, while 29 per cent of those on the highest incomes had spent more than £100; and 84 per cent of teachers think the lockdown will increase the attainment gap. It recommends that every pupil should have access to a device and internet access for remote learning.

- 9.5 Villiers Park Education Trust has received funding to establish a Community of Practice²⁶ to raise the profile of further education research and promote the sharing of effective practice across the sector.

10 Progressions - the Labour Market

- 10.1 The government has updated its webpage²⁷ containing information about the range of government programmes, some of which offer financial incentives, that are available for employers who are considering hiring employees or offering work experience. The update includes case studies about how employers are using apprenticeship incentives and the Kickstart Scheme.

²⁶ <https://www.smartsurvey.co.uk/s/FEcommunity/>

²⁷ https://www.gov.uk/guidance/plan-for-jobs-skills-and-employment-programmes-information-for-employers?utm_source=4ab1969a-6825-4ce6-b753-cbb647768384&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

- 10.2 The Chartered Institute of Personnel and Development (CIPD) has produced an evidence review on digital and online learning within adult vocational education and in the workplace²⁸, given the shift to homeworking during the pandemic. It highlights the importance of designing effective digital learning systems that include support to participants and for organisations moving in this direction to develop a common vision, understanding and expectation for learning that engages employees in their learning.
- 10.3 The Education and Employers Taskforce has produced research²⁹, based largely on surveys conducted before the pandemic, that demonstrates the benefits to people in work of volunteering in education, even for a few hours or a couple of days a year. These benefits include higher productivity and career gains, such as acquiring new skills and competencies (including influencing, communication, leadership and decision-making).
- 10.4 City and Guilds has reported³⁰ on the barriers preventing people changing careers, with special reference to the current conditions. They also look at the fastest growing occupations – now and most likely in the immediate future – and those roles that are at risk. They suggest that there are some jobs that can be filled by unemployed people relatively quickly - and that offer opportunities for in-work progression - that could be supported by modular short training courses and a flexible funding system.

11 Progression to Further and Higher Education

- 11.1 Further to the publication of the Skills for Jobs White Paper that we featured in the Policy Update provided to the Young People's Education and Skills Board in January (please also see this overview of the White Paper produced by the House of Commons Library³¹), the DfE also published its Interim

²⁸ <https://www.cipd.co.uk/knowledge/strategy/development/digital-learning-post-covid#gref>

²⁹ <https://www.educationandemployers.org/research/the-value-of-volunteering/>

³⁰ <https://www.cityandguildsgroup.com/-/media/cgg-website/documents/building-bridges-towards-future-jobs-report-pdf.ashx?la=en&hash=07F6AE148AF11FACE03085A57B6F4243407C18E8>

³¹ https://commonslibrary.parliament.uk/research-briefings/cbp-9120/?utm_source=HOC+Library+

Conclusion of the Review of Post-18 Education and Funding (the Augar review)³², this also includes a Post-Qualification Admissions (PQA) Reform consultation³³ (in which the government is seeking views on whether to change the current system of Higher Education (HE) admissions by moving to a post-qualifications admissions system, which it believes is fairer to young people and removes bias towards wealthier and better-connected young people. The consultation ends 13 May 2021.

- 11.2 Dame Shirley Pearce's independent review of the Teaching Excellence and Student Outcomes Framework (TEF)³⁴ makes a series of recommendations to ensure the TEF identifies excellence and encourages enhancement of the educational experience and outcomes for HE students in the UK.
- 11.3 In its response to the review, the government has decided that the TEF will now run every four to five years (currently HE providers are given a TEF award, which judges teaching, each year)³⁵.
- 11.4 The interim response to the Augar review (the full response is expected after the next spending review) signals the introduction of a flexible, modular HE offer in colleges and universities to provide greater opportunities of upskilling throughout people's careers.
- 11.5 It was also announced that London weighting is to be cut from the HE Teaching Grant. Funding will be reprioritised towards STEM and Health subjects and Uni Connect funding will be cut by a third, with savings re-directed toward mental health and student hardship. The Mayor of London, London Councils and the All Party Parliamentary Group for London are calling for this decision to be reviewed.

