

Pearson Hot Breakfast

Qualification reform: are we there yet?

Speakers

Steve Besley, Head of Policy at Pearson

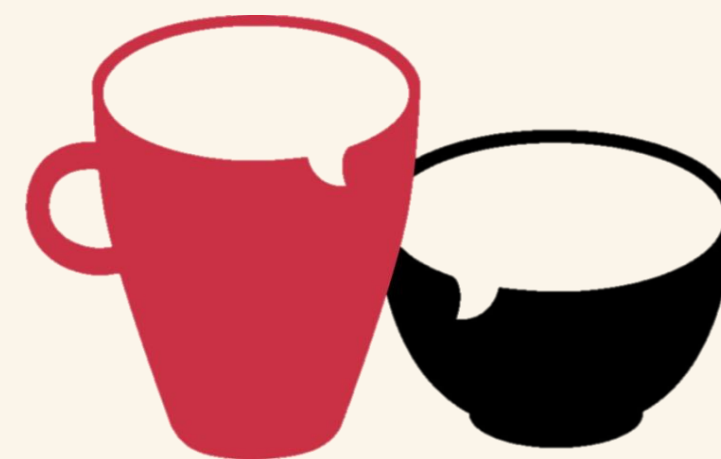
Jim Dobson, Director of Regulatory Stakeholder Relations at Pearson

Kevin Stannard, Director of Innovation and Learning at the Girls Day School Trust

Bill Watkin, Operational Director at SSAT



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Qualification Reform Overview

1. Reform as a mission
2. The lows
3. The highs
4. The future

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14-19 curriculum and qualification reform

Jim Dobson
14 July 2014

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Qualifications update – GCSE

1

Timeline for GCSE reform

- September 2012: EBC proposals announced
- February 2013: Government response to consultation
- June 2013: DfE consultation on content for new GCSEs
- June 2013: Ofqual consultation on technical issues for new GCSEs
- November 2013: Final resits for unitised GCSEs in English and mathematics
- May 2014: English and maths GCSEs submitted for accreditation
- Summer 2014: Ofqual consultation on final subjects for reform
- Autumn 2014: New specifications published
- Summer 2016: New KS4 accountability measures first reported
- September 2015: First new GCSEs start teaching
- September 2016: Additional GCSEs start teaching
- September 2016: Last cohorts on any current A*-G GCSE
- September 2017: Final phase of reformed GCSEs start teaching

Changes to be made to GCSEs

- A new 1–9 **grading scale**, with 9 being the top level.
- Proposed that in the first year, new **grade 4** will be benchmarked to current **grade C**.
- **Tiering** to be used only in exceptional cases. It will be decided on a subject-by-subject basis.
- A fully **linear** structure, with all assessment at the end of the course and content not divided into modules.
- **Exams** as the default method of assessment, except where they cannot provide valid assessment of the skills required. Non-exam assessment on a subject-by-subject basis.

Arrangements for the 2015 subjects

- English language:
 - untiered
 - fully assessed by an external exam
 - as now, a speaking assessment that will be reported separately.
- English literature:
 - untiered
 - assessed by external exam only;
- Mathematics:
 - Tiered with an improved overlapping tiers model – foundation tier covering grades 1-5 and higher tier covering grades 4-9
 - assessed by external exam only, as now.

These changes raise critical issues for current Y9.

Qualifications update – A and AS levels

2

Timeline for A level reform

- March 2012: SoS writes to Ofqual asking for A level reform
- November 2012: Ofqual consultation on A level reforms reports
- January 2013: last January modular exams
- January 2013: SoS writes to Ofqual about reforms
- March 2013: SoS writes to Ofqual with further views
- Summer 2013: Review of subject criteria – Professor Mark Smith
- Summer 2013: ALCAB established
- Autumn 2013: Publication of requirements for first phase new A levels
- Summer 2014: Ofqual consultation on final subjects for reform
- Summer / autumn 2014: First phase new A levels accredited
- Summer / autumn 2015: Further new A level specifications accredited
- September 2015: First teaching of first new standalone AS and linear A levels
- September 2017: Final phase of reformed A levels start teaching

A level developments: key decisions

- A levels and AS to be fully linear.
- AS levels to be stand-alone and at the same level as at present.
- No common elements of assessment – i.e. scores on the AS assessments will not contribute to the A level.
- The content of the AS could be a subset of the A level content to allow co-teachability with the A level.
- Removal of the January series from 2014 onwards.
- External (examined) assessment as the default method of assessment.
- Inclusion of non-exam assessment to be considered on a subject-by-subject basis.

