



A period of calm and stability

Bill Watkin

2017



“So let me make a series of commitments to you”

1. a period of calm and stability to let the reforms of the past five years bed down.
2. push for excellence and tackle underperformance.
3. existing reforms to the curriculum and qualifications are here to stay.
4. tackle unnecessary teacher workload.

SoS, 19 May 2015

Teacher Workload Survey (biennial report, DfE)

- The average total, self-reported weekly working hours for all teachers and middle leaders was 54.4 hours: 55.5 in primary and 53.5 in secondary.
- School senior leaders reported an average of 60.0 hours: 59.8 in primary and 62.1 in secondary.
- Classroom teachers and middle leaders spent an average of 21.6 hours teaching in the week—40% of the total working hours.
- They spent an average of 33 hours on non-teaching tasks, with about half spent on two activities: individual planning or preparation of lessons; and marking/correcting of pupils' work.



- "We will be giving families in thousands of schools a 'right to request' their school provides childcare for a full working day, before and after school and during the school holidays.
- "If enough parents call for childcare at their local school, we will expect the school to take reasonable steps to accommodate it, in a way that works for them.
- "Because we want working parents to have the confidence their child is in a happy and safe environment."

The Rigour Revolution



1. Content, tests, pass mark; testing regime 2-19
2. Education & Adoption Act (RSCs, Inadequate, Coasting schools)
3. National Curriculum: Gibb & Hirsch
4. Pedagogy, textbooks and technologies
5. Governance
6. Subjunctive in primary schools (do you know your KS1, KS2 and KS4?)

Coasting (secondary)

- Almost 500 primary schools and 282 secondaries have been sent letters to say they are officially “coasting”
- schools with a high proportion of FSM more likely to be labelled coasting
- Review of the impact of a small number of v low attainers / non-attenders

In 2016, a school will be coasting if:

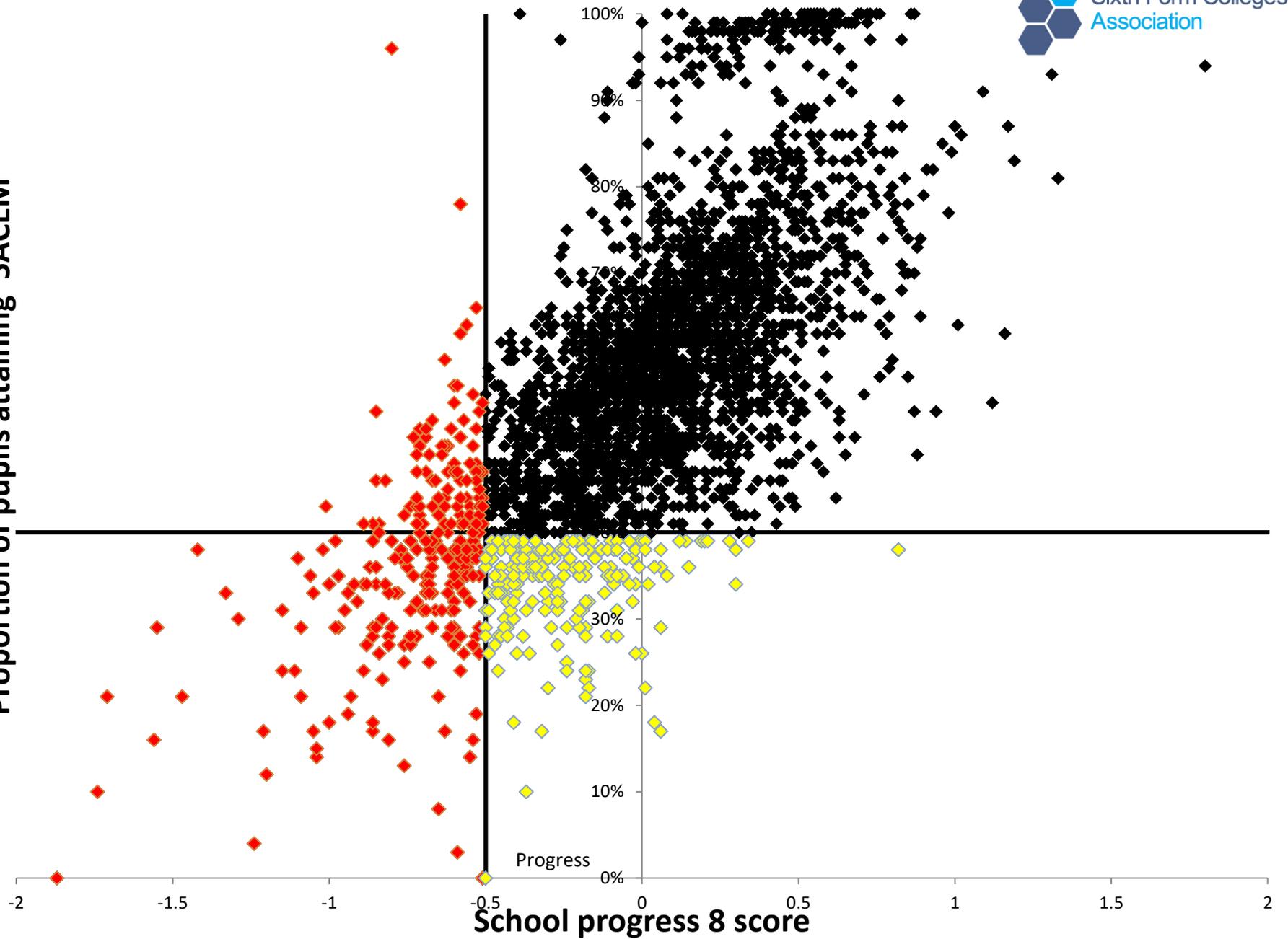
- In 2014, <60% 5 A*-CEM, and the school has less than the national median expected progress in English and maths; and
- In 2015, <60% 5 A*-CEM, and the school has less than the national median expected progress in English and maths; and
- In 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

Coasting (primary)

In 2016, a school will be coasting if:

- In 2014, < 85% level 4 in English reading, English writing and maths, and the school has less than the national median expected progress in English reading and English writing and mathematics; and
- In 2015, < 85% level 4 in English reading, English writing and maths, and the school has less than the national median expected progress in English reading and English writing and maths; and
- In 2016, fewer than 85% meet the expected standard in English reading, English writing and maths, and the school achieves a progress score below -2.5 in English reading or below -3.5 in English writing or below -2.5 in maths

Proportion of pupils attaining 5ACEM



Progress 8 ... Better but not perfect?