[+Research+alerts&utm_campaign=e11ae93110-EMAIL_CAMPAIGN_2021_01_29_08_00&utm_medium=email&utm_term=0_a9da1c9b17-e11ae93110-102517489&mc_cid=e11ae93110&mc_eid=d34cbf25d7](#)

³² <https://www.gov.uk/government/publications/post-18-education-and-funding-review-interim-conclusion>

³³ <https://consult.education.gov.uk/he-access-and-admissions/higher-education-admissions-reform/>

³⁴ <https://www.gov.uk/government/publications/independent-review-of-tef-report>

³⁵ <https://www.gov.uk/government/publications/government-response-to-the-independent-review-of-tef>

- 11.6 The DfE has published research that estimates the impact on HE, arising from the UK's exit from the EU³⁶. It looks at the effects of various policy decisions made by the government, other policy options that could be considered and how the impacts can either complement or offset each other.
- 11.7 *Supporting access and student success for learners with experience of children's social care* by the Centre for Access and Student Outcomes in Higher Education³⁷ shows that learners with experience of children's social care (CSC-experienced learners) need more effective support to access and succeed in higher education. The report suggests that the HE sector, despite efforts from colleges and universities in recent years, has not been able to provide definitive evidence on the best ways to support CSC-experienced learners in higher education. Nonetheless, the report identifies some promising approaches currently underway and calls for closer collaboration between HE providers and local authority social services department and virtual schools.
- 11.8 UCAS End of Cycle data for 2020³⁸ shows that London remains the most popular destination for young people and mature students starting higher education. The number of students accepted into London HEIs has topped 90,000 for the first time. The largest higher tariff universities in London (University College London, King's College London, LSE, Imperial and Queen Mary) have expanded their intakes hugely, by as much as 50 per cent in some cases (UCL has 3,000 extra students to fit on campus).
- 11.9 The Workers Educational Association (WEA)'s latest impact report³⁹ shows how adult education takes people off benefits; the Further Education Trust for Leadership (FETL) produced a report to demonstrate how Community Learning can contribute to the government's levelling-up agenda.

³⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958998/EU_exit_estimating_the_impact_on_UK_higher_education.pdf

³⁷ <https://taso.org.uk/wp-content/uploads/Supporting-learners-with-experience-of-childrens-social-care.pdf>

³⁸ <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-reports/2020-end-cycle-report>

³⁹ <https://www.wea.org.uk/news-events/news/impact-2020>

12 Careers Guidance

- 12.1 The DfE published *Enhancing a labour market information database: LMI for All*,⁴⁰ which reports on the progress made by the LMI for All initiative launched in 2012. The report includes data and technical developments and provides an overview of stakeholder engagement.

13 Special Educational Needs and / or Disabilities

- 13.1 The DfE is consulting on changes to the High Needs National Funding Formula⁴¹. This is the first in a planned two-stage consultation and focuses on high level principles, key proposals and options to improve the way that high needs funding is allocated to local authorities, on the basis of a formula consisting of a number of factors. Views are sought on:
- the overall design of the formula
 - whether the formula factors are appropriate
 - how the formula should be phased in, to avoid disrupting the education of children and young people with SEND
 - the ways the DfE intends to help authorities address the cost pressures they face.

The DfE is also seeking views on proposed improvements to the funding arrangements and guidance to help local authorities, early years providers, mainstream schools, colleges and other institutions with students aged 16 to 25 who have SEND. In particular, the DfE wants views on whether what it is proposing will:

- help local authorities and institutions understand their responsibilities for meeting the needs of children and young people with SEND, including those with high needs, and to discharge those responsibilities effectively

⁴⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/959872/Enhancing_a_labour_market_information_database_-_LMI_for_All_-_2019_to_2020.pdf

⁴¹ <https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform/>

- encourage better partnership between local authorities and institutions in discharging their respective responsibilities under the Children and Families Act 2014.

13.2 The consultation closes on 17 April 2021.

13.3 Ambitious About Autism has published the findings of its survey⁴² showing that 63 per cent of autistic young people say their mental health has worsened since the start of the pandemic:

- Over two thirds said the change in routine was the biggest problem.
- Four in ten said support they were receiving stopped during lockdown.
- Three quarters believe they will need ongoing support for their mental health or anxiety after the pandemic.
- Three fifths want educational support to transition back to normal life after the pandemic, and one third want local support groups.

13.4 The Family Fund has reported⁴³ on the challenges facing families raising disabled or seriously ill children following the first five months of the lockdown in 2020. It outlines the changes in household income, expenditure, savings and debts as a result of Covid-19; explores the impacts of pandemic on health and wellbeing of disabled or seriously ill children, and on their parents; and considers changes in support for disabled or seriously ill children, including formal support services and informal support. It examines shielding and family activities and identifies the primary concerns and needs of parents. It highlights the lasting negative impact on the financial and wellbeing of families raising disabled or seriously ill children.

⁴²<https://www.ambitiousaboutautism.org.uk/sites/default/files/reports/files/Coronaviruses-and-lockdown-report-2021.pdf>

⁴³<https://www.familyfund.org.uk/Handlers/Download.ashx?IDMF=04e5bd74-4411-4b03-9f90-282f10de7b92>

14 Funding

- 14.1 The House of Commons Library has produced a background paper on the government's plans for the UK Shared Prosperity Fund, which is planned to replace European Structural and Investment Funds⁴⁴.

