

National Curriculum Review - Call for Evidence

Consultation Response Form

The closing date for this consultation is: 14 April
2011

Your comments must reach us by that date.

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).

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 **PROFESSOR ROBIN ALEXANDER**

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If your enquiry is related to the policy content of the consultation you can contact the DfE Public Communications Unit on:

Telephone: 0370 000 2288

e-mail: NCRReview.RESPONSES@education.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0370 000 2288

e-mail: consultation.unit@education.gsi.gov.uk

SECTION A: ABOUT YOU

Please select ONE box that best describes you as a respondent. (Head teachers and teachers please select the school sector you work in).

<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Chair of Governors/Governor	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Secondary School	<input type="checkbox"/> Primary School	<input type="checkbox"/> Special School /SEN Sector
<input type="checkbox"/> Academy	<input type="checkbox"/> Independent School	<input type="checkbox"/> Early Years Sector
<input type="checkbox"/> Local Authority	<input type="checkbox"/> Employer/Business Sector	<input type="checkbox"/> Subject Association
<input type="checkbox"/> Awarding Organisation	<input type="checkbox"/> Government Body	<input checked="" type="checkbox"/> Higher Education - Education Specialist
<input type="checkbox"/> Higher Education - Other	<input type="checkbox"/> Further Education Provider	<input type="checkbox"/> Learned Society
<input type="checkbox"/> Teaching Association/Union	<input type="checkbox"/> Other (please specify in box below)	

Is your response representative of an organisation or is it an individual response?

<input checked="" type="checkbox"/> Organisation	<input type="checkbox"/> Individual
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Please Specify:

I am responding as Director of the **Cambridge Primary Review (CPR)**, an independent enquiry into the condition and future of English primary education supported from 2006-12 by Esmée Fairbairn Foundation. The CPR was launched in 2006, published 31 interim reports between 2006 and 2009 and in October 2009 published its final report. It is now in a three-year phase of dissemination, policy engagement and network-building: www.primaryreview.org.uk . I have been the CPR's Director since its inception.

Three points need to be made about the character and authority of the CPR's evidence and hence of this submission:

1. The CPR's scope was very wide, and the curriculum was just one of its themes. This meant that the CPR was able to embed its own review of the current national curriculum, and its proposals for change, not just in obviously essential matters like aims, pedagogy, assessment, teacher training, school leadership and staffing, but also in larger issues such as children's development and learning, the nature and prospects of British culture and society and the position of Britain in a competitive but interdependent world. All of these have, or ought to have, an impact on the formulation of a national curriculum, yet past reviews have either ignored them or even – as in the case of Rose and assessment – ruled against their consideration. In respect of educational aims, which is where any curriculum should start, these have been habitually added after the event, and hence serve no obvious purpose other than cosmetic.

In relation to the current national curriculum review, we are concerned that there is no evident educational rationale or explicit set of educational aims to guide the recommendations and decisions of those involved, other than the stated imperatives of imparting 'essential knowledge' (which begs further questions) and importing the thinking and practice of countries which outperform England in international surveys of student achievement. This is plainly unsatisfactory. Aside from aggregating responses as in a popularity contest we cannot see how, without a proper rationale, a defensible decision can be taken about which subjects to include and which aspects of those subjects count as 'essential knowledge'. It would be utter folly to make - say – history statutory but geography non-statutory just because the tally of positive responses to question 18 in this form is greater than to question 17 (if it is). Account must obviously be taken of opinions voiced, but curriculum planning is not a popularity contest and in the end the decision must be a genuinely educational one, and – to stay with this example - it's pretty clear that children need an understanding of both history and geography.

2. The CPR's evidence base is vast, and includes an enquiry-within-an enquiry on the curriculum itself which covers many of the questions which are posed by the current DfE review, and many which are not but which ought to be. For this reason, this submission refers to the CPR's evidence,

and occasionally quotes from it, sometimes at some length.

3. However, even these extensive pasted quotations are but a small part of the CPR's evidence, analysis and discussion. We are therefore sending to you, separately, hard copies of a number of the CPR's key documents which are relevant to the national curriculum review, including all those listed below. **These documents, especially the final CPR report, constitute the CPR's core evidence to the national curriculum review, and they must be taken together with the responses on this form.**

Because this form is being sent by email and the reports and other accompanying hard copy documents have been posted, we request that care be taken to ensure that they are brought together - and acknowledged - as parts of a single submission once they reach DfE.

The code words or letters in parentheses before each citation are for ease of reference in our responses to the questions in the consultation document.

THE DOCUMENTS BEING SENT BY POST

1. The CPR final report

(CPR final report) Alexander, R.J. (ed) (2010) *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*, Routledge.

This is the most important item in our submission, and we invite you to read the following:

Relating directly to the curriculum (Sections C, D and E in the consultation document): chapters 12, 13 and 14 (not forgetting chapter 12 on aims).

Relating to contingent questions (Section H in the consultation document) about children's learning and lives: chapters 4, 5, 6, 7 and 10.

Relating to contingent questions about the links between curriculum, assessment, standards and accountability (not posed in the consultation document, but mentioned in the remit): chapters 16 and 17.

Relating to transition from early years to primary and from primary to secondary (Section I in the consultation document): chapters 11 and 19.

Relating to implementation and schools' capacity to plan and teach the curriculum, and implications for ITT and CPD (Section J in the consultation document): chapters 21.

2. Briefings relating to the CPR final report

(B) Cambridge Primary Review (2009) Cambridge Primary Review Briefings:

The Final Report.

(C) Cambridge Primary Review (2009) Cambridge Primary Review Briefings: *After the Election: policy priorities for primary education.*

(D) Cambridge Primary Review (2009, updated 2011) Cambridge Primary Review Briefings: *Towards a New Primary Curriculum.*

3. Selected CPR research surveys and briefings

(E) Cambridge Primary Review (2008) Cambridge Primary Review Briefings: *Aims and Values in English Primary Education: national and international perspectives.*

(F) Cambridge Primary Review (2007) Cambridge Primary Review Briefings: *How Well Are We Doing? Research on standards, quality and assessment in English primary education.*

(G) Cambridge Primary Review (2008) Cambridge Primary Review Briefings: *The Structure and Content of English Primary Education: international perspectives.*

(H) Riggall, A. and Sharp, C. (2008) *The Structure of English Primary Education: England and other countries*, Cambridge Primary Review Research Survey 9/1.

(J) Shuayb, M. and O'Donnell, S. (2008) *Aims and Values in Primary Education: England and other countries*, Cambridge Primary Review Research Survey 1/2.

(K) Hall, K. and Øzerk, K. (2008) *Primary Curriculum and Assessment: England and other countries*, Cambridge Primary Review Research Survey 3/1.

(L) Machin, S. and McNally, S. (2008) *Aims for Primary Education: the national context*, Cambridge Primary Review Research Survey 1/3.

(M) Lauder, H., Lowe, J. and Chawla-Duggan, R. (2008) *Aims for Primary Education: changing global contexts*, Cambridge Primary Review Research Survey 1/4.

(N) Tymms, P. and Merrell, C. (2007) *Standards and Quality on English Primary Schools Over Time: the national evidence*, Cambridge Primary Review Research Survey 4/1.

(P) Whetton, C., Ruddock, G. and Twist, L. (2007) *Standards and Quality on English Primary Education: the international evidence*, Cambridge Primary Review Research Survey 4/2.

Note that updated versions of the above research surveys appear in:

Alexander, R.J. with Doddington, C., Gray, J., Hargreaves, L. and Kershner, R. (ed) (2010) *The Cambridge Primary Review Research Surveys*, Routledge.

Other

It will be noted from the above titles that the CPR accessed and analysed a considerable range and quantity of international evidence, including both data from the various surveys of student achievement and research. The CPR is somewhat concerned about the claims currently being made about lessons for England from international comparisons and we are therefore also sending the following:

(Q) Alexander, R.J. (2010) ‘ “World Class Schools” – noble aspiration or globalized hokum?’ 2009 Presidential Address to the British Association of International and Comparative Education, *Compare: a journal of comparative and international education*, 40(6) 801-818.

As noted in this response, the CPR has been much exercised by the problem of curriculum capacity in primary schools (see comments in Section J). The Secretary of State has accepted the CPR’s recommendation of an enquiry into primary schools’ capacity to plan a broad curriculum and teach it to a high standard in all its aspects, and the CPR is involved in this enquiry. He has also said that it should feed into the NC review. We are therefore sending the briefing paper on this matter which we prepared for the Secretary of State and Minister for Schools:

(R) Alexander, R.J. (2010) ‘Quality and standards in the primary curriculum’, University of Cambridge: Cambridge Primary Review

SECTION B: FOR PARENTS AND CARERS ONLY (Q1 - Q5)

Please go to Section C if you are not a parent or carer

The National Curriculum sets out what all pupils in England should learn from the ages of 5 to 16. It is not intended to cover everything that children should be taught, but only the essential knowledge which should be determined nationally, rather than by individual schools. More information on the current National Curriculum can be found [here](#).

As part of the review of the National Curriculum, we want to know how you as parents/carers can be well informed about what your child should be learning, so that you can support your children and know what to expect from their school. So please let us know your views and experiences.

1 Do you have a child or children in any of the following age groups? Please tick all that apply.

Under 4

4-10 years

11-16 years

Over 16

Comments:

2 What would most help you to know what your children should be learning in different subjects at school?

Comments:

3 Currently schools use eight National Curriculum "levels" to identify the level at which children are working in each subject (eg "Your child is at Level 4 in English and Level 5 in mathematics"). Does this kind of reporting help you to understand how well your child is doing at school?

Yes No Not Sure

Comments:

4 Is there anything that you think could be done to the National Curriculum that would help you support your children's learning more effectively?

Comments:

5 Please use this space for any other comments you would like to make about issues covered in this section.

Comments:

SECTION C: GENERAL VIEWS ON THE NATIONAL CURRICULUM (Q6a - Q8)

The National Curriculum is one part of the wider school curriculum. Each subject in the National Curriculum has a statutory Programme of Study that is determined by the Government setting out the content to be taught in that subject. Schools are legally required to teach these subjects and the specified content to all pupils at the relevant key stages (a key stage is a group of school years). More information on the current National Curriculum can be found [here](#).

The National Curriculum was originally envisaged as a guide to what children should learn in key subjects, giving parents and teachers confidence that students were acquiring the knowledge necessary at each level of study to make appropriate progress. As it has developed, the National Curriculum has come to include more subjects, prescribe more outcomes and take up more school time than originally intended. It is the Government's intention that the National Curriculum be slimmed down so that it properly reflects the body of essential knowledge in key subjects and does not absorb the overwhelming majority of teaching time in schools. Individual schools will then have greater freedom to construct their own curricula in subjects outside the National Curriculum, to reflect local circumstances and the needs of their pupils.

The purpose of this section is to find out your general views on the current National Curriculum and what, if anything, you think should be changed.

6 a) What do you think are the key strengths of the current National Curriculum?

Comments:

It gives children a statutory entitlement to a broad and generally well-conceived curriculum, and has been instrumental in ensuring that subjects which were rarely or patchily taught in primary schools before the 1988 Education Reform Act – notably science – became compulsory.

We are aware that some may quibble about the word 'entitlement'. However, the wording of the relevant Acts is quite clear. There is a legal requirement on schools to teach the listed subjects and this makes them an entitlement.

For detailed comments see:

1. CPR final report, chapter 13.
2. CPR final report, chapter 24, conclusion 38.
3. Document C.

6 b) What do you think are the key things that should be done to improve the current National Curriculum?

Comments:

The CPR has provided a comprehensive critique of the current national curriculum, together with detailed proposals for its improvement, and we refer you to these. See the CPR final report and related briefings as follows:

1. Chapter 12, pp 174-202 on the absence of properly considered aims in the current curriculum and a proposed aims framework.
2. Chapters 13 and 14, pp 203-251, for a critique of the current national curriculum.
3. Chapter 14, pp 251-278 for proposals for change.
4. Chapter 24, conclusions and recommendations 32 – 53, pp 492-5.
5. Document D. This briefly summarises the main problems of the current national curriculum as below.

From document D:

- The beginning and end of primary education - Reception and Year 6 - are particular pressure points. In Reception, the developmentally-focused EYFS collides with the national curriculum; in Year 6, breadth competes with the much narrower scope of what is to be tested.
- As children progress through the primary phase, their statutory entitlement to a broad and balanced primary education is increasingly but needlessly compromised by the 'standards' agenda.
- The most conspicuous casualties are the arts, the humanities and those kinds of learning in all subjects which require time for talking, problem-solving and the extended exploration of ideas; memorisation and recall have come to be valued over understanding and enquiry, and transmission of information over the pursuit of knowledge in its fuller sense.
- Fuelling these problems has been a policy-led belief that curriculum breadth is incompatible with the pursuit of standards in 'the basics', and that if anything gives way it must be breadth. Evidence going back many decades, including reports from HMI and Ofsted, consistently shows this belief to be unfounded. Standards and breadth are interdependent, and high-performing schools achieve both.
- This is one of several modern manifestations of the historic divide between 'the basics' (protected) and the rest of the curriculum (viewed as dispensable). Now recognised as a threat to standards as well as entitlement, this split is exacerbated by the relative neglect of the non-core curriculum in initial teacher training, school inspection and CPD. This produces a primary curriculum which is often two-tier in terms of quality as well as time.
- Separate development and management of the national strategies (by DCSF/DfE) and the national curriculum (by QCA/QCDA) seriously dislocated the teaching of English and mathematics. English is in particular and urgent need of re-conceptualisation.
- Micro-management by government, the national agencies and national strategies is widely perceived to have been excessive and to have contributed to some of the problems above.
- Curriculum debate, and thus curriculum practice, are weakened by a muddled and reductive discourse about subjects, knowledge and skills. Discussion of the place of

subjects is needlessly polarised; knowledge is grossly parodied as grubbing for obsolete facts; and the undeniably important notion of skill is inflated to cover aspects of learning for which it is not appropriate. There is an urgent need for key curriculum terms to be clarified and for the level of curriculum discussion and conceptualisation to be raised. Re-naming components of the curriculum 'skills', 'themes' or 'areas of learning' does not of itself address the fundamental question of what primary education is about; nor does it necessarily make the curriculum more manageable in practice.

- A curriculum should reflect and enact educational aims and values, but during the past two decades national aims and curriculum have been separately determined, making the aims cosmetic and the true purposes of primary education opaque. In a complex and changing world there is an urgent need for proper debate about what primary education is for. This debate was pre-empted when the national curriculum was introduced in 1988-9, and again when it was reviewed in 1997-8. It happened yet again in 2008-9 when the Rose Review took an existing package of secondary aims from QCDA and added them to a predetermined primary curriculum framework, without asking the essential prior questions about values and purposes.

7 a) What are the key ways in which the National Curriculum can be slimmed down?

Comments:

The CPR is unequivocal about the need to protect curriculum breadth, but also to make breadth other than merely nominal and to secure high standards of teaching and learning in all subjects, regardless of how much or how little time each is allocated. This case is argued on the grounds of (i) educational entitlement - pupils in primary schools need a proper foundation for their learning both now and in the future and for later educational choice, (ii) educational standards – HMI and Ofsted inspection evidence consistently show that standards in the so-called 'basics' of literacy and numeracy are interdependent, and that narrowing the curriculum down in the hope of raising such standards is not only educationally unsound but also counterproductive.

The CPR expresses considerable concern at a continuing failure, across all political parties, to engage with and accept this evidence, even though it has been registered not just in HMI/Ofsted reports but also in a White Paper from an earlier Conservative government (*Better Schools*, 1985).

It follows that although the CPR itself has argued for a reduction in the specified content of the national curriculum, the reduction should be across the board rather than by cutting back what the CPR regards as essential domains of knowledge and understanding or downgrading their status from statutory to compulsory or optional. **As evidence from the CPR, Ofsted and HMI show, while England's best primary schools will always provide both breadth and excellence, an unacceptably large number will reduce the curriculum to what is required and/or tested or to those**

subjects beyond what is required/tested that they happen to be interested in. This is a key lesson of recent educational history. The government must not take the risk, in pursuit of the otherwise commendable aim of reducing the weight of required content, of denying a significant proportion of the nation's children access to a proper educational foundation at the primary stage.

We underline the point by referring to the distinction made in a recent *Guardian* article (15.3.11) by the CPR's Director:

From *The Guardian*, 15 March:

So, at the start of the latest national curriculum review, two versions of 'minimal entitlement' appear to be on offer. Minimalism 1 reduces entitlement to a handful of subjects deemed uniquely essential on the grounds of utility and international competitiveness. The first criterion is too narrowly defined and the second falls foul of the hazards of international comparison.

Minimalism 2, which the review's remit makes possible but doesn't overtly encourage, foregrounds the educational imperative of breadth by making a wider range of subjects statutory. Minimalism 2 strives to balance the different ways of knowing, understanding, investigating and making sense that are central to the needs of young children and to our culture - and hence, surely, to an entitlement curriculum - and achieves the required parsimony by stripping back the specified content of each subject to its essential core. This is a very different core curriculum to the winner-takes-all version with which we are more familiar. **Rather than a small number of core subjects, we have core learnings across a broad curriculum, every subject or domain of which, by reference to a well argued set of aims, is deemed essential to a basic education.**

The latter route - called here 'minimalism 1' - is the one we commend for KS1 and 2. We propose a framework of eight domains, which is a considerable simplification of the current requirement of 13 subjects plus RE. It groups cognate disciplines within domains so as to encourage schools to approach their treatment creatively and flexibly. **We believe that though there may be argument about the precise configuration and content of the domains, this approach is right for the primary phase and provides appropriate bridges both from the EYFS areas of learning and to the subject-based secondary curriculum. The domains derive from the CPR's extensive consultation and evidence, and from its proposed aims. Each domain is essential and each must be safeguarded by making it statutory.**

CPR proposes a framework which dispenses with the current division between 'core' and 'non-core' subjects, though it does argue that language is the most fundamental condition for all learning and in that sense is the true core of the curriculum. It safeguards not 13 subjects plus RE (the current requirement) but 8 domains of knowledge, understanding, skill and disposition, requiring a reduction in statutorily specified content across the board (i.e. 'minimalism 1'), but with more detailed programmes of study available on an advisory basis.

Document D briefly summarises the proposals as principles which the CPR believes should and can apply to curriculum content frameworks other than its own.