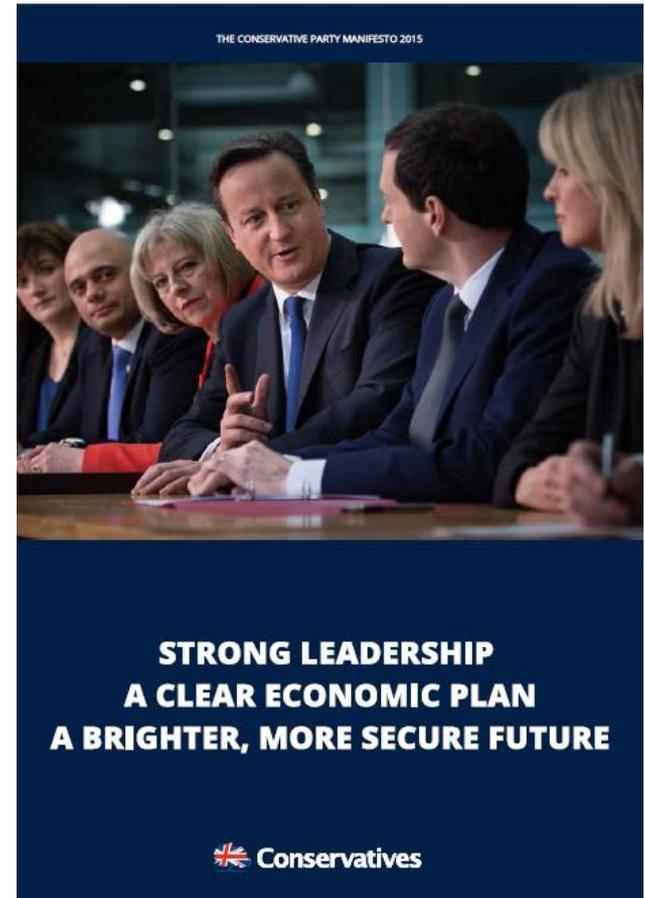
- the flaw: high-achieving schools will face few problems in meeting and exceeding their P8 scores.
- “Schools in poorer areas still face a significant social gradient,” (Becky Allen).
- No CVA, and P8 compares pupil performance with a national picture, rather than matching schools with similar intakes.

Year 6 Spring timetable

	1	2	3	4	5
Mon	En 151 16:00-17:15	Ma 152 16:00-17:15	Ma 153 16:00-17:15	En 154 16:00-17:15	Pe 155
Tue	Ma 156 16:00-17:15	En 157 16:00-17:15	En 158 16:00-17:15	Ma 159 16:00-17:15	Ma 160 16:00-17:15
Wed	En 161 16:00-17:15	Ma 162 16:00-17:15	Ma 163 16:00-17:15	En 164 16:00-17:15	Ma 165 16:00-17:15
Thu	Ma 166 16:00-17:15	En 167 16:00-17:15	Ma 168 16:00-17:15	En 169 16:00-17:15	En 170
Fri	En 171 16:00-17:15	Ma 172 16:00-17:15	Pe 173	En 174 16:00-17:15	Pe 175

EBacc

“We will require secondary school pupils to take GCSEs in English, maths, science, a language and history or geography, with Ofsted unable to award its highest ratings to schools that refuse to teach these core subjects.”



- To meet Ebacc 90% target, 225,000 young people would have to drop one of their other subjects and take a foreign language instead. So, the target will limit access to creative and technical subjects.
- GCSEs aren't enough to make us fluent. If they were, we'd already be a nation of confident linguists, and employers wouldn't be complaining of a shortage.
- Only 1 in 11 students continues MFL after completing GCSEs.
- One answer? More MFL in Early Years and Primary . .

	GCSE entries 2013	A-level entries 2015	2015 A-level entries as % of 2013 GCSE entries
French	165,127	9,332	5.7%
German	60,649	3,791	6.3%
Spanish	85,954	7,941	9.2%
Other modern languages	30,604	9,039	29.5%
Total	342,334	30,103	8.8%

Unforeseen consequences at 16

- Lower take-up of English and maths AL
- Lower take-up of non-Ebacc subjects
- Four becomes 3: marginal subjects lost; and if you drop one of three?
- No AS means more students will do AL, reducing the quality of the Y13 cohort
- Converting grade 4 to grade 5

If you're old enough to remember . . .

1. No more IT
2. En Lang, Maths, Science: legacy resits available; other GCSEs NO
3. AS & AL resits in legacy exams will be allowed
4. Prevent, FGM, online safety, Obesity, Skills Plan & T levels
5. Full time care
6. New headline accountability measures
7. National Teaching Service
8. National Citizen Service
9. Lord Sainsbury



Post-referendum

Some changes of plans (summer 2016)



- No national baseline measure for 5 year olds.
- Year 6 times tables tests deferred to spring, 2019 - the current Y4.
- The national funding formula deferred to 2018 - 2019.
- Parent governors are ok.
- Y7 SATs resits – cancelled?



Schools that work for everyone – green paper

Postponed until after 2020?

Grammars

- Existing selective schools will be able to expand or open new schools
- Will have to meet certain criteria, including a % of PPG / opening a non-selective school alongside
- Existing non-selective schools will be able to convert to selective schools if there is a local need and they meet the same criteria





Selection without legislation?

- ‘Centres of excellence’ within MATs do not require new legislation
- MATs can move students between sites
- DfE have changed their position on this, having previously told *Schools Week* that this would be against admissions rules
- Becky Allen has called on the profession to block this

DfE will ensure...

- every 11-year-old
 1. knows their times tables off by heart
 2. Can perform long division and complex multiplication,
 3. can read a book and write a short story with accurate punctuation, spelling and grammar
- every new teacher is trained in how to tackle serious behaviour issues and low-level disruption that stops children from learning properly
- the number of teachers able to teach Mandarin in schools in England increases

Budget, March 2016

- All schools to become academies by 2020 (2022). **NO**
- Longer school days for c.25% of all secondary schools. **NO**
- National funding formula. **MAYBE**
- Maths for all to 18 (?). **UNLIKELY**
- £20m for schools in the North

Autumn Statement, 2016

- Inflation on the Consumer Price Index (CPI) will rise to 2.5 per cent in 2018. Over the next three years inflation will erode the value of the cash protection given to post-16 education. Today's £4,000 will be worth less than £3,700 at the end of the decade.
- £200 million over the next four years for grammar schools in England.
- national minimum wage will rise from £7.20 an hour to £7.50 in April 2017

Flat cash per pupil

- Employer pension contributions increase
- National Insurance increase (changes to state pensions in 2016)
- So, a shortfall of c.10%
- Plus, no income rise in line with inflation

	2015/16	2016/17	2017/18	2018/19	2019/20
	£'000s	£'000s	£'000s	£'000s	£'000s
DFE Income	6,000	6,000	6,000	6,000	6,000
Teachers	4,081	4,272	4,325	4,373	4,419
Other Staff	1,111	1,157	1,169	1,181	1,192
Other Costs	1,020	1,040	1,061	1,082	1,104
Total Costs	6,212	6,470	6,555	6,636	6,716

Budget headlines, 2017

- ◆ £500 million investment in 16-19 technical education from 2019...
- ◆ ...but no funding increase for academic/applied general students
- ◆ £320 million for 140 new free schools, incl. selective schools
- ◆ £20 million for free transport to selective schools(!)
- ◆ Schools white paper expected shortly

Budget, 2017: Capital

- **£216 million** to help rebuild and refurbish existing schools – "entirely new money"
- **£415 million** Healthy Pupils Capital Programme in 2018-19 to pay for facilities in schools and sixth form colleges (SFCs) that support PE, after-school activities and healthy eating
 - The money will come from the Soft Drinks Levy, part of the government's obesity strategy.
 - LAs and larger MATs will receive an allocation for schools and will make decisions locally on how this money is invested.
 - Smaller MATs, individual academies and SFCs will be able to bid for grants for specific one-off projects.
 - The funding can also be used to improve facilities for those with physical conditions or to support those struggling with mental health issues.