15 Race Equality and Social Justice

- 15.1 At the end of 2019, the GLA commissioned Partnering Regeneration Development Ltd (PRD) to develop a standardised social integration measurement toolkit⁴⁵, for use by the GLA and other organisations when monitoring social integration and evaluating interventions. The toolkit builds upon existing approaches and evidence developed at the GLA and is accessible to users across a range of existing capacity. The toolkit provides practical guidance for measuring different aspects of social integration through quantitative surveys and qualitative methods.
- 15.2 A population benchmarking tool has been created to support the Mayor of London's Workforce Data Equality Guide⁴⁶. It holds data on London's population across some of the key characteristics outlined in the guide to provide an easy way to begin benchmarking your own workforce data with respect to London's diversity.
- 15.3 The Centre for Social Justice has highlighted disparities in youth participation in sport and links this to childhood obesity⁴⁷ and the Royal Society of Chemistry has evaluated its five-year *Chemistry for All*⁴⁸ initiative, which

⁴⁴ https://commonslibrary.parliament.uk/research-briefings/cbp-8527/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=347eff8dad-EMAIL_CAMPAIGN_2021_01_30_08_00&utm_medium=email&utm_term=0_a9da1c9b17-347eff8dad-102517489&mc_cid=347eff8dad&mc_eid=d34cbf25d7

⁴⁵ <https://data.london.gov.uk/dataset/social-integration-measurement-toolkit>

⁴⁶ <https://data.london.gov.uk/dataset/workforce-data-equality-london-benchmarking-tool>

⁴⁷ https://www.centreforsocialjustice.org.uk/wp-content/uploads/2020/12/CSJ-Sports_Policy_Paper-FINAL.pdf

⁴⁸ <https://www.rsc.org/globalassets/22-new-perspectives/talent/is-chemistry-accessible-for-all/rsc-cfa-report.pdf?platform=hootsuite>

aimed to improve the uptake and engagement with the subject by school students from less advantaged backgrounds.

16 Social Mobility

- 16.1 The Social Mobility Commission has launched its 2020 review and unveiled its plans for this year, including assessing the impact of Covid-19 on social mobility⁴⁹.

17 Mental Health and Anxiety

- 17.1 The Prime Minister has appointed Dr Alex George as Youth Mental Health Ambassador to advise government and raise the profile of mental health education and wellbeing in schools.
- 17.2 *Young people's mental and emotional health: Trajectories and drivers in childhood and adolescence* by the Education Policy Institute and The Princes Trust⁵⁰ shows a sharp drop in girls' wellbeing during adolescence. The research shows that while the wellbeing of all young people declines by the end of their teenage years, there is a strong gender divide within this: girls see far lower levels of wellbeing and self-esteem than boys – driven by a sharp fall of both during mid-adolescence. Girls experience more depressive symptoms than boys – such as feeling worthless or hopeless – while they are also more likely to feel unhappy about their physical appearance. The proportion of girls that feel unhappy about their appearance rises considerably between age 11 and 14, from one in seven to around one in three. The report recommends a £650million post-pandemic wellbeing fund, matching the catch-up funding announced by the government, to support improving mental health of young people.
- 17.3 The Motivational Preparation College for Training (MPCT), which runs 35 Military Preparation Colleges across England and Wales, has been providing

⁴⁹ <https://www.gov.uk/government/publications/social-mobility-commission-unveils-annual-review-2020>

⁵⁰ <https://epi.org.uk/publications-and-research/young-peoples-mental-and-emotional-health/>

free courses to help school leavers gain the practical and academic skills they need for civilian or military careers. The courses are all led by ex-British Armed Forces personnel who use a combination of military and progressive training techniques to help 16- to 19-year-olds reach their potential and now MPCT is sharing its expertise with anyone who is either experiencing mental health problems of their own or is supporting others⁵¹.

