

Reforming Curriculum, Assessment, Qualifications and Accountability to Raise Achievement

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Department
for Education

Aim of my presentation

- Reforms to curriculum, assessment and accountability

Part of a wider reform programme to raise achievement within a school-led system.

- Marc Baker from Ofqual is speaking about qualification reforms



Case for Reform

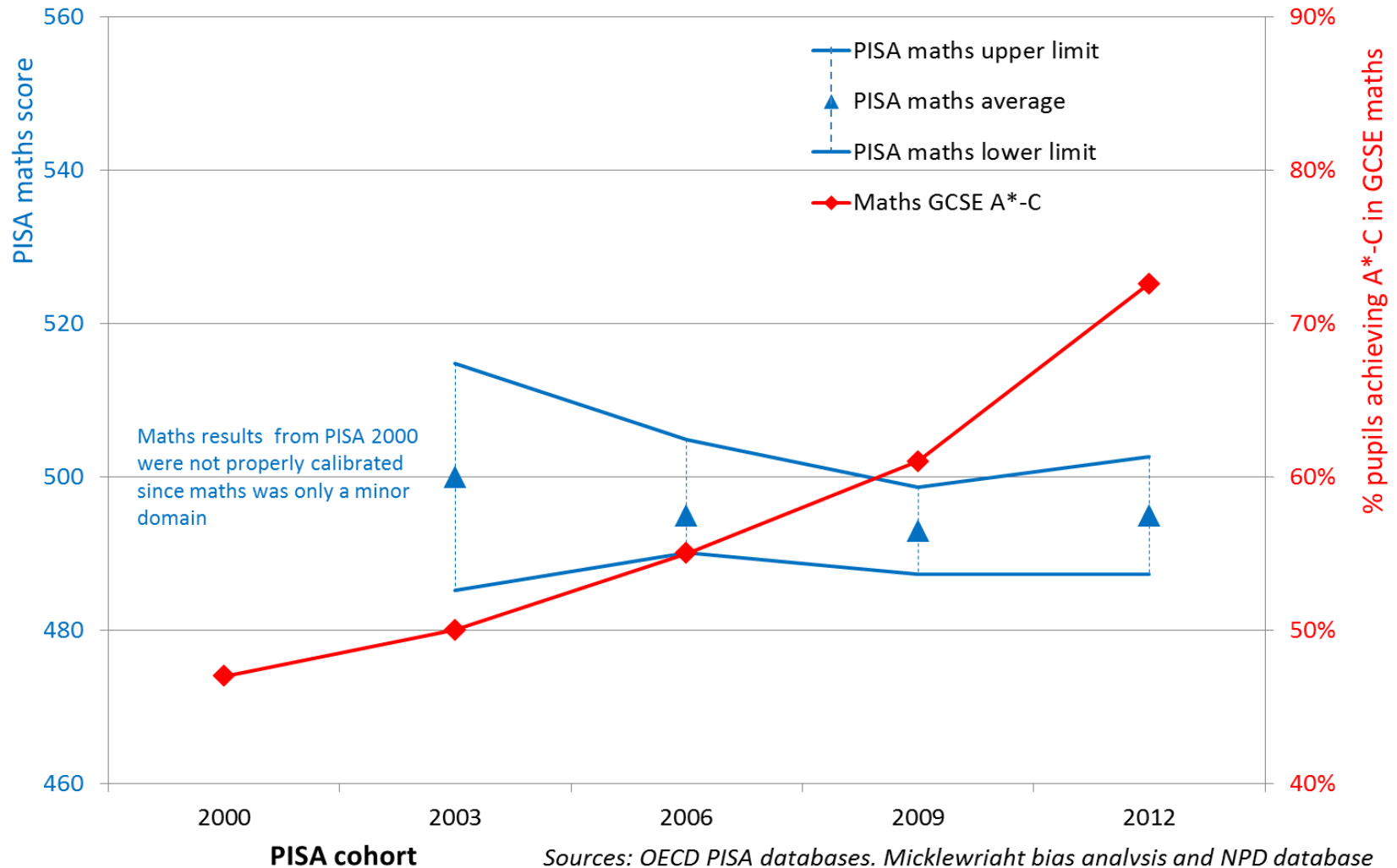
2010 Importance of Teaching White Paper:

- So many great schools and teachers but performance below our potential when compared internationally
- National curriculum should be slimmed down
- Qualifications less demanding and failing to meet needs of employers and university lecturers

Accountability system incentivises focus on C/D borderline pupils and perceived “easier” qualifications.



Trends in England's GCSE mathematics grades and PISA mathematics scores (2000-2012)



Reforms on a page

- **New national curriculum:** slimmer; focused on core knowledge and concepts; languages compulsory at key stage 2 (KS2); computing replaces ICT. In force from 2014.
- **Assessment:** should relate to schools' own curricula; national assessment in English and maths remain.
- **New GCSEs:** linear with a presumption in favour of examinations; English and maths for first teaching in 2015; other subjects in 2016 and 2017.
- **New A and AS levels:** assessed at end of course, main subjects for first teaching in 2015; maths, languages and others in 2016 and 2017.
- **Vocational Quals:** Wolf-reforms driving up quality, first at KS4 and now post-16.
- **Accountability:** smarter measures, minimising perverse incentives.



Vision for delivery

“...But what really matters is that this is a new approach to education, one that gives head teachers and schools far greater freedom. How they implement the national curriculum is down to them.

There will be no new statutory document telling teachers how to do their job. No national strategies telling teachers everything that they have to do. No national roll-out. This is a huge cultural shift.”

Elizabeth Truss, Parliamentary Under-Secretary of State (education and childcare) Speech at: <http://www.education.gov.uk/inthenews/speeches/a00222888/felcom>



Delivering the vision: less prescription

- New national curriculum sets out the ‘what’ and not the ‘how’
- Shorter programmes of study setting out core content – especially in foundation subjects and key stage 3
- Fuller for key stage 1-2 maths and English, recognising importance of these subjects