The post-16 mathematics maze

- Government working towards a definition of purpose:
 - **A level Mathematics** – primarily for those wanting to study STEM at HE.
 - **A level Further Mathematics** – aimed at those wanting to study mathematics and physics at HE.
 - **Core Mathematics** – for those studying social sciences and arts subjects, and to contribute to the TechBacc.

Qualifications update – Vocational

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Vocational qualification reform

- March 2011 – The Wolf Report published.
- March 2012 – First KS4 approved list published.
- September 2013 – All approved vocational qualifications at KS4 meet full DfE characteristics.
- December 2013 – First Applied General and Tech Level lists published.
- Summer 2014 – All KS4 qualification results count as '1 subject' in performance tables.
- June 2014 – New technical guidance for all vocational qualifications published by DfE.
- November 2014 – First Technical Award and Substantial Level 2 approved lists published.
- September 2016 – First teaching of new AG and TL qualifications.
- September 2017 – First teaching of new Substantial Level 2 qualifications.

Characteristics that vocational qualifications must demonstrate

Characteristic	Interim requirements	Full requirements
A. Declared Purpose	X	X
B. Size (L2 150; AG 150; TL 300)	X	X
C. Recognition (HE/employers)	X	X
D. Synoptic Assessment		X
E. External Assessment		X
F. Grading		X
G. Employer involvement (Not KS4 or AG)		X
H. Progression		X
I. Proven Track Record		X

Applied General

- These qualifications are primarily to facilitate progression to HE, and require HE support. Main subjects covered on the 2016 AG list are:
 - Applied Science
 - Art & Design
 - Business & Finance
 - Enterprise
 - Environmental Sustainability
 - Health & Social Care
 - IT
 - Music
 - Performing Arts
 - Sport & Exercise Science

Tech Levels

- These qualifications are primarily to facilitate progression into a technical job or further technical education, and require employer support.
- Main subjects covered on the 2016 TL list are:
 - Art & Design
 - Construction
 - Engineering
 - Hair & Beauty
 - Health & Social Care
 - Hospitality
 - IT
 - Landbased
 - Media
 - Music Technology
 - Production Arts
 - Travel & Tourism

'Substantial level 2' qualifications

- A new category, first list to be published November 2014 and first reported in 2017 tables.
- 'For post-16 students wishing to specialise in a specific occupation or occupational group'.
- Aimed at students either:
 - likely to leave with L2 as highest achievement to go in to employment or an apprenticeship, or
 - who need to cover L2 material in a new technical sector before they can progress to a L3 TL qualification.
- By definition, will *not* be the same qualifications as on the KS4 list....
- but the KS4 level 2 qualifications will still be most appropriate for many aiming to progress to L3 study.

Traineeships

- Introduced 2013/14 as new training route for young people aged 16-23 (now extended to 24).
- Part of the same family as Apprenticeships.
- For 16-19 year olds, Traineeships are part of study programmes – Education Funding Agency funding per student methodology applies.
- For 19-24 year olds, Traineeships are part of the Adult Skills budget.
- Overall level of funding available for Traineeships for 19-24 year olds similar to that for 16-19 year olds.
- In the first 6 months more than 3,300 Traineeships started.