Longer days?

The government has scrapped a £285 million pledge to fund longer days for 1 in 4 secondary schools for pupils to access more sports and art activities. The money will be a part of the **£415 million** Healthy Pupils Capital Programme

Catch up funding

- In the past, secondary schools were given £500 "catch-up" funding for each pupil who was below the expected standard in either reading or maths.
- The numbers of pupils falling below the expected standard has more than doubled in maths and tripled in reading this year, but the government has said the "catch-up" money schools get will not rise to match this.
- number of pupils below expected standard in maths has now risen to 30% (13% in 2015).
- number below the expected standard in reading has risen to 34% (11% in 2015).

16-19 Funding Impact (SFCA, November 2016)

1. Increasingly, colleges are offering only 3 subjects at A level, instead of 4. Half the colleges that currently offer 4, will in future have to offer 3
2. They are having to insist on bigger classes – at a time when exam boards are designing courses that insist on smaller classes – and minority subjects are being lost from the curriculum, not just archaeology and history of art, but also MFL and sciences
3. International comparisons show we can afford less tuition than our competitors: 30hpw+ in Shanghai and Singapore; 15hpw in England.
4. Enrichment activities and student support services are at risk

Rosie & Olivia Dutton

- Olivia can start in Reception after turning 5.
- The decision could open the floodgates to a tide of similar cases regarding parents of 'summer babies' who want their child to start Reception class after they turn five.”

Careers guidance

Every school and college should have

- An **embedded programme of career education** and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- **Learning from career and labour market information**

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- **Addressing the needs of each pupil**

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

- **Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Careers guidance

- **Encounters with employers and employees**

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- **Experiences of workplaces**

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- **Encounters with further and higher education**

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- **Personal guidance**

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Learning about the world of work – primary

- Information and talk about future careers will be included in the primary curriculum
- Teachers will be expected to act early to help pupils make clear connections between reading, writing and arithmetic and obtaining a decent job in the future.
- The new initiative will be particularly relevant in communities with high adult unemployment as part of an effort to end the cycle of benefit dependency.
- “By the end of primary school, this means developing an emerging awareness that people have different jobs and a belief that in the future they will work,” (Sam Gyimah).
- “This is particularly important for children from workless households. It means making a connection between what is taught in school and what career paths they will take in the future.”
- “This understanding contributes to a motivation to do well, based on realising the importance of basic skills.”

Some other pre-occupations

1. Recruitment & retention
2. Free schools – capacity shortage or good school for every child
3. New content and tests, 2 – 19
4. New National Curriculum, new school curriculum, new schemes of work, new lesson plans, new resources
5. Languages, Computing, Cookery
6. Accountability: Ofsted, RSC, floor standards, league tables, governance
7. A world without data
8. New SATs, GCSEs & terminal exams
9. Decoupled AS and AL – Offer? Co-teachable?
10. New performance measures

National Curriculum

National Curriculum

- Knowledge-based content (cf the Core Knowledge Sequence – ED Hirsch)
- Programmes of Study : slim, set out what should be taught by end of key stage, allowing schools and teachers greater freedom to develop their own curricula
- Level descriptors removed:

“Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents...we will provide examples of good practice which schools may wish to follow...Ofsted’s inspections will be informed by whatever pupil tracking data schools choose to keep.”

- Teachers to develop school-level curriculum (and post on website)

English

- Age 5/6: Read using phonics, recite poetry by heart in class, learn alphabet, ensure left-handed pupils get help
- Age 6/7: Write joined up words
- Age 7/9: Use dictionaries for meaning
- Age 7/11: Spell 200 complex words, including “mischievous”, “privilege”, “yacht” and use thesaurus to develop vocabulary
- Age 11/14: Read two Shakespeare plays – up from one at moment – pre-1914 literature and study two authors each year; practise public speaking and debating
- Age 14/16: Lit: At least one Shakespeare play, a 19th century novel, Romantic poetry and contemporary British fiction from 1914 onwards
- Lang: SP&G increasing from 12 to 20%. Write effectively and coherently using Standard English

OUT: Prescribed lists of authors

The ex-SoS, ex-Lord Chancellor's English

Recommendation 1

'Read the great writers to improve your own prose – George Orwell and Evelyn Waugh, Jane Austen and George Eliot, Matthew Parris and Christopher Hitchens.'

Recommendation 2

'Do not start a sentence with 'however'.'

But...

- However, they must obtain food from the outside world somehow. (Orwell, *Animal Farm*)
- However, Mr. Wickham's account seems to leave no doubt that Mr. Darcy is intentionally unkind. (Austen, *Pride and Prejudice*)
- Mrs. Elton is disappointed. However, she decides not to put off her plans. (Austen, *Emma*)
- Celia, now, plays very prettily, and is always ready to play. However, since Casaubon does not like it, you are all right. (Eliot, *Middlemarch*)
- Laugh? I should have bust my pants. However, they've fixed things up without that. (Waugh, *Scoop*)
- However, a problem presented itself at once. (Hitchens, *The Trial of Henry Kissinger*)

and . . .

- However, I was nudged out of my reverie by the reminder that it was indeed possible to send something through the post on Tuesday and be sure it arrived on Wednesday. (Gove, 2008)

NC test frameworks

4.5.2 Sentences with different forms: exclamations

For the purposes of the English grammar, punctuation and spelling test, an exclamation is required to start with *What* or *How*, e.g.

