



Department
for Education

Consultation Response Form

Consultation closing date: 29 January 2016
Your comments must reach us by that date

**Consultation on Implementing the English
Baccalaureate**

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

The government is consulting on proposals to implement the EBacc manifesto commitment. This consultation gives the teaching profession and others with an interest in education the opportunity to help shape policy.

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	
Reason for confidentiality:	

Name: Rachel Middleton	
Please tick if you are responding on behalf of your organisation.	√
Name of Organisation (if applicable): Association for Language Learning	

Address: University of Leicester, University Road, Leicester, LE1 7RH

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please insert 'X' into one of the following boxes which best describe you as a respondent.

<input type="checkbox"/> Teacher	<input type="checkbox"/> Headteacher or school leader	<input type="checkbox"/> Parent or carer
<input type="checkbox"/> Employer/Business Sector	<input type="checkbox"/> Organisation representing school teachers	<input type="checkbox"/> Pupil
<input type="checkbox"/> Local Authority	<input checked="" type="checkbox"/> Subject Association	<input type="checkbox"/> Governor
<input type="checkbox"/> Other (please specify)		

Comments:

This response has been collated from feedback collected from members of the Association for Language Learning (ALL). It is based on feedback from individual members of the Association, as well as input from members of ALL's Council, which is the body of members broadly representative of the membership at large (captured at the 22.11.15 meeting of the Council).

If you indicated that you are a teacher, headteacher, school leader or governor, please indicate what type of school

<input type="checkbox"/> Local authority maintained school	<input type="checkbox"/> Academy mainstream school or academy chain	<input type="checkbox"/> College, FE or HE institution
<input type="checkbox"/> Special school	<input type="checkbox"/> Alternative provision or pupil referral unit	<input type="checkbox"/> University technical college
<input type="checkbox"/> Studio school	<input type="checkbox"/> Other (please specify)	

Please Specify:

Pupils in scope

1 What factors do you consider should be taken into account in making decisions about which pupils should not be entered for the EBacc?

Comments:

Members felt that wherever possible the following factors should play a part in determining whether or not to enter individual pupils:

- The ability for pupils and parents to exercise a level of choice
- Pupil ambition and pupil interest.

Members felt there were issues relating to SEND pupils and that these were as follows:

- Pupils with complex needs - because of the split in Languages across the 4 skills of Listening (L), Speaking (S), Reading (R) and Writing (W), pupils may not have speech, therefore impacting on S, they may be deaf, which impacts on L, or they may not be literate if they have visual impairment or have no communication, which then impacts on R and W. Alternatives are therefore worth exploring.
- SEN pupils with weak literacy or memory skills might not be entered for the EBacc
- Moving forward in time, performance at KS2 for SEND pupils who have experienced significant problems learning Languages to that point, might influence whether they pursued Languages at KS3 and beyond and impact on entry into the EBacc

Accountability for meeting the EBacc commitment

2 Is there any other information that should be made available about schools' performance in the EBacc?

Comments:

- Would it be possible to extract from performance data the subjects pursued in the EBacc (e.g. which Languages)?
- Information about the number of teachers teaching EBacc subjects who are non-specialists
- Number of EAL pupils in a cohort
- Indication of how many years pupils have been learning a Language prior to taking the EBacc

3 How should this policy apply to UTCs, studio schools and further education colleges teaching key stage 4 pupils?

Comments:

Views on this were mixed:

- There may be some consideration of alternative qualifications in these schools/colleges, e.g. Languages as an additional Key Skill
- There is some concern that a different rule applying to education in these setting would introduce a two-tier system
- There could be some consideration of pupils' needs and the relevance of the proposed EBacc subjects for them

Implementation

4 What challenges have schools experienced in teacher recruitment to EBacc subjects?

Comments:

This is an area of particular concern for the Association and its members. There are concerns about ongoing teacher supply and the future sustainability of the Language teaching profession:

- Members report that recruitment of dual linguists is challenging.
- Some regional factors already impact negatively on teacher recruitment e.g. in the South the cost of living pushes teachers out of this area. Rural areas are also reporting issues with recruitment of teachers in Languages
- Members feel that the dearth of undergraduate Languages degrees is impacting negatively on recruitment of new teachers into the profession as there is now a much weaker natural progression route through from graduate to postgraduate teacher training
- Some members report difficulty in recruiting experienced Languages teachers to positions of responsibility

5 What strategies have schools found useful in attracting and retaining staff in these subjects?

Comments:

- Fostering strong links with universities or the subject association as support networks and providers of CPD
- High quality PGCE trainees have been offered positions within their teaching practice school
- Extra TLRs, given that these are a way of attracting high quality teaching staff
- Bursaries and financial support for trainees
- Some limited instances of generous curriculum time allocation to Languages
- Whole school support for Languages
- Instances of joined up work on transition across key stages
- Incentives for schools to encourage take up of certain languages e.g. German

6 What approaches do schools intend to take to manage challenges relating to the teaching of EBacc subjects?

Comments:

- Increase the range of languages offered to boost pupil choice
- Express publicly the value which schools attribute to learning Languages

7 Other than teacher recruitment, what other issues will schools need to consider when planning for increasing the number of pupils taking the EBacc?

Comments:

- Increasing or protecting non-contact time for teachers
- Disaffection and behaviour management issues where challenging pupils are required to pursue any of the subjects in which they are no longer engaged or in which they know they are underachieving
- Fresh resources produced for less able cohorts continuing Languages beyond KS3
- Additional resources produced to enable text books for the very weakest to be accessible
- Countering the feeling of some pupils that they are not successful, given that the curriculum will be more challenging
- Timetabling to give adequate quantity of lessons in the EBacc subjects
- Access in curriculum time to subject-specific CPD for Languages, at KS2-KS4

8 What additional central strategies would schools like to see in place for recruiting and training teachers in EBacc subjects?

Comments:

- Linking trainees to their subject association to ensure they are supported with Access to networking, CPD, practitioner news and information on research activity with an impact on practice. Bursary could include automatic joining of subject association
- Concern has been expressed about the lack of strings attached to training bursaries and the notion that 'bursary tourism' may exist and there is a request to look at this centrally
- There has been concern expressed that mentors supporting teacher trainees are sometimes restricted from extending trainees' training where they feel the trainee does not show signs of good or outstanding teaching or signs of professionalism.
- There is a sense that teacher workload and the pace of change within schools needs to be further addressed to ensure better retention amongst experienced teachers

9 Do you think that any of the proposals have the potential to have an impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics'? (The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.) Please provide evidence to support your response.

Comments:

10 How could any adverse impact be reduced to better advance equality of opportunity between persons who share a protected characteristic and those who do not share it? Please provide evidence to support your response.

Comments:

- Access to rich curriculum resources and support which is accessible online
- Ensuring that the needs of all pupils are identified from an early stage

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.

E-mail address for acknowledgement: rachelm@all-languages.org.uk

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please email: consultation.unit@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 29 January 2016

Send by post to: Maleck Boodoo, Curriculum & Standards Division, Department for Education, Sanctuary Buildings, 20 Great Smith Street, London, SW1 3BT

Send by e-mail to: English.BACCALAUREATE@education.gsi.gov.uk