EXPLANATORY MEMORANDUM TO:

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN ART AND DESIGN IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1752

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMMES OF STUDY IN CITIZENSHIP IN RESPECT OF THE THIRD AND FOURTH KEY STAGES) (ENGLAND) ORDER 2008
2008 No. 1753

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN DESIGN AND TECHNOLOGY IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1754

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMMES OF STUDY IN ENGLISH IN RESPECT OF THE THIRD AND FOURTH KEY STAGES) (ENGLAND) ORDER 2008
2008 No. 1755

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN GEOGRAPHY IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1756

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN HISTORY IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1757

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMMES OF STUDY IN INFORMATION AND COMMUNICATION TECHNOLOGY IN RESPECT OF THE THIRD AND FOURTH KEY STAGES) (ENGLAND) ORDER 2008
2008 No. 1758

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMMES OF STUDY IN MATHEMATICS IN RESPECT OF THE THIRD AND FOURTH KEY STAGES) (ENGLAND) ORDER 2008
2008 No. 1759

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2008 No. 1760

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN MUSIC IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1761

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMMES OF STUDY IN PHYSICAL EDUCATION IN RESPECT OF THE THIRD AND FOURTH KEY STAGES) (ENGLAND) ORDER 2008
2008 No. 1762

THE EDUCATION (NATIONAL CURRICULUM) (ATTAINMENT TARGETS AND PROGRAMME OF STUDY IN SCIENCE IN RESPECT OF THE THIRD KEY STAGE) (ENGLAND) ORDER 2008
2008 No. 1763

1. This explanatory memorandum has been prepared by the Department for Children, Schools and Families and is laid before Parliament by Command of Her Majesty.

2. Description

2.1 The linked Statutory Instruments listed above will bring into effect a revised set of Programmes of Study and Attainment Targets for each subject of the National Curriculum in England at key stage 3 and where applicable key stage 4, following a comprehensive secondary curriculum review.

3. Matters of special interest to the Joint Committee on Statutory Instruments and the Select Committee on Statutory Instruments

3.1 None.

4. Legislative Background

4.1 The National Curriculum was first introduced in England in 1988; with the current curriculum introduced in August 2000 (a revised secondary curriculum was published in 2004 to take account of changes at Key Stage 4). The current version of the National Curriculum is set out in Part 6 of the Education Act 2002, in Sections 82 and 95. Section 82 defines the various key stages and sections 84 and 85 set out the subjects to be studied at each key stage.

4.2 The National Curriculum for England applies to pupils of compulsory school age (aged 5-16 years) in maintained schools and is organised on the basis of four Key Stages and the subjects which must be covered at each of these. The subjects of the National Curriculum are the "core" subjects of English, mathematics and science; together with the "foundation" subjects of design and technology, Information and Communication Technology, history, geography, modern foreign languages, art and design, music, physical education and citizenship. At key stage four there are

entitlement elements, including work related learning and subjects from which the pupils may choose. These are not affected by these instruments

4.3 The structure of each subject of the National Curriculum is governed by a Statutory Order made under section 87 of the 2002 Act and a related booklet (published under section 87(5)) which sets out what pupils should be taught in that subject (the Programme of Study) and the expected standards of pupils' performance (the Attainment Targets).

5. Extent

5.1 These linked instruments apply to England only.

6. European Convention on Human Rights

6.1 As the instruments are subject to negative resolution procedure and do not amend primary legislation, no statement is required.

7. Policy background

7.1 In March 2005, Ministers asked the Qualifications and Curriculum Authority (QCA) to undertake a review of the Key Stage 3 curriculum to give schools the flexibility to meet students' individual needs and strengths more effectively. QCA was asked to review the content of all core and foundation subjects and to focus in particular on those subjects that were content-heavy, namely history, geography, science, design and technology, citizenship and the non-statutory framework for personal, social and health education. QCA was also asked to consider the implications on Key Stage 3 English, mathematics and ICT of the review of these subjects at Key Stage 4, including the definition of functional skills.