From Document D:

A revised national curriculum for the primary phase should:

- seek to resolve the problems summarised above;
- start from, and be driven by, a clear statement of the aims of primary education grounded in analysis of children's present and future needs and the condition of the society and world in which children are growing up;
- have regard to principles of procedure which highlight entitlement, quality, equity, breadth, balance, local engagement, and guidance rather than prescription;
- reject ambivalence and fudge about the place of knowledge in primary education and makes it central to the proposed framework;
- respect and build on the EYFS curriculum (structural proposals on the EYFS/primary relationship and the reconfiguring of the primary phase are also in the Review's final report);
- be conceived as a matrix of [12] educational aims and [8] domains of knowledge, skill, enquiry and disposition, with the aims locked firmly into the framework from the outset;
- dispense with the notion of the curriculum core as a small number of subjects and place all the specified domains within the statutory curriculum on the principle that although teaching time will continue to be differentially allocated, all the domains are essential to young children's education and all must be taught to the highest standards;
- at the same time insist on the centrality of language, oracy and literacy, both in their own right and as enabling learning across a curriculum in which breadth and standards go hand in hand;
- reconceptualise key curriculum areas, notably language/oracy/literacy, citizenship, faith and belief, ICT and personal/wellbeing education;
- provide for a strong local component, differentiating the *national* and *community* curriculum, and dividing time between them on the notional basis of 70/30 per cent of the yearly teaching total;
- offer schools much greater flexibility than at present, subject to the need to safeguard children's entitlement to a curriculum which is broad, balanced and coherent and which secures continuity and progression within and between school years and educational phases.

The framework: aims (elaborated in the CPR final report, pp 197-200)

The 12 aims for primary education are in three groups.

- *The needs and capacities of the individual* ♦ **wellbeing** ♦ **engagement** ♦ **empowerment** ♦ **autonomy**
- *The individual in relation to others and the wider world* ♦ **encouraging respect and reciprocity** ♦ **promoting interdependence and sustainability** ♦ **empowering local, national and global citizenship** ♦ **celebrating culture and community**
- *Learning, knowing and doing* ♦ **knowing, understanding, exploring and making sense** ♦ **fostering skill** ♦ **exciting the imagination** ♦ **enacting dialogue**

The framework: domains (elaborated and explained in the CPR final report, pp 265-272)

The term 'domains' has been chosen in preference to existing alternatives (e.g. subjects, areas of learning, themes) so as to allow them to be considered without preconception. A domain has coherence, integrity and an essential core of knowledge, skill and/or enquiry; capacity to contribute to the achievement of one or more of the 12 proposed aims for primary education; potential to build on the EYFS and bridge to the secondary curriculum

while respecting the distinctiveness of the primary phase of children's education. A domain is not merely a named slot in the school's weekly timetable: how the domains are translated and organised in practice is for schools to decide. Nor is it an invitation to the kind of topic work in which thematic serendipity counts for more than advancing children's knowledge, understanding and skill.

Eight domains are identified from the Review's evidence and consultation as being essential to the pursuit of the proposed aims for the primary phase. The domains – here listed alphabetically to preclude assumptions about hierarchy – are:

♦ arts and creativity ♦ citizenship and ethics ♦ faith and belief ♦ language, oracy and literacy ♦ mathematics ♦ physical and emotional health ♦ place and time ♦ science and technology

The current core of three protected subjects (in which the non-core subjects have often lost out and vital opportunities for extending and applying 'the basics' have been restricted) is replaced by an entitlement curriculum in which *all* eight domains are essential and protected, even though time allocations for each will of course vary. At the heart of the new curriculum is the revised and much strengthened domain of language, oracy and literacy, which also includes ICT and a foreign language. Oracy is considerably more rigorous than what is currently defined as 'speaking and listening' and enhances both literacy and the curriculum as a whole. Several other domains entail no less radical change, for this is no mere exercise in mere curriculum re-arrangement. Detailed domain descriptions, for which there is insufficient space here, are provided in the final CPR report, pp 267-72.

'Slimming down': important note

The CPR disagrees strongly with the central premise of the previous government's Rose review of the primary curriculum, that the current national curriculum is overloaded to the point of being unmanageable. As the final CPR report says, since Ofsted evidence shows that many primary schools successfully teach the full range of national curriculum subjects, and in addition secure high standards in the KS2 tests, the current national curriculum may be densely and perhaps excessively packed with content but it cannot be regarded as inherently unmanageable.

The problem, the CPR argues, has more to do with schools' capacity to conceptualise, discuss and plan the curriculum, and with the range and quality of subject-specific expertise which is available to them – both of which conditions vary considerably from one school to another – and with contingent deficiencies in initial teacher training, CPD, school leadership, inspection and external support.

For this reason, the success of any new national curriculum depends less on its content or on any supposed 'slimming down' than on tackling the historic problem of primary schools' curriculum capacity. Unless this problem is addressed, the current review will be helpful to our best primary schools but counter-productive in many of the others, and children will be the losers. On which, see: final CPR report, chapter 21.

7 b) Do you think that the proportion or amount of lesson time should be specified *in any way* in the National Curriculum; eg for particular subjects and/or within particular key stages?

Yes

No

Not Sure

Comments:

The CPR has proposed the following balance of statutory requirement and non-statutory guidance for each of the proposed 8 domains in its revised national curriculum. **The proposal has something in common with the Secretary of State's preferences and can readily be applied in the present case.**

From the final CPR report, p 273:

[For each domain there should be:]

An expanded statement of the essential features of the domain (statutory)

- the overall rationale and scope of the domain
- those of the [12] aims for primary education which are most effectively pursued within the domain, and how they can be securely embedded within it
- the knowledge, skills, dispositions and modes of enquiry and exploration with which the domain is chiefly concerned
- what, in general terms, a child should be expected to encounter, experience, know and do within the domain by the time he/she moves on to secondary education.

A programme of study (non-statutory)

- progression in the identified knowledge, skills and dispositions through the primary phase
- more precise intermediate and terminal indications of what children should encounter, experience, know and do, possibly year by year and certainly for the end of the primary phase
- particular aspects of the specified knowledge and skill which require regular attention and/or practice
- how the domain builds on the EYFS curriculum and leads on to the secondary curriculum
- how the identified problems in current arrangements can be avoided
- priorities for ITT, CPD and resources.

8 Please use this space for any other comments you would like to make about the issues covered in this section

Comments:

It is unfortunate that the remit for the NC review perpetuates and hence potentially exacerbates three major problems of the current national curriculum and indeed of all recent official statements on the school curriculum:

- (i) The Victorian legacy of a sharp divide between ‘the basics’ (now expanded to include science and PE) and the rest, with the prospects of the non-core subjects further diminished by their relative neglect in ITT, CPD, Ofsted inspection, school leadership and national initiatives. Many of the non-core subjects, therefore, lose in terms of quality as well as time. **It was a former HMCI – and current Permanent Secretary at DfE, no less – who coined the phrase ‘the two-tier curriculum’ for this situation, and who deplored it (as do we).**
- (ii) The failure to attend to the balance of national and local which is essential in a country as diverse – culturally, linguistically, demographically, economically, environmentally – as England. One purpose of reducing the level of national curriculum specification must be to give teachers and schools greater flexibility. Another is the need for schools working together within and with particular communities to identify local needs and opportunities to which the curriculum should respond.
- (iii) The failure to precede the identification of curriculum priorities by a proper analysis of the needs of children and society at a time of rapid and problematic change, and by a clear and defensible statement of aims and values which can explicitly shape, steer and evaluate the curriculum at the levels of both policy and practice.

Further comment on each of these:

(i) THE TWO-TIER CURRICULUM

The CPR responds to (i) by the simple expedient of abolishing the core/non-core distinction and while accepting that some subjects will be allocated more time than others it insists that the principle to be applied must be this:

Children are entitled to a curriculum in which every aspect is taught to the highest possible standard, regardless of how much or how little time it is allocated.

We do not see how anyone can possibly reject this principle, or condone the all-too common assumption that in the non-core subjects the quality of teaching doesn’t matter overmuch, as long as ‘the basics’ are properly attended to.

However, upgrading the quality of teaching in the wider curriculum requires

reform in ITT, CPD, inspection and school leadership, which is why the CPR's recommendation for review of primary schools' curriculum capacity is so important – a recommendation to which the Secretary of State responded positively in his letter of 14 January 2011 to the CPR Director.

(ii) NATIONAL AND LOCAL: THE COMMUNITY CURRICULUM

On (ii) above, the CPR approaches the national/balance by reducing the level of specification overall and setting alongside the national curriculum a locally-determined 'community curriculum.' From the final CPR report, pp 262-3 and 274-5.

It is therefore proposed that each domain should have national and local components, with the time available for the local component across all domains set at 30 per cent of the *yearly* total.

This needs further explanation. A local element in the curriculum is appropriate, essential and therefore required, but making it mandatory in each domain would make little sense since a domain like mathematics has relatively limited scope for local variation while others – for example through local history or ecology, the exploration of local culture and faith, the arts in the local community and the work of local writers – offer considerable scope. Setting the expected allocation at 30 per cent *overall* allows schools to make some domains more local than others. It also allows schools to compensate for over or under-representation in the national component. But if local planners cannot conceive of anything distinctly local in a particular domain this should not mean that it disappears from that level; rather that what is proposed nationally becomes local as well.

The local component is valuable, and indeed essential, in three further senses:

- This enquiry has reviewed research which confirms, in reaction against earlier deficit or 'blank slate' views of childhood, just how much young children know, understand and do outside school and how competent and capable many of them are from an early age.¹ On the basis of this research we argue that primary schools can and should respect and build on children's non-school learning, experience and capability. The local component encourages this.
- The government-initiated *Narrowing the Gap* programme, which focuses on what can be done to narrow the gap in outcomes between vulnerable and excluded children and the rest, makes success in this vital area heavily dependent on the work and collaboration of local agencies, including local authorities. Significantly, curriculum initiatives are prominent in the 115 case studies provided in the programme's November 2008 report.² By their nature, these are local. Our proposed local component to the curriculum provides a framework for embedding such responses. It also invites schools, LAs and other agencies to make the local in curriculum matters habitual rather than exceptional, for although *Narrowing the Gap* concentrates on the specific groups identified as most vulnerable, the 'gap' is more correctly seen as a continuum, with children's educational engagement shading gradually from full through many stages of partial to minimal, and their educational attainment likewise. And it is not only the vulnerable who under-achieve.
- The capacity to innovate is not restricted to national government and its agencies. Schools, local authorities and the communities they serve have massive potential in this regard. Some of the most interesting and powerful educational ideas and practices of recent years have come from the educational grass roots, but their later adoption by national agencies has been marred by an unwillingness to acknowledge their source, and even by plagiarism, for centralisation justifies itself by contrasting government omniscience with local ignorance. Noting how much is made of the importance of

speaking and listening in the Rose Review's report after it was barely mentioned in the primary national strategy's *Excellence and Enjoyment*, and the way that this shift reflects not the inspiration of national agencies but the combined efforts of researchers, schools and local authorities, one eminent director of children's services commented:

It is a commonplace that, historically, many system-wide innovations have originated in specific localities and local authorities ... For over two decades this has not been recognised. I believe that in a climate where the local potential for nationally-relevant innovation was acknowledged, [the work on talk reform] would have spread faster and further. It is absurd that the system has to wait so long for the Rose seal of approval for the centrality of the spoken word.

In sum, then, the core curriculum at the primary stage is redefined as requirements for *all* the specified domains, not just some of them, so 'core' disappears. Each domain has both national and local components which, below, we term the *national curriculum* and the *community curriculum*.

The national/local division is proposed as 70/30 for the school year as a whole. The failure of Dearing's 80/20 recommendation in 1993 to come to anything shows that the local component must have a sufficient proportion of the whole to be viable and to resist erosion by national requirements. But because the domains pervade both national *and* local components, this does not mean that any domain loses out, whereas with Dearing all the national curriculum subjects were to be contained within the recommended 80 per cent, which would have made the non-core subjects unviable once the core had taken its 50-60 per cent. Our approach is different. There is no core/non-core distinction. Every domain is both required and protected. The national/local split is not a division between domains but a way of balancing, within each domain, global, national and local concerns and opportunities; and it reflects the need for school, local authorities and communities, as well as government and its agencies, to play their full part in determining a significant part of what each domain contains.

...

This arrangement, we should add, is not an attempt to recover what was recommended in the 1993 Dearing Report and left unimplemented. On that occasion, the time (20 per cent) was to be entirely at each school's discretion. In contrast, the local component proposed here has an explicitly communal focus and both encourages a local orientation in those of the domains where this is applicable and gives life to aim 8, 'Celebrating culture and community'. It is for these reasons that we suggest that the local component be planned collectively, even though the outcome in terms of detail will be non-statutory. In a multi-ethnic inner city, schools and the local authority might work together to ensure that the curriculum as a whole genuinely engages with both the challenges of that environment and its possibilities in terms of the cultural diversity and richness that flow from plurality. It would also give close attention to the handling of faith and the teaching of language, including the choice of a foreign language. In a rural area, small and widely-dispersed primary schools might collaborate to enhance the study of a very different environment, to share resources, and to ensure that pupils have access to those cultural riches more readily available in urban settings.

Additionally, by building on children's knowledge and experience, by engaging children educationally with the local culture and environment in a variety of ways, and by involving children in discussion of the local component through school councils and the work of the CCPs, the community curriculum would both give real meaning to children's voice and begin the process of community enrichment and regeneration where it matters.

Cambridge Primary Review witnesses deplored the loss of community outside school and were grateful for what many schools offer by way of compensation. The community curriculum, allied to more flexible use of school premises, is a way to recover the idea of community in its fullest sense. It also offers a much-needed way to re-invigorate the creative

potential and innovative partnership of schools, local authorities, colleges and universities, bearing in mind the contention by a senior witness to the Review, quoted earlier, that this is where many of the most significant educational innovations have originated.

Note: it is the *principle* of the community curriculum that is important here, not the precise distribution of time. In fact, the CPR started with a 60/40 split but opted for 70/30 as being more likely to command support while avoiding the risk, inherent in Dearing's 80/20, that a part of the curriculum confined to the equivalent of just one day a week could too readily be eroded (which is what happened).

(iii) AIMS FOR PRIMARY EDUCATION

On the matter of aims – (iii) above – the CPR has proposed a set of twelve aims in three broad groups which relate to the individual, society, and to curriculum and pedagogy – or, to repeat the title of the CPR final report, *children, their world, their education*.

From the CPR final report, pp 197-9:

Aims for primary education

So we proceed from principles by which the work of government, public bodies, local authorities and schools might be guided, to the twelve core educational aims which schools might pursue through the way they organise themselves, through the curriculum, through pedagogy, and through the relationships they daily seek to foster and enact.

The first group identifies those individual qualities and capacities which schools should strive to foster and build upon in each child, in whatever they do, and the individual needs to which they should attend. The second group includes four critically important orientations to people and the wider world. The third group focuses on the content, processes and outcomes of learning, or the central experiences and encounters which primary schools should provide.

The individual

- ***Well-being.*** To attend to children's capabilities, needs, hopes and anxieties here and now, and promote their mental, emotional and physical well-being and welfare. Happiness, a strong sense of self and a positive outlook on life are not only desirable in themselves: they are also conducive to engagement and learning. But well-being goes much further than this, and 'happiness' on its own looks merely self-indulgent. Caring for children's well-being is about attending to their physical and emotional welfare. It is about inducting them into a life where they will be wholeheartedly engaged in all kinds of worthwhile activities and relationships, defined generously rather than narrowly. It is about maximising children's learning potential through good teaching and the proper application of evidence about how children develop and learn and how teachers most effectively teach. Fostering children's well-being requires us to attend to their future fulfilment as well as their present needs and capabilities. Well-being thus defined is both a precondition and an outcome of successful primary education.
- ***Engagement.*** To secure children's active, willing and enthusiastic engagement in their learning.
- ***Empowerment.*** To excite, promote and sustain children's agency, empowering them through knowledge, understanding, skill and personal qualities to profit from their present and later learning, to discover and lead rewarding lives, and to manage life and find new meaning in a changing world.

- **Autonomy.** To foster children's autonomy and sense of self through a growing understanding of the world present and past, and through productive relationships with others. Autonomy enables individuals to establish who they are and to what they might aspire; it enables the child to translate knowledge into meaning; it encourages that critical independence of thought which is essential both to the growth of knowledge and to citizenship; it enables children to discriminate in their choice of activities and relationships; and it helps them to see beyond the surface appeal of appearance, fashion and celebrity to what is of abiding value.

Self, others and the wider world

- **Encouraging respect and reciprocity.** To promote respect for self, for peers and adults, for other generations, for diversity and difference, for language, culture and custom, for ideas and values, and for those habits of willing courtesy between persons on which civilised relations depend. To ensure that respect is mutual: between adult and child as well as between child and adult. To understand the essential reciprocity of learning and human relations.
- **Promoting interdependence and sustainability.** To develop children's understanding of humanity's dependence for well-being and survival on equitable relationships between individuals, groups, communities and nations, and on a sustainable relationship with the natural world, and help children to move from understanding to positive action in order that they can make a difference and know that they have the power to do so.
- **Empowering local, national and global citizenship.** To help children to become active citizens by encouraging their full participation in decision-making within the classroom and school, especially where their own learning is concerned, and to advance their understanding of human rights, democratic engagement, diversity, conflict resolution and social justice. To develop a sense that human interdependence and the fragility of the world order require a concept of citizenship which is global as well as local and national.
- **Celebrating culture and community.** To establish the school as a cultural site, a focal point of community life and thought. To enact within the school the behaviours and relationships on which community most directly depends, and in so doing to counter the loss of community outside the school. To appreciate that 'education is a major embodiment of a culture's way of life, not just as a preparation for it';³ and 'School is a place of culture – that is, a place where a personal and collective culture is developed that influences the social political and values context and, in turn, is influenced by this context in a relationship of deep and authentic reciprocity.'⁴ Policy has paid little attention to the cultural and communal significance of primary schools and their pupils, except perhaps in the context of decisions about rural school closures, and then only after the event, as it were. This is a grave omission. To establish itself as a thriving cultural and communal site should be a principal aim of every school.