Apprenticeship Reforms

New standards, high level assessment and delivery methodology:

- Apprentices will be **assessed largely at the end** – “in most cases at least two thirds”
- A **synoptic** element to **end-point assessment**
- All Apprenticeships will be **graded**
- Assessment will cover **theoretical and practical** elements
- **‘Mastery mechanism’** – no compensation, not all elements need be graded
- **Single approach** to assessment against the standard
- English and Maths – “it is our ambition that all apprentices will use **GCSEs rather than Functional Skills**”
- **‘Tech Levels’** seen as appropriate qualifications
- **But** employers can work with AOs to design new
- **Minimum 12 months**
- **Minimum 20% off-the-job** training
- Use of **technology** in design, delivery and assessment

Curriculum influences – funding

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Funding influences 16-19

- GCSE English and maths – new funding condition from 1 August 2014, amended for 2015, further amendments due for 2017 and 2020.
- Funding per student, not per qualification:
 - squeeze on larger programmes.
 - greater flexibility in how to spend it.
- Funding reduced by 17½% for third year study.
- No success rate funding.

Curriculum influences – accountability

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KS4 reforms – headline measures from 2016

- 5A*-C replaced by 'Progress 8' for floor standards.
- Must have:
 - English / English Language / English Literature and maths
 - Any three Ebacc qualifications
 - Any three other approved qualifications (the lower English Language / English Literature grade can count in this group if good enough).
- Additional reporting of:
 - 'Attainment 8'
 - Maths and English
 - Ebacc.

Progress 8 – fewer than 8 subjects

- 'It can be of more benefit to less-able students to strive for good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, than to take more subjects but achieve lower grades overall.' (*DfE Factsheet: Progress 8 measure – February 2014*).
- More time available per subject allows additional support in English Language, and mathematics.
- More time available to offer larger programmes in subjects which will interest and motivate eg BTEC.

Post-16 accountability – headline measures

- Builds on the division of qualifications into Academic, Applied General and Tech Level.
- 'Substantial Level 2' vocational qualifications introduced.
- Separate reporting so that strengths and weaknesses can more easily be identified.
- Reporting on maths and English achievement at L2.

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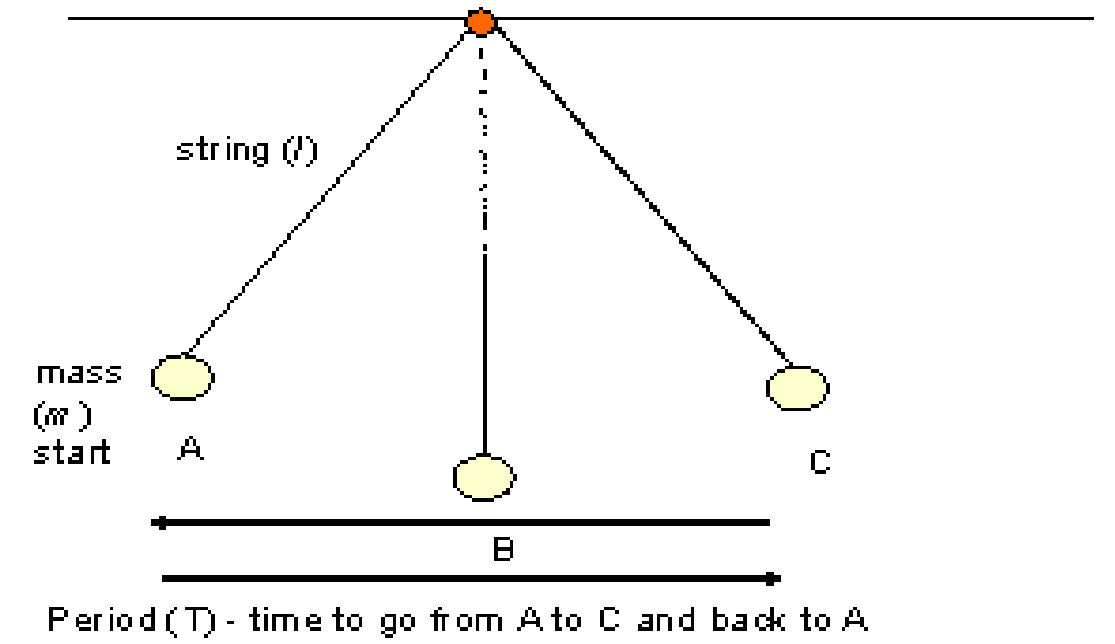
“Are we there yet?”