7.2 As a result of the secondary curriculum review, revisions have been made to all twelve programmes of study for the core and foundation subjects at key stage 3 and, where applicable, key stage 4. In addition, three non-statutory programmes of study have been developed, covering religious education; personal wellbeing (updating the existing framework for personal, social and health education); and economic wellbeing & financial capability (bringing together current guidance on careers education, work-related learning, enterprise and financial literacy).

7.3 Level descriptions relevant to secondary education (level 4 and above) for each subject have been modified to complement the revisions to the programmes of study and maintain standards. For the first time, level descriptions have been developed for citizenship. Key Stage 4 programmes of study have been developed for English, citizenship, ICT, mathematics and physical education; as well as for religious education, personal wellbeing, and economic wellbeing & financial capability. The Key Stage 4 science programme of study, introduced in September 2006, was not considered as part of this review.

7.4 Following the review, there is now less prescribed content in the programmes of study for each curriculum subject. A sharpened approach to subject study has been introduced, with the emphasis on teaching the essential concepts and skills

underpinning curriculum subjects, rather than coverage of detailed lists of content. The new curriculum places an increased expectation on schools to plan and deliver the curriculum as a coherent learning experience, making connections between subjects and providing a more engaging and relevant curriculum for pupils. Key elements of curriculum content are retained (for example, in English children will continue to study Shakespeare and in history they will continue to learn about the World Wars and the Holocaust), but by removing overlap and highlighting connections between the subjects, the new curriculum has created time for teachers to personalise their teaching more effectively. This will allow them to offer catch up lessons where they are most needed, and to create opportunities for all pupils to deepen and extend their learning.

7.5 Cross-cutting themes such as diversity and creativity are highlighted in the new curriculum and schools are expected to offer a range of opportunities within and outside the classroom, (these might include, for example, fieldwork, visits to farms, museums or heritage sites and opportunities to work with artists, writers or musicians). There is a new emphasis on the development of personal, learning and thinking skills - such as initiative, enterprise, the ability to work in teams, and the capacity to learn independently. Practical life skills such as money management are highlighted and in some subjects, additional statutory content has been developed (for example, a new statutory "identities & diversity strand" in citizenship, and statutory food technology in design & technology from 2011).

Consultation

7.6 From February 5th to April 30th 2007, QCA ran a national consultation on draft programmes of study for all subjects in the new secondary curriculum. The consultation was open to anyone with an interest in what is taught in secondary schools. It was achieved predominantly by means of an online survey managed by Ipsos Mori and focused on the statutory subjects, their programmes of study and level descriptions. There was also the opportunity to comment separately on proposed non-statutory programmes of study for religious education, personal wellbeing and economic wellbeing & financial capability. If they wished, consultees had the opportunity to comment on support and guidance materials to accompany the new curriculum via a separate and less formal survey, handled directly by QCA. In the first four weeks of national consultation there were approximately 230,000 hits on the website and about 2,000 people participated by posting their comments online.

7.7 In addition to the online surveys, in-depth interviews on the statutory elements of the new curriculum were held with subject specialists and school / curriculum managers. Information was also collected through QCA's regular contacts with teachers, Local Authorities and other interest groups – including those representing minority ethnic and disabled students. Regional events for parents and Local Authorities were held throughout the country and, in accordance with Section 96(3) of the Education Act 2002, QCA wrote to schools, Local Education Authorities, governing body organisations, organisations representing school teachers (e.g. unions and subject associations) and to others with whom consultation appeared desirable to give them notice of the consultation.

7.8 Consultation revealed widespread support for the principle of greater curriculum flexibility from subject groups, school leaders, professional bodies and teachers. Head teachers and subject leaders were particularly supportive of the changes. The main issue raised during consultation was whether, given the scale of other reforms scheduled to impact on schools from 2008, implementation might be delayed until 2009. Following advice from policy officials in June 2007, Ministers agreed that implementation of the revised secondary curriculum should continue as planned from September 2008.