Learning, knowing and doing

- **Exploring, knowing, understanding and making sense.** To enable children to encounter and begin to explore the wealth of human experience through induction into, and active engagement in, the different ways through which humans make sense of their world and act upon it: intellectual, moral, spiritual, aesthetic, social, emotional and physical; through language, mathematics, science, the humanities, the arts, religion and other ways of knowing and understanding. *Induction* acknowledges and respects our membership of a culture with its own deeply-embedded ways of thinking and acting which can make sense of complexity and through which human understanding constantly changes and advances. Education is necessarily a process of acculturation. *Exploration* is grounded in that distinctive mixture of amazement, perplexity and curiosity which constitutes childhood wonder; a commitment to discovery, invention, experiment, speculation, fantasy, play and growing linguistic agility which are the essence of childhood.

- **Fostering skill.** To foster children's skills in those domains on which learning, employment and a rewarding life most critically depend: in oracy and literacy, in mathematics, science, information technology, the creative and performing arts and financial management; but also and no less in practical activities, communication, creativity, invention, problem-solving, critical practice and human relations. To ally skills to knowledge and a sense of purpose in order that they do not become empty formulae devoid of significance.
- **Exciting the imagination.** To excite children's imagination in order that they can advance beyond present understanding, extend the boundaries of their lives, contemplate worlds possible as well as actual, understand cause and consequence, develop the capacity for empathy, and reflect on and regulate their behaviour; to explore and test language, ideas and arguments in every activity and form of thought. In these severely utilitarian and philistine times it has become necessary to argue the case for creativity and the imagination on the grounds of their contribution to the economy alone. Creative thinking is certainly an asset in any circumstance, and the economic case, as many arts organisations have found, can readily be made. At the same, we assert the need to emphasise the *intrinsic* value of exciting children's imagination. To experience the delights – and pains – of imagining, and of entering into the imaginative worlds of others, is to become a more rounded person.
- **Enacting dialogue.** To help children grasp that learning is an interactive process and that understanding builds through joint activity between teacher and pupil and among pupils in collaboration, and thereby to develop pupils' increasing sense of responsibility for what and how they learn. To help children recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of the meeting of knowledge both personal and collective. To advance a pedagogy in which dialogue is central: between self and others, between personal and collective knowledge, between present and past, between different ways of making sense.⁵

The aims are interdependent. Thus, for example, empowerment and autonomy are achieved in part through exploring, knowing, understanding and making sense, through the development of skill, through the liberation of the imagination, and through the power of dialogue; and well-being comes not only from having one's immediate needs met in the way rightly emphasised in *Every Child Matters*, but also from deep engagement in culture and the life of the community, from the development of meaningful relationships with others, and from engagement in those domains of collective action on which the larger well-being of civil society and the global community depend. In other words, our twelve aims are not a pick-and-mix checklist but the necessary elements in a coherent view of what it takes to become an educated person.

We have been told by members of the NC review Expert Panel that twelve aims are excessive and that there should be no more than three or four. Without conceding our belief that all twelve are important and that they should be differentiated as stated – a belief confirmed by the eagerness of many primary schools to take up the CPR aims and work with them – it is possible to group them in simplified form under their main headings, though this is not our preference. Indeed, schools have told us that they find aims focussing on a specific attribute or value to be more manageable as a basis for professional deliberation than composite aims.

Three core aims for the school curriculum derived from the CPR's twelve aims.

- (i) **The individual.** To foster children's physical, emotional, social,

intellectual and spiritual well-being and their sense of self; to secure their full engagement in their learning and empower them as autonomous learners and thinkers who can take principled decisions, lead rewarding lives and see beyond ungrounded claims and surface appearances to what is true and of lasting value.

- (ii) ***Self, others and the wider world.*** To develop the capacities on which civilised human relations and a just and sustainable world depend: respect for people and ideas; an understanding of the essential reciprocity and interdependence of relations among individuals, groups and nations; a view of citizenship which is local and global as well as national; and a grasp of the significance and power of culture and community.

- (iii) ***Knowing, understanding and learning.*** To enable children to encounter and begin to explore the wealth of human experience through induction into the different ways through which humans have learned to make sense of their lives and their world and to act upon them – intellectual, moral, spiritual, aesthetic, social, emotional and physical, and through language, mathematics, science, the arts, the humanities, religion and other ways of knowing and understanding; to foster the skills on which learning, employment and a rewarding life depend; to develop children’s capacities to imagine, create, empathise and extend their thinking; to advance a pedagogy which enacts and models all these aims by making dialogue central – between self and others, present and past, different ways of making sense.

SECTION D: English, mathematics, science and physical education (Q9a-Q13)

The remit for the review makes clear that English, mathematics, science and physical education (PE) will remain National Curriculum subjects at all four key stages (i.e. from age 5 to 16). The introduction of the new National Curriculum will be phased, with new Programmes of Study for these four subjects being taught from September 2013. In terms of the detailed content of the Programmes of Study, this initial call for evidence therefore focuses on the four subjects in the first phase of the review. A further call for evidence will be launched in early 2012 in relation to all other subjects that it is decided should be part of the future National Curriculum, and new Programmes of Study for those subjects will be taught from September 2014. This decision will be made in light of responses to this call for evidence (see Section E).

The intention is that in future the National Curriculum should focus on the essential knowledge in key subjects that all children need to acquire in order to progress in their education and take their place as educated members of society.

Against that background, the questions below ask for your views on what is essential to include in the Programmes of Study for the four subjects in phase one. In particular:

- For English, mathematics and science, we would like your views on the essential knowledge that pupils need in order to deepen their understanding at each stage of their education. Your views will help inform the content of new statutory Programmes of Study for each subject.
- For physical education, we would like your views on what should be included in a shorter, less prescriptive Programme of Study.

We are seeking your views on what you regard as the essential knowledge (eg facts, concepts, principles and fundamental operations) that pupils should be taught in each subject considered in this section, and why. Please note that the current National Curriculum uses terms such as "knowledge, skills and understanding" but you are free to use whatever language you see fit in setting out your responses. What is more important is setting out the knowledge itself and why you regard it as essential.

We are particularly interested in any evidence that demonstrates the positive impact of your proposals. This might, for example, be formal research, examination/test results, or evidence of progress for particular groups of students.

If you would prefer to base your comments on either the current or a previous version of the National Curriculum Programmes of Study, please feel free to do so but we would ask you to make clear in your response which version of the Programme of Study you are referring to. If you have produced a draft of

one or more Programmes of Study which you would like us to consider, you may wish to submit this to NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it in your response.

Note that you do not need to respond to all the questions in this section: for example, you may want to focus on particular subjects and / or on particular ages or key stages.

9 a) English

What knowledge do you regard as essential to include in the Programme of Study for **English**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

The CPR argues that English must be more broadly conceived, and that it must treat oracy with no less seriousness than literacy and thus bring England into line not just with most of the world's more successful education systems but also with psychological, neuroscientific and pedagogical research. The CPR also removes ambiguity about ICT by making it a part of the language curriculum, to be studied responsibly and critically, rather than a mere 'skill'. In the final CPR report a modern foreign language was included in this domain, which we called 'Language, oracy and literacy' rather than 'English', and indeed within a domain-based curriculum this makes sense. However, in relation to the current national curriculum and the way the questions in this consultation are framed, MFL needs to be treated separately.

From the final CPR report, pp 268-71 (discussion of MFL removed):

This domain includes spoken language, reading, writing, literature, wider aspects of language and communication, [a modern foreign language,] ICT and other non-print media. Though we dispense with the old core/non-core distinction, we do not hesitate to argue that the domain is the heart of the new curriculum. But it stands in considerable need of revision.

The importance of oracy

It is a recurrent theme of this Review that in England literacy is too narrowly conceived and that spoken language has yet to secure the place in primary education that its centrality to learning, culture and life requires, or that it enjoys in the curriculum of many other countries. The current national curriculum formulation, as 'speaking and listening', is conceptually weak and insufficiently demanding in practice, and we would urge instead that important initiatives like the National Oracy Project be revisited, along with more recent research on talk in learning and teaching, as part of the necessary process of defining oracy and giving it its proper place in the language curriculum.

Re-thinking literacy

Relatedly, the redesigning of this domain requires, as noted earlier, that the primary national strategy's literacy component be curtailed in its present form and that literacy – in the familiar sense of reading and writing – be re-integrated into the language curriculum. Further, the goal of literacy by the end of the primary phase must be more than functional. It is about making and exploring meaning as well as receiving and transmitting it. That is why talking must be part of reading and writing rather than an optional extra. And it is why engagement with the meanings made by others through literature, and with the language through which such meanings are conveyed, is no less essential. Literacy achieves our listed aim of empowerment by conferring the skill not just to read and write but to make these processes genuinely transformative, exciting children's imagination (another listed aim), extending their boundaries, and enabling them to contemplate lives and worlds possible as well as actual.

...
...

The ubiquity – and challenge - of ICT

While ICT reaches across the entire curriculum, it should receive more explicit attention, and attention of a particular kind, within the language component. In this we differ from the Rose Review, which treated ICT as a neo-basic 'skill for learning and life', or as a tool without apparent substance or challenge other than the technical.

Within the space of a few years schools have advanced far beyond what used to be called 'computer-assisted learning', in which computers, like textbooks, were a pedagogical aid largely within the control of teachers. Now in such matters children are increasingly autonomous. Much of their out-of-school learning is electronic and beyond the reach of either parents or teachers. They exchange messages and information by texting on their mobile phones and through on-line networking sites such as MySpace, Facebook Twitter and Bebo. They seek information from Google and Wikipedia. They download music, DVDs, games and other material pretty well at will, using the mobile phones, PCs and laptops which are increasingly standard property in English households. In such matters, as Hargreaves shows, they are not merely passive 'surfers' who read, watch and listen, but 'peerers' who use electronic media to share, socialise, collaborate and create.⁶

In as far as most such activities depend on the ability to read and write, they must be counted in part as variants or extensions of literacy. It no longer makes sense to attend to text but ignore txt. Yet the matter is not merely one of skill or access. In the Cambridge Primary Review's soundings and submissions, parents, teachers – and children themselves – expressed concern about the perils as well as the opportunities of the electronic communication and information-handling skills which today's children so effortlessly command and the material to which they have access. However, while policing the more unsavoury reaches of the web is clearly necessary, the issue is not so much what is extreme and self-evidently disreputable as what is mainstream and apparently to be taken on trust. The more fundamental task is to help children develop the capacity to approach electronic and other non-print media (including television and film as well as the internet) with the degree of discrimination and critical awareness that should attend reading, writing and communicating of any kind.⁷ This, we believe, is an argument for treating ICT both as the cross-curricular informational tool which it obviously is, and as an aspect of the language curriculum which demands a rigour no less than should apply to the handling of the written and spoken word, and to traditionally-conceived text, information and evidence.

There is a further concern here. In April 2009, the Secretary of State found himself having to respond to headlines about the Rose Review's apparent advocacy of an approach to ICT which included teaching children about Wikipedia and social networking sites like Twitter, to the detriment of more familiar subjects like history. He said, 'We have a duty to ensure our children learn about history. We also have a duty to make sure they are not left in the technological dark ages.'⁸ However, his apparently gung-ho approach took no account of concerns raised by neuroscientists about the risks of excessive exposure to screen technologies. In a debate in the House of Lords, Baroness Greenfield warned:

The mid-21st century mind might almost be infantilised, characterised by short attention spans, sensationalism, inability to empathise and a shaky sense of identity ... If the young brain is exposed from the outset to a world of fast action and reaction, of instant new screen images flashing up with the press of a key, such rapid interchange might accustom the brain to operate over such timescales ... Real conversation in real time may eventually give way to these sanitised and easier screen dialogues ... It is hard to see how living this way on a daily basis will not result in brains, or rather minds, different from other generations.⁹

These remarks caused a certain amount of controversy, and, in some quarters, ridicule.¹⁰ But warnings about any technology which in an exceptionally short space of time becomes such a prominent and almost addictive aspect of young people's lives should not be lightly

dismissed. Further, we believe that this debate confirms that it is right to locate ICT within the language curriculum rather than as a semi-detached and uncritically-fostered 'skill for learning and life' as in the Rose interim report, for placing it here enables schools to balance and explore relationships between new and established forms of communication, and to ensure that the developmental and educational primacy of talk, which is now exceptionally well supported by research evidence, is always maintained.

Revisiting language across the curriculum

Finally, we commend renewed attention to the Bullock enquiry's recommendation that every school 'should have an organised policy for *language across the curriculum*'¹¹ so as to underline four recurrent concerns of this review:

- Although language, oracy and literacy are conventionally located within the teaching of English, they are no less important in the other curriculum domains. This is why we argue that, properly conceived, this domain is the true core of the curriculum. And it is why it cannot be regarded as the province of the English lesson alone.
- The achievement of high standards in literacy requires not the narrowing of the primary school curriculum and the downgrading of other than 'the basics' which England has witnessed periodically since the 1860s and with renewed force since 1997, but the pursuit of breadth, balance, challenge and high quality teaching across the entire curriculum.
- Language, and the quality of language, are essential to cognitive development, learning and effective teaching in all contexts. A policy of language across the curriculum therefore requires the mapping of the different kinds and registers of language, both spoken and written, which are intrinsic to each domain and for which each domain provides particularly significant development potential.
- If language unlocks thought, then thought is enhanced, challenged and enlarged when language in all its aspects mentioned here, and in every educational context, is pursued with purpose and rigour.

Note 1: LANGUAGE ACROSS THE CURRICULUM AND THE TEACHING OF ENGLISH

We commend renewed attention to the Bullock Report's argument that language is so fundamental to all human learning that it cannot be confined to the teaching of English alone. Its components, from the above extract, would be literacy, oracy and ICT. **We recommend that in addition to the programmes of study for English, there be a clear statement on language across the curriculum which requires attention in all subjects to the character, quality and uses of reading, writing, talk and ICT, and to the development of pupils' understanding of the distinct registers, vocabularies and modes of discourse of each subject.**

Note 2: THE CASE FOR ORACY

On this matter, international evidence is unequivocal:

Language, and especially spoken language, is fundamental to the development of young children's neural capacities, their thinking, their understanding and their learning. High quality talk must suffuse every aspect of the curriculum. This is particularly important for children in the early and primary years.

The current NC concept of ‘speaking and listening’ is far too weakly framed and ignores the crucial agency of the teacher in the quality and degree of cognitive challenge afforded by the talk in which pupils engage. It needs to be replaced by requirements which are much more stringent and intellectually challenging.

Britain has never taken oracy as seriously as many other countries, including those which outperform it in international surveys of student achievement. In many countries language in all its aspects – rather than literacy alone - is regarded as the core of both the curriculum and teaching, and there is a strong tradition of oral pedagogy and oral assessment. In Britain, and especially England, talk has been viewed as having a mainly social function - as being more about participation and ‘confidence-building’ than learning - and its cognitive potential has been neglected.

Research evidence from process-product studies in Britain and the United States shows that high quality talk is a key factor in securing measurable gains in student engagement and performance.

Cognitively-challenging talk raises standards. So, for example: high quality talk secures a greater level of student engagement and time on task than in lessons where the talk lacks this prominence or rigour and children spend most of their time on written tasks; oracy is intrinsic to the fostering of literacy, not separate from it; in classrooms where teacher-student talk affords high cognitive challenge, students’ test score gains are higher than in those classrooms where talk follows the familiar default of loosely-structured conversation or closed questioning; problem-solving talk in early maths produces later test score gains in English; probing questions and structured discussion not only investigate and advance children’s understanding but also provide the teacher with the evidence on which assessment for learning depends.

And so on: these are just a few examples of evidence which is now pretty decisive: *oracy, rigorously pursued, raises standards in literacy and across the curriculum.* **The vital condition, however, is the character and quality of the talk, and this is why merely commending ‘speaking and listening’, and confining it to the requirements for national curriculum English, will have relatively little impact.** There is plenty of conversation in England’s classrooms, but there is rather less talk which – in the words of Nystrand, a leading American researcher – ‘requires students to think, not just report someone else’s thinking.’

We would be happy to supply a full bibliography to support these arguments, though an accessible source, now used by large numbers of teachers, is Alexander, R.J. (2008) *Towards Dialogic Teaching: rethinking classroom talk* (4th edition), Dialogos. The ideas are further y developed in two other books by the same author: *Culture and Pedagogy: international comparisons in primary education* (Blackwell, 2001) and *Essays on Pedagogy* (Routledge, 2008).

9 b) Considering your response to the above, should the Programme of Study for **English** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

In line with the CPR's proposals we would prefer the PoS to cover the primary phase as a whole. However, year-by-year guidance might also be helpful. For reasons which are explained later, we wish the KS1/2 structure to be reviewed.

From the CPR final report, p 273:

In mapping the domains, each panel would work towards:

An expanded statement of the essential features of the domain (statutory)

- the overall rationale and scope of the domain
- those of the 12 aims for primary education which are most effectively pursued within the domain, and how they can be securely embedded within it
- the knowledge, skills, dispositions and modes of enquiry and exploration with which the domain is chiefly concerned
- what, in general terms, a child should be expected to encounter, experience, know and do within the domain by the time he/she moves on to secondary education.

Programmes of study (non-statutory)

- progression in the identified knowledge, skills and dispositions through the primary phase
- more precise intermediate and terminal indications of what children should encounter, experience, know and do, possibly year by year and certainly for the end of the primary phase
- particular aspects of the specified knowledge and skill which require regular attention and/or practice
- how the domain builds on the EYFS curriculum and leads on to the secondary curriculum
- how the identified problems in current arrangements can be avoided
- priorities for ITT, CPD and resources.

10 a) Mathematics

What knowledge do you regard as essential to include in the Programme of Study for **mathematics**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

From the final CPR report, p 271:

This domain includes both numeracy and wider aspects of mathematics. The boundaries of the domain remain broadly unchanged, provided that numeracy be taken out of the PNS and re-integrated with the rest of mathematics. Further, and mindful of the concern of some of our witnesses that primary mathematics escapes the critical scrutiny to which other domains are subject, domain panels and teachers should address with some rigour the question of what aspects of mathematics are truly essential and foundational in the primary phase.

We suggest that what is sometimes called 'financial literacy' be handled within this domain, even though financial literacy, properly conceived, is about much more than monetary computation. But placing it here is analogous to broadening the domain of science and technology to include their human and environmental impact, and it is right that such real-life applications of mathematics be explored alongside the acquisition of mathematical knowledge and skill.