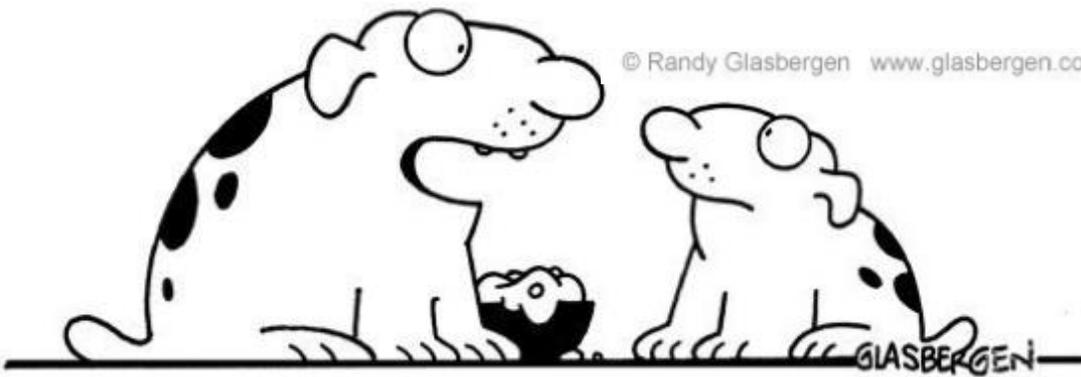
- What a lovely day!
- How exciting!

A sentence that ends in an exclamation mark, but which does not have one of the grammatical patterns shown above, is not considered to be creditworthy as an exclamation (e.g. exclamatory statements, exclamatory imperatives, exclamatory interrogatives or interjections).

From: [Home Office](#)
First published: 21 January 2016

New English language test for family route migrants.

Maths



**“If I have 3 bones and Mr. Jones takes away 2,
how many fingers will he have left?”**

- Age 5/6: Count to 100, use simple fractions, tell the time
- Age 6/7: Add and subtract three-digit numbers
- Age 8/9 Master 12 times tables, convert decimals and fractions
- Age 10/11: Introduction to algebra
- Age 11/14: Probability, reasoning with algebra, geometry and rates of change
- Age 14/16: Fat maths

OUT: Using calculators at primary school in favour of mental arithmetic

Science

Age 5/6: Basic experiments with paper, elastic, foil, fabrics etc

Age 6/7: Introduction to reproduction in animals

Age 8/9: Building simple circuits with bulbs, buzzers etc

Age 10/11: Evolution and inheritance, importance of diet and exercise / effect of drugs

Age 11/14: Human reproduction, Periodic Table, climate change

Age 14/16: Separate GCSEs in biology, chemistry and physics as well as a combined science double award. All contain explicit requirements for application of mathematical understanding and, in physics, new expectations for the recall and application of key formulae

OUT: Non-science topics such as caring for animals



Art



Age 7/11: Mastery of drawing, painting and sculpture, maintain sketchbooks, focus on great artists from history

Age 11/14: Range of multimedia techniques and history of artistic, architectural and design movements

OUT: Vague references to “develop creativity and imagination”

Citizenship

- Age 11/14: Introduction to political system, voting, monarchy, criminal/civil law and managing personal finance
- Age 14/16: British links to Europe/Commonwealth, ethnic diversity in UK, lessons on debt, insurance, savings and pensions, chance to volunteer in local community
- OUT: Mandatory teaching about 'economic citizenship', inequalities and topical issues

Computing

- Age 5/7: Basic programming and debugging, online safety, storing information
- Age 7/11: Designing programmes for complex problems, using internet search engines
- Age 11/14: Coding and solve practical computer problems
- OUT: Lessons in using word processing packages



Design and Technology

- Age 5/14: Cooking lessons throughout primary and secondary, including nutrition, preparing dishes, understanding seasonality and developing cooking techniques
- Age 5/7: Cutting, shaping, joining and finishing using construction materials and textiles
- Age 7/11: Using mechanical systems such as gears, pulleys, cams and levers and building circuits incorporating switches, bulbs, buzzers and motors
- Age 11/14: Work with hi-tech devices such as 3D printers, laser cutters, robots and microprocessors

September 2014 - As part of the School Food Plan, cookery will become statutory at KS3

OUT: Lessons in talking about what pupils “like and dislike when designing and making” and conceptual nature of D&T

Cooking and nutrition

Pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Key stage 3

- cook a repertoire of predominantly savoury dishes, feed self and others
- become competent in a range of cooking techniques:
 - selecting and preparing ingredients
 - using utensils and electrical equipment
 - applying heat in different ways
 - using taste, texture and smell to use seasoning & ingredients well
 - adapting and using their own recipes

Geography

- Age 5/7: Names of oceans, continents, world map, countries of UK, weather seasons and fieldwork around school environment
- Age 7/11: Countries of world, counties and cities of UK, physical geography including volcanoes, reading Ordnance Survey maps
- Age 11/14: Climate change and use of satellite technology
- Age 14/16: Fieldwork: 2 pieces. Exam only, and some questions will assess the knowledge and skills students learn from fieldwork.

OUT: Lessons on European Union

History

- Age 5/7: Study of famous individuals to compare life in different periods, eg. Elizabeth I and Queen Victoria, William Caxton and Tim Berners-Lee, Mary Seacole and Edith Cavell
- Age 7/11: Britain from Stone Age to 1066, Ancient Greece and one non-European society, eg. early Islamic society
- Age 11/14: Britain from 1066 to present day, including Empire, Victorian Britain, world wars, Cold War, creation of NHS
- Age 14/16: British history up from 25 to 40%. Study three era: medieval (500 to 1500), early modern (1450 to 1750) and modern (1700 to present)
- OUT: Lessons on skills, concepts and historical processes

Modern and Ancient Languages

- Age 7/14: Compulsory language of any kind, removing previous requirement to learn from list of either French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek
- Age 7/11: Appreciate song, poems and rhymes in foreign tongue, understand basic grammar, hold simple conversations
- Age 11/14: Initiate conversations, read range of stories, poems and letters, translate material into English
- Age 14/16: Ofqual has announced that the assessment of the practical skills of speaking and listening will contribute to the final grade.
French, German and Spanish to be available from 2016; other languages one year later (2017)

Community languages

“In an outward-facing country such as Britain, it is important that we have high-quality qualifications not just in French, German and Spanish but also in languages such as Polish, Urdu, Arabic, Bengali, Gujarati and Turkish.” (Nick Gibb, July 2015)

To avoid any gap in provision in certain languages DfE will, where necessary, extend the timetable for exam boards to continue with existing qualifications until September 2018

- As a result of discussions the following **community languages** will continue at GCSE and A level:
 - Arabic
 - Modern Greek
 - Gujarati
 - Bengali
 - Japanese
 - Modern Hebrew
 - Biblical Hebrew
 - Panjabi
 - Polish
 - Portuguese
 - Turkish
 - Urdu
- Dutch and Persian face the axe

Music

- Age 5/7: Singing and playing tuned/untuned instruments
- Age 7/11: Play and perform in solo and ensemble context, introduction to great composers
- Age 11/14: Extended use of tonalities, different types of scales and other musical devices

OUT: References to exploring ideas and feelings about music through movement and dance

PE

- Age 5/7: Master basic movements (run, jump, throw, catch etc), introduction to team games
- Age 5/11: Swim 25 metres, perform range of strokes, lifesaving techniques
- Age 7/11: Competitive games such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis
- Age 11/14: Analyse past performances to improve, take part in competitive sport outside school