7.9 The final programmes of study reflect changes made following the consultation. In most subjects, changes were minor and designed to enhance precision and clarity. There were a small number of subject-related issues on which a final ruling was sought from Ministers. These were:

- Whether and which of the four product areas in design and technology should be compulsory;
- Whether the former title of PSHE (personal, social and health education) should be changed to PSHEE (personal, social health and economic education) to reflect the two non-statutory programmes of study of personal and economic wellbeing;
- Whether the personal wellbeing programme of study was sufficiently aligned with the SEAL framework (social and emotional aspects of learning) which is being rolled out to secondary schools from September 2008.

7.10 Having finalised the shape and content of the new curriculum, the Department was required by Section 96 of the Education Act 2002 to send the draft Orders to the QCA and to all those who had been consulted by the QCA as part of the initial consultation. Attached to the Orders were two associated documents including the relevant programmes of study and attainment targets as well as an impact assessment and a formal statement by the Secretary of State about the proposed changes to the curriculum. Further steps were taken to bring the draft Orders and associated documents to the attention of others with an interest by posting the same information on the Department's Standards Site. A dedicated e mail address was set up for responses and, between 10th March and 13th April 2008, consultees had the opportunity to submit evidence and make representations on any aspect of the documentation.

7.11 The consultation attracted very few responses. Of the 11 responses received:

- one focused on the level descriptions for information and communications technology (ICT), feeling that the changes had not gone far enough in addressing developments in this field;
- one felt that the revised level descriptions across subjects did not take sufficient account of pupils with Special Educational Needs;
- two made a case for amending the overarching curriculum aims to include a reference to 'practical experience and understanding';
- one argued for a new statutory requirement for schools to provide personal finance education;
- one asked for current levels of training and support to be replicated in 2008-2009;

- one requested a similar programme of training and support for Ofsted inspectors;
- one wanted to see the programmes of study more explicitly aligned to process skills and suggested more explicit reference to process skills in the attainment target summaries;
- one expressed reservations about the roll out of functional skills and questioned whether all the costs inherent in training and supporting the workforce had been fully taken into account;
- one made a variety of broadly positive comments across the programmes of study for English, mathematics, science and ICT; and
- one simply offered a message of support.

7.12 We were able to reassure respondents that training and support for teachers, including in functional skills, would continue into 2008-2009 and confirmed that we were working with Ofsted to identify what further support might be needed for HMIs. We noted the request for amendments to the attainment targets to reflect developments in ICT, an increased emphasis on process skills and the needs of children with SEN but felt on balance that the current drafts were fit for purpose in their current form. The issue of statutory personal finance education had been raised at an earlier stage in national consultation and no new evidence was submitted that might make Ministers wish to reconsider their original decision. Finally, we felt that there was sufficient emphasis within the detail of the programme of study for design and technology that there was no pressing need to amend the overarching curriculum aims.

Guidance and support

7.13 A comprehensive programme of training and support for the school workforce began in September 2007 and will continue until at least June 2009. In providing appropriate support, we have been conscious of the need to minimise burdens on schools and not to expect teachers to be absent from the classroom for long periods of time. Support is being offered, therefore, on an optional basis and can be accessed both face-to-face and online. Training events and support networks are being run regionally and at school cluster level; wherever possible taking advantage of professional networks and meeting cycles which already exist. In this way, schools can take advantage of those opportunities which are most relevant to their circumstances, as and when they require them.

7.14. In brief, the support programme is made up of the following key components:

- A QCA website which hosts the new programmes of study, supplemented by case studies, guidance, online planning tools and materials to help schools evaluate the impact of curriculum changes;
- Four national 11-19 conferences in October / November 2007 for 1,000 Local Authorities, 14-19 partnerships, consortia delivering Diplomas, head teachers and curriculum planners
- National College of School Leadership / Specialist Schools and Academies Trust regional workshops on innovative curriculum practice and the

leadership implications of the changes, supported by resource packs on whole curriculum design