10 b) Considering your response to the above, should the Programme of Study for **mathematics** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

In line with the CPR's proposals we would prefer the PoS to cover the primary phase as a whole. However, year-by-year guidance might also be helpful. For reasons which are explained later, we wish the KS1/2 structure to be reviewed.

From the CPR final report, p 273:

In mapping the domains, each panel would work towards:

An expanded statement of the essential features of the domain (statutory)

- the overall rationale and scope of the domain
- those of the 12 aims for primary education which are most effectively pursued within the domain, and how they can be securely embedded within it
- the knowledge, skills, dispositions and modes of enquiry and exploration with which the domain is chiefly concerned
- what, in general terms, a child should be expected to encounter, experience, know and

do within the domain by the time he/she moves on to secondary education.

Programmes of study (non-statutory)

- progression in the identified knowledge, skills and dispositions through the primary phase
- more precise intermediate and terminal indications of what children should encounter, experience, know and do, possibly year by year and certainly for the end of the primary phase
- particular aspects of the specified knowledge and skill which require regular attention and/or practice
- how the domain builds on the EYFS curriculum and leads on to the secondary curriculum
- how the identified problems in current arrangements can be avoided
- priorities for ITT, CPD and resources.

11 a) Science

What knowledge do you regard as essential to include in the Programme(s) of Study for **science**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

If you prefer, you may wish to set out your response in relation to the three separate science disciplines of biology, chemistry and physics.

Comments:

The CPR proposes bringing science and technology together at KS1/2.

From the final CPR report, p 272:

This domain includes the exploration and understanding of science and the workings of the physical world, together with human action on the physical world through both science and technology, and its consequences. It incorporates understanding of the key ideas about these areas and the skills of scientific enquiry, making and doing through which this understanding is progressively developed and applied. Although science is currently one of the three core subjects, our evidence shows that it has been increasingly squeezed out by the exclusivity of recent attention to literacy and numeracy. It is clearly of immense importance, and among our witnesses some – and not all of them scientists or science teachers – were prepared to argue that in the pervasiveness of its actual and potential impact on the individual and society it is considerably more important at the primary stage than mathematics. However, as we have insisted and shown that curriculum hierarchies are unhelpful, we do not wish to encourage such rivalry.

What is beyond dispute is that the educational case for primary science, as for the arts and humanities, needs to be re-asserted. This is now urgent, for there is evidence that from being one of the success stories of the original national curriculum during the decade 1989-99, primary science has increasingly been marginalized by the government's national strategies, retaining its place only because it continues to be tested at the end of KS2 (and even that is now in question) but with reduced teaching time.

11 b) Considering your response to the above, should the Programme(s) of Study for **science** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

In line with the CPR's proposals we would prefer the PoS to cover the primary phase as a whole. However, year-by-year guidance might also be helpful. For reasons which are explained later, we wish the KS1/2 structure to be reviewed.

From the CPR final report, p 273:

In mapping the domains, each panel would work towards:

An expanded statement of the essential features of the domain (statutory)

- the overall rationale and scope of the domain
- those of the 12 aims for primary education which are most effectively pursued within the domain, and how they can be securely embedded within it
- the knowledge, skills, dispositions and modes of enquiry and exploration with which the domain is chiefly concerned
- what, in general terms, a child should be expected to encounter, experience, know and do within the domain by the time he/she moves on to secondary education.

Programmes of study (non-statutory)

- progression in the identified knowledge, skills and dispositions through the primary phase
- more precise intermediate and terminal indications of what children should encounter, experience, know and do, possibly year by year and certainly for the end of the primary phase
- particular aspects of the specified knowledge and skill which require regular attention and/or practice
- how the domain builds on the EYFS curriculum and leads on to the secondary curriculum
- how the identified problems in current arrangements can be avoided
- priorities for ITT, CPD and resources.

Do you believe that the Programme(s) of Study for **science** should identify separate requirements for biology, chemistry and physics:

11 c) at Key Stage 1?

Yes

No

Not Sure

11 d) at Key Stage 2?

Yes

No

Not Sure

11 e) at key stage 3?

Yes

No

Not Sure

11 f) at Key stage 4?

Yes

No

Not Sure

Comments:

12 a) Physical Education

What do you consider should be the essential elements of the Programme of Study for **physical education** (PE)? Please also set out **why** these elements are essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to:

NCRReview.DOCUMENTS@education.gsi.gov.uk

In answering, please bear in mind the Government's intention that the new Programme of Study for physical education should be much shorter and simpler than now.

Comments:

The final CPR report proposed a domain of 'Physical and emotional health' which is somewhat broader than PE as currently conceived.

From the final CPR report, pp 271-2:

This deals with the handling of human emotions and relationships and with the human body, its development and health, together with the skills of agility, co-ordination and teamwork acquired through sport and PE as conventionally conceived. It is important that the significance of this reconfiguration be properly understood and that neither emotional/relational understanding nor health be treated as a mere PE add-on. We believe that it makes medical as well as educational sense to group together physical and emotional health, and indeed for health as such to be named as a mandatory component of the child's curriculum for the first time. However, unlike Rose, we do not go so far as to place well-being as a whole in the physical domain, for, as defined in our list of aims, well-being has aspects other than the physical, and although attending to children's physical and emotional well-being and welfare is an essential task for primary schools, well-being is no less about educational engagement, the raising of aspirations and the maximising of children's potential across the board.

As with several other domains, we wish to stress that what is required here is a complete reconceptualisation. In this case it would explore the interface between emotional and physical development and health and their contribution both to the more comprehensive concept of well-being which is signalled in our first nominated aim and to children's educational attainment. A strongly 'affective turn' was noted in one of the Review's commissioned research surveys, and is to be welcomed, as is that survey's caution about 'emotional literacy', 'emotional intelligence' and 'therapeutic pedagogy'.¹² But affectivity is not a subject, an area of learning or a domain. It is a state of mind which manifests itself in complex ways to which one-dimensional terms like joy, sorrow and anger may only approximate. Researchers and teachers are right to stress its importance as an influence on children's engagement, motivation and attainment and it is therefore with a certain ambivalence that we place the education of the emotions within any one domain. We do so to ensure that it is explicitly attended to as an aspect of the curriculum, but we remind readers also that it, like well-being more generally, is an aim for primary education as a whole which can be realised only if it pervades the wider life and relationships of the classroom and school, as well as the curriculum.

12 b) Considering your response to the above, should the Programme of Study for **physical education** be set out on a year by year basis **or** as is currently, for each key stage?

Year by Year Key Stages Not Sure

Comments:

In line with the CPR's proposals we would prefer the PoS to cover the primary phase as a whole. However, year-by-year guidance might also be helpful. For reasons which are explained later, we wish the KS1/2 structure to be reviewed.

From the CPR final report, p 273:

In mapping the domains, each panel would work towards:

An expanded statement of the essential features of the domain (statutory)

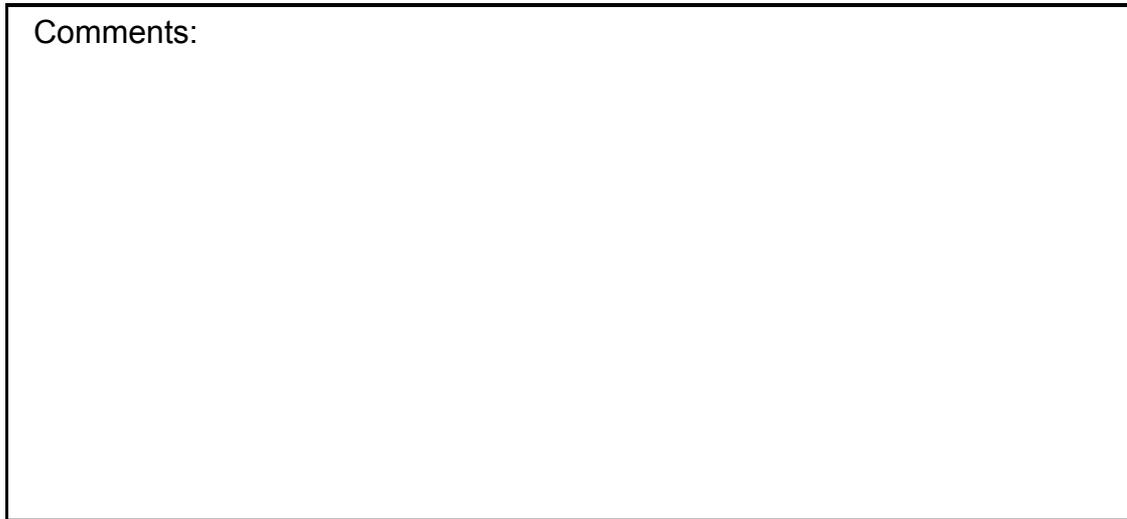
- the overall rationale and scope of the domain
- those of the 12 aims for primary education which are most effectively pursued within the domain, and how they can be securely embedded within it
- the knowledge, skills, dispositions and modes of enquiry and exploration with which the domain is chiefly concerned
- what, in general terms, a child should be expected to encounter, experience, know and do within the domain by the time he/she moves on to secondary education.

Programmes of study (non-statutory)

- progression in the identified knowledge, skills and dispositions through the primary phase
- more precise intermediate and terminal indications of what children should encounter, experience, know and do, possibly year by year and certainly for the end of the primary phase
- particular aspects of the specified knowledge and skill which require regular attention and/or practice
- how the domain builds on the EYFS curriculum and leads on to the secondary curriculum
- how the identified problems in current arrangements can be avoided
- priorities for ITT, CPD and resources.

13 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:



SECTION E: Other subjects currently in the National Curriculum (Q14a - Q22)

As noted in the introduction to Section C, the overall aim of the review is to slim down the National Curriculum, thus giving teachers greater freedom to use their professional expertise to design a school curriculum that best meets the needs of their pupils.

The remit for the review makes clear that English, mathematics, science and physical education will remain subjects within the National Curriculum at all four key stages in future, and in Part D we asked for your views on the content of the Programmes of Study for those subjects. For all other subjects that are currently part of the National Curriculum - art and design, citizenship, design and technology, geography, history, information and communication technology (ICT), modern foreign languages and music - the review will consider whether or not they should remain National Curriculum subjects and if so at which key stages. For any subject which it is decided should not be part of the National Curriculum in future, the review will also consider whether that subject, or any aspect of it should nevertheless be compulsory (but without a statutory Programme of Study) at certain key stages, and/or whether the Government should produce non-statutory guidance on the curriculum for the subject.

This section seeks your views on these issues. Please bear in mind in considering your responses that removing a subject from the National Curriculum would not mean that that subject was not important, or that schools should stop teaching it. Instead, it would mean that it is not necessary for the Government to specify in a statutory Programme of Study precisely what should be taught in that subject, and that decisions should instead be made at local level, by individual schools and teachers.

Because decisions on these issues need to be taken before work starts on drafting new Programmes of Study, this Call for Evidence does not ask for detailed suggestions for the content of those Programmes of Study: a further Call for Evidence on that will follow early in 2012. If, in the meantime, you would like to submit any evidence relating to the content of potential Programmes of Study in subjects covered in this section, you can email it to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Note: Personal, social, health and economic education (PSHE) and religious education (RE) are not part of the National Curriculum and are not being considered as part of this review. In the Schools White Paper - 'The Importance of Teaching' - The Government announced its intention to conduct a separate review of PSHE education. No changes to the statutory basis for religious education are planned.

Art and Design

14 a) **Art and design** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **art and design** should continue to be a National Curriculum subject?

Yes

No

Not Sure

14 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

As will have been noted, the CPR argues strenuously for a reasonable degree of breadth at the primary stage – specifically encompassing the arts and humanities as well as English, mathematics, science and physical education.

The CPR argued that in the primary phase, the arts might be conceived as a unitary domain.

From the final CPR report, p 267:

This domain includes the arts, creativity and the imagination, with particular reference to art, music, drama and dance, each with its complementary dimensions of ‘appreciation’ (knowledge, understanding and disposition) and ‘performance’ (knowledge, understanding and disposition allied with executive skill). As argued earlier, we would wish to encourage a vigorous campaign aimed at advancing public understanding of the arts in education, human development, culture and national life, coupled with a much more rigorous approach to arts teaching in schools. The renaissance of this domain is long overdue.

Creativity, of course, is not confined to the arts, but also entails what the Robinson enquiry called the ‘democratic definition’ of creativity, which ‘is equally fundamental to advances in the sciences, in mathematics, technology, politics, business and in all areas of everyday life’ and which has four features: the pursuit of purpose, the use of the imagination, originality, and the exercise of discriminating judgements of value.¹³ The arts are indelibly creative, and properly pursued they achieve the aim of ‘exciting the imagination’ which features in our list of 12. But we have also stressed that both creativity and imaginative activity can and must inform teaching and learning across the wider curriculum.

14 c) If you think **art and design** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

14 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

14 e) For any Key Stages in which you think **art and design** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

14 f) If yes, please tick all key stages to which this should apply

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Citizenship

15 a) **Citizenship** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 3 and 4. In future, do you think **citizenship** should continue to be a National Curriculum subject?

Yes

No

Not Sure

15 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

The CPR argued that citizenship, currently optional in KS 1 and 2, should become compulsory at those Key Stages.

From the final CPR report, pp 267-8:

This domain includes the values, moral codes, civil customs and procedures by which humans act, co-exist and regulate their affairs. As noted above, it has local and global as well as national components.

Locating ethical questions in the curriculum is difficult. Though most religions have a moral element, moral questions and ethical standpoints are not dependent on religious belief. Equally, as – say – the Sermon on the Mount, the Ten Commandments or Sharia remind us – it makes no sense to detach morality from a religion to which it is so fundamental.

Once again, we remind ourselves of the 12 aims towards which we propose that not just the curriculum but also the entire conduct of primary education should be directed. Reflecting strong representation from the Review’s witnesses and widespread concern about the ousting of mutuality and civic consciousness by selfishness and material greed, we highlighted ‘encouraging respect and reciprocity’ in the list of aims. This is interpreted not in the narrow, deferential or intimidatory way that the word ‘respect’ is sometimes used, but much more broadly, as an outlook of ‘willing courtesy’ towards ideas as well as people, and as the bedrock of relations within and between societies. Respect in this sense manifests a moral standpoint, and other aims – ‘promoting interdependence and sustainability’, ‘celebrating culture and community’, ‘enacting dialogue’ and indeed ‘exploring, knowing, understanding and making sense’ – all carry no less of a moral charge. For these reasons, it makes sense not only for private and public morality to be placed together within the communal domain of citizenship, but for citizenship to be mandatory rather than, as at present, optional.

We use the term ‘ethics’ in preference to ‘morality’ because of the normative overtones of the latter. It also encourages the questioning, exploratory approach to such matters which is captured in the Review’s aim of ‘enacting dialogue’ and has been successfully developed through recent work on dialogic pedagogy and philosophy for children (P4C)¹⁴, both of which have been taken up in many other countries, thus giving the global dimension of citizenship as proposed here particular resonance. These approaches, of course, have

applications across the entire curriculum and are not specific to citizenship.

15 c) If you think **citizenship** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

15 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

15 e) For any key stages in which you think **citizenship** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

15 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Design and Technology

16 a) **Design and technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **design and technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

16 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Design and technology is a difficult subject to place in a domain-based primary curriculum, for it links science, technology and art and design. The CPR grouped it with science, but this is arguable. What is not arguable is its importance. It brings together the scientific, technical, aesthetic and practical and is a powerful means of developing children's problem-solving capacities. It should be included.

16 c) If you think **design and technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

16 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

16 e) For any key stages in which you think **design and technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

16 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Geography

17 a) **Geography** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **geography** should continue to be a National Curriculum subject?

Yes

No

Not Sure

17 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

For the primary phase, the CPR placed geography with history in a domain entitled 'Place and time'.

From the final CPR report, p 272:

This domain principally includes how history shapes culture, events, consciousness and identity and the lessons which it offers to our understanding of present and future; and the geographical study of location, other people, other places and human interdependence, locally, nationally and globally. Like the arts, this domain and its contributory disciplines stand in need of proper public and political recognition of their importance to children's understanding of who they are, of change and continuity, cause and consequence, of why society is arranged as it is, and of the interaction of mankind and the physical environment. In opening up children's understanding of these matters the domain may range beyond the boundaries of what is conventionally included in primary history and geography to draw, as Jerome Bruner's *Man a Course of Study* (MACOS) famously did during the 1960s, on anthropology and other human sciences. The domain is central to the advancement of a number of the proposed aims, notably *respect and reciprocity, interdependence and sustainability, local, national and global citizenship, and culture and community*.¹⁵

17 c) If you think **geography** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

17 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

17 e) For any key stages in which you think **geography** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

17 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

History

18 a) **History** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **history** should continue to be a National Curriculum subject?

Yes

No

Not Sure

18 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

For the primary phase, the CPR placed history with geography in a domain entitled 'Place and time'.

From the final CPR report, p 272:

This domain principally includes how history shapes culture, events, consciousness and identity and the lessons which it offers to our understanding of present and future; and the geographical study of location, other people, other places and human interdependence, locally, nationally and globally. Like the arts, this domain and its contributory disciplines stand in need of proper public and political recognition of their importance to children's understanding of who they are, of change and continuity, cause and consequence, of why society is arranged as it is, and of the interaction of mankind and the physical environment. In opening up children's understanding of these matters the domain may range beyond the boundaries of what is conventionally included in primary history and geography to draw, as Jerome Bruner's *Man a Course of Study* (MACOS) famously did during the 1960s, on anthropology and other human sciences. The domain is central to the advancement of a number of the proposed aims, notably *respect and reciprocity, interdependence and sustainability, local, national and global citizenship, and culture and community*.¹⁶

18 c) If you think **history** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

18 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

18 e) For any key stages in which you think **history** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

18 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Information and Communication Technology (ICT)

19 a) **Information and communication technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-4. In future, do you think **information and communication technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

19 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

NB: the only option allowed by the question above is to treat ICT as a separate subject. The CPR wishes it to become part of the language curriculum (see comments under English).

From the CPR final report, pp 269-70:

The ubiquity – and challenge - of ICT

While ICT reaches across the entire curriculum, it should receive more explicit attention, and attention of a particular kind, within the language component. In this we differ from the Rose Review, which treats ICT as a neo-basic 'skill for learning and life', or as a tool without apparent substance or challenge other than the technical.