OUT: References to creativity and theory in PE

Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

Implementing the new curriculum: resources

- The National College has produced an online tool to help schools to review and develop their curriculum.
<http://apps.nationalcollege.org.uk/resources/modules/curriculum/Home.html>
- TES Connect has a national curriculum section with a wealth of free materials. There are resources to support teachers to plan for change across the curriculum and practical hints and tips on how to implement the new programmes of study in each subject. http://community.tes.co.uk/national_curriculum_2014/b/default.aspx
- Our expert groups, set up to provide support to teachers implementing the new curriculum, have developed guidance across all subjects.
<http://www.expertsubjectgroups.co.uk/>
- Commercial publishers are bringing a wide range of new materials to the market for the new curriculum. The trade bodies for the sector are BESA and the Publishers' Association.
- The Arts Council England has developed a central database housing materials to inspire creative teaching across the sciences, languages and humanities as well as for dance, art and design, music and PE.
<http://www.nfer.ac.uk/CulturalEducationResources/>

New Primary Curriculum

The final programmes of study will be introduced in primary schools from September 2014. The drafts, published on 9 October, include:

Higher standards in maths

- Pupils will be expected to be able to add, subtract, multiply and divide fractions in primary school so they can progress to more advanced topics like algebra when they go to secondary school. These four operations were not in the primary curriculum before. The proposed change is consistent with expectations in the high-performing education jurisdictions of Singapore and Hong Kong.
- By age nine, pupils should know their times tables up to 12x12. This is in line with expectations in the high-performing jurisdiction of Massachusetts. Currently pupils only need to know up to 10x10 by the end of primary school.
- By age seven, pupils should know “number bonds” up to 20. These are simple addition and subtraction facts that pupils should be able to recognise and use instantly (eg $9+9=18$ or $16-7=9$).

Higher standards in English:

- Pupils will be taught to read fluently through systematic phonics. There will be a much stronger emphasis on reading for pleasure.
- There will be a focus on spelling – for instance, there will be a list of words that all children should be able to spell by the end of primary school. There is currently no such list in the National Curriculum.
- There will be a focus on grammar – for instance, children will be expected to understand how to use the subjunctive and correct use of the apostrophe – for example, not using it to indicate plurals such as “I went to buy some apple’s” or using “it’s” as a possessive.
- There will be an expectation that pupils master formal English through poetry recitation, debate and presentation.

Higher standards in science:

- There will be a greater focus on the acquisition of scientific knowledge with new content on the solar system, speed and evolution.
- There will be an increased focus on practical scientific experiments and demonstrations, similar to the approach taken in Alberta and Massachusetts.

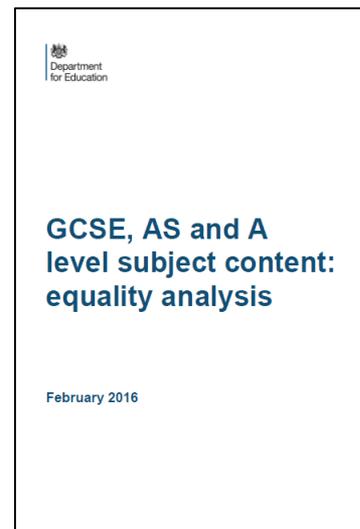
Additionally, there has been a consultation on the plan to introduce foreign languages from age seven at the start of Key Stage 2 (93% in favour!). There will be no other changes to the structure of the Primary Curriculum. The Government will maintain the requirement for the teaching of art and design, design and technology, geography, history, ICT, music, and physical education across all the primary years.

Programmes of Study for these subjects will be much shorter than the drafts for English, maths and science. This will give teachers much more freedom in these areas.

Levels and level descriptors will be removed and not replaced.

The rigour revolution and the less able

- “The increased level of mathematical knowledge requirements could have an impact on SEN students.”
- Pupils with dyscalculia “will potentially be disadvantaged”.
- “Maths is commonly identified as problematic for students with disabilities.”
- “Its visual nature, whether in terms of algebraic equations with complex notation or geometric concepts such as lines and angles, can render much of maths education inaccessible to students with visual impairments.”
- Raised level of demand across GCSE and A-level subjects “may have a greater impact on some students who have protected characteristics, which can make aspects of academic curricula more challenging; for example, pupils with dyslexia or those from other national backgrounds for whom English is not their first language”.



Write the following words in **alphabetical order**
(the order they come in the alphabet)

A B C D E F G H I J K L M N O P Q R S T U V W X

~~apple~~

pumpkin

log

river

fox

pond

1. apple

2. ikmnpuy

3. log

4. river

5. fox

6. pond

Interpreting exam answers

1. The first cells were probably . . . ?

Lonely

2. What do the following chemical equations stand for – HCOONa

Matata

3. Write an example of a risk:

This

4. Give a brief explanation of the meaning of hard water:

Ice

5. Where was the American Declaration of Independence signed?

At the bottom

6. What is the main reason for divorce?

Marriage

7. Brian has 50 slices of cake. He eats 48. what has he now?

Diabetes

8. What is a vibration?

There are good vibrations and bad vibrations. Good vibrations were discovered in the 1960s.

Bela 's Proverbs

All work and no play makes Jack

happy

Don't bite the
hand

jack

Don't look a gift
horse

to me

When the cat's
away

you will pay

People in glass
houses

are rich

If at first you
don't

succeed, try try again

Don't count your chickens

because they need privacy

Don't put all your
eggs

in there

It's all
Greek

language

It's all fun and games
until

Darth vader comes

38

Write a sentence using the word point.
Do not change the word.
Remember to punctuate your sentence correctly.

I point at the car.

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

I don't see the point in sat's.

National Curriculum Levels



Primary Assessment Review

- Ensure that Tests at 5 and 7 can be reliable in gauging progress to KS2 Test
- Address concerns about
 - Favouritism
 - Following stereotypes (eg low scores for less able, or for girls in maths)
 - Depressing KS1 scores to boost progress shown in KS2
- Make tests at 5, 7, 11 more rigorous
- Make KS1 tests externally set and assessed

“In getting rid of those tests, we conceded too much to vested interests” (HMCI)

- Submit Baseline and KS1 scores to DfE
- Include a standardised national reading test as part of the Baseline measure

Information available to secondary schools about their incoming year 7 pupils

- Secondary schools will receive information via common transfer files on the teacher assessment and test score (the scaled score) awarded to each pupil.
- Question Level Analysis is available for secondary schools to use on RAISEonline. This will help secondary schools identify strengths and weaknesses of incoming year 7 pupils in each test subject.