- 60 Specialist Schools and Academies Trust Lead Practitioners providing ongoing support to local networks of curriculum planners, covering 3,360 secondary schools
- Support to all secondary school subject leaders in English, mathematics, science and ICT, and to one member of the Senior Leadership Team, provided by the Secondary National Strategies. Revised Strategy Frameworks and supporting guidance to support the new curriculum and targeted consultancy support in English, mathematics, science and ICT provided by Local Authority consultants to schools that need it;
- 9,000 places at regional subject-specific training events for the remaining curriculum subjects, provided by CfBT Education Trust, working with ASPECT and 10 national Subject Associations. Ongoing support via a network of national subject leaders and regional subject advisers, providing a first point of contact for further advice and guidance and online curriculum-making guides in each curriculum subject;
- A programme of tailored events for Special Schools beginning with 3 regional conferences; and
- one teaching day in 2007-08 to be used for training and planning for the revised curriculum, instead of teaching pupils. Governing bodies may choose a date between January and July 2008 for the extra non-teaching day, which applies in secondary, middle and special schools which deliver Key Stage 3.

8. Impact

8.1 A full impact assessment across all of the secondary curriculum changes has been completed and is annexed to this Memorandum and is available to view or download at **http://www.berr.gov.uk**.

9. Contact

Angela Overington at the Department for Children, Schools and Families (telephone: 0207 925 6108 or e-mail: angela.overington@dcsf.gsi.gov.uk) can answer any queries regarding these instruments.

Summary: Intervention & Options

Department /Agency:	Title:
Department for Children, Schools and Families	Impact Assessment of changes to the Secondary National Curriculum

Stage: Implementation	Version: 2	Date: 30/06/2008

Related Publications: **The National Curriculum – Statutory Requirements for Key Stages 3 and 4**

Available to view or download at: **http://www.berr.gov.uk**.

Contact for enquiries:	Telephone:
Angela Overington	0207 925 6108

What is the problem under consideration? Why is government intervention necessary?

There is general agreement that the current secondary curriculum is overcrowded and overly prescriptive, leaving little time and space for personalisation to meet learners' needs and aspirations. Some teachers and learners are failing to make meaningful connections across the wider curriculum and employers continue to complain that young people lack functional skills in English, mathematics and ICT, as well as the personal attributes necessary for success in work and adult life. Government should ensure that it is intervening in the education sector in the most appropriate and effective way. It can do this by changing the National Curriculum to allow children to achieve better outcomes.

What are the policy objectives and the intended effects?

To reduce the overall level of prescription; creating time and space for catch up in English and mathematics, and stretching opportunities for all learners, including those with particular gifts and talents. To remove overlap and duplication. To refresh and renew curriculum content and promote a deeper engagement with subject disciplines. To improve coherence across and between parts of the curriculum. To generate a greater focus on personal attributes and practical life skills such as team working and resilience, money management and functional mathematics, English and ICT.

What policy options have been considered? Please justify any preferred option.

Not applicable.

When will the policy be reviewed to establish the actual costs and benefits and the achievement of the desired effects?

Ongoing, including through Ofsted inspection, statutory testing and QCA monitoring and review.

Ministerial Sign-off For Impact Assessment:

I have read the Impact Assessment and I am satisfied that, given the available evidence, it represents a reasonable view of the likely costs, benefits and impact of the leading options.

Signed by the responsible Minister:

…… Date: ……

Summary: Analysis and Evidence

Policy Option:			Description:	
COSTS	**Annual Costs**		Description and scale of **key monetised costs** by 'main affected groups' Devising and consulting on the new curriculum: £475, 651 Publicity and materials: £2,084,921 Workforce training and development: £51,834,137 Planning time in schools: £36,794,000	
	One-off (transition)	**Yrs**		
	£85m	1		
	Average Annual Cost (excluding one off)			
	£3.2	2	**Total cost (PV):**	£91.5m
	Other **key non-monetised costs** by 'main affected groups'			

BENEFITS	**Annual Benefits**		Description and scale of **key monetised benefits** by 'main affected groups'	
	One-off	**Yrs**		
	£ N/A	1		
	Average Annual Benefits (excluding one-off)			
	£ N/A	2	**Total benefit (PV):**	£ Not estimated
	Other **key non-monetised benefits** by 'main affected groups' Improved pupil performance year on year; enhanced personal, learning and thinking skills development; improved attendance and staying-on rates; narrowing the attainment gap.			