Within the space of a few years schools have advanced far beyond what used to be called 'computer-assisted learning', in which computers, like textbooks, were a pedagogical aid largely within the control of teachers. Now in such matters children are increasingly autonomous. Much of their out-of-school learning is electronic and beyond the reach of either parents or teachers. They exchange messages and information by texting on their mobile phones and through on-line networking sites such as MySpace, Facebook Twitter and Bebo. They seek information from Google and Wikipedia. They download music, DVDs, games and other material pretty well at will, using the mobile phones, PCs and laptops which are increasingly standard property in English households. In such matters, as Hargreaves shows, they are not merely passive 'surfers' who read, watch and listen, but 'peerers' who use electronic media to share, socialise, collaborate and create.¹⁷

In as far as most such activities depend on the ability to read and write, they must be counted in part as variants or extensions of literacy. It no longer makes sense to attend to text but ignore txt. Yet the matter is not merely one of skill or access. In the Cambridge Primary Review's soundings and submissions, parents, teachers – and children themselves – expressed concern about the perils as well as the opportunities of the electronic communication and information-handling skills which today's children so effortlessly command and the material to which they have access. However, while policing the more

unsavoury reaches of the web is clearly necessary, the issue is not so much what is extreme and self-evidently disreputable as what is mainstream and apparently to be taken on trust. The more fundamental task is to help children develop the capacity to approach electronic and other non-print media (including television and film as well as the internet) with the degree of discrimination and critical awareness that should attend reading, writing and communicating of any kind.¹⁸ This, we believe, is an argument for treating ICT both as the cross-curricular informational tool which it obviously is, and as an aspect of the language curriculum which demands a rigour no less than should apply to the handling of the written and spoken word, and to traditionally-conceived text, information and evidence.

There is a further concern here. In April 2009, the Secretary of State found himself having to respond to headlines about the Rose Review's apparent advocacy of an approach to ICT which included teaching children about Wikipedia and social networking sites like Twitter, to the detriment of more familiar subjects like history. He said, 'We have a duty to ensure our children learn about history. We also have a duty to make sure they are not left in the technological dark ages.'¹⁹ However, his apparently gung-ho approach took no account of concerns raised by neuroscientists about the risks of excessive exposure to screen technologies. In a debate in the House of Lords, Baroness Greenfield warned:

The mid-21st century mind might almost be infantilised, characterised by short attention spans, sensationalism, inability to empathise and a shaky sense of identity ... If the young brain is exposed from the outset to a world of fast action and reaction, of instant new screen images flashing up with the press of a key, such rapid interchange might accustom the brain to operate over such timescales ... Real conversation in real time may eventually give way to these sanitised and easier screen dialogues ... It is hard to see how living this way on a daily basis will not result in brains, or rather minds, different from other generations.²⁰

These remarks caused a certain amount of controversy, and, in some quarters, ridicule.²¹ But warnings about any technology which in an exceptionally short space of time becomes such a prominent and almost addictive aspect of young people's lives should not be lightly dismissed. Further, we believe that this debate confirms that it is right to locate ICT within the language curriculum rather than as a semi-detached and uncritically-fostered 'skill for learning and life' as in the Rose interim report, for placing it here enables schools to balance and explore relationships between new and established forms of communication, and to ensure that the developmental and educational primacy of talk, which is now exceptionally well supported by research evidence, is always maintained.

19 c) If you think **information and communication technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

19 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

19 e) For any key stages in which you think **information and communication technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

19 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comme...

Modern Foreign Languages (MFL)

20 a) **Modern foreign languages** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stage 3 only. In future, do you think **modern foreign languages** should continue to be a National Curriculum subject?

Yes

No

Not Sure

20 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

The CPR argued that at the primary stage MFL should be part of a much expanded language curriculum. It also recognised that deciding what foreign language to teach is problematic (not least because of the limited MFL expertise available in the primary sector).

From the final CPR report, p 269:

Which modern foreign language?

There is an obvious debate about which foreign language should be taught. The interim Rose report proposes that 'schools should be free to choose which language(s) that they wish to teach, however, as far as possible the languages offered should be those which children will be taught at key stage 3.'²² Continuity from primary to secondary is certainly one criterion. A second is the likely use or usefulness of the language, and arguments divide over what might be termed 'vacational' use (which favours French, Spanish or Italian) and 'vocational' use (which favours languages of growing global economic importance such as Standard Mandarin, Russian or Hindi). A third criterion is the support which learning a foreign language gives to the advancement of the pupil's understanding and skill in English. Mindful of the roots of the English language this would support the teaching of French and/or German. Fourth, and less commonly heard, there is the argument that in communities which are linguistically diverse, cultural understanding and cohesion would benefit if the principle of English as an additional language (EAL) were reversed and native English speakers were to learn one of the prominent local languages. Like Rose, we see no alternative to the decision on such matters being taken locally.

20 c) If you think **modern foreign languages** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

20 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

20 e) For any key stages in which you think **modern foreign languages** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

20 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Music

21 a) **Music** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **music** should continue to be a National Curriculum subject?

Yes

No

Not Sure

21 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

The CPR argues that though music is utterly distinctive, in the primary phase it may be helpful to include it within and 'arts and creativity' domain.

From the final CPR report, p 267:

This domain includes the arts, creativity and the imagination, with particular reference to art, music, drama and dance, each with its complementary dimensions of 'appreciation' (knowledge, understanding and disposition) and 'performance' (knowledge, understanding and disposition allied with executive skill). As argued earlier, we would wish to encourage a vigorous campaign aimed at advancing public understanding of the arts in education, human development, culture and national life, coupled with a much more rigorous approach to arts teaching in schools. The renaissance of this domain is long overdue.

Creativity, of course, is not confined to the arts, but also entails what the Robinson enquiry called the 'democratic definition' of creativity, which 'is equally fundamental to advances in the sciences, in mathematics, technology, politics, business and in all areas of everyday life' and which has four features: the pursuit of purpose, the use of the imagination, originality, and the exercise of discriminating judgements of value.²³ The arts are indelibly creative, and properly pursued they achieve the aim of 'exciting the imagination' which features in our list of 12. But we have also stressed that both creativity and imaginative activity can and must inform teaching and learning across the wider curriculum.

21 c) If you think **music** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

21 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 e) For any key stages in which you think **music** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

21 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

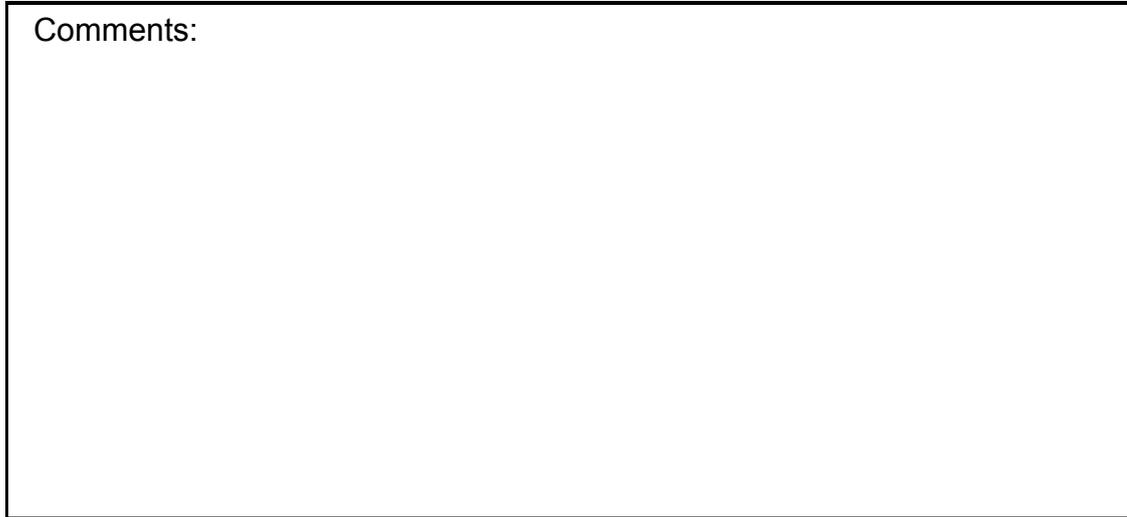
Key Stage 4 (14-16 years)

Comments:

Comments

22 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:



SECTION F: SUPPORTING AND RECOGNISING PROGRESS (Q23a-Q26)

Currently, the National Curriculum defines pupils' attainment through subject specific Attainment Targets which set out 8 level descriptors (Level 1 to Level 8) describing what pupils should be able to do to achieve each level. The expectation is that most pupils achieve:

- Level 2 at the end of Key Stage 1
- Level 4 at the end of Key Stage 2; and
- Level 5/6 at the end of Key Stage 3.

At the end of Key Stage 4 pupils are assessed through GCSE examinations.

Under the 2002 Education Act the specified purpose of statutory assessments for the key stages is to ascertain what pupils have achieved in relation to the attainment targets (eg the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have) for that key stage.

Schools also have a responsibility to provide a broad and balanced curriculum for all pupils, and the National Curriculum [statutory inclusion statement](#) sets out three principles for developing an inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In setting out the range of needs of pupils, the current National Curriculum includes the following groups of pupils:

- gifted and talented
- pupils with learning difficulties and disabilities
- pupils from different ethnic groups including travellers, refugees and asylum seekers
- pupils who are learning English as an additional language
- boys and girls with different needs
- children in care

This section is about your views on supporting progress of all pupils. In particular, whether there are credible alternatives to attainment targets that would better support and recognise all pupils' progress, irrespective of their attainment and background, and how to address the needs of all pupils though the National Curriculum.

23 a) Do you think the National Curriculum should continue to specify the requirements for each of the 8 levels of achievement?

Yes

No

Not Sure

Comments:

23 b) If you have answered no or not sure, what alternative(s) do you propose to replace Attainment Target level descriptors? You may want to suggest different approaches for different subjects and/or different key stages.

Comments:

24 Within each Programme of Study, how should the curriculum and attainment targets be defined to ensure appropriate education for pupils in a wide range of circumstances as learners?

Comments:

25 a) How do you think the needs of low-attaining pupils should be addressed through the National Curriculum?

Comments:

25 b) How do you think the needs of high-attaining pupils should be addressed through the National Curriculum?

Comments:

25 c) How do you think the needs of pupils with special educational needs and disability (SEND) should be addressed through the National Curriculum?

Comments:

25 d) How do you think the needs of other specific groups of pupils should be addressed through the National Curriculum?

Comments:

26 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

The CPR made no recommendations about the current AT levels and level descriptors and we therefore have not completed the boxes above. The CPR does, however, have much to say about pedagogy. It argues that it is good teaching that raises standards, not testing, and that it is through good teaching rather than structural devices of the kind hinted at above that the needs of all pupils can most effectively be met. **We therefore commend a careful reading of the CPR final report, chapter 15, together with the report's chapters on special needs and diversity (8 and 9).**

Behind the questions above appear to lurk others about streaming and setting. The CPR does not support steaming in primary schools and advises that subject-based setting be used with caution. However, the CPR also has reservations about the Anglo-American commitment to a high level of individualisation.

From the final CPR report, pp 376-9:

CLASS STRUCTURES

Streaming and a stratified society

After the Second World War, primary education operated as a 'sorting, classifying, selective mechanism'.²⁴ Despite the increasing influence of theories of child development, discussed in chapter 7, school organisation reflected a stratified society and was shaped by the belief that intelligence was fixed from birth. Schools streamed children in classes based on ability, but ability usually correlated with social class. At the age of seven most working-class children were set 'on a path towards the secondary modern school and low-level occupations for the rest of their lives'.²⁵

Selection and streaming were in rapid decline by the end of the 1960s, their disappearance hastened by a successful campaign backed by research showing that while not raising attainment, except among those in the top band, streaming lowered expectations, pupil self-esteem and hence attainment among the rest. Plowden accepted both the campaign's arguments and the evidence: 'We welcome unstreaming in the infant school and hope that it will continue to spread through the age groups of the junior school.'²⁶ The abolition of the 11-plus test and the spread of comprehensive schools following DES Circular 10/65 did the rest. By the 1990s mixed-ability classes were the norm, with only about 3 per cent of primaries large enough to stream actually doing so.²⁷

Yet the debate about streaming persisted, and it was included in the remit of the 1991-2 'three wise men' enquiry into primary teaching. Their report, however, confirmed the Plowden judgement while adding a further objection, to its inflexibility:

Research into the effect of streaming on pupils undertaken in the 1960s showed that streaming could benefit the achievement of some pupils, notably the most able, but that there could be a significant and negative impact on the self-image of those pupils who, placed in lower streams, came to see themselves as failures. But the fundamental problem with streaming is that it is a crude device which cannot do justice to the different abilities a pupil may show in different subjects and contexts. For this reason grouping ... is a more flexible device.²⁸

Soon, however, the government was urging primary and secondary schools to set children in ability-based classes for some subjects as a route to higher standards. While setting is a more discriminating and sensitive practice than streaming, it is still more controversial than within-class grouping by ability. It was illegal in Sweden, for example, at the time of writing and in Italy pupils could not be set before age 15. In primaries, the spread of setting was slow and concentrated mainly in Years 5 and 6, but continued to grow. By 2003/4, Ofsted reported that 28 per cent of schools set pupils for maths, 15 per cent for English, and 2 per cent for science.

Primary classes were traditionally organised by age as well as by ability. Infant schools, Plowden observed, had been experimenting since 1933 with mixed-age, or vertically-grouped, classes, largely to iron out the effects of fluctuating pupil numbers resulting from termly intakes. By 2002, about 1million children, a quarter of primary pupils, were being taught in mixed-age classes and numbers were rising, according to the government. They existed in all local authorities, though the majority were found, arising from necessity rather than choice, in small schools in rural areas

Setting and streaming versus mixed ability

'The adoption of structured ability groupings has no positive effects on attainment, but has detrimental effects on the social and personal outcomes for some children,' according to the Review's research survey by Peter Blatchford and colleagues. Submissions to the Review revealed a sharp division on the pros and cons of setting. Some teachers and local authorities strongly advocated mixed-ability teaching, while others maintained that ability grouping offered a more manageable and effective structure for teaching. A typical view from the pro-setting lobby was expressed in a teacher's submission:

Children should be taught for English and maths in small groups of no more than 20 similarly able pupils (yes, put them in sets). There does not need to be an attitude of shame about it, it is a question of expecting and celebrating progress. Regularly allow for movement of children between groups if rate (or lack) of progress requires.

A submission from a researcher made an equally powerful plea for an end to setting:

Children spend too much time in fixed pupil groupings, in which those who find learning difficult are thrown back on their own limited resources and lack the role models, the language experience and the scaffolding that would be possible if they

spent more of their time working in mixed-ability collaborative groups. Research has shown that the reading curriculum is stratifying children at a very early stage... This early stratification can create a downwards spiral as boys avoid and resist learning due to early experiences of being classified as poor readers.

In 2001, researchers studied key stage 2 pupils in Barking and Dagenham.²⁹ The 1,000 pupils taught in mixed-ability maths classes showed an average gain in test scores (of up to 7 per cent) over the 200 in set classes. Not only did the mixed-ability children maintain their lead over two years, but the range of attainment in the classes narrowed. In 2006, a study of 12 primaries showed that those using setted classes rarely achieved results higher than the local authority or national average.³⁰ The setted schools' value-added scores, a measure of how much they helped children to progress, were negative in comparison to the positive scores of non-set schools.

In the era of streaming prior to the 1970s, schools usually allotted the most experienced and best-qualified teachers to the A-stream pupils in order to maximise their prospects in the 11-plus test and hence the school's standing. Similarly, in 1998, Ofsted reported that the most effective teachers were consistently found in the higher sets, concluding that setting polarised teaching quality.³¹ And, as was also the case with streaming, social class was a significant indicator of a child's set, irrespective of their prior attainment. In 2007, 40 per cent of children in lower sets qualified for free school meals compared to 15.9 per cent nationally.³²

The social and psychological consequences of setting are significant. Children are alert to whatever method of grouping their school adopts. Those in higher and lower sets have been shown to be vulnerable to being teased or stigmatised. However, only 3 per cent of lower-ability children were found to have high self-esteem when taught in setted classes, compared with 29 per cent in mixed-ability classes.³³ 'In ability-based grouping, pupils in lower groups were vulnerable to making less progress, becoming demotivated and developing anti-school attitudes.'³⁴

Categorise with caution

'Why can't we have streaming and setting, to help all children reach their potential?' asked Conservative leader David Cameron in 2005. 'Treating every child as if they are the same fails the child who is struggling and the child who is not.'

The issues within this plea need to be unpacked somewhat. Streaming and setting are of course very different procedures, and in this sometimes heated debate that needs to be remembered. Far from treating every child as the same, the term which is used for the alternative to both arrangements – 'mixed-ability teaching' – actually accentuates their differences. In contrast, a consistent and repeatedly verified problem of streaming is that while it certainly does not treat all children as the same, it does not treat them as individuals either, classifying them instead as falling into (usually) three categories from which there is little chance of escape.

In this sense, as research going back to the 1960s clearly shows, streaming may benefit the able but fail the child who is struggling and do little for the child who neither struggles nor shines. Setting may offer greater flexibility, but it may also lead to the social stereotyping of pupils and polarise teaching quality, with no obvious improvement in outcomes – except, again, for the higher attainers.

Such devices, then, need to be used with due caution. **In this debate the lessons of English educational history need to be heeded; so too do those of other countries, in many of which mixed-ability classes at the primary stage are the norm. There, the assumption is that during their early years of schooling children can and should work together towards common goals, and that it is the task of the teacher to ensure that they stay together – rather than drift apart and having so drifted be forced further apart by differential treatment.**³⁵

These final points are highlighted because the international evidence repays careful study on the matter of pupil differentiation and the pursuit of divergent or convergent goals. It can be argued that the Anglo-American pursuit of individualisation (or, as under the previous government, 'personalisation') is a necessary and appropriate response to the self-evident truth that every person is unique; but pursued too far into a pedagogy of multiple differentiation it not only makes the task of the teacher exceptionally difficult (as the ORACLE and Leeds research showed) but also exaggerates rather than reduces differences in learning outcomes.

See also: Galton, M. and Simon, B. (1980) *Progress and Performance in the Primary Classroom*, Routledge, Alexander, R.J. (1997) *Policy and Practice in Primary Education*, Routledge (chapter 4, pp 64-98), Alexander, R.J. (2001) *Culture and Pedagogy: international comparisons in primary education* (chapter 14, pp 356-390); Alexander, R.J., Rose, J. and Woodhead, C. (1992) *Curriculum Organisation and Classroom Practice in Primary Schools* (the 'three wise men' report), DES; Reynolds, D. and Farrell, S. (1996) *Worlds Apart: a review of international surveys of educational achievement involving England*, Ofsted.