QLA

New Y7 come with scaled scores:

- Expected Standard = 100

Average standard reached:

- Reading = 103
- Maths = 103
- SPaG = 104

Question level analysis (QLA) via RAISEonline: Primary and all-through schools have data pre-loaded; secondaries need to download theirs first and then upload it to the QLA tool

QLA gives an overview of the strengths and weaknesses in the year group as a whole, and in individual students

Teachers can then plan accordingly and address any weaker areas first, rather than assuming that everyone in the class with a similar scaled score has mastered the same content and moving everyone on regardless

No NC Levels

“levels have become too abstract, do not give parents meaningful information about how their child is performing, nor give pupils information about how to improve”

“levels have detracted from real feedback and schools have found it difficult to apply them consistently – the criteria are ambiguous and require teachers to decide how to weight a huge array of factors”

Grade descriptors for the new English and maths GCSEs graded 9 to 1

- aim to help teachers understand the likely level of performance expected at a selection of grades in the new GCSEs
- give an indication of the expected mid-point performance at grades **2**, **5** and **8**

<https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

These descriptors are not designed to be used for awarding purposes in 2017. Statistical predictions will be used to set grade outcomes at whole subject level.

GCSE grade descriptors: 8,5,2

now published in the following subjects . . .

- English
- maths
- ancient languages
- art and design
- citizenship
- computer science
- dance
- drama
- food preparation and nutrition
- geography
- history
- modern foreign languages (French, German, Spanish)
- music
- physical education
- religious studies
- single science (biology, chemistry, physics)
- combined science

Grade descriptors for drama

To achieve Grade 8 candidates will be able to:

- develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact
- apply theatrical skills skilfully and effectively to realise artistic intentions
- demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively
- produce perceptive and well-informed critical analysis and evaluation of drama seen and made

To achieve Grade 5 candidates will be able to:

- develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively
- apply theatrical skills competently and coherently to realise artistic intentions
- demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately
- produce detailed and coherent analysis and evaluation of drama seen and made

To achieve Grade 2 candidates will be able to:

- develop some ideas for performance outcomes that communicate straightforward meaning(s)
- apply theatrical skills with limited effect to realise some of the artistic intentions
- demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology
- describe and comment simply on drama seen and made

English Language . . . Some fine distinctions . . .

Substantiate or support?

Illuminating or apt?

And what of grades 6 and 7?

Grade 8	Grade 5
summarise and critically evaluate with detailed and perceptive understanding	summarise and evaluate with accuracy and clear understanding
understand and respond with insight to explicit and implicit meanings and viewpoints	understand and make valid responses to explicit and implicit meanings and viewpoints
analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure	analyse and evaluate relevant aspects of language, grammar and structure
substantiate their understanding and opinions with illuminating references to texts and contexts	support their understanding and opinions with apt references to texts, informed by their wider reading
make convincing and apt links and comparisons within and between texts	make credible links and comparisons between texts

KS1 & KS2 Interim Assessment Frameworks (Performance descriptors)

- Draft published 23rd October 2014
- Final version published 17th September 2015
- First use in Summer 2016

- For 2015 to 2016 only. DfE is evaluating options for future years
- Set out the standards a pupil will be assessed against for reading, writing, mathematics and science
- To show that pupils have met the standards, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard

- The statements set out what pupils must be able to do to be
 - working towards national standard
 - working at national standard
 - working at greater depth within the expected standard

Interim teacher assessment framework

The standard within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

This framework is interim for the academic year 2015 to 2016 only.

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

The Rochford Review



Statutory assessment arrangements for pupils working below the standard of national curriculum tests

- Ensure *all* have the opportunity to demonstrate attainment and progress at primary school
- Pupils with SEN and severe and complex needs have their outcomes reported using the P scales and there is no change to this requirement for 2015 to 2016
- The interim solution follows the same principles as the interim teacher assessment frameworks:
- additional pre-key stage standards which each contain a number of positive ‘pupil can’ statements. These statements reflect the attainment of pupils who have not yet completed the relevant PoS but have reached the statutory reporting age

Foundations for the expected standard in reading

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words¹
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- answer literal questions about a familiar book that is read to them.

Early development of the expected standard in reading

The pupil can:

- read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary
- read many common exception words* (e.g. including the, said, could and some).

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without the need for overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.

Growing development of the expected standard in reading

The pupil can:

- read accurately most words of two or more syllables
- read most common exception words.*

In books that are appropriate for the pupil's developmental stage, and with an age-appropriate content, the pupil can:

- read words accurately and fluently, without the need for overt sounding and blending.

In a familiar book that they can already read accurately and fluently, the pupil can:

- make some inferences on the basis of what is being said and done.

Elastic assessment criteria....

'Can compare two fractions to identify which is larger'

1. Which is larger, $\frac{3}{7}$ or $\frac{5}{7}$? 90% of 14-year-olds answered correctly
2. Which is larger, $\frac{3}{4}$ or $\frac{4}{5}$? 75%
3. Which is larger, $\frac{5}{7}$ or $\frac{5}{9}$? 15%

KS4 qualifications

What a GCSE certificate might look like in 2017

General Certificate of Secondary Education

This is to certify that the candidate named below was awarded the following grade(s) in the subject(s) shown:

A. CANDIDATE

Date of Birth: 1 January 2001

Drama	B (b)
English Language	4 (four)
English Spoken Language	Merit
Geography	A (a)
Mathematics	6 (six)
Physics	D (d)

Signature A Signature B

New GCSE Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Comparable outcomes

“We can’t tell you what the temperature will be on 24 August this year but we can tell you that 70% of 16 yr old students in England will achieve a grade 4 or above”

(Ofqual, 2017)

Ofqual & the new grades

Don't try to predict the **boundary marks in the new GCSEs** in English and maths

- 1. Even in well-established qualifications, grade boundaries were not set in advance**
 - Ofqual says it's almost impossible to predict precisely how much easier or more difficult students will find a paper compared with previous years, and so exam boards wait until the students have taken the exam and then set the grade boundaries.
- 2. 2017 will see the first exams of the new GCSEs in English and maths**
 - This will be the first time these new style papers are taken by students and so Ofqual has urged schools to be cautious in speculating about where the grade boundaries might be set.
- 3. Statistics will make sure this year's students are not disadvantaged by being the first to sit new GCSEs**

Some useful links

Assessment objectives for new GCSEs, AS and A levels

<https://www.gov.uk/government/publications/assessment-objectives-ancient-languages-geography-and-mfl>

A collection of documents showing how Ofqual is currently and is planning to reform GCSE, AS level and A level qualifications

<https://www.gov.uk/government/collections/reform-of-as-and-a-level-qualifications-by-ofqual>

Timeline of changes to GCSEs, AS and A levels

<https://www.gov.uk/government/publications/timeline-of-changes-to-gcse-as-and-a-levels>

GCSE subject content publications setting out the knowledge, understanding and skills common to all GCSE specifications

<https://www.gov.uk/government/collections/gcse-subject-content>

Performance Tables 2016

Secondary

Headline measures

1. Progress 8
2. Attainment 8
3. The percentage of pupils achieving A*-C in English and Maths
4. The percentage of pupils achieving the Ebacc
5. The percentage of pupils entering the Ebacc
6. The percentage of students staying in education or employment after KS4 (destinations)

