

The background image shows a collection of business reports and data visualizations on a desk. There are several sheets of paper, some with bar charts, line graphs, and pie charts. A stack of papers is held together by a black binder clip. The overall scene is professional and data-driven.

# WEEKLY DEPARTMENT FOR EDUCATION PUBLICATIONS INSIGHT

Source: <https://www.gov.uk/government/publications>

Date	Title	Type	Document Details
30 April 2018	<a href="#">Early years social mobility peer review programme</a>	Guidance	<p>DfE is partnering with the Local Government Association (LGA) to deliver a new peer review programme to spread best practice on improving early language outcomes.</p> <p>The guidance covers:</p> <ul style="list-style-type: none"> <li>• what a peer review is</li> <li>• what the peer review will focus on</li> <li>• what you will get from participating</li> <li>• what being a peer reviewer involves</li> <li>• how to let us know if you are interested</li> </ul>
30 April 2018	<a href="#">Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation</a>	Statutory guidance	<p>This guidance has been issued jointly by the Secretary of State for Education and the Secretary of State for Housing, Communities and Local Government. It revises the guidance that was issued in April 2010.</p> <p>The guidance sets out the respective duties of children’s services and housing services to secure or provide accommodation for 16 and 17 year old children who are homeless or in need of accommodation. The guidance was originally issued following the judgment by the House of Lords in the case of R (G) v London Borough of Southwark (2009). It has now been updated to reflect changes in homelessness and children’s legislation.</p>
1 May 2018	<a href="#">New school proposals</a>	Transparency data	Lists of local authorities seeking academy and free school proposers, and of all academies and free schools already set up.
2 May 2018	<a href="#">UKCES Employer Skills Survey 2015: UK report</a>	Research and analysis	Results from the UK Commission for Employment and Skills’ (UKCES) Employer Skills Survey 2015. Provides a comprehensive picture of skills needs and training investment, including vacancies and skills shortages, employee skill gaps and the recruitment of education leavers and young people.
2 May 2018	<a href="#">UKCES Employer Skills Survey 2015: supplementary documents</a>	Research and analysis	<p>All supplementary documents relating to the UK Commission for Employment and Skills’ Employer Skills Survey 2015.</p> <ul style="list-style-type: none"> <li>• 2015 Technical report - detailed methodology for the 2015 study</li> <li>• Investment in Training Technical report - methodology for the 2015 Investment in Training follow-up study, and methodology for revisions to 2011 and 2013 training spend figures for Scotland, Wales, and Northern Ireland</li> </ul>

			<ul style="list-style-type: none"> <li>• the “mainstage” questionnaire, used for the main survey interviews with employers</li> <li>• key findings presentation</li> <li>• UK data tables, giving full survey data</li> <li>• infographics on <ul style="list-style-type: none"> <li>○ employers and the labour market</li> <li>○ the internal skills challenge</li> <li>○ training and workforce development</li> </ul> </li> </ul>
2 May 2018	<a href="#"><u>UKCES Employer Skills Survey 2015: England and local toolkit</u></a>	Research and analysis	<p>Results from the UK Commission for Employment and Skills’ (UKCES) Employer Skills Survey 2015 for England and at the local level.</p> <p>The survey provides a comprehensive picture of skills needs and training investment, including vacancies and skills shortages, employee skill gaps and the recruitment of education leavers and young people.</p> <p>The national data tables break the data by English region, establishment size, and sector, along with other breaks.</p> <p>Local level results and data offer detailed geographical analysis, for example, at upper tier local authority level and Local Enterprise Partnership (LEP) level.</p>
4 May 2018	<a href="#"><u>Principles for a clear and simple school accountability system</u></a>	Policy paper	<p>This document sets out the principles for how the accountability system will operate to provide school leaders with greater clarity and transparency on:</p> <ul style="list-style-type: none"> <li>• when they will and will not be subject to action as a result of the accountability system</li> <li>• the consequences of the accountability system</li> <li>• the roles of different organisations in the system</li> </ul>
4 May 2018	<a href="#"><u>Workload advisory group: terms of reference</u></a>	Policy paper	<p>The workload advisory group has been established to consider how to remove unnecessary workload associated with data and collection for assessment in schools. They will:</p> <ul style="list-style-type: none"> <li>• diagnose the specific issues related to unnecessary data collection and evidence gathering, identifying the kinds of data which are being unnecessarily gathered, defining the specific behaviours at different points in the system and dates in the school calendar, and understanding the drivers of these behaviours</li> </ul>

			<ul style="list-style-type: none"><li>• explore the evidence of what drives this culture in schools (including the role of the department, Ofsted, school leaders, governors and parents) and consider solutions for driving culture change</li><li>• take stock of existing actions to remove unnecessary workload related to data collection and evidence gathering, reviewing progress made by all organisations in delivering the recommendations of three independent review groups and the data recommendations of the Commission for Assessment Without Levels</li><li>• consider how schools can be supported to assess pupils and report to parents with minimal workload burdens</li><li>• consider how educational technology (EdTech) can eliminate unnecessary workload associated with data collection, how to mitigate the risks of increased workload associated with technology, and agree actions for each organisation or representative group in facilitating these aims</li><li>• consider how the Ofsted framework could be aligned to the purpose of eliminating unnecessary workload associated with evidence prepared for inspections</li><li>• consider if further content is required for the workload reduction toolkit</li></ul>
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