Key Assumptions/Sensitivities/Risks

There is a risk that understanding and implementing changes to the curriculum will take more time that currently estimated. It is assumed that the non-monetised benefits will outweigh the total costs so as to produce a positive net benefit, this is a risky assumption with uncertainty around how these benefits will accrue.

Price Base	Time Period	Net Benefit Range (NPV) £	NET BENEFIT (NPV Best estimate) £ Not estimated

What is the geographic coverage of the policy/option?	England
On what date will the policy be implemented?	From September
Which organisation(s) will enforce the policy?	Ofsted
What is the total annual cost of enforcement for these organisations?	£ Normal activity
Does enforcement comply with Hampton principles?	Yes

Will implementation go beyond minimum EU requirements?	**N/A**			
What is the value of the proposed offsetting measure per year?	**£ N/A**			
What is the value of changes in greenhouse gas emissions?	**£ Negligible**			
Will the proposal have a significant impact on competition?	**No**			
Annual cost (£-£) per organisation (excluding one-off)	**Micro** N/A	**Small** N/A	**Medium** N/A	**Large** N/A
Are any of these organisations exempt?	**Y/N**	**Y/N**	**N/A**	**N/A**

Impact on Admin Burdens Baseline (2005 Prices)
(Increase - Decrease)

Increase £ Nil **Decrease £ Nil** Net Impact £ **Nil**

Key:	**Annual costs and benefits: Constant Prices**	**(Net) Present Value**

Evidence Base for Summary Sheets

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STATUTORY INSTRUMENTS

1. This impact assessment relates to changes to all National Curriculum programmes of study at Key Stages 3 and 4, as set out in the following Statutory Instruments:

The Education (National Curriculum) (Attainment Targets and Programme of Study in Art and Design in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programmes of Study in Citizenship in respect of the Third and Fourth Key Stages) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in Design and Technology in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programmes of Study in English in respect of the Third and Fourth Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in Geography in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in History in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programmes of Study in Information and Communication Technology in respect of the Third and Fourth Key Stages) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programmes of Study in Mathematics in respect of the Third and Fourth Key Stages) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in Modern Foreign Languages in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in Music in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programmes of Study in Physical Education in respect of the Third and Fourth Key Stages) (England) Order 2008

The Education (National Curriculum) (Attainment Targets and Programme of Study in Science in respect of the Third Key Stage) (England) Order 2008

The Education (National Curriculum) (Modern Foreign Languages) (England) Order 2008

BACKGROUND TO THE SECONDARY CURRICULUM REVIEW

RATIONALE

2. Since the current National Curriculum was introduced in 2000, there have been far reaching changes in the national and global context within which it operates. Increasing globalisation, particularly the rise of China and India as global trading nations has radically altered the world economy; the communication and information revolution has gathered pace with innovations such as Wikipedia, social networking and digital broadcasting; concerns grow about the effect of climate change on the environment and the implications for human survival; the challenges of the changing face of the UK's social and demographic profile, including mixed populations in many cities and urban areas and the growing proportion of older people and those who are obese.

3. Young people face a world of rapid change and increasing uncertainty and must be equipped to deal with the challenges of the future. All that they experience between birth and adulthood should combine to help them develop, learn and mature. Home life, their relationships with their peers and with adults and the environment in which they grow up, should all support their physical and emotional development as well as their learning. At school, young people need a curriculum that will help them develop the skills to become confident adults, able to contribute to, and participate in, the society of the future. The National Curriculum and the school level curriculum need to meet their needs and aspirations as well as reflecting those of the economy, and of society more widely. There is an economic justification for government intervening in the education sector and changing the national curriculum should have the effect of improving the way this intervention is carried out.

