Curriculum and Assessment Review

Refresh the curriculum to ensure it is cutting edge, fit for purpose and meeting the needs of children and young people to support their future life and work

The Review will seek to ensure that the curriculum and assessment system does not place undue burdens on education staff and, wherever possible, supports manageable and sustainable workloads

Consider the overall volume of assessment.

Ensuring greater attention to breadth and flexibility and that no child or young person is left behind.

A broader curriculum, so that children and young people do not miss out on subjects such as music, art, sport and drama, as well as vocational subjects.

Equipping children and young people with the essential knowledge and skills which will enable them to adapt and thrive in the world and workplace of the future.

Curriculum and Assessment Review

Which might have implications on…

The volume of content in the KS1 curriculum

Uptake at KS4 and KS5 of creative and vocational subjects

The measures used to determine successful schools

The balance of knowledge, skills and dispositions within National Curriculum study

School incentives to offer breadth at KS4

Statutory assessments in primary

Curriculum and Assessment Review

And for pupils with SEND, it could mean…

A more positive experience for those who didn't get 4+ at GCSE Eng and Mat

Greater engagement with education

Pupils benefiting from greater choice

Delivery of a curriculum at a pace that supports more pupils to succeed

A greater role for lifeskills, oracy, digital skills

Pupils exist within a fairer accountability system

Curriculum and Assessment Review

What I'm hearing so far…

- What families want and what our accountability system drives is often different
- Accountability first, assessment second, curriculum third
- Pupils with SEND are the cohort we most need to get it right for
- Assessments putting a huge burden on pupils
- A clamour for teacher assessment in primary
- The potential unintended consequences of almost anything

Call for evidence

Curriculum and Assessment Review

Supported by Department for Education

14. In the current curriculum, assessment system and qualification pathways, are there any barriers in continuing to improve attainment, progress, access or participation for learners with SEND?

38. What can we do to ensure the assessment system at key stages 1 and 2 works well for all learners, including learners in need of additional support in their education (for example SEND, disadvantage, EAL)?

46. Should there be any changes to the current accountability system in order to better support progress and incentivise inclusion for young people with SEND and/or from socioeconomically disadvantaged backgrounds? If so, what should those changes be?



Curriculum and Assessment Review

My hopes:

- That you help me to advocate well for pupils with SEND and their families, and those educating them
- That you support as many stakeholders as possible to engage with the Call for Evidence
- That today is part of an ongoing discussion

Thank you

sendmattersuk@gmail.com

@SENDMattersUK