Well, it depends on where we're going...





A simple pendulum



Things we still don't know

GCSE

- It will be harder.
- It will (cf. maths) be bigger.
- But will it be *transformational*?
- What about IGCSE?
- What about the guinea pigs in the transition years of a mixed economy?
- *And why are we still subjecting students to a battery of tests at what is no longer the school leaving age?*

Things we still don't know

A level

- It won't be harder.
- It won't be bigger, or massively different in content.
- Will universities still like/want AS results?
- How many subjects are students expected to take in Year 12?
- AS and the first year of A level are supposed to be co-teachable. *Really?*

Pre-University qualifications

IB, Cambridge Pre-U, IGCSE
New A levels?

A Levels

O Levels

Function

Modular

Linear

Structure

AS/A Levels

GCSE Mk II

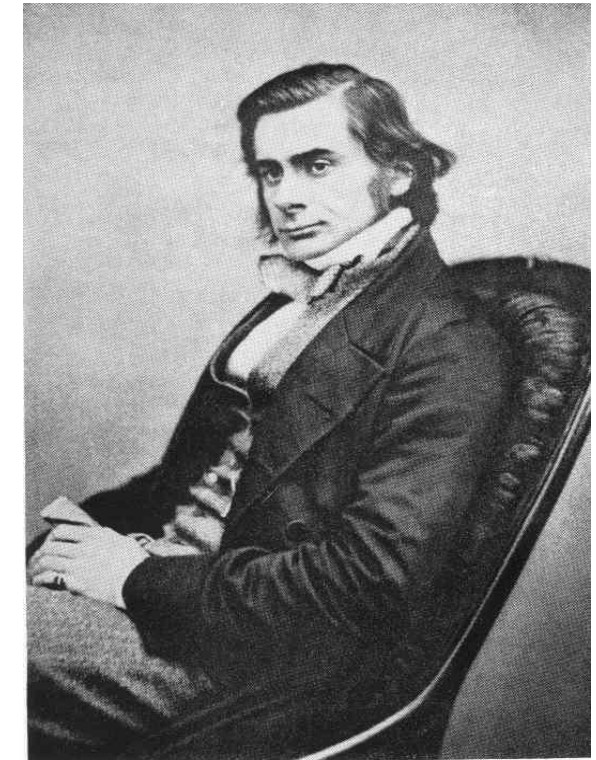
New AS exams?