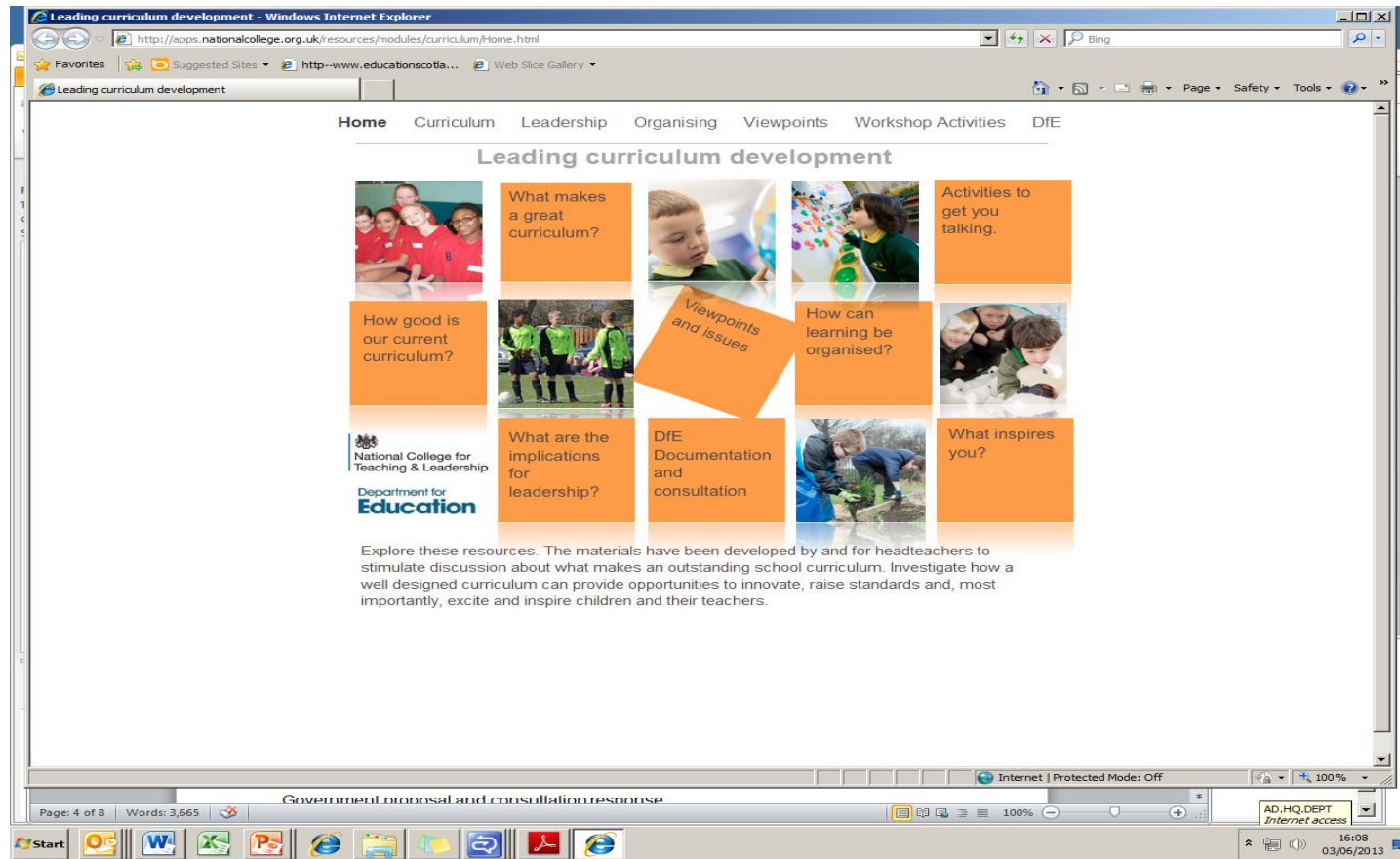


Delivering the vision: system leadership

- Significant expansion of system leaders across England
- Support for curriculum implementation
 - Teaching schools
 - National and local leaders of education
- Schools Direct – major shift in delivering ITE