2 new indicators as **additional information**:

1. The percentage of pupils entering more than one language qualification
2. The percentage of pupils entering physics, chemistry and biology

Performance Tables 2016

Secondary

Similar schools methodology

- the methodology to calculate this has been reviewed and updated to align it with the new accountability measures. Therefore groupings will appear different from previous years.
- Schools will be ranked within a group of 55 similar schools based on Attainment 8 estimates. This is a change from previous methodology which grouped schools based on estimated percentage achieving 5+A*-C GCSE's including English and maths

Performance Tables 2016

Secondary

Removal of gap measures

- No more measures of “in-school” performance gaps between disadvantaged pupils and other pupils at the school.
- But measures that report the difference between disadvantaged pupils at the school and other pupils nationally.
- Focusing on in-school gaps risks setting limits on the ability of all pupils to achieve to their full potential, including those identified as disadvantaged.
- The approach being taken in the 2016 tables will reward schools that set and achieve the highest aspirations for all their pupils

Performance Tables 2016

16 – 18

Headline performance measures

- Progress: the main focus of new accountability system: a value added progress measure for academic and Applied General quals and a combined completion and attainment measure for Tech Level quals.
- Attainment: APS per entry, expressed as a grade & average points; separate grades for level 3 academic (including a separate grade for AL), Applied General, and Tech Level quals.
- English and maths progress: the average change in grade separately for English and Maths. This is a slight change to the planned methodology, which we had previously indicated was likely to be a value-added measure. The technical guide will be updated with the new methodology in autumn 2016.
- Retention: the proportion of students who are retained to the end of their main programme of study.
- Destinations: currently published as experimental statistics but will be a headline measure from 2016, as the data are now considered robust enough.

Performance Tables 2016

Primary

New **headline measures of performance** at the end of key stage 2 will be:

1. the percentage of pupils achieving the 'expected standard' in reading, writing and mathematics
2. the pupils' average scaled score in each of reading and mathematics
3. the percentage of pupils who achieve the higher standard in reading, writing and mathematics
4. the pupils' average progress in each of reading, writing, mathematics

See DfE primary school accountability document, published January 2016

Key stage 2 points scores

For the purpose of calculating **writing progress scores only**, pupils were allocated points for each of the teacher assessment outcomes, as outlined below

- Working towards the standard = 91 points
- Working at the expected standard = 103 points
- Working at a greater depth within the expected standard = 113 points

This means, for example, that all pupils working at the expected standard were given 103 points.

Pupils below the standard of the test

A small percentage of KS2 pupils did not complete the KS2 programme of study. These pupils were categorised as working below the standard. In order to include pupils working below the standard of the test in the progress measures, points were assigned to each of the four teacher assessment categories.

- Below the standard of the interim pre-key stage standards = 70 points
- Foundations for the expected standard = 73 points
- Early development of the expected standard = 76 points
- Growing development of the expected standard = 79 points

Performance Tables 2016

Primary

Removal of gap measures

- No more measures of “in-school” performance gaps between disadvantaged pupils and other pupils at the school.
- But measures that report the difference between disadvantaged pupils at the school and other pupils nationally.
- Focusing on in-school gaps risks setting limits on the ability of all pupils to achieve to their full potential, including those identified as disadvantaged.
- The approach being taken in the 2016 tables will reward schools that set and achieve the highest aspirations for all their pupils

Performance Tables 2016

Primary

Similar schools methodology

- DfE will continue to publish information that allows comparison between similar schools
- However the methodology to calculate this will be reviewed and updated to align it with the new accountability measures.
- This review will take place once data on the new assessments is available.
- The purpose of the similar schools measure is to provide further context around KS2 performance and an insight into how schools are performing compared to those with similar intakes

Performance Tables 2016

Primary



Floor standards

- In 2016, a school will be above the floor standard if:
 - 65% of pupils meet the expected standard in reading, writing and mathematics (ie. achieve that standard in all three subjects) or
 - the school achieves sufficient progress scores in each of reading and writing and mathematics, which has been set as at least -5 in English reading, -5 in mathematics and -7 in English writing for this year.
- If fewer than 65% meet the expected standard, this does not on its own mean the school is below the floor; a school is only below the floor if it also failed to meet the progress part of the floor.
- If the school has one progress score that is less than sufficient in one subject, the school will only be below the floor if the progress score for that subject is significantly below average - the upper band of its confidence interval is below zero
- No more than 6% of primary schools will be below the floor in 2016

Ofsted is to crack down on league table
“gaming” and mark down schools that use
qualifications for their own benefit rather than
focusing on the needs of pupils

(Sean Harford, Ofsted)

"I have also made clear to my inspectors that where leaders are condoning the wearing of the face veil by staff members or by pupils when this is clearly hindering communication and effective teaching, they should give consideration to judging the school as inadequate."