GCSE Mk I

School-leaving qualifications

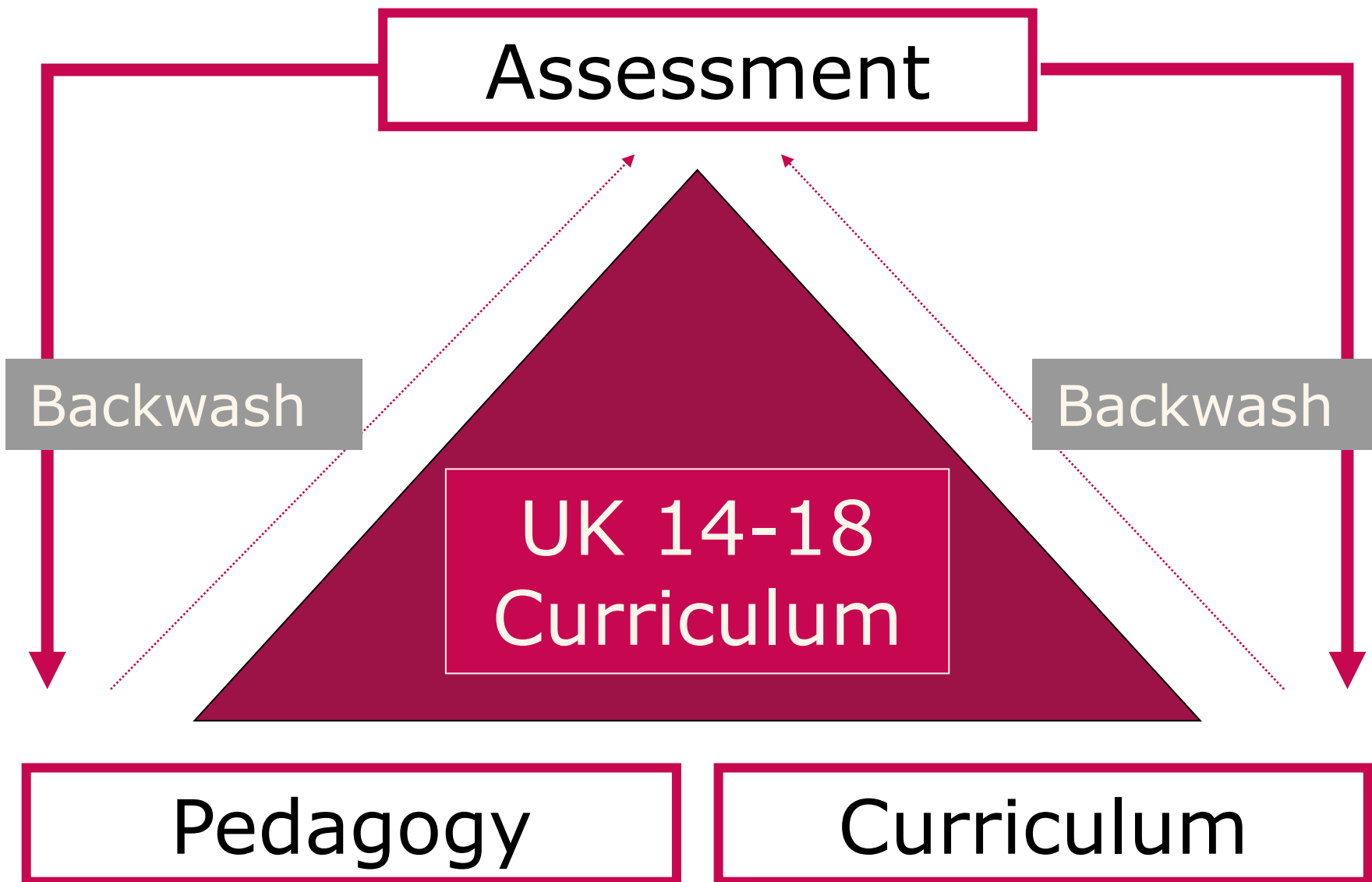
QCA discussion paper, 2007

Governments seek to influence education through the examination system...



T.H. Huxley, 1860:

*'Examinations make
good servants
but
poor masters.'*



Schools in the driving seat

'We continue to believe that a spacious formation of young minds and hearts, and an examination structure which supports it, offers the best future for our students and for the society in which they will take their place.'



Ralph Townsend,
Headmaster
Winchester College

Confident



GDST girls are secure in their knowledge, and unwilling to take things for granted. Motivated by a spirit of enquiry, they seek to explore and evaluate ideas and arguments in a generous, critical and constructive way. They are able to reflect on, communicate and defend their own views, and are respectful of the views of others. They are equipped to grapple with big ideas and make connections.

GDST girls welcome new challenges, and meet them with resourcefulness and resilience. They are enterprising and adventurous, willing to take the initiative, and not afraid to aim at tough targets.

They can apply their knowledge and skills in unfamiliar contexts, are creative and can adapt to situations requiring new ways of thinking. They have experience of and aptitude for leadership.

Courageous



GDST girls are intrinsically motivated, are self-directing, and take responsibility for their own learning. They value fairness and act with integrity, are aware of themselves and their impact, and are aware of and respectful towards others. They are sensitive to and appreciative of culture, context and community. They are collaborative and supportive in team situations.