- 17.4 The Children Commissioner's *The State of Children's Mental Health Services 2020/21*⁵² sets out the progress made in improving children's mental health services in England and examines the impact of Covid-19 on the mental health of children. The report highlights issues around access to children's mental health support services and explores emerging evidence about the impact of the Covid-19 pandemic on children's mental health, suggesting that clinically significant mental health conditions were 50 per cent higher during the pandemic and that referrals to mental health services escalated in Autumn 2020. The report also examines the provision and accessibility of children's mental health services in 2019/20, finding that access is still not adequate and not improving as quickly as expected. It presents recommendations to central government to raise the level of ambition to increase access to mental health care and roll out mental health support teams to facilitate joint working between schools and the NHS.
- 17.5 The Princes Trust has published its Youth Index 2021⁵³, based on a survey of over 2,000 16 to 25 year-olds in the UK to gauge their happiness and well-being and compares the latest results with previous findings (the Index has been running since 2009). It shows the impact that Covid-19 is having on young people's mental health, and finds that more young people are feeling anxious than ever before and that this is particularly the case for those who are NEET. It reports that many young people feel worried about their future job prospects with 60 per cent feeling that getting a new job seems impossible at the moment. It also highlights that three-quarters of young

⁵¹ <https://mpct.co.uk/>

⁵² <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/01/cco-the-state-of-childrens-mental-health-services-2020-21.pdf>

⁵³ <https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/youth-index-2021>

people agree that their generation can change the future for the better and includes case studies of young people who have been helped into employment by the Prince's Trust.

18 Youth Work

- 18.1 The DfE has launched its independent review of children's social care. The review will be chaired by Josh MacAlister, who founded social work charity Frontline. The LGA has invited colleagues from local authorities to share thoughts with louise.smith@local.gov.uk⁵⁴.

19 London

- 19.1 The Secretary of State for Housing, Communities and Local Government has cleared the way for Mayor's London Plan to be published formally⁵⁵.
- 19.2 *Business 1000*, a report⁵⁶ from London Chamber of Commerce and Industry (LCCI) and London Councils with survey work from YouGov, highlights a constrained labour market during 2020 with reduced business confidence in London's economy and fewer apprenticeship opportunities. The report also considers the role of increased remote working in focussing the labour market on professional and digital skills, and the financial support measures that business leaders wish to see to continue to help them through the pandemic. It reiterates support for London Councils' Pledge to Business⁵⁷ adopted in 2019 and places upskilling employees' digital skills as the top priority in workforce development.

⁵⁴ <https://www.gov.uk/government/groups/independent-review-of-childrens-social-care>

⁵⁵ <https://www.london.gov.uk/what-we-do/planning/london-plan/new-london-plan/secretary-states-response>

⁵⁶ <https://www.londonchamber.co.uk/SiteFiles/Handlers/DownloadReport.ashx?nodeid=24775>

⁵⁷ <https://www.londoncouncils.gov.uk/sites/default/files/Policy%20themes/Economic%20development/Business-pledges.pdf>

- 19.3 The Mayor of London and London Councils have launched a new taskforce to tackle digital exclusion in the city and source new and upcycled electronic devices for adults and children in need⁵⁸.
- 19.4 The GLA's *The Economic Future of the Central Activities Zone*⁵⁹ contributes to the debate of re-imagining the London of the future – after emerging from Covid-19 and coming to terms with the UK's new relationship with the EU and the rest of the world. The report looks at London's Central Activities Zone (CAZ) in the recent past (a period of exceptional growth) to its almost desertion during the pandemic. It believes that, although there are challenges to London from EU and other global financial centres, London will remain an important financial services hub. The report suggests that the CAZ, both in terms of its built environment and attractiveness to visitors, may need some re-design to fulfil policy objectives including lower congestion, inclusive growth, improving air quality and net zero emissions targets.
- 19.5 A new report⁶⁰ on tackling racism will put diversity and inclusivity 'front and centre' in the City of London, its authors have said. A series of 'comprehensive and decisive' actions recommended by the City of London Corporation's Tackling Racism Taskforce have been agreed by the Square Mile governing body's Policy and Resources Committee.
- 19.6 The first meeting of New London Architecture (NLA)'s Education Expert Panel, held on 1 February 2021⁶¹, discussed the very immediate impact of Covid-19 and how some institutions and authorities are dealing with it. It also considered the rapid depopulation of London, which is believed to include 700,000 foreign-born workers, eight per cent of the population of London, who have left for good and has resulted suddenly in surplus school places across many boroughs. This rapid change has left authorities with underused assets, looking unexpectedly at the prospect of closing schools. In universities, student numbers have been bearing up, but it is harder to predict

⁵⁸ <https://www.london.gov.uk/press-releases/mayoral/mayor-and-london-councils-tackle-digital-divide>

⁵⁹ https://www.london.gov.uk/sites/default/files/future_of_the_central_activities_zone.pdf

⁶⁰ <https://democracy.cityoflondon.gov.uk/documents/s146118/TRT%20Outcomes.pdf>

⁶¹ <https://nla.london/news/nla-expert-panel-on-education>

what will happen this coming autumn. Students both nationally and internationally may choose not to travel and to study closer to home. There are also concerns across the sector about the reduction in ancillary income from the use of facilities.