Delivering the vision: curriculum change



<http://apps.nationalcollege.org.uk/resources/modules/curriculum/Home.html>



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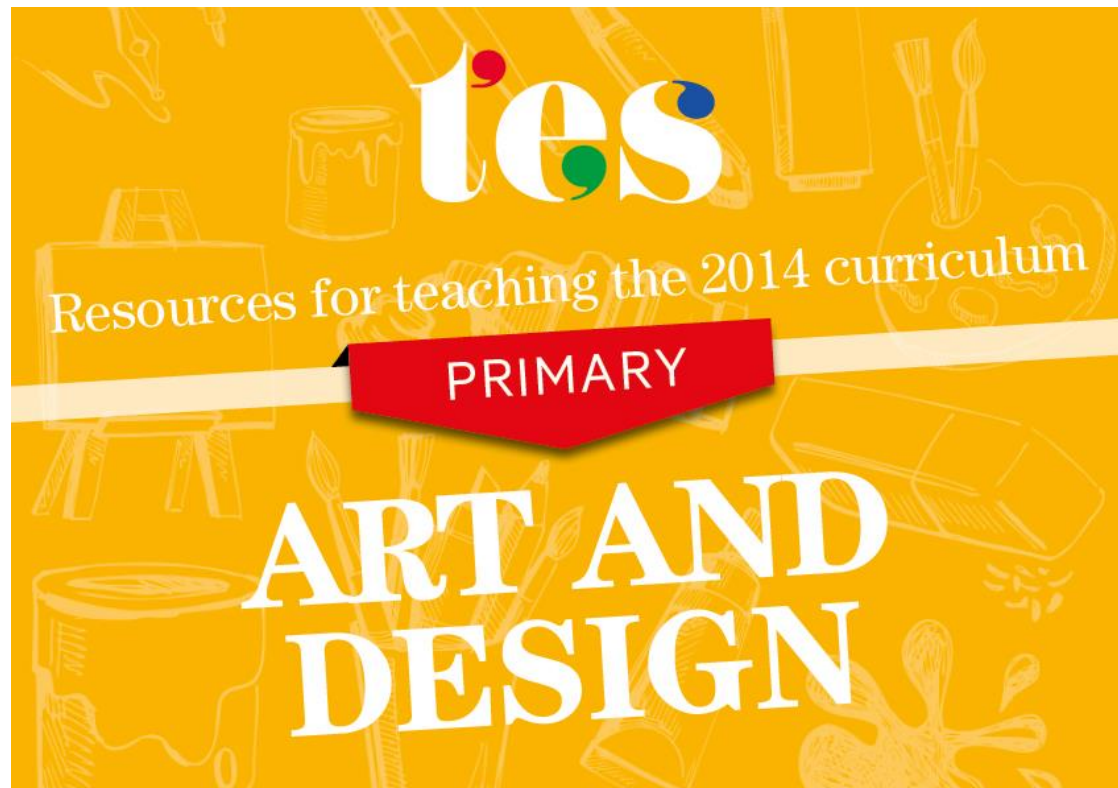
Delivering the vision: resources

