



@HeadsRoundtable

Consultation

Part I - Curriculum and Assessment

Closing date: 10th December 2012

@HeadsRoundtable Consultation

Policy surrounding curriculum, assessment and accountability measures are under review. We want to explore areas of debate that could support the establishment of truly world-class education characterised by the highest of standards for all pupils.

This consultation aims to ask an open set of questions on these important issues. We aim to consult across the profession and with stakeholders in order to develop a set of principles that will give us an education system of which we can all be truly proud. The consultation will consider:

- What curriculum should we be providing?
- How can our assessment methods best support learning for all and the promotion of excellence?
- How can we most effectively measure school / academy improvement and hold institutions to account?
- How can system-led improvement be enabled and developed?

This consultation will be in two parts. Part 1 relates to curriculum and assessment and some of the findings will contribute to Part 2 which will relate to accountability measures, accountability framework and how system leadership can support.

- To complete the check boxes, click within the box to make your selection.
- To enter text, position cursor in box and start typing.
- Use page 10 for additional space if required.

Please check the boxes that best describe you as a respondent.

<input type="checkbox"/> School/Academy	<input type="checkbox"/> Sixth Form College	<input type="checkbox"/> Teacher
<input type="checkbox"/> Higher Education Institute	<input type="checkbox"/> Further Education Institute	<input type="checkbox"/> Student
<input type="checkbox"/> Subject Association	<input type="checkbox"/> Employer-Business Sector	<input type="checkbox"/> Governor
<input type="checkbox"/> Union	<input type="checkbox"/> Awarding Organisations	<input type="checkbox"/> Parent
<input type="checkbox"/> Headteacher/Principal	<input type="checkbox"/> Local Authority	<input type="checkbox"/> Other

If 'Other' has been checked, please specify below:

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If completing electronically, please e-mail to: headteachersrt@hotmail.co.uk

If completing as hard copy, please post to: Heads Roundtable, c/o Crown Buildings, High Street, Bancyfelin, Carmarthen, South Wales SA33 5ND

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Policy Area A - Developing the curriculum:

Employers require entrants to the labour market who are work-ready: functionally literate and numerate; able to use ICT appropriately; be able to lead and contribute to teams; who can think for themselves and who can take initiative. They also want to be able to verify people's qualifications securely.

We also need to prepare our young people to be participant citizens in the broadest sense of the term – people who are capable of understanding and demonstrating humanity and spirituality, as they help improve our society and our world year on year.

- | |
|-------------------------------|
| <input type="checkbox"/> EYFS |
| <input type="checkbox"/> KS1 |
| <input type="checkbox"/> KS2 |
| <input type="checkbox"/> KS3 |
| <input type="checkbox"/> KS4 |
| <input type="checkbox"/> KS5 |

[illegible]

2. Are there any excellent features of the current arrangements for the delivery of curriculum?

3. Are there any serious weaknesses with the current arrangements for the delivery of curriculum?

4. What do you think should be core minimum content (in terms of identifiable subjects)? Please indicate if you think there is an age at which this should begin and/or cease to be part of the student's core experience.

5. At what age should students begin to specialise?

Age in years:

What degree of specialisation would you wish to see at this stage? For example, are there particular pathways and routes that should be included or precluded?

Do you see any potential areas of specialisation as mutually exclusive?

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Policy Area B – Developing assessment

Young people require qualifications that have global credibility and that acknowledge their knowledge, skills and understanding. The process through which this is achieved needs to develop their skills to enable success in employment-based assessments and those at the highest levels of study. In order to encourage a lifelong commitment to learning good assessment processes ensure that they not only measure outcomes but stimulate minds.

Additionally, to serve the needs of our citizens and our economy through continuous system improvement, it is necessary to be able to accurately measure individual school / academy improvement. Assessment systems and processes, therefore, need to be mindful of their contribution to accountability measures.

The best universities throughout the world use a combination of assessment methods including terminal exams staged over years, coursework, team-based assessments, vivas and practical assessments. Similar methodologies appear in work-based assessments.

In a world where young people are likely to change careers and deal with a variety of academic institutions, they need to learn to demonstrate a portfolio of achievements, together with a reflection on their learning and success at each stage.

- I. The DfE is currently consulting on how to introduce the proposed new EBCs. Do you feel able to participate in this consultation?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Please explain your answer:

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5. Is there a need to review the method and style of assessment of students at 7?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Comments:

[illegible]

6. Is there a need to review the method and style of assessment of students at II?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Comments:

[illegible]

7. Is there a need to review the method and style of assessment of students at I6?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Comments:

[illegible]

8. Is there a need to review the method and style of assessment of students at I8?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Comments:

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9. Should assessment be norm-referenced (whereby the number of grades at any given level is limited), or criterion-referenced (whereby anyone who meets the standard of a grade is awarded that grade)?

<input type="checkbox"/> Norm-referenced	<input type="checkbox"/> Criterion-referenced
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10. Should there be an expectation of an overarching award for students achieving a specific standard in the minimum core subjects?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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And if so, at what age (in years)?

II. Should there be an expectation of an overarching award for students achieving a specific standard in a given collection of subjects identified as an area of specialisation?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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And if so, at what age (in years)?

If you have answered yes above, of what should the given collections consist?



If you would like to expand on any of your previous answers or comments please use this continuation sheet, clearly indicating the question number.