- 19.7 The meeting also discussed the accelerated adoption of technology. While remote-learning has worked well in many instances, it has significant challenges: particularly in schools where children may be sharing devices in households and it is difficult to know how well young people are really learning; or in Further Education and Higher Education how practical subjects are actually accessed, when remote learning is not an option.
- 19.8 With regard to the post-pandemic education landscape and what changes we might anticipate, although there remains too much uncertainty for precise planning, the meeting discussed the rationalisation of estates, with some institutions in London looking to downsize, and others potentially capitalising on opportunities to acquire better, more suitable, space. There will be a focus on the types of space required, the size of spaces, and their purpose.
- 19.9 Several panellists questioned whether hundreds of students assembling in lecture theatres would become a thing of the past. The meeting heard about the new modular engineering school, TEDI-London, being built at Canada Water, which eschews traditional educational models with an open plan, communal, collaborative learning offer. The meeting also discussed adult education in the light of the White Paper, the Apprenticeship Levy and addressing climate change.
- 19.10 In the future, the panel proposes to examine the major issues facing the sector: post-pandemic learning environments - what spaces are required for optimum teaching and learning and how will they be used; the re-use of surplus assets in support of educational need and particularly the need to reskill; future-proofing through flexibility and adaptability; the impact of technology on learning spaces, institutions and communities; and campus decarbonisation and the circular economy.

19.11 Southwark College has launched a new 'Step-Up' course for 16 to 18-year-olds who are looking to get back into education and training⁶². Starting this term, this new course is designed to prepare students for higher-level training or apprenticeships in vocational areas that are in high demand by employers.

20 Summary: the key issues for the recovery of Young People's Education and Skills in London

20.1 At the time of writing this paper, we are still waiting for the government to announce its plans to move out of lockdown. There is a great deal of speculation within the education sector around what will happen and how best to prepare for the return of all students to their educational settings in person.

20.2 There has been a significant debate on ensuring that children and young people have a chance to catch-up on missed learning; and the effects of the 'digital divide' are still being felt by many young people. The long-term effects of this are explored by some of the research we have covered in this paper

20.3 It is also worth noting that there is a considerable body of research on the effects of the pandemic on the mental health of young people, which is emerging as a major priority to be addressed.

20.4 In part two of this paper there is coverage of a debate on the future of examinations, particularly GCSEs.

⁶² <https://www.southwark.ac.uk/new-start/16-18-step-up-programme?highlight=WyJzdGVwliwidXAiLCJ1cCciLCJzdGVwIHVwll0=>

Part Two: Policy Update

This part of the Briefing Note covers policies and reports that have been received in January to February 2021.

21 Qualification Reform

21.1 In *Re-assessing the future: Part 1 – how to move beyond GCSEs*⁶³ the think tank EDSK calls for GCSEs to be scrapped by 2025 and replaced by national computer-based assessments in almost all National Curriculum subjects as part of an overhaul of secondary education in England. It wants to create a more coherent secondary education system built around external tests that encourage aspiration and progression for all pupils, while reducing the burdens placed both on pupils and teachers. It believes that the current system of GCSEs acts as a barrier to this vision because:

- Requiring 16-year-olds to sit as much as 30 hours of onerous high-stakes written examinations when they are legally required to stay in education or training for at least another two years after this point is disproportionate and unnecessary.
- Aside from the burden that GCSEs place on pupils and their teachers, the cost to schools of delivering the current system of exams at age 16 has now reached almost £200million a year
- The dominance of GCSEs in our school system has other worrying consequences, for example pupils are no longer receiving a broad and balanced curriculum in the run-up to their GCSEs if their schools shorten Key Stage 3 (ages 11 to 14) so that they can teach GCSEs over three years to improve their exam results. As a result, subjects such as art, music and design and technology are increasingly being lost from the middle years in secondary school. In addition, GCSEs crowd out technical qualifications available from the ages of 14 to 16, even if the latter are better suited to pupils' aptitudes.

⁶³ <https://www.edsk.org/publications/reassessing-the-future-part-1/>

- The grading system used for GCSEs – known as ‘comparable outcomes’ – means that one-third of pupils are forced to ‘fail’ their exams each year. The GCSE resits policy compounds this issue because it labels pupils as having ‘failed’ English or maths at 16, only to then demand that they should study these subjects beyond age 16 despite the low probability of improving their grade.

21.2 Amid such calls for GCSEs to be scrapped permanently, the awarding body Pearson has assembled an expert panel comprising leading figures in education, including three former Secretaries of State, to advise and steer a research project looking at assessment and qualifications for young people aged between 14 and 19. The first phase of the project is to consult with students, parents and the sector on how the assessment system can be “fit for the 21st century”. The findings of the consultation⁶⁴ (open until 31 March 2021) will be published in an interim report in May this year. They will also inform a second phase of qualitative research by an “external research partner”. A final report is expected in the autumn. The 22-strong expert panel will “guide” the project and “set the direction” for the second phase.