Composed



GDST girls are collaborative, and put value in connectivity - in creating and sharing knowledge. They are receptive to new ideas and are keen to learn new things and new skills. They seek to participate critically, considerately and constructively in their community, society and environment. They tend to be engaged in life-enriching interests and activities, and are determined to see things through.

Committed



gdst

Schools in the driving seat

Ultimate aims

- What do we want our students to be and be able to do?
- Which types of teaching and learning and which curriculum will meet those needs?
- Which types of examination will provide the best vehicle?

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curriculum and rigour

Bill Watkin

2014



If you are old enough to remember the connection between these two objects . . .

- The rigour agenda
- National curriculum & school curriculum
- Academies and curriculum freedoms
- Languages, Computing, Cookery
- EB, TB, IB, AB, NB
- Terminal exams or teacher assessment
- Hierarchy of subjects



Reformed GCSE offer, June 2014

- Ofqual to discontinue GCSEs and A-levels in 24 subjects because they overlap too much with other subjects.
- Later, more will be cut because market forces and the level of demand from schools will influence which subjects survive.



New A Levels

New AS Levels

English

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

OUT: Prescribed lists of authors.



Maths

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

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

Science

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

Age 6/7: Introduction to reproduction in animals.

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

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

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

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

OUT: Non-science topics such as caring for animals.



Art

- Age 7/11: Mastery of drawing, painting and sculpture, maintain sketchbooks, focus on great artists from history.
- Age 11/14: Range of multimedia techniques and history of artistic, architectural and design movements.



OUT: Vague references to “develop creativity and imagination”.

Citizenship



Age 11/14: Introduction to political system, voting, monarchy, criminal/civil law and managing personal finance.

Age 14/16: British links to Europe/Commonwealth, ethnic diversity in UK, lessons on debt, insurance, savings and pensions, chance to volunteer in local community.

OUT: Mandatory teaching about 'economic citizenship', inequalities and topical issues.

Computing

Age 5/7: Basic programming and debugging, online safety, storing information.

Age 7/11: Designing programmes for complex problems, using internet search engines.

Age 11/14: Coding and solve practical computer problems.

OUT: Lessons in using word processing packages



Design and Technology

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

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

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

Geography



Age 5/7: Names of oceans, continents, world map, countries of UK, weather seasons and fieldwork around school environment.

Age 7/11: Countries of world, counties and cities of UK, physical geography including volcanoes, reading Ordnance Survey maps.

Age 11/14: Climate change and use of satellite technology.

Age 14/16: Field trip assessed through examination.

OUT: Lessons on European Union.

History

- Age 5/7: Study of famous individuals to compare life in different periods, eg. Elizabeth I and Queen Victoria, William Caxton and Tim Berners-Lee, Mary Seacole and Edith Cavell.
- Age 7/11: Britain from Stone Age to 1066, Ancient Greece and one non-European society, eg. early Islamic society.
- Age 11/14: Britain from 1066 to present day, including Empire, Victorian Britain, world wars, Cold War, creation of NHS.
- OUT: Lessons on skills, concepts and historical processes.
-

Modern and Ancient Languages

Age 7/14: Compulsory language of any kind, removing previous requirement to learn from list of either French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek.

Age 7/11: Appreciate song, poems and rhymes in foreign tongue, understand basic grammar, hold simple conversations.

Age 11/14: Initiate conversations, read range of stories, poems and letters, translate material into English.

OUT: Translation did not feature and languages not compulsory in primary schools.

Music

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

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

PE

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

OUT: References to creativity and theory in PE.



Statutory teaching of religious education and sex and relationship education

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

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



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

Higher standards in maths

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

Higher standards in English:

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

Higher standards in science:

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

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

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

Levels and level descriptors will be removed and not replaced.

Achievement beyond formal qualifications

- Results in those subjects which do not qualify for league table inclusion will be published through the Data Portal.
- Recognise schools that offer a wide range of opportunities and promote excellence in them; not included in league tables, but schools may add it to website or the Data Portal.
- System of high profile awards for schools that excel in non-qualification activities, is under consideration, following the Singapore model.



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