4. The National Curriculum sets out the statutory entitlement for all pupils from age 5 to 16. The curriculum is at its broadest at Key Stage 3 (age 11-14) when all pupils have to study all subjects. This is crucial to secure the foundations necessary for pupils to make good choices and succeed in the 14-19 phase. There is however, general agreement that the current Key Stage 3 curriculum is overcrowded and too prescriptive, leaving pupils who are struggling to make the transition between primary and secondary level with little opportunity to catch-up. Ofsted has continued to highlight assessment and planning for progression as areas of weakness and, in subject reports, has noted that many teachers are struggling to personalise the curriculum to meet learners' needs and aspirations.

5. At Key Stage 4, there are concerns that some pupils fail to demonstrate a secure grasp of literacy and numeracy. Staying on rates are poor compared to other OECD countries and in some subjects, too few students are taking the opportunity to pursue study beyond the end of Key Stage 3 (such as modern foreign languages and individual sciences at GCSE and languages and the physical sciences at A Level). Higher Education Institutions report that some undergraduates are entering university without the independent learning skills essential for study at that level and businesses have called for an increased emphasis on the development of those personal and life skills which will help their young employees to respond to the rapidly-changing demands of a competitive global economy.

6. In March 2005, therefore, Ministers asked the Qualifications and Curriculum Authority (QCA) to review the secondary curriculum in order to:

- Give more choice to teachers over some parts of subject content, allowing

them to better tailor lessons to pupils' needs, interests and aptitudes;
- Reduce overlapping objectives and prescribed examples, allowing space to explore current real world issues in depth;
- Focus on key concepts to bring greater meaning to subject content and engage and excite students;
- Create time and space to personalise teaching by offering catch up lessons in English and mathematics, and creating opportunities for all pupils to deepen and extend their learning;
- Develop a stronger focus on the development of personal attributes and practical life skills;
- Ensure a smooth transition from Key Stage 2 and on into 14-19 education and training;
- Improve the professionalism of teacher assessment in the Key Stage 3 foundation subjects;
- Support delivery of the statutory Every Child Matters aims: enjoy and achieve; make a positive contribution; stay safe; maintain healthy lifestyles; and achieve economic well-being[1]; and
- Help teachers and pupils to make connections between the subjects and to view the curriculum as a whole.

7. QCA was asked to focus in particular on those subjects that were content-heavy: namely history, geography, design and technology, citizenship and the non-statutory framework for personal, social and health education. QCA was also asked to consider the implications on Key Stage 3 English, mathematics and ICT of the review of these subjects at Key Stage 4, including the introduction of functional skills.

TIMELINE

8. Ministers approved a draft of the new secondary curriculum for national consultation in January 2007 and the consultation ran from 5 February 2007 to 30 April 2007. Following consultation, the curriculum was finalised and was made available to schools on-line for planning purposes in September 2007. A small number of hard copies were also issued to schools in September with a letter from Ken Boston (Chief Executive of the QCA), some core messages about the review and a curriculum planning toolkit.

9. The new Key Stage 3 curriculum will now be phased in over a three year period. It becomes statutory for Year 7 pupils in September 2008; from September 2009, it will apply to all Year 7 and Year 8 pupils; and from September 2010 it will apply across Years 7, 8 and 9. Changes to the Key Stage 4 curriculum begin rolling out in September 2009. The requirement for food technology to be taught at Key Stage 3 as part of Design and Technology begins in September 2011.

DESIGN AND CONSULTATION

10. The QCA based its approach to designing a new curriculum on feedback from its annual monitoring work with teachers, education researchers, subject specialists, parents and young people. The new curriculum has been designed to take into account changes in society, social structures and the nature of work; the impact of technology on subjects and schooling; new understandings about the nature of learning; sustainability and environmental responsibility, including an increased global dimension to life, learning and work; Ofsted feedback; the public policy agenda

1The Children's Act 2004, Part 2, Section 10 (2)

– including personalisation, Every Child Matters, sustainability, social cohesion, and enterprise; and the views of employers and young people.

11. From February 5th to April 30th 2007, QCA ran a national consultation on the new curriculum, which was open to anyone with an interest in what is taught in secondary schools. The consultation was achieved predominantly by means of an online survey managed by Ipsos Mori and focused on the statutory subjects, their programmes of study and level descriptions. There was also the opportunity to comment separately on the proposed non-statutory programmes of study for religious education, personal wellbeing and economic wellbeing & financial capability.