22 Youth Violence

22.1 The Children’s Commissioner, in her report *Still Not Safe*⁶⁵, challenges local public health bodies to recognise serious youth violence as a public health issue and make addressing it a strategic priority. The charity Redthread has also produced a report that is based on a survey of young people at risk of serious violence⁶⁶.

⁶⁴ <https://www.pearson.com/uk/about-us/news-and-policy/news/2021/02/pearson-launches-major-national-consultation.html>

⁶⁵ <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/02/cco-still-not-safe.pdf>

⁶⁶ <https://www.redthread.org.uk/wp-content/uploads/2020/09/lockdown-report-full.pdf?platform=hootsuite>

22.2 The government announced a further £35.5million to help Violence Reduction Units across the country tackle serious violence and prevent young people being drawn into it⁶⁷.

23 International Education

23.1 The DfE has published an update to the 2019 International Education Strategy⁶⁸ highlighting progress, government support to the UK education sector and future priorities.

24 Programme for International Student Assessment (PISA)

24.1 The National Foundation for Educational Research (NFER) has published two reports⁶⁹, based on further analysis of the PISA 2018 study, looking at the wellbeing of 15-year-old pupils in England, Wales and Northern Ireland and exploring the differences between disadvantaged pupils who do well in reading, maths and science and those who do not.

24.2 Recent national and international evidence suggests that the Covid-19 pandemic has had an adverse effect on young people's wellbeing and has increased the negative impact of disadvantage on educational success. Although conducted prior to the pandemic, NFER's analysis of data from PISA 2018, provides new insights into pupils' wellbeing and what sets apart disadvantaged pupils with good reading, maths and science skills from those with low skills.

24.3 The PISA 2018 results, released in December 2019, raised concerns about our young people's wellbeing. NFER's analysis finds strong personal relationships are crucial to pupils' wellbeing. Feeling a sense of belonging at

⁶⁷ https://www.gov.uk/government/news/355m-to-support-young-people-at-risk-of-involvement-in-serious-violence?utm_medium=email&utm_campaign=govuk-notifications&utm_source=00a91ef8-400d-4d74-a92c-5d06945da367&utm_content=daily

⁶⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958990/International-Education-Strategy-2021-Update.pdf

⁶⁹ <https://www.nfer.ac.uk/news-events/press-releases/nfer-analysis-of-wellbeing-of-15-year-olds-reveals-strength-of-personal-relationships-and-a-sense-of-belonging-key/>

school was most strongly linked to higher life satisfaction, closely followed by strong relationships with parents and teachers. These findings emphasise the importance of the wider aspects of school life – of ensuring pupils have a voice, supporting positive relationships between pupils, teachers and family, and the importance of positive feedback from teachers.

24.4 Encouragingly, in England, Northern Ireland and Wales, disadvantaged pupils scored higher in maths and reading than in previous PISA studies. In all three countries, around a third of disadvantaged pupils achieved at a level considered to equip them for success in later life. These disadvantaged pupils who, despite the odds, did well in PISA, had a better understanding of how they learn and were less likely to believe that intelligence can't be changed. This is interesting, because understanding how you learn, or 'metacognition', can be taught.

Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used⁷⁰.

25 Participation

Attendance

25.1 The figures on schools and colleges attendance published by DfE⁷¹ are as follows:

- In the week commencing 18 January (spot-date 21 January) the headline attendance in all State-funded schools was 14.1 per cent
- In the week commencing 25 January (spot date 28 January) the headline attendance in all State-funded schools was 14.9 per cent.
- In the week commencing 1 February (spot date 4 February) the headline attendance in all State-funded schools was 15.9 per cent.
- In the week commencing 8 February (spot date 11 February) the headline attendance in all State-funded schools was 15.9 per cent.

26 Recommendation

26.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk.

⁷⁰ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

⁷¹ <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response⁷²

Specific guidance on education⁷³

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence⁷⁴.

NHS information on coronavirus: ⁷⁵

Q&A from Public Health England on coronavirus: ⁷⁶. **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

⁷² <https://www.gov.uk/coronavirus>

⁷³ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

⁷⁴ <https://www.gov.uk/search/research-and-statistics>

⁷⁵ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

⁷⁶ <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>

Young People's Education and Skills Operational Sub-Group

Policy Update-Addendum

Item 6-1

Date: 25 February 2021

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

Summary This paper provides an update on young people's education and skills issues.

Recommendation Recipients are asked to note the content of this report and submit any comments by email.