HMCI, January 2016

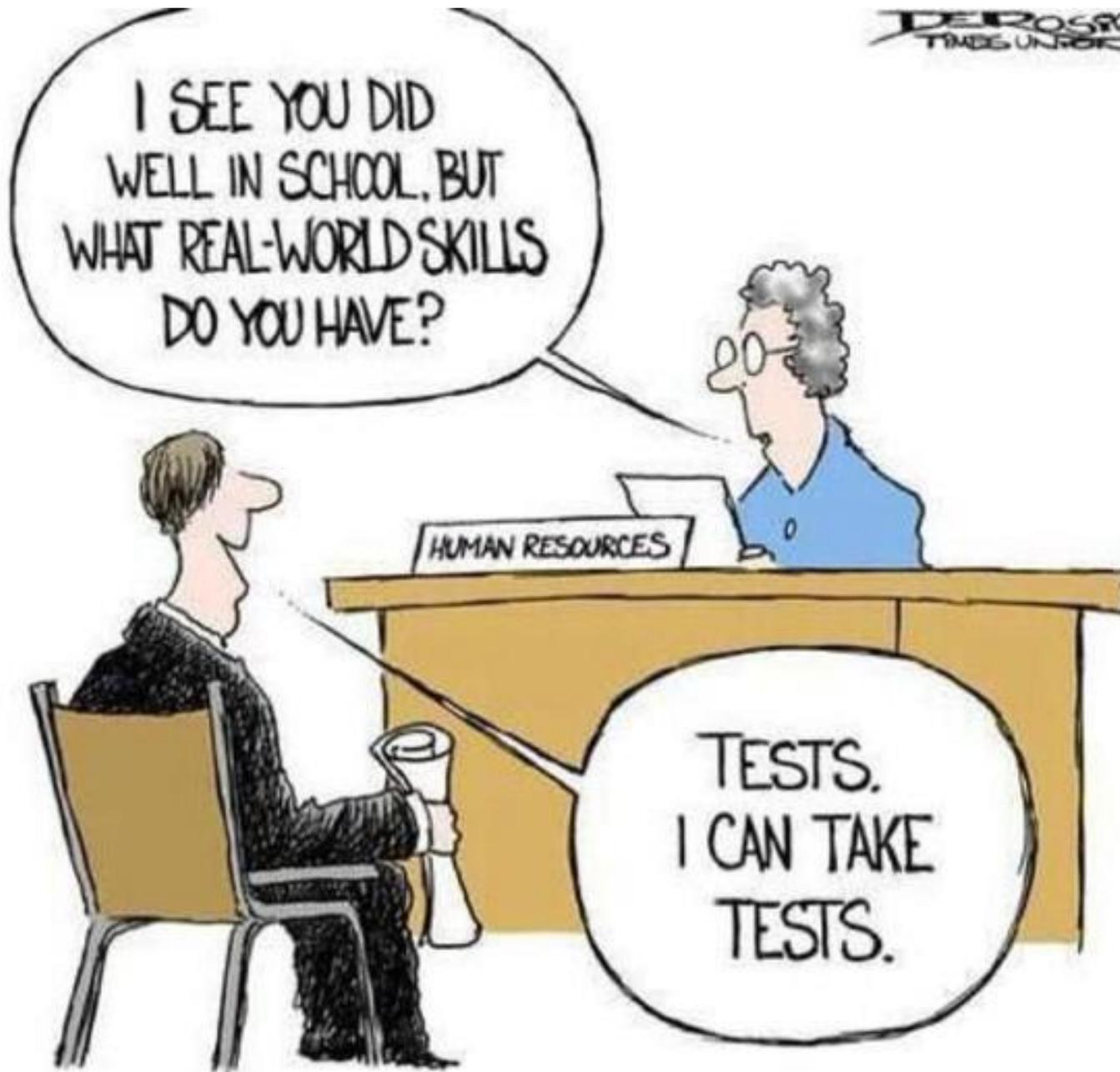
The wider curriculum experience

Non cognitive skills & learning outside the classroom

Achievement beyond formal qualifications

1. System of high profile awards for schools that excel in non-qualification activities, is under consideration, following the Singapore model
2. Character, resilience, mindfulness, employability





EYFS from 2016

The DfE has now issued the **2016 EYFS Handbook**

From September 2016 the Early Years Foundation Stage Profile no longer compulsory.

The Early Years Foundation Stage itself will continue to be statutory, supporting children to experience a broad and engaging programme of learning in reception.

EYFS, School Readiness

“Children should start school healthy, happy, communicative, sociable, curious, active and ready and equipped for the next phase of life and learning”



Compare Secondary Readiness:

Level 4b+ in KS2 National Tests in English and maths

Summary: Primary

- **Gradually from 2016 but pending developments in some areas**
- **Reception.** The introduction of a new teacher-based assessment (models under development) to create a baseline for measuring progress
- **KS1.** Continuation of teacher assessments in reading, writing, speaking and listening, maths, and science and including now grammar, punctuation and spelling, using new performance descriptors
- **KS2.** Continuation of externally set national tests with results reported to pupils and parents as a scaled score against for example local and national average
- **Floor target.** A new more demanding floor target of pupil progress or attainment from reception to the end of KS2 in reading, writing, maths
- **Low-attaining pupils.** To continue with teacher assessments as currently

Summary: Secondary

- **from 2016 but schools can opt in for 2015**
- Four current measures and potentially five with a revised floor standard
- **Progress 8.** A value-added measure reflecting the progress made by a pupil between the end of primary KS2 and the end of KS4. Progress will be recorded across 8 subjects: English and maths (double-weighted where both Englishs achieved, 3 EBacc qualifications and 3 other subjects such as vocational, creative and other academic subjects)
- **Attainment 8.** A school's average grade across the those same eight subjects
- **English and maths.** The % of pupils achieving a C grade or above in each
- **EBacc.** The % of pupils who achieve good grades in these designated subjects (science, computer science, history geography and languages)
- **Destination.** Not easy to collect and at present only available in experimental form as a % of numbers progressing on to further/higher education, training or employment while further development work on the data is completed
- **Floor standard.** Changing from five A*-Cs to pupil progress across the 8 subjects. Where pupils make an average of half a grade less progress than expected across the 8 subjects, the school will be considered to have fallen below the floor standard and potentially subject to intervention and/or inspection

Summary: Post 16

- **gradually from 2016 but pending developments in some areas**
- More complex than primary and secondary measures because of the diversity of routes and qualification types available but broadly adopting two key measures
- 1. Five headline measures of progression covering attainment; retention; English and maths where required; destinations
- **Progress.** The emphasis will be very much on learner progression. For academic qualifications this will be the difference between a learner's prior attainment at 16 and their attainment at age 18. A similar approach is proposed for progress in Applied Qualifications although more work is needed first on the robustness of the data while things become more complicated for the yet to be started Tech Levels where a combined attainment and completion measure is proposed
- **Attainment.** For academic subjects this will show the average point score across all entries expressed as an A' level style grade. For Applied, Technical and L2 qualifications, the attainment measure will also show the average point score across all entries but expressed as a vocational grade such as D or M
- **Retention.** This will be based on the proportion of students who complete the core qualification aim of the 16-19 programme
- **English and maths.** This will be reported separately and the Government is considering developing a progress measure that can better reflect the contribution of a provider who has helped a learner from a low starting point
- **Destination.** Further development needed. Consultation likely later this year
- **'Recognised' substantial vocational qualifications at L2.** A full list to be published this autumn
- Further work will also be undertaken to see how far performance measures can be applied in work-based settings such as apprenticeships and how far online learning such as MOOCs should be recognised in future performance measures

Summary: Additional measures



- **The Tech Bacc.** Remaining as a measure to recognise performance in three areas: an approved L3 Tech Level qualification; an approved maths qual and the Extended Project
- **L3 Maths achievement.** Intended to show the % of learners who have progressed from an A*-C grade at GCSE to a recognised L3 maths qual
- **AAB achievement in facilitating A' levels** This has now been reduced to achievement in two rather than three such subjects for entry to 'top' universities
- **A' level attainment.** This will show the average grade of students taking A' level only (no AS) programmes and will be based on points scored in the best 3 divided by 3
- **Achieving at a higher level of learning.** Potentially an important measure for many schools as it will show the % of learners who gain a higher qual than at KS4 and where significantly *"moving from an academic L2 qual at age 16 to a substantive VQ at L2 would also be counted as progress"*
- **Attainment in quals below L3.** This will be added once the data has been developed
- **Substantial quals at L2.** Included as both a headline and a wider measure to show the uptake of L2 VQs
- **Traineeships.** Performance measure yet to be developed
- **Progression Internships** for special needs. A measure to be used to show how many young people with special educational needs have completed such programmes

Changing your perspective



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