12. If they wished, consultees had the opportunity to comment on support and guidance materials to accompany the new curriculum via a separate and less formal survey, handled directly by QCA. In the first four weeks of national consultation there were approximately 230,000 hits on the website and about 2,000 people participated by posting their comments online.

13. In addition to the online surveys, in-depth interviews on the statutory elements of the new curriculum were held with subject specialists and school / curriculum managers. Information was also collected through QCA's contacts with teachers, Local Authorities and other interest groups – including those representing minority ethnic and disabled students. Regional events for parents and Local Authorities were held throughout the country and, in accordance with Section 96(6) of the Education Act 2002, QCA wrote to schools, local education authorities, governing body organisations and organisations representing school teachers (eg unions and subject associations), to alert them to the consultation.

WHAT HAS CHANGED IN THE NEW CURRICULUM?

14. As a result of the secondary curriculum review, revisions have been made to all twelve Key Stage 3 programmes of study for the core and foundation subjects. In addition, three non-statutory programmes of study have been developed - the framework for religious education has been reformatted to fit the new structure of the other programmes of study, and programmes of study have been introduced for personal wellbeing (updating the existing framework for personal, social and health education), and for economic wellbeing & financial capability (bringing together current guidance on careers education, work-related learning, enterprise and financial literacy). Although the three new programmes of study are themselves non-statutory, they do contain within them the same statutory elements which were part of earlier frameworks and guidance for those subject areas. For example, sex education remains statutory within the new programme of study for personal wellbeing; and careers education and work-related learning remain statutory within the new programme of study for economic wellbeing & financial capability. Religious education remains a statutory subject even though it is not a requirement for schools to follow the new programme of study. The programme of study is intended to act as a non-statutory national framework which can be used to develop locally-agreed syllabuses (or individual religious education programmes, in the case of Faith Schools).

15. In addition, level descriptions for each subject have been modified to complement the revisions to the programmes of study and maintain standards. For the first time, level descriptions have been developed for citizenship. Key Stage 4 programmes of study have been developed for English, citizenship, ICT, mathematics and physical education; as well as for religious education, personal wellbeing and economic wellbeing & financial capability. The key stage 4 science

programme of study, introduced in September 2006, was not considered as part of this review.

16. Following the review, there is now less prescribed content in each curriculum subject. A sharpened approach to subject study has been introduced, with the emphasis on teaching the essential concepts and skills underpinning curriculum subjects, rather than coverage of detailed 'shopping lists' of content. The new curriculum places an increased expectation on secondary school leaders, curriculum planners and heads of subject departments to plan and deliver the curriculum as a coherent learning experience, making connections between the subjects and looking for ways to make the curriculum more engaging and relevant for pupils. Key elements of curriculum content are retained (for example, in English children will continue to study Shakespeare and in history they will continue to learn about the World Wars and the Holocaust), but by removing overlap and highlighting connections between the subjects, the new curriculum has created time for teachers to personalise their teaching more effectively. This will allow them to offer catch up lessons where they are most needed, and to create opportunities for pupils to deepen and extend their learning in areas where they have particular interests and skills.

17. The use of the curriculum to develop cross-cutting themes such as diversity and creativity is highlighted in the new curriculum and schools will be expected to offer a range of additional 'curriculum opportunities' within and outside the classroom, designed to enhance teaching, learning and engagement with the subject areas (these opportunities might include, for example, field trips, visits to museums or heritage sites and opportunities to work with artists, writers or musicians).

18. There is a new emphasis on the development of personal, learning and thinking skills - such as initiative, enterprise, ability to work in teams, and the capacity to learn independently - which will be taught across the curriculum. Practical life skills such as money management are highlighted and in some subjects, additional statutory content has been developed – e.g. a new statutory identities & diversity strand in citizenship and statutory food technology in design & technology from 2011.