1 Introduction

1.1 This paper is primarily addressed to the Young People's Education and Skills Operational Sub-Group and contains the latest news during the last two weeks in February 2021. It will also be circulated to the Young People's Education and Skills Board, lead councillors in London, local authority officers with lead responsibilities for post-16 education and skills and other partners and stakeholders. It adds to the information contained in the main Policy Update.

2 Government Announcements

2.1 The main news has been the Prime Minister's announcement on 22 February in which he set out a 'roadmap' out of the restrictions necessary to control Covid-19¹. The Prime Minister set out a series of cautious steps, each accompanied with a set of conditions that have to be met before proceeding to

¹ <https://www.gov.uk/government/news/prime-minister-sets-out-roadmap-to-cautiously-ease-lockdown-restrictions>

remove some of the current lockdown arrangements. The first step includes fully opening education settings in England on 8 March.

- 2.2 Reaction to this news within the education and training sector has been largely one of relief. Most commentators have supported the shift to a timetable driven by data rather than fixed dates and see this as a sign that the government has learnt from earlier transitions from lockdowns. However, there is a significant body of opinion that the government's plans for rolling-out the vaccination programme will be incomplete if it doesn't extend to children and young people. There is also some scepticism over the 'big bang' approach to re-opening education settings and a body of opinion in the sector that the immediate road-map doesn't represent a coherent long-term strategy by the government, as recovery from the pandemic is likely to require sustained effort over several years.
- 2.3 To support the planned full re-opening of education settings, the government has announced a further education recovery package (approx. £700 million)². The package includes supporting children and young people catching-up on lost learning through a range of measures including, potentially, summer provision.

POSTSCRIPT

The following paragraph, which was not originally part of this paper, contains information that was not available in advance of the OSG meeting but was nonetheless discussed at the meeting and has been added for completeness.

- 2.4 On 25 February 2021 the Secretary of State announced the government's plans for awarding qualifications this summer³. His announcement covered GCSEs, A levels and Vocational and Technical Qualifications (VTQs) and also included the plans for students to catch up on lost learning. This followed consultations showing broad support for the government's proposals for

² https://www.gov.uk/government/news/new-education-recovery-package-for-children-and-young-people?utm_medium=email&utm_campaign=govuk-notifications&utm_source=4c92ba90-cbf3-4311-b8c3-319ad3508474&utm_content=daily

³ <https://www.gov.uk/government/speeches/education-secretary-statement-to-mps-on-education-recovery-and-qualifications>

teacher-based assessments. The plans for assessment have been supported by detailed guidance⁴.

3 Other News

- 3.1 **Catching-up lost learning:** The Education Policy Institute has published a report⁵, funded by the Nuffield Foundation, which finds that the catch-up plans of England, Scotland, Wales and Northern Ireland offer insufficient support for pupils and are unlikely to address the scale of learning loss following the pandemic. Pupils who are most disadvantaged, including those with Special Educational Needs and / or disabilities (SEND), are most at risk of not catching-up quickly.
- 3.2 **Labour Market:** The latest official statistics show that the overall rate of unemployment in the UK increased to more than five per cent in January, with around 730,000 fewer people in payroll employment than a year ago and 200,000 young people unemployed for six months or longer⁶.
- 3.3 *An unequal crisis: the impact of the pandemic on the youth labour market*⁷ In this report the Youth Futures Foundation has analysed trends in youth participation in education and employment during the pandemic, drawing on the Labour Force Survey (LFS), to find the changes in the type of jobs young people are doing. It suggests these changes in youth employment contribute to the headline decline in the youth labour market.
- 3.4 GLA Economics has produced a summary of the evidence of Covid-19's impacts on London's economy and its economic outlook⁸.
- 3.5 **Public health approach to worklessness:** Public Health England (PHE) has produced *Support and resources for local authorities in London on tackling*

⁴ <https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021>

⁵ https://epi.org.uk/wp-content/uploads/2021/02/UK-responses-report-reopening-catch-up_EPI.pdf

⁶ <https://www.ons.gov.uk/releases/uklabourmarketfebruary2021>

⁷ https://youthfuturesfoundation.org/wp-content/uploads/2021/02/IES-Report_12Feb2021_-FINAL.pdf?platform=hootsuite

⁸ <https://data.london.gov.uk/dataset/covid-19-and-london-s-economy---impacts-and-economic-outlook>

*worklessness following the impact of COVID-19*⁹, a resource primarily for public health colleagues and other decision-makers responsible for addressing local worklessness. It provides details on the support and information that is available to mitigate worklessness locally following Covid-19 and to look at opportunities pan-London and nationally. It focuses on giving a brief summary of the current challenges and opportunities to make a difference.