But the balance is a fine one. The pursuit of common goals should not mean that every pupil is treated identically. The danger, also observed in many classrooms in other countries, is that the ablest pupils may swim but the rest may sink. In the matter of differentiation it is also important to enlarge the vocabulary beyond streaming and setting and to consider the pros and cons of differentiation in relation to task, outcome a range of other aspects of teaching and learning (Alexander, *Culture and Pedagogy*, pp 360-8).

SECTION G: INTERNATIONAL COMPARISONS (Q27a - Q28)

The remit for the review makes clear that we need to learn from the very best that has been achieved in other jurisdictions - countries or regions within countries - and ensure that the construction and content of the new National Curriculum is based upon international best practice.

This section seeks your views on what can be learned from other countries and states to inform the development of the National Curriculum. Your views may be based on particular expertise in international comparisons, or from your own experiences of living or working in particular countries.

We would be particularly keen to learn about international comparisons beyond the commonly assessed areas of literacy, mathematics and science in the PISA, TIMSS and PIRLS studies.

27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.

Comments:

The CPR made extensive use of international comparison – see for example documents E, H, J, K, M and P, all of which are explicitly international in focus and methodology. We trust that the Expert Panel will give them the attention they deserve.

We are extremely concerned at the way international comparisons have been used in connection with the current national curriculum review, and in this matter I write not just as Director of the Cambridge Primary Review but also as an established comparative researcher and as past President of the British Association for International and Comparative Education. For example:

- A level of reliability and validity is being attached to data from the international student achievement surveys (TIMSS, PISA, PIRLS etc) without regard for the methodological reservations voiced by noted experts in the field (see, for example, documents N and P).
- In attempting to establish what counts as cause and effect in what above are called 'other jurisdictions' the evidence is being used extremely selectively, and is tending to ignore those aspects which are highly significant yet complex (like culture), or merely inconvenient (the fact that some of the admired systems have unattractive political regimes or that in others a high proportion of parents pay for out-of-school coaching for their children).
- Far too much is being made of like the 2007 and 2010 McKinsey reports which are generally agreed to be methodologically and conceptually

weak, analytically naive and politically biased.

- Conversely, the published advice given to ministers on these matters shows a worrying lack of awareness of, or interest in, the mainstream comparative literature, the insight it offers into the true reasons for the distinctive character and relative success or failure of education in other countries, and the warnings it gives about what it is and is not legitimate to infer from different kinds of international evidence.
- There appears to be a greater interest in constructing a curriculum on the basis of dubious and ill-informed extrapolations from international evidence than in undertaking the necessary prior analysis of the condition and needs of children and society in Britain. This is not the way to plan a national curriculum.

This is probably not the place to do more than hint at the studies which ought to have been referred to in the published advice given to ministers but have not been: for example, the 1996 Reynolds and Farrell 'Worlds Apart' analysis, commissioned by Ofsted, of what can be learned from high-performing countries, including those of continental Europe and south-east Asia; the sequence of projects comparing aspects of education in England, France and Denmark by Broadfoot, Osborn and their colleagues; the five-nation study of culture, policy and practice in primary education in England, France, India, Russia and the United States by Alexander; the two-volume collection arising from the landmark ESRC-supported programme of international seminars which during 1998-2000 re-assessed the theory, methodology and applications of comparative research and included major contributions from Alexander, Allsop, Bonnet, Broadfoot, Brock, Cheng, Cowen, Crossley, Dabies, Galton, Hawker, Hopes, Kearney, Judge, Le Métais, Osborn, Phillips, Planel, Preston, Reynolds, Robinson, Rust, Sander, Schriewer, Schweisfurth, Steedman, Tobin, and Wubbels.

Document Q captures some of the problems referred to here, while documents E, F, G, H, J, K and P bring together some of the international comparative research surveys which the CPR commissioned.

27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?

Comments:

This question invites us to extract factors from international comparisons as if culture were unimportant, and thus to compound the problem hinted at above. But, in this extract from document Q, note the following, which takes the familiar case of Finland and moves outwards:

From document Q:

What makes Finnish schooling so effective? McKinsey, as we've seen, settles for good teachers, teacher training and teaching. Others dig deeper, highlighting, alongside teachers' motivation, entry level and qualifications, factors such as relative cultural and linguistic homogeneity; low rates of immigration; high levels of student engagement with reading outside school; universal entitlement to high-quality pre-school education coupled with a relatively late start to formal schooling and an emphasis on thoroughly preparing children, socially and linguistically, for learning in school; decentralised decision-making and a high degree of institutional and professional autonomy. (Lyytinen 2002, Fredriksson 2006)

Beyond these, Finland has two features which tend not to be acknowledged by the architects and defenders of high-stakes standards drives such as those in England and the United States:

- a paramount commitment to social and educational equity through a genuinely comprehensive school system of consistently high quality, with a minimal private sector which co-exists rather than competes with the public sector;
- no national tests, no league tables, no draconian national system of inspection, no national teaching strategies, and indeed none of the so-called 'levers' of systemic reform in which the British government has invested so much. (Eurydice 2009)

policies in the wider economic and social spheres matter too – a great deal.

On this basis, Japan's appearance among the 'small, rich and educationally successful' nations in Ruzzi's table is not the anomaly it might seem, for in terms of the income difference between a country's rich and poor, Japan is the most equal of the world's 23 richest nations (Wilkinson and Pickett 2010, 17). Wealthy and educationally successful Singapore is bottom of the same list but it has only 5 million inhabitants. So there's a constellation of factors in which wealth, demography, equity and relative equality all play a part alongside the school and education system factors on which McKinsey concentrates, though in the end it's culture which determines how wealth is disposed, how education is conceived and how much or little equality matters. For Wilkinson and Pickett, however, the latter is the key:

Greater equality, as well as improving the wellbeing of the whole population, is also the key to national standards of achievement and how countries perform in lots of different fields ... There is not one policy for reducing inequality in health or the educational performance of school children, and another for raising national standards of performance ... If ... a country wants higher average levels of educational achievement among its school children, it must address the underlying inequality which creates a steeper social gradient in educational achievement. (Wilkinson and Pickett 2010, 29-30)

The McKinsey report rightly says 'The quality of an education system cannot exceed the quality of its teachers.' (Barber and Mourshed 2007, 40) But remember also Ernest Boyer: 'A report card on public education is a report card on the nation. Schools can rise no higher than the communities that support them.' (Boyer 1983).

28 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION H: HOW CHILDREN LEARN (Q29)

The remit for the review makes clear that the National Curriculum should express clearly the progression that pupils should make in each subject, and that this progression should be informed by the best available evidence on how children learn. For example, at what age should particular concepts first be introduced, how should these be sequenced in the most appropriate age-related order to develop deep learning and how should this evidence be best reflected in Programmes of Study for particular subjects?

This section is about your views on the best available evidence on how children acquire particular knowledge, and understanding of concepts and principles, to inform the development of the National Curriculum. Your views may be based on particular research, expertise or from your own experiences of teaching.

Our aim in seeking this information is to help inform the sequencing of knowledge at different ages with the National Curriculum Programmes of Study. We would welcome all evidence relevant to this issue, whether broadly based or focused on particular knowledge and concepts within a given subject (eg understanding ratio and proportion within mathematics).

29 What research evidence on how children learn provides the most useful insights into how particular knowledge should best be sequenced within the National Curriculum Programmes of Study?

If drawing on particular research evidence, please provide a brief summary of the evidence, with a reference or web address to key studies or research summaries. Alternatively, you can email the evidence to: NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it here.

Comments:

Children's development and learning, including their learning outside school, were major themes in the CPR and we commissioned research surveys from leading figures in the field, including Peter Bryant, Usha Goswami, Berry Mayall, Christine Howe and Neil Mercer.

See CPR final report, chapters 4-10 (pp 51-156), but especially chapters 5 and 7 and their corresponding conclusions and recommendations in chapter 24. The paras from the latter chapter, below, hint very briefly at the scope of the ground covered.

From the final CPR report, p 489:

The Cambridge Primary Review's approach to primary education has been shaped not only by concerns about the quality of children's lives, but by changes in the way childhood itself is viewed and understood.

First, arising from converging attention to children's rights and voices, and from recent

developments in child psychology and sociology, children's capacity and right to influence the direction of their own lives is increasingly acknowledged, as are their right to be consulted about matters affecting their lives and learning and their competence to make meaningful judgements on such matters from an early age. The Review is convinced by the evidence that a sense of agency is vital for both learning and well-being, and it features prominently both in our proposed aims for primary education and in our account of pedagogy.

Second, it is recognised that there is much more to children's lives than school, that what children do out of school can be valuable in itself, and that in the home and community children can develop understanding and skill of distinctive kinds on which schools can and should build. This is in sharp contrast to the 'blank slate' view of early childhood on which primary schooling has sometimes been based, and the belief that the home exists merely to support the school.

Third, recent research modifies our understanding of children's development and learning in a number of important directions. Cognitive research suggests that children think and learn not that differently from adults, but differ from them in having less experience through which to make sense of what they encounter. There is greater recognition of the inter-relatedness of the biological, social, emotional and intellectual aspects of children's development and of the consequent need to understand learning as a psycho-social process for which talk, collaborative activity and emotional security are both preconditions and ongoing requirements. Creativity is understood not only in terms of exposure to artistic and imaginative endeavour but as contributing to the quality and capacity of children's thinking, and to their perseverance and problem-solving abilities. Earlier notions of fixed developmental ages and stages have been jettisoned, as have those about left and right brain functions and 'learning styles'. Children are now viewed as competent and capable learners, given the right linguistic and social environment and teaching which engages, stimulates, challenges and scaffolds their understanding.

To which we add –

From the final CPR report, p 106:

So, how do children develop, think, feel, act and learn? Answering that question lies in part in recognising the intricate and intertwined influences of what used to be called nature and nurture: the interdependence of children's development and the social and cultural environment in which it takes place. Among the more significant findings we have noted are these:

- Though children seem to be 'growing older younger', they are neither growing taller, nor maturing physically earlier, at the rapid rate implied by pre-Plowden statistics. What we see instead is young children under pressure to appear and act older than they are.
- Neuroscientific research suggests that children can learn in as many different ways as adults and multisensory approaches are more likely to achieve understanding.
- The relationship between cognitive development and learning is now understood as an interactive process in which development is brought about by appropriately tuned teaching by teachers or more capable peers.
- Research evidence confirms the importance for a child's cognitive development of social interaction with teachers and other children. The quality of classroom talk is critical, whether between teacher and pupil or among pupils themselves.
- The gender gap in attainment cannot be attributed to basic reasoning abilities, and must therefore be a consequence of socio-cultural factors in and out of school. Holistic and infrastructural remedies involving boys, girls, teachers, parents and wider curricular interventions which value learning outside the core skills, are needed to redress

imbalances while promoting higher achievement.

- In the same vein, repeated calls for more opportunities for children to develop their creativity in school are supported by research which recognises the quality of the thinking, as well as the perseverance, which the creative process entails. Children need more time to engage with their projects, and the creative process as well as the product should be valued.
- Strong concerns were voiced in the soundings and submissions about the effects of various sources of emotional stress, and the case for schools to accommodate children's needs for space and time to 'chill out' and, crucially, to be listened to. Extension of the SEAL programme and more opportunities for the development of children's social skills and emotional understanding are welcomed and are likely to have a positive impact on learning outcomes.

While Every Child Matters and the Children's Plan offer a way forward with respect to some of these points, others will be frustrated by the pressures of time, testing and targets of which many Review witnesses complained. Our understanding of how children develop and learn has been greatly enhanced by neuroscientific evidence and by the refinement of socio-cultural theory and research. Clearly, there is a strong case for schools to make better use of the unique social, linguistic and cognitive environment that the classroom provides. Respecting children's voices and acknowledging that they have a role in what and how they learn require appreciation of their lives beyond school, and acceptance of what they bring into school; all of which underscores arguments presented in earlier chapters. Responding to what we now know about children's development and learning requires attention to evidence on a broad and diverse front. What links the evidence is the need to square the circle of the cognitive and the social. Where this is achieved, self-esteem, motivation, capability and attainment go hand in hand.

The importance of language

We would wish strongly to underscore the importance of language, especially spoken language, in young children's learning. This is one of the reasons why the CPR argues that national curriculum English needs to be reconceptualised in a way that gives oracy a much more prominent place, though across the curriculum rather than in the teaching of English alone.

This matter is more fully treated in Section D, question 9.

SECTION I: TRANSITION (Q30- Q33)

The review will be taking into account the emerging conclusions of the review of the Early Years Foundation Stage (EYFS) by Dame Clare Tickell to ensure a smooth transition from the EYFS to Key Stage 1. The review will also take into account the need for the National Curriculum to be embodied readily into GCSE subject criteria and support the effective operation of public examinations at the end of compulsory schooling. The development of new GCSE criteria themselves is outside the scope of this review.

This section is about your views on how to best take into account the key transition periods in schooling in developing the new National Curriculum.

30 What are the most important factors to consider in developing the National Curriculum for Key Stage 1 to ensure a smooth transition from the Early Years Foundation Stage?

Comments:

See 33 below

31 What are the most important factors to consider in developing the National Curriculum for Key Stage 3 to ensure a smooth transition from Key Stage 2?

Comments:

See 33 below

32 What are the most important factors to consider in developing the National Curriculum for Key Stage 4 to ensure the effective operation of GCSE and other public examinations?

Comments:

33 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

1. The CPR's proposals for a domain-based curriculum during the primary phase seek in part to encourage smooth transitions from the EYFS areas of learning and to the subject-based secondary curriculum.
See our comments, and the extracts from the final CPR report, under Section C above.
2. There are also structural issues here, and there is a long history of problems not just at the interface of pre-school/primary and primary/secondary but also within primary in the transition from KS1 to KS2. Bearing in mind that the Key Stage structure is merely a renaming of the old infant/junior division which itself has its roots in the Elementary Education Act of 1870, it is surely time to re-assess its validity. **The CPR recommended that primary education be re-conceived as a single phase. This was in part conditional on extending the EYFS to age 6 which would have made KS1 somewhat redundant. The latter recommendation has not been adopted by the Tickell EYFS Review. Nevertheless the idea of a unitary primary phase rather than separate Key Stages retains its merit and we commend it to this review. In line with our recommendation, we have proposed in the relevant sections above that programmes of study in the core subjects be conceived for the primary phase as a whole – perhaps with year by year non-statutory guidance available for those who need it - rather than by Key Stage.**

3. We quote extensively from the CPR final report on these issues below. They have structural, curricular and pedagogical aspects, so although the NC review can and should respond on, for example, curriculum continuity from early years to primary and from primary to secondary, and although it should heed our advice to reassess the Key Stage structure, pedagogical and larger structural considerations lie outside its remit.

From the CPR final report, pp 367-72:

STAGES AND TRANSITIONS

Young changelings

In 2008, five-year-olds in England, unlike most of their European peers, adapted to new places and faces three times in their journey from home through pre-school and reception and into the formal schooling of Year 1. As they progressed on up through the year groups, they also travelled through three official phases – from foundation to key stage 1 to key stage 2. Some also changed schools, from infant to junior or from first to middle, but the majority moved on at age 11, with the rite of passage represented by transfer to secondary school. By contrast, children in Sweden, Finland and Russia attended the same school from age seven through to 15 or 16 and usually had the same teacher for the first few years.

Of England's 17,361 primary schools, 12,845 took children from ages four/five to 11. This model was in the ascendancy, but the others still accounted for more than 4,500 schools. In 2007, there were 1,115 first schools, 1,705 infant schools, 1,542 junior schools, 68 combined first and middle schools, and 86 middle schools (ages nine to 12).³⁶ All varieties could exist in one authority. Consider, for example, Suffolk. In 2008, alongside its all-through schools, it had schools for five- to seven-year-olds, for five- to nine-year-olds, for seven- to 11-year-olds, for nine- to 12-year-olds, and for nine- to 13-year-olds.³⁷

Key stages locked in the past

Such an assortment of ages, stages and transitions resulted from decades of often conflicting influences on education. Political, religious and economic pressures shaped the school system, frequently reflecting social prejudices and local demography as much as educational theory. The apparent recency of key stage 1 conceals deep roots. The Elementary Education Act of 1870 formalised a distinct phase for five- to seven-year-olds. Infants were taught separately and were also exempt from the 'payment by results' system that qualified schools for grants depending on how many children passed inspectors' tests. The Act was following the practice, if not always the developmental spirit, of Robert Owen's pioneering New Lanark school which opened in 1816 and aimed to ameliorate the effects of poverty on the children of cotton-mill workers. Catering for three- to seven-year-olds, it was much concerned with children's health and moral welfare and was wary of 'overburdening' young minds. Another pioneer, David Stow, opened his own infant school in Drygate, Glasgow, in 1828. Victorian educational thinking was heavily influenced by Stow's division of pupils by age. Two- to three-year-olds enrolled in an 'initiatory' department, moving on at age six into the juvenile department which was sub-divided into juniors (six- to 12-year-olds) and seniors (12- to 14-year-olds). Although not widely adopted at the time, the pattern of infant, junior and senior had become the norm by the 1930s when the Hadow committee was producing its reports.