- This curriculum makes new demands of teachers' subject knowledge
- Schools' needs will differ and it is for them to identify their areas for development
- Government is focussing investment in priority areas:
 - maths – NCETM has a range of support
 - science – national STEM centre has new materials
 - computing – £2m for additional master computer teachers



Resources in all subjects: TES Online

<http://www.tes.co.uk/resource-collections/national-curriculum-reform-2014-6412587/>



Assessment reforms

National assessments:

- New reception baseline assessment. Phonics check at Y1 remains.
- KS1 teacher assessment in reading, writing and maths (informed by reading, GPS and maths test)
- KS2 maths and reading tests, teacher assessment of writing, informed by GPS test.

National curriculum levels will be removed and not replaced; government will not prescribe approaches to formative assessment.

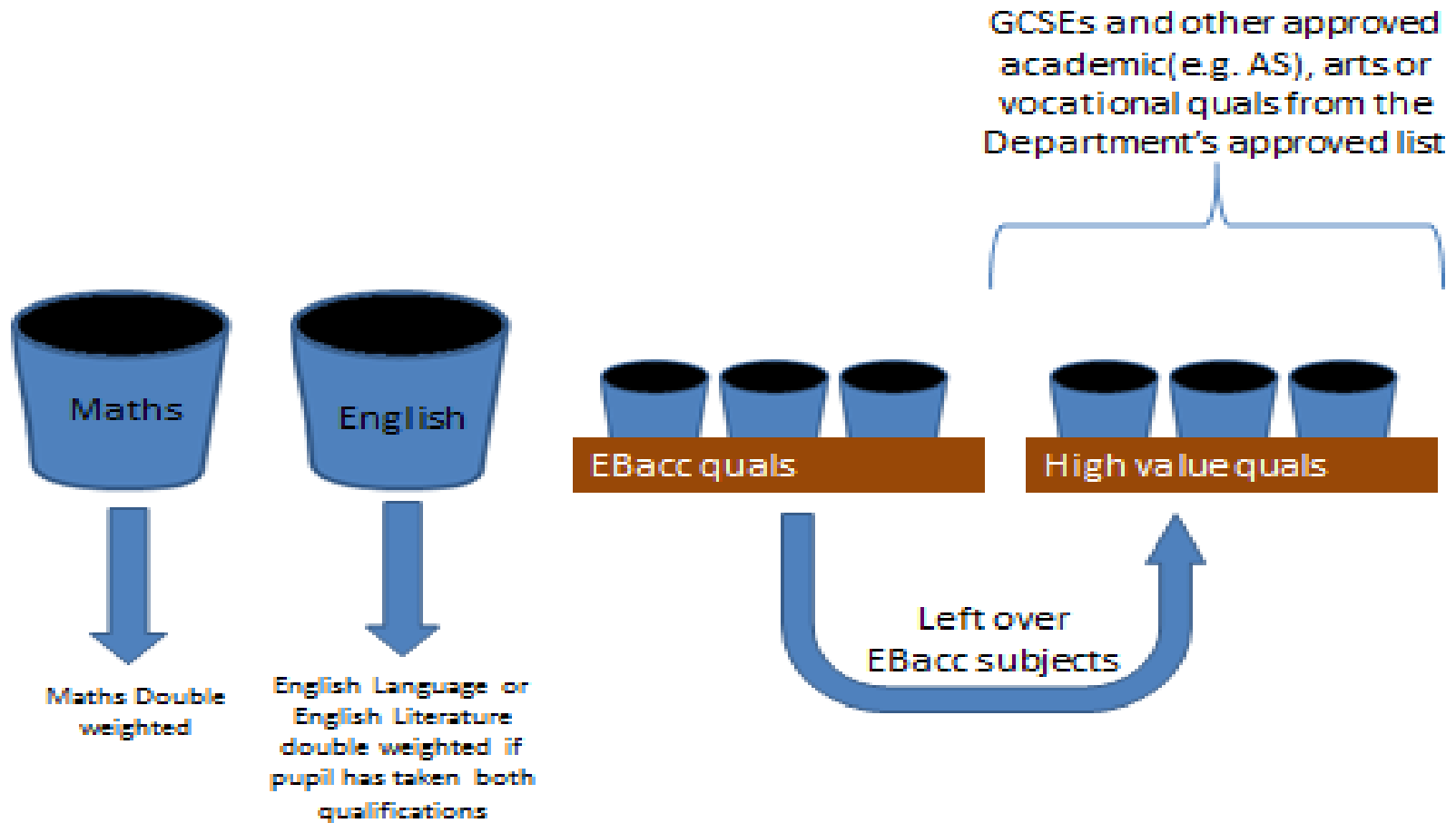


Accountability reforms: aims

- Measures of school effectiveness, which minimises the perverse incentives in the current system and are sufficiently flexible to reflect pupils' needs and recognises all pupils' achievements
- Incentivise a broad and balanced curriculum with a strong emphasis on English and Maths
- Respected, proportionate, risk-based inspectorate



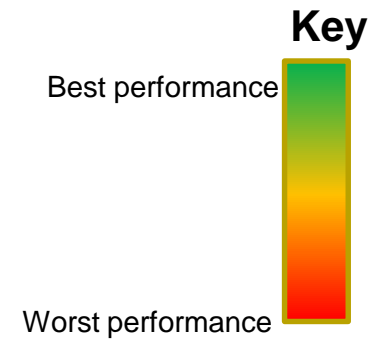
The progress 8 measure



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Department for Education

Secondary School



Pupils' Progress

Pupils average **+0.5** more grades per subject compared to others with the same results at 11



Average Grade

Pupils average a **B+** across a group of 8 qualifications



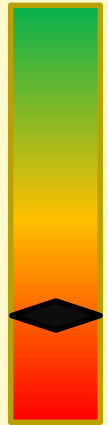
English and maths

65% of pupils achieve at least a C grade in English and maths GCSE



Academic Achievements

10% of pupils achieve the EBacc



Primary School

Key

Best performance



Worst performance

Pupils' Progress

Pupils average **-0.5** points above their peers with the same starting point



Mastering the Basics

85 % of pupils reach the expected standard at age 11



Average Attainment

Pupils average **105** in their age 11 assessments



High achievers

12% of pupils achieve a very high score in their age 11 assessment



Curriculum, Assessment, Qualifications and Accountability