- 3.6 **The FE Trust for Leadership (FETL)** published a report mapping all the policy developments in the FE sector over the last 30 years, highlighting significant trends¹⁰.
- 3.7 **Apprenticeships:** FE week produced a summary of National Apprenticeship Week (8 to 14 February 2021)¹¹
- 3.8 **Ofsted:** Research from Ofsted has found that pupils who live in children's homes are less likely to attend the best schools¹². The research says that:
- Children's home residents less likely to attend top-rated schools
 - One in ten attend unregulated provision
 - They are 18 times more likely to attend a Pupil Referral Unit (PRU)
 - They are 20 times more likely to be in special schools.
- 3.9 **Children's Commissioner:** In her final speech in post, the Children's Commissioner reflected on her time in the position and offers her perspective on the government's levelling-up plans, the need for the policy to be supported by investment and its effects on disadvantaged and vulnerable children.¹³
- 3.10 **Funding:** The Municipal Journal reported that councils are facing renewed pressure from the Department for Education (DfE) to make cuts to bring their

⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962800/Worklessness_and_COVID.pdf

¹⁰ <https://fetl.org.uk/publications/honourable-histories/>

¹¹ <https://feweek.co.uk/wp-content/uploads/2021/02/NAW-sup-2021-2.pdf>

¹² <https://www.gov.uk/government/publications/the-education-of-children-living-in-childrens-homes/the-education-of-children-living-in-childrens-homes#summary-of-findings-and-future-work>

¹³ <https://www.childrenscommissioner.gov.uk/2021/02/17/building-back-better-reaching-englands-left-behind-children/>

SEND budget deficits into line¹⁴. It comes after at least 89 local authorities recorded an overall deficit balance on their Dedicated Schools Grant (DSG) accounts at the end of March 2020, with the total deficit balance across England estimated to be £480m.

3.11 **Making a market for the missing middle: Higher technical education**¹⁵.

This research, commissioned by the Gatsby Charitable Foundation, explores how a higher technical education offer with a focus on industry-specific skills, could help to address the needs of local people, local businesses and the local economy. The research says that compared with its international competitors, the UK has a relatively low proportion of the workforce with higher technical skills and qualifications. This 'missing middle' creates challenges for employers looking to fill their skills gaps, boost productivity and grow their business. Similarly, the lack of higher level technical and vocational provision, limits opportunities for progression, hampering social mobility for those people who do not opt for a university degree. The 'Skills for jobs' White Paper, published in January 2021, committed to stimulate higher technical education and put employers at the heart of the system. This new report shows how the ambitions for a stronger higher technical education offer can be delivered at a local level, through building a market for higher technical education.

3.12 **Qualifications:** New arrangements for grading GCSEs and A levels in 2021 are being decided by Ofqual, but the National Deaf Children's Society, Royal National Institute of Blind People, the Professional Association of the Vision Impairment Education Workforce (VIEW) and the British Association of Teachers of the Deaf have serious concerns that the needs of disabled students won't be included in the decision¹⁶.

3.13 **The Youth Futures Foundation** has published its current grants portfolio¹⁷, which aims to improve labour market outcomes for the most disadvantaged

¹⁴ <https://www.themj.co.uk/EXCLUSIVE-Pressure-mounts-over-SEND-grant-deficit/219829>

¹⁵ <https://learningandwork.org.uk/resources/research-and-reports/making-a-market-for-the-missing-middle-higher-technical-education/>

¹⁶ <https://www.ndcs.org.uk/about-us/news-and-media/latest-news/300-000-students-facing-unfair-exam-grading-this-summer/>

¹⁷ <https://youthfuturesfoundation.org/grants/meet-the-grantees/>

and discriminated against young people in England. The portfolio is designed to find, fund, support and evaluate promising practice to identify ‘what works’ alongside support for infrastructure organisations to spread evidence and best practice through their networks. Several organisations based in Greater London are grant recipients.

- 3.14 **Offending:** The Home Office has produced a toolkit¹⁸ for practitioners working with young people to prevent involvement in serious and organised crime.
- 3.15 **Out-of-school support:** The Department for Digital, Culture, Media and Sport (DCMS) is seeking views on how we prioritise out of school support for young people and how we could improve DCMS’ offer for young people¹⁹.

¹⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958840/6.7152_HO_Updates-SOC-Prevent-intervention-toolkit_v5_2_.pdf?platform=hootsuite

¹⁹ https://www.gov.uk/government/publications/engagement-exercise-on-out-of-school-support-for-young-people?utm_medium=email&utm_campaign=govuk-notifications&utm_source=6ddb674d-5bfe-4bb5-bd43-59b2cce9fbc7&utm_content=daily