Similarly, key stage 2 had its origins in the 1926 decision of the Hadow committee to make 11 the age at which elementary pupils moved from junior into senior school. Eleven was chosen because it was the minimum school-leaving age at the time, and the committee considered it coincided with adolescence. In selecting 11, they created another divide that, according to Plowden, became 'as firmly fixed in Englishmen's minds as 1066'.³⁸

A middle way

The traditional infant and junior ages were challenged in the 1960s when Alec Clegg, the innovative chief education officer of West Riding, suggested infant schools take children up to age nine and middle schools up to 13. While one motive was financial, there were also educational arguments including the belief that middle schools offered young adolescents better support than large secondaries, an argument which re-surfaced in evidence to the Cambridge Primary Review. Plowden, a supporter of three tiers, chose to make the breaks at ages eight and 12. Three years at infant school would, the report said, allow children and teachers to 'work steadily and without anxiety'. And with middle schools freed from the 'dreaded landmark' of the 11-plus, transfer at 12 cut the risk of pupils suffering from 'premature emphasis on class instruction, adult systematisation and precision in secondary schools'.³⁹

For a while, it seemed as though there might be a flourishing alternative structure to those of infant, junior and primary. For funding purposes, middle schools for eight- to 12-year-olds were 'deemed' by the 1964 Education Act (which actually preceded Plowden) to be primary while those for nine- to 13-year-olds were 'deemed' secondary, and inspectors reported on the quality of education in both variants in survey reports published in 1983 and 1985.⁴⁰ But these alternative ages and stages, also introduced in New Zealand and the USA, never became dominant and the arrival of the national curriculum in 1988, with its 5-7, 7-11 key stages, dealt them a possibly fatal blow. In 2007, there were 334 middle schools (transferring at both 12 and 13) compared with their peak of 1,813 in 1983, when 22 per cent of 11-year-olds were in some type of middle school.⁴¹

The Review's community soundings included an area with middle schools where parents and teachers were waging a strenuous campaign against the local authority's decision to change to the two-tier system. By the time the Review went to press this campaign had been lost, and the tale had been repeated elsewhere. Thus, the tide in 2008 appeared to be flowing against three tiers, and even two tiers appeared to be questioned by the government's professed desire to see a 'significant rise' in the number of all-through academies. Five opened in 2008 bringing the total to 14 with five more in development. Approval was also given for the first 'matrix' academy in Ashington, Northumberland, where three failing primaries and a secondary school will combine under one management team, though remaining on separate sites. All-through is a tried and tested model in Sweden, Finland, Russia and elsewhere and, closer to home, in the English private-school sector. However, research to support the move to all-through academies remains elusive. In 2007, the government admitted that it had not commissioned a review of the benefits or otherwise of all-through schools, saying merely that 'the small number of open all-age schools in England presents a generally positive picture'.⁴² In the same year, by contrast, Ofsted applauded the performance of separate nursery and infant schools, indicating, to adapt an early mantra of New Labour, that attempts to raise standards by changing structures risks jettisoning the good as well as the not-so good.⁴³

Barriers to the flow of learning?

The ages and stages of primary education vary across the world. In New Zealand, the primary years run from ages five/six through to 12/13, in France and Italy from six to 11, in Germany from six to 10 or 12, and in Sweden and Finland from six/seven through to 16. Generally, the phases of each country's curricula reflect school structure. In Sweden, for example, there is a pre-school curriculum from birth to age six/seven and a lower secondary curriculum from six/seven to 16. In England, most local authorities aim to align school structure with the key stages of the national curriculum. While the Review's research survey in this area did not find any conclusive strengths or weaknesses associated with any particular structure, it highlighted concerns that in England the historical divisions between infant, junior and adolescent education deepened after the introduction of the national curriculum.⁴⁴ The key stages risked creating a lack of continuity and flow in learning, compartmentalising early years, primary and secondary curricula and teachers – divisions accentuated by phase-related teacher training. Certainly, children's difficulties moving into and between the key-stage 'compartments' were raised as significant problems in submissions to the Review from schools, local authorities and national organisations. One

teacher commented that:

The rigidity of the age bands can be a problem, especially as formal education starts so (increasingly) early. It is often the case that a child is clearly not ready for the next class or phase, especially the summer-born children... Yet it is often difficult to hold them back or keep them in an appropriate class as this can affect the numbers in classes as required by local councils. However, mixed-age classes are often unpopular with parents.

Strict adherence to the key-stage structure was cited by some local authorities as a barrier to sustaining the momentum of learning. The submission from the Association for the Study of Primary Education argued that:

The artificial separation of primary education into two distinct phases following the foundation stage was originally brought about in order to re-classify what used to be called infants and juniors. It was also intended to bring about greater clarity in the classification of pupils in first schools as an alternative to separate infant schools. It was also fuelled by the obsession with testing children at the end of each key stage. With moves to trust teachers' own assessments more at the end of key stage 1 and the movement towards personalised learning there is now an argument in favour of blurring the edges and seeing the primary phase as one continuum; a system that provides learning approaches which reflect the increase in maturity of pupils as they move through the primary phase.

From Reception to key stage 1

Two transitions at the start of a child's school life merit urgent attention, according to the Review's community soundings and submissions. Worries about how well children transfer from pre-school to reception classes mirrored fundamental concerns about England's early starting age, dealt with in chapter 11. However, children who have attended high-quality pre-school settings generally cope well, particularly if there are strong links between pre-school, primary school and family, concludes the Review's research survey on classes, groups and transitions by Peter Blatchford and colleagues.⁴⁵ They also report that pastoral support for children arriving in reception classes is now generally good, but the mechanisms to ensure progress in learning remain less effective.⁴⁶

The submissions expressed fears that, once in school, some infants, particularly summer-born children and those with special needs, struggled in the transition from the early years foundation stage to the more formal teaching of key stage 1. Research evidence also indicated that parents' and children's worries about this transition had been glossed over.⁴⁷ Reception pupils interviewed in England in 2005 reported unhappiness at the loss of play and worries about workload.⁴⁸ One girl said she expected Year 1 to be 'no toys' and 'just work, work, work'. One Year 1 boy described sitting on the classroom carpet as 'wasting your life'.

As we noted in chapter 11, this matter was taken up by the government's 2008-9 Rose review of the primary curriculum, and we commented on it both there and in our later discussion (chapters 13 and 14) of the relationship between the EYFS and the KS1 national curriculum. However, Rose's solution – that all children should enter school the September following their fourth birthday – provoked considerable opposition from early years experts, mainly on the grounds that in terms of space, resources, training and the quality of provision many reception classes do not offer appropriate provision for such young children. This report's final chapter makes specific recommendations on this matter.

Curriculum discontinuity troubled teachers as well as pupils. While they mostly succeeded in sensitively introducing subject-based teaching, there was a tension caused by having to knit together two very distinct phases. Inspectors commented on a sense 'of provision which swung heavily and suddenly, for all pupils at the beginning of Year 1, towards literacy and mathematics'.⁴⁹ Only two of the 10 local authorities visited by Ofsted in 2007 had clear guidance for schools on managing the transition from the foundation stage to key stage 1.⁵⁰

Schools managed the transition most effectively when it was part of ‘a broader whole-school approach to achieving good curricular continuity and progression in pupils’ learning,’ said the inspectors. Researchers recommended that transition be regarded as a process and reception-class routines and play activities be extended into Year 1, an approach supported by the interim report of the Rose Review in 2008.⁵¹ Parents needed more guidance and teachers needed to offer more support to summer-born pupils, those with special needs or with English as an additional language.

The importance of a smooth move into school and on into Year 1 was also indicated by research evidence suggesting that the effects of transition may be cumulative – that the legacy of a badly-managed move early on could damage children’s abilities to make successful transitions throughout their school career.⁵²

Set against the prevailing anxiety about foundation stage/key stage 1 transition in England, it is instructive to look abroad. After all, wherever there is pre-primary provision of some kind, transition is potentially a problem.

The Ofsted comparative study of the education of six-year-olds in England, Denmark and Finland set out to examine this issue by comparing the character of the care and education received by six-year-olds in primary schools (England) and pre-school settings (Denmark and Finland) and relating the similarities and differences in provision to the expectations of parents, teachers and governments, and to cultural values. The Ofsted report noted:

Much more importance is attached in Finland and Denmark to the way six-year-olds develop as people, rather than what they should know and be able to do. Although literacy and numeracy and other areas of learning are important in the Danish and Finnish programmes, personal and social development, learning to learn, developing self-control, and preparation for school are given a higher priority ... In England, literacy and mathematics lessons filled most mornings ... There was a pronounced sense of curriculum pressure to squeeze in all that was required, and to achieve national, local and school-specific targets. In Denmark and Finland there was no such pressure. Here, too, the curriculum, in its important personal and social aspects at least, spilled out of the classroom into other aspects of school life, while in England it was more tightly confined to the classroom.⁵³

Crucially, in the context of that concern with accountability which drives the British government’s preoccupation with literacy and numeracy targets, Danish and Finnish parents were happy with their countries’ approach:

Parents in Denmark were unanimous in the belief that [the setting] was about socialisation [and] the encouragement of positive attitudes to school and to learning was a high priority ... The views of parents in Finland mirrored those in Denmark.⁵⁴

All this also provides an important alternative perspective on the debate about literacy goals in the early years foundation stage already discussed in chapter 11.

Learning dips in Year 3

The learning dip observed in Year 3 was also commented on in submissions to the Review and there was research evidence suggesting that the Year 2 national tests lead pupils and teachers to perceive Year 3 as less important. (An alternative view was that progress in Year 2 was artificially inflated as a result of pressure to do well in the national tests.) While research conducted in 2002 found that although head teachers recognised the importance of Year 2/ Year 3 liaison and parental involvement in helping to sustain pupils’ progress in Year 3 only a minority of schools were addressing these areas.⁵⁵

For some children the transition from key stages 1 to 2 coincided with transfer from infant to junior school. Awareness of what this entailed was raised by a project involving 24 infant and junior schools in West Sussex.⁵⁶ For example, there was recognition that for some

children leaving their school was akin to a bereavement, and an appreciation of the need for information about pupils to flow back to the infant school as well as forward to the junior. Despite a focus on standards, including continuous assessment records that bridged the key stages, more work on curriculum continuity was regarded as a priority.

The troublesome transfer: from primary to secondary

Some local authorities and teachers' submissions said the bumpy path between primary and secondary school had much improved and research evidence confirmed that better organisation of the personal and social aspects of induction had eased children's fears. However, many remained. Parents interviewed in the community soundings revealed anxieties that their children were too young, that their confidence would be dented and their behaviour deteriorate. Children worried about losing their friends, and their way, in this 'intimidating' change. Teachers, too, expressed concern about the stress caused to young people. The submission from Human Scale Education talked of a 'significant and damaging disjuncture between primary and secondary schools', while an argument put forward in the Review's national soundings for organisations was simply that transitions were always problematic and should be minimised.

The 'hiatus' in some pupils' academic progress after a change of school, highlighted in 1999, continued to be a serious concern, according to schools, local authorities and national organisations.⁵⁷ The consensus from the Review's research evidence and submissions was that curriculum discontinuity and variations in teaching practice tripped pupils up while they were adjusting to the new social environment of secondary school. Many started to feel the work was too easy, reflecting a failure to exploit prior learning. Communication between schools, parents and pupils still needed attention. Some primary teachers and heads said their secondary colleagues underestimated what children could do and had little interest in, or respect for, what happened in primary schools. Similarly, the 2008 interim report of the Rose Review warned that secondary schools appear to pay too little attention to reliable information on primary pupils' progress and stressed the need for greater curricular continuity.⁵⁸

There was evidence that cross-phase units of work and more collaboration between KS2 and KS3 teachers improved continuity of learning. Other suggested solutions from the submissions included a national transition week in July, the appointment of local authority transition advisers, phased entry to secondary school, and funding for more contact between staff. Some children and one head teacher wanted primary and secondary schools to combine as all-through institutions, thus hopefully bypassing the 'intimidating' experience altogether. Other children echoed Plowden in expressing a preference for a gradual progression via middle schools which offered better resources than primaries in Years 6 and 7. However, the submission from the Association of School and College Leaders commented that middle schools also suffered a learning dip, though between Years 4 and 5, rather than in Years 7 and 8. This view is supported by evidence from the USA and New Zealand as well as England.⁵⁹

Concentrate on communication and continuity

Communication and continuity of learning appear essential to breaking down barriers between infant, junior and secondary phases. More communication with parents eases fears and helps maintain relationships that often evaporate at secondary level. Communication with pupils is also vital as their anxieties and expectations need to be expressed. More communication between teachers of all ages and stages aids continuity of learning, which also requires less abrupt curricular and pedagogical changes such as those occurring between reception and Year 1 and between Years 6 and 7.

Greater standardisation of the primary curriculum would help secondary teachers whose Year 7 pupils come from a variety of schools, as would standardising the quality and quantity of information passed on about a transferring pupil. Many examples of innovative and successful induction programmes could be built on, particularly those that strengthened academic links, for example, exchanging Year 6 and 7 teachers for some lessons. Cross-

phase units of work also needed to encompass subjects such as PE and languages as well as literacy, numeracy and science.

School clusters and federations should aid communication and continuity. However, all-through schools, able to mix and match pupils and teachers across all ages and phases, appear to have the best chance of achieving smooth progress. Sweden's all-through schools are often held up as a model, though it is worth noting that, outside the cities, many only cater for 200 pupils. Transition is the 'biggest unsolved issue facing education', according to the former head of one of England's few all-through schools. However, he also counselled that: 'All-through isn't a one-size-fits-all solution. Each community needs to find its own solution.'⁶⁰ Arguably, all-through does not automatically eliminate the problems of transition, particularly in split-site schools such as the proposed 'matrix' academy in Ashington, and it is an expensive answer.

For some communities, the answer is the middle school, as it was for Plowden and Clegg. While three tiers entail two transfers, clearly some middle schools are confident that they are successfully bridging their divides. Learning how to manage change is as valid an answer as trying to eliminate it altogether. But middle schools, as we have already noted, are a fast-declining species.

SECTION J: IMPLEMENTATION (Q34 - Q35)

This section is about what arrangements need to be put in place to support the successful implementation of the new National Curriculum in schools. For example, this may relate to teacher training, inspection, statutory assessment, support and guidance for schools, etc.

As explained in Section C, the Government's intention is that the implementation of the new National Curriculum should be phased in, with new Programmes of Study for English, mathematics, science and physical education published in autumn 2012 for first teaching in schools from September 2013, and those for other subjects published in autumn 2013 for first teaching in schools from 2014. The remit for the review includes consideration of what further phasing may be necessary (for example whether the new Programmes of Study should be introduced in all key stages/year groups simultaneously, or over a period of time).

34 What are the particular issues that need to be considered in phasing the introduction of the new National Curriculum in the way proposed, with Programmes of Study in some subjects introduced in 2013 and the rest a year later?

Comments:

The CPR did not recommend phasing, and although it understands the argument behind the statement above, it believes that the chosen phasing carries the considerable danger that it will entrench more deeply and for yet another decade the two-tier curriculum and the immense damage to children's education that this has caused.

There are similar anxieties among educators in Australia, which is also phasing the introduction of its national curriculum, starting with English, maths, science and history.

35 What other arrangements, if any, need to be considered in implementing the new National Curriculum, and how they should be addressed?

Comments:

Proposals on implementation were appended to the CPR's recommendations for reforming the primary curriculum, and these are quoted below and are commended here subject to changes in national arrangements which have already taken place and which may no longer apply.

From the final CPR report, pp 275-7:

11. For the purposes of planning we divide the national curriculum and the community curriculum into three segments:
 - a nationally-determined description and rationale which specifies in broad terms the knowledge, skills, dispositions and kinds of enquiry to be taught through the primary phase, an expanded statement for each domain (see 'the national component', above), and the standards of achievement and quality of learning⁶¹ to be secured by the time a pupil transfers to secondary school (statutory);
 - nationally-determined programmes of study for each domain (for programme scope see 'the national component' above), which in combination should take no more than 70 per cent of the yearly time available (non-statutory);
 - a locally-determined community curriculum for those of the eight domains where this is appropriate and feasible which also identifies the particular local needs which the curriculum as a whole should address and the distinctive educational opportunities which the local community and environment provide.
12. The proposed curriculum is planned nationally by independent expert panels for each domain together with a whole curriculum panel. (The question of how such work should be co-ordinated should await a review of the remit and functions of the QCA and the other national agencies). Each panel includes school representatives and experts in the contributory disciplines and their classroom application. The national planners are charged with ensuring that the knowledge, understanding, skills and dispositions that are required and recommended attend closely to the specified aims and can be accommodated within the 70 per cent of time available for the national curriculum; and they are asked to identify those aspects of each domain which require regular attention and those where flexibility in timetabling is appropriate.
13. The community component is planned locally by community curriculum partnerships (CCP) convened by each local authority, or where this is desirable and appropriate by local authorities acting together, or by groups of schools; each panel includes school representatives, community representatives and experts in the contributory disciplines, and its work must involve consultation with children. The community curriculum includes both those elements agreed collectively among schools and each school's response to ways that the lives of the children themselves can be respected and built upon.
14. The arrangement merges the existing SACREs within the new local framework, making them one of the eight domain sub-committees of each CCP, and ensuring that their membership is expanded to include the necessary perspectives on belief and morality outside the context of particular faiths.
15. Beyond this, the curriculum is implemented flexibly and creatively by each school, though having regard to the requirement to plan and teach all eight domains and to achieve high quality teaching and learning across the entire curriculum regardless of the amount of time allocated to each domain.
16. It must also be implemented in a way which pursues the aims in the overlapping contexts of (i) domain-specific content and activity (ii) generic pedagogy and (iii) the life of the school as a whole.

Conditions

Success in the enterprise of reconceptualising, planning and implementing the new primary curriculum would appear to depend on the following changes to current mechanisms, many of which are considered in later chapters of this report:

Reforming institutions, procedures and requirements

- Redefining the statutory functions, in respect of the curriculum, of the DCSF, QCA, local authorities and the national strategies.
- Reinvigorating local authorities as agents and facilitators in curriculum development.
- Winding up the primary national strategy in its current form, or merging it with the QCA, and combining the expertise and resources of both in the interests of producing the best possible advice to the domain planning groups and non-statutory guidance of the highest quality.
- Making what is non-statutory genuinely so, and changing those requirements or procedures formulated by the DCSF, Ofsted and the TDA which currently make the non-statutory in effect obligatory.
- Reforming national assessment, especially at age 11, so that it does its job without compromising children's statutory entitlement to a broad and balanced curriculum.

Building professional capacity

- Rethinking both primary ITT and CPD to ensure that all eight domains are properly attended to, and the potential of generic pedagogy in pursuit of the aims is properly understood.
- Ensuring that epistemology, pedagogy and discipline-based pedagogical content knowledge are given much greater prominence in primary ITT.
- Re-thinking teaching roles and staff deployment in primary schools, with particular reference to the balance of generalist, semi-specialist and specialist teaching, in order to ensure that every school has the necessary expertise to teach every domain well.
- Requiring collaboration between professionals in primary, early years and secondary settings in order to ensure smooth transition from foundation to primary and primary to secondary.
- Encouraging collaboration between schools in order both to share expertise and develop the community curriculum.
- Auditing the capacity of each local authority with a view to ensuring that it is able to take the envisaged lead role in co-ordinating the development of the community curriculum.
- Making the pursuit and proper use of evidence central to each of the above.

