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Voice welcomes Cambridge Primary Review



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Voice: the union for education professionals has welcomed the final report of the Cambridge Primary Review.

Senior Professional Officer (Education) Ian Toone, who attended a pre-launch briefing, said: "This review is like a breath of fresh air amid the stench of political wrangling over the purpose and practice of primary education.

"It is particularly refreshing to see that the recommendations of this review are based on careful and extensive consultation and research rather than pandering to party political predilections.

"Robin Alexander and his team put forward a very convincing argument for teaching to be given back to teachers rather than being dictated by politicians.

"It is the professional duty of teachers to know what to teach and how to engage children at each stage in their development, and the freedom to do this without having to work within a straight jacket of narrowly defined standards and political interference is what is needed if children are to be given the best chances in life and learning.

"This report offers a radical alternative perspective on primary education and will stimulate new ways of thinking and talking about children's learning."

General Secretary Philip Parkin said: "This is a major and significant review, and its authors should be congratulated for their dedication in producing such a wide-ranging and comprehensive piece of research.

"I am pleased that the report looks at the wider picture, including the condition of childhood and society, and it is encouraging that it finds reasons to be positive and well as causes for concern.

"Overall, pupils get a 'good deal' from their primary schools. These successes are due to the hard work and professionalism of staff in schools.

"I hope that the Government will take notice of its findings and consult with the review team and other education stakeholders on how it can be used to inform and reform primary education, particularly in areas such as curriculum flexibility, streamlining the current testing system and raising the school starting age.

"We are very concerned about children beginning a formal academic education too early in order to satisfy the demands of an inappropriate and overbearing testing and target-led regime. Children are individuals and vary greatly in their academic development and readiness for formal learning. A later start to formal education remains our preferred option."

Notes

Cambridge Primary Review : <http://www.primaryreview.org.uk>

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