In arguing for national reform we envisage not the familiar scenario of government reaching for a new national strategy, initiative or task force, or national bodies telling local authorities and schools what to do, but the reform of those national bodies and requirements themselves. Without a combination of reform in this sense allied to rigorous professional capacity-building in schools and local authorities, the primary curriculum will continue more or less as it is, with its labels cosmetically adjusted but its most fundamental problems unresolved.

The challenge of curriculum capacity

The CPR was particularly exercised by the challenge, within a structure and culture of generalist teaching, of ensuring that every primary school has the capacity to plan and implement a coherent curriculum and to teach every aspect of it to the consistently high standard that a minimal notion of 'entitlement' entails.

Its recommendations were (CPR final report pp 505-6):

125. The long-standing failure to resolve the mismatch between the curriculum to be taught, the focus of teacher training and the staffing of primary schools must be resolved without further delay. The principle to be applied is the one of entitlement adopted throughout this report: *children have a right to a curriculum which is consistently well taught regardless of the perceived significance of its various elements or the amount of time devoted to them.*
126. Primary schools should be staffed with sufficient flexibility to allow the above principle to be applied. This may require an increase in staffing along the lines recommended in previous enquiries, though alternatives to the models proposed in the 1978 HMI survey, the 1986 Select Committee report, the 1992 DES report and the 2008 Williams report should also be explored, as should curriculum- and activity-led staffing models.
127. **The urgency of this task, and its potential cost, require a full national primary staffing review on the relationship between (i) the curricular and other tasks of primary schools as they are now conceived, (ii) the roles and numbers of teachers and other professionals required, (iii) the expertise and training/retraining which this analysis dictates, (iv) the recruitment of appropriately-qualified graduates to primary PGCE courses** (bearing in mind, for example, the Royal Society's evidence on a sharp decline in the number of mathematics and science graduates entering these courses). The potential to tackle this problem through clustering, federation, resource-sharing, teacher exchange and all-through schools should also be examined.
128. Identifying options is essential, for the debate on this matter needs to move beyond the simple opposition of 'generalists' and 'specialists' and we wish it to be clearly understood that we are not proposing the summary curtailment of the established system of primary-school staffing. Thus, a fully generalist approach might be maintained for the early primary years with a generalist/specialist mixture in upper primary. Capacity could be strengthened by having more than one model of initial training, say (i) fully generalist, (ii) generalist with specialism as, with many ITT programmes, at present, (iii) combined-domain specialist (perhaps two or three domains), (iv) single-domain specialist.
129. For as long as initial teacher training is directed at the role of generalist class teacher, it will be hard pressed to provide what is required, especially on the one-year PGCE route. The possibility of a two-year PGCE, as discussed during the 1980s, should be revisited. At the same time, the content should be refocused so as to ensure that the training and the NQT's classroom role are properly aligned.
130. Initial teacher training and continuing professional development should move from models premised on compliance with national strategies and received official wisdom to critical engagement, on the basis that this not only makes for better teaching, but is a minimal position from which to advance the empowerment, autonomy and citizenship of the pupil. This principle should be noted by those responsible for developing the new Master's in Teaching and Learning programme (MTL). Initial teacher training should give much greater attention to (i) pedagogy as defined in this report, (ii) recent research

on the social, emotional and developmental context of and strategies for learning, teaching and assessment, (iii) developing expertise in all aspects of the curriculum to be taught, (iv) understanding of the wider discourse of curriculum, knowledge and skill.

We are pleased that the Secretary of State has accepted the recommendation highlighted at 127 above. DfE is currently undertaking an in-house enquiry into primary schools' curriculum capacity with the support of the CPR and has asked that this should liaise with the NC review.

Please see the briefing on this matter which we provided for the Secretary of State and the Schools Minister (document R).

SECTION K: OTHER ISSUES AND COMPLETING THIS CALL FOR EVIDENCE (Q36-Q37)

36 Please use this space for any other evidence or views you wish to feed into the review at this stage.

Comments:

1. We deplore the perpetuation of an approach to planning a national curriculum for a highly diverse and complex country of 51 million inhabitants which has no discernible educational aims or rationale, or whose aims are at best cosmetic. Aims in this exercise are vital, and they should precede rather than decoratively follow the determination of content. They should be properly researched and clearly argued. They should attend to the conditions and needs of learners and society today. They should respond to a much wider and more secure range of national and global imperatives than international benchmarking based on contested evidence about student achievement. And they should understand that the notion of 'essential knowledge in key subjects', which the government has provided as the main criterion for 'slimming down' the curriculum, is far from straightforward (see below).
2. In the absence of such a rationale we do not see how defensible decisions can be made about which subjects to include in the national curriculum, which subjects to exclude, and which aspects of the chosen subjects to define as 'essential'. Running the exercise as a curriculum popularity contest is emphatically not the way to proceed, but in the absence of aims and a rationale it looks like the only way forward, especially as the heavy use of tickboxes in this consultation form's sections on each subject allows no analysis other than quantitative. The aims and rationale for a national curriculum, incidentally, deserve at least as much public debate as the content. They cannot simply be imposed.
3. We are concerned about the risk that the phasing of the NC review will exacerbate the 'two-tier' curriculum referred to earlier and the damage this has done over many decades to the education of generations of young children. If the NC review opts for what we call 'minimalism 1' (see response to 7a) then in all but the country's best schools this risk becomes a strong possibility, and in some of them – on the basis of past inspection evidence – a certainty. We need only to recall the way that the curriculum in many primary schools sharply contracted when in 1998 the then Secretary of State freed schools from the obligation to teach the non-core programmes of study in order to encourage them to concentrate on the newly-introduced national literacy and numeracy strategies. This serves as a clear warning of the ever-present danger of 'minimalism 1'.

The CPR supports and has itself argued for simplifying the curriculum, reducing the amount of national specification, and encouraging schools to respond creatively and flexibly to the opportunities such simplification

and reduction afford. However, for reasons which have to do with both children's moral entitlement to a broad and balanced foundation for future learning and with what is required to raise educational standards, we have argued in this submission that the more sensible and sustainable approach is what we call 'minimalism 2': making breadth statutory, guaranteeing children's entitlement to a range of specified domains of knowledge, understanding, enquiry, skill and disposition, and identifying core learnings *across all these domains* rather than defining the core as just four subjects.

4. It is highly unsatisfactory that the list of subjects whose place respondents are invited to consider includes only those which are in the current national curriculum and thereby excludes subjects such as drama and dance which are not current named subjects or which at best are subsumed under others. Taken with the entrenchment of the two-tier curriculum referred to above and elsewhere in this submission, this confirms that the current exercise is in danger of looking backwards, rather than forwards to the needs of children and society over the next decade or two.
5. DfE has announced that there is to be a separate review of PSHE. Undertaking this outside the context of the NC review is also unsatisfactory, as is the perpetuation of the semi-detached status of religious education. The CPR argued (final report, p 268) that 'religion is so fundamental to this country's history, culture and language, as well as to the daily lives of many of its inhabitants, that it must remain within the curriculum.' The CPR went on to explore what this domain, which it called *Faith and belief*, should entail, and how it should be distinguished from the inculcation of particular religious beliefs and should attend to other belief systems (such as humanism) and to the conditions of agnosticism and atheism too. Leaving RE in the curriculum annex where it was parked by the 1944 Act is not right for a country which now has many faiths, but is also by some estimations predominantly agnostic and where religion itself is caught up in the sensitivities of cultural and national politics.
6. The case of RE takes us back to the criterion of 'essential knowledge'. Overall, the CPR has argued (final report, pp 257-60) that a national curriculum must be concerned, *inter alia*, with acculturation. We quote, for the last time, from the final CPR report.

From the final CPR report, pp 257-9:

What should children learn?

It is a conventional truth, but a useful one, that *how* children learn is as important as *what* they learn, in as far as a curriculum, however relevant or inspiring it is on paper, will make little headway unless the teacher succeeds (CPR aim 2) in igniting 'children's active, willing and enthusiastic engagement in their learning.' The aims we have proposed contain other such reminders: the importance of the imagination (aim 11); of dialogue and joint activity which both motivate pupils and capitalise on what is now

known about how brain, mind and understanding develop during the early and primary years (aim 12); and of generating that sense of empowerment allied to skill through which learning becomes inner-directed and autonomous rather than dependent on pressure from others (aims 3 and 4).

Yet we cannot accept the claims in some of the Cambridge Primary Review submissions that 'process' is *all* that matters, that the content of the curriculum is no longer significant, and that in a fast-changing world knowledge is merely an ephemeral commodity to be downloaded, accepted without question or summarily discarded. Indeed, this is a view which we have deemed it necessary to contest with some vigour, for we believe it to be based on a fundamental misunderstanding about the nature and possibilities of knowledge and on a caricature of teaching as telling and of learning as factual memorisation and recall. We have also suggested that if the caricature has substance, it is a comment not on knowledge but on teachers.

That is why the aims, for all their apparent emphasis on process, include the unambiguous statement (aim 9) that primary education should enable children

to encounter and begin to explore the wealth of human experience through induction into, and active engagement in, the different ways through which humans make sense of their world and act upon it: intellectual, moral, spiritual, aesthetic, social, emotional and physical; through language, mathematics, science, the humanities, the arts, religion and other ways of knowing and understanding.

The statement goes on to remind us that knowledge matters because culture matters. Indeed, culture is what defines us:

Induction acknowledges and respects our membership of a culture with its own deeply-embedded ways of thinking and acting which can make sense of complexity and through which human understanding constantly changes and advances. Education is necessarily a process of acculturation.

That, too, is why the same statement couples knowing and understanding with exploring, discovering, experimenting, speculating and playing, for 'content' and 'process' are not mutually exclusive as in yet another of primary education's dichotomies they are held to be, but are equally essential aspects of knowing and understanding.

It is on this basis that we argue not only for faith and belief as necessary and explicitly specified elements in a national curriculum, but also for the arts, the humanities and much more. To confine the national curriculum's 'essential knowledge' to English, maths, science and PE betrays extraordinary insensitivity to the nature, power and educational importance of culture, and makes the constant references to Matthew Arnold's 'best that has been thought and said' somewhat hollow. To presume that every school understands that the other domains are in their way no less important to the processes of learning, education and acculturation, and that they must be treated with equal rigour if not equal time, is, regrettably, to ignore the hard evidence of recent educational history.

7. As recalled in the quotation above, the CPR has argued strenuously that knowledge is central to the curriculum, has deplored the way it is downgraded and caricatured in some of the prevailing discourse of primary education, and has cautioned against the profligate attachment

of the word 'skill' to curriculum elements which are about knowledge or disposition rather than skill properly conceived (CPR final report, pp 245-51). At the same time, we warn against another kind of reductionism in the current NC review, equating 'essential knowledge' with 'essential facts'. Even supposing that we could agree on what are the 'essential facts' of science or history, there is of course much more to knowledge than propositions.

Re-thinking the curriculum therefore requires a proper engagement with epistemology – in the NC review no less than in schools and teacher training. At the very least, a distinction needs to be made, as in the quotation above, between process and content, between a subject's *essential structural features, processes and procedures* – or its key concepts and modes of enquiry – and what are taken to be its *essential content*. This distinction is a long-established one which commands a great deal of support. It was used, on the basis of a considerable amount of consultation and discussion, by those who planned the first national curriculum introduced in 1988, and it survived, as the structure of attainment targets, into the version introduced in 2000. It should be revisited. If this earlier analysis is still regarded as valid, then paring back a subject's specifications must at all costs retain its structural features, concepts, processes and procedures so that pupils come to understand the essence of what it is to think and act as a mathematician, a historian, a scientist or a musician, whether these forms of understanding are timetabled and taught as separate subjects, as broad domains or by some other framing device. That, we emphasise, is for schools to determine, and as the CPR warns (final report, p 263), we should not confuse the way a curriculum is conceived and framed at the level of national specification with the way it is re-packaged for the purposes of timetabling and teaching in schools.

We might suggest that a subject's distinctive features, concepts, processes and procedures constitute its *invariables*, while the content which results from the working of these invariables comprises its *variables*. There is of course debate about both elements, but there is also far more consensus about each subject's conceptual and processual invariables than its content, for it is on the content that the key concepts and processes work, and it is the content that is contested, modified and sometimes superseded as the boundaries of subjects are extended and new understanding builds on old. In the current debate, especially in the primary sector, there has been a tendency to merge the two elements, and this category confusion has prompted some to dismiss knowledge as *ipso facto* obsolescent. That charge can be justified when content is merely transmitted as unassailable fact detached from processes of enquiry, exploration, creation, verification or authentication.

8. Finally, we remind the NC review that the CPR's own review of the primary curriculum formed part of a much wider enquiry into English primary education which in turn was embedded in consideration of the

condition and needs of children, society and the world today. In all these matters it drew on a vast array of carefully-balanced evidence which responded to questions which were posed in a genuinely open manner. The NC review has nothing like this breadth of focus and many of its questions are closed or leading. **We therefore urge that full advantage be taken of the evidence and thinking in the CPR interim and final reports which accompany this submission as well as the extrapolations from CPR evidence cited in our responses to the questions in this consultation. The CPR offers an unrivalled resource of genuinely independent evidence and thinking about primary education which the previous government chose to reject. Let that not happen this time.**

37 Finally, please let us have your views on responding to this Call for Evidence (eg the number and type of questions, was it easy to find, understand, complete etc.)

Comments:

See 36 above. Although the form is cumbersome, our main concern is with its substance. Questions which should have been asked have not been, and some of the questions which are asked pre-empt all but a limited range of responses.

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 ✓

Please also acknowledge receipt of the documents sent in hard copy, and specifically the copy of the final report of the Cambridge Primary Review. We request that these documents be either returned to the sender when the NC review is completed or lodged in the DfE library. Please confirm.

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you 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 conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Donna Harrison, DfE Consultation Co-ordinator, tel: 01928 738212 / email: donna.harrison@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 14 April 2011

Send by post to:
Department for Education
Consultation Unit Area Level 1 C
Castle View House
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: NCReview.RESPONSES@education.gsi.gov.uk

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- ¹ Goswami and Bryant (2010), Mayall (2010), *The Cambridge Primary Review Research Surveys*, chapters 6 and 3
- ² LGA *et al.* (2008b): 8.1–8.79
- ³ Bruner (1996): 13
- ⁴ Rinaldi (2001): 38
- ⁵ On engagement, co-construction and the importance of student voice in securing both, see Hargreaves (2004, 2006) and the important series of booklets prepared under his direction for the Specialist Schools and Academies Trust. On pedagogic and educational dialogue see Alexander (2008a, chapters 5 and 6).
- ⁶ Hargreaves (2008a)
- ⁷ For a detailed discussion of the role of film and television in the teaching of English see the report of the 1993 BFI/TES Commission of Enquiry into English (Bazalgette 1994).
- ⁸ For example, the *Daily Mail*, 6 April 2009.
- ⁹ Baroness Susan Greenfield, quoted in *The Guardian*, 24 February 2009
- ¹⁰ For example, ‘Baroness, you are being a complete twit about twitter’, Catherine Bennett in *The Observer*, 1 March 2009
- ¹¹ DES (1975): 514
- ¹² Conroy, Hulme and Menter (2008) (Volume 2, chapter 16). See also chapter 7 of this volume.
- ¹³ NACCCE (1999): 27–30
- ¹⁴ Lipman *et al.* (1980)
- ¹⁵ ‘Place and time’ is borrowed from – and a tribute to – two champions of the primary humanities, the late Joan and Alan Blyth.
- ¹⁶ ‘Place and time’ is borrowed from – and a tribute to – two champions of the primary humanities, the late Joan and Alan Blyth.
- ¹⁷ Hargreaves (2008a)
- ¹⁸ For a detailed discussion of the role of film and television in the teaching of English see the report of the 1993 BFI/TES Commission of Enquiry into English (Bazalgette 1994).
- ¹⁹ For example, the *Daily Mail*, 6 April 2009.
- ²⁰ Baroness Susan Greenfield, quoted in *The Guardian*, 24 February 2009
- ²¹ For example, ‘Baroness, you are being a complete twit about twitter’, Catherine Bennett in *The Observer*, 1 March 2009
- ²² Rose (2008): recommendation 18
- ²³ NACCCE (1999): 27–30
- ²⁴ Galton, Simon and Croll (1980)
- ²⁵ Blatchford *et al.* (2010), *The Cambridge Primary Review Research Surveys*, chapter 21
- ²⁶ CACE (1967): recommendation 100
- ²⁷ Blatchford, Hallam *et al.* (2010), *The Cambridge Primary Review Research Surveys*, chapter 21
- ²⁸ Alexander, Rose and Woodhead (1992): para 85

29 Whitburn (2001)
30 Kutnick *et al.* (2006)
31 Ofsted (1998)
32 *Children and Young People Now* (2007). However, please note that this figure refers to secondary school
pupils.
33 Devine (1993)
34 Kutnick *et al.* (2005)
35 Reynolds and Farrell (1996); Alexander (2001b)
36 DCSF (2007h)
37 Suffolk County Council (2007)
38 CACE (1967): para 365
39 *Ibid.*: para 371
40 HMI (1983, 1985)
41 HMI (1983): para 1.1
42 House of Lords Hansard reports (19.02.2007)
43 Ofsted (2007a)
44 Alexander (1995)
45 Blatchford *et al* (2010), *The Cambridge Primary Review Research Surveys*, chapter 21
46 *Ibid.*
47 *Ibid.*
48 Sanders, White, Burge, Sharp, Eames, McCune and Grayson (2005)
49 Ofsted (2003c)
50 Ofsted (2007b)
51 Sanders *et al.* (2005)
52 Ofsted (2007b)
53 Ofsted (2003a): 5, 38
54 Ofsted (2003a): 19
55 Doddington and Flutter (2002)
56 Gibbs (2004)
57 Galton, Gray and Rudduck (1999)
58 Rose (2008)
59 QCA (2006)
60 *Times Educational Supplement* (2008) April 4.
61 We have insisted that ‘standards’ and ‘quality’ are not necessarily the same, and the use of both words is
intended to encourage debate about what, in the broadest sense, pupils should experience and achieve by
the time they leave primary school. For more detailed discussion, see chapter 17.