THE CASE FOR A CURRICULUM REVIEW

A NEED TO ENHANCE PUPIL PERFORMANCE IN TESTS AND EXAMINATIONS

Attainment at Key Stage 3

19. Pupils' achievement of high standards at KS3 is vital for their future success at GCSE and beyond, and few young people who do not achieve Level 5 at age 14 go on to get 5 higher level (A*-C grade) GCSEs. For example, of those pupils who gained a Level 6 (above the standard expected for age 14) in each of English, mathematics, and science in the 2002 KS3 tests, 94 per cent went on to achieve over 5 A*-C GCSEs in 2004. Conversely, for those pupils who achieved below the standard (Level 4) in KS3 English, mathematics and science in 2002, only 6 per cent went on to achieve 5+ A*-C GCSEs in 2004.

20. Attainment in end of Key Stage tests is also a key indicator of the success of the National Curriculum and the Government has set a number of stretching national targets around attainment and progression during this Key Stage, i.e:

- by 2011, the proportion of 14 years olds achieving Level 5 or above in both English and mathematics should rise to 74 percent;
- the proportion of pupils progressing by 2 Levels in English should increase by 16 percentage points by 2011; and
- the proportion of pupils progressing by 2 Levels in mathematics should increase by 12 percentage points by 2011.[2]

21. Provisional performance data for 2007 reveals that standards of achievement at age 14 are already steadily improving in English and mathematics, but there is room to do more. Key Stage 3 English tests show that in 2007, 74 per cent of pupils were achieving level 5+ in this subject, up 9 percentage points from 2001. In mathematics, 76% of Key Stage 3 pupils achieved level 5 or above, showing a ten percentage point improvement since 2001, while 24 per cent failed to achieve expected levels.[3]

Attainment at Key Stage 4

22. At Key Stage 4, Government's PSA target for attainment is that, by 2011, the proportion of 15 year olds achieving the equivalent of five higher level GCSEs - including both English and mathematics – should rise to 53 percent. In terms of progression between Key Stages 3 and 4, targets are for:

- the proportion of pupils progressing by 2 levels in English to increase by 15 percentage points by 2011; and
- the proportion of pupils progressing by 2 levels in mathematics to increase by 13 percentage points by 2011.[4]

In the Children's plan there is a further commitment that, by 2012, no secondary school should have fewer than 30% of pupils achieving 5 GCSEs at grade A*-C, including English and mathematics. There are currently 638 schools below this floor target.

23. Steady progress is already being made in GCSE attainment at Key Stage 4. GCSE results for 2007 revealed that the percentage of 15 year old students achieving 5+ A*-C grades at GCSE and equivalent had risen from 58.5 per cent to 60.8 per cent over the course of the year - an increase of 2.3 percentage points. In the same year, the percentage of 15 year old students achieving 5+A*-C including English and mathematics rose from 45.3 percent to 46.0 percent - an increase of 0.7 percentage points. In 2007 just over 100,000 more pupils achieved 5+A*-C at GCSE or equivalent than did so in 1997.

24. However, 2007 GCSE results revealed that:

- 64 maintained mainstream schools had fewer than 30% of 15 year olds achieving 5 or more grades A*-C GCSEs or equivalent; and
- 17 maintained mainstream schools had fewer than 25 per cent of 15 year olds achieving 5 or more grades A*-C GCSEs (or equivalent), including GCSEs in English and mathematics.[5]

2 Spending Review 2007 - DCSF PSA Targets

3 DCSF: National Curriculum Assessments at Key Stage 3 in England, 2007 (Provisional)

4 Spending Review 2007 - DCSF PSA Targets

5 DCSF: National Curriculum and Equivalent Examination Results in England 2006/07 (Revised)

25. All of this reveals a need for further improvements in levels of attainment at the end of Key Stages 3 and 4, which the new secondary curriculum will address in the ways set out below.

BOOSTING ACHIEVEMENT IN THE ESSENTIAL SKILLS OF ENGLISH, MATHEMATICS AND ICT

26. Success in all subjects is important because together they contribute to young people becoming confident, responsible adults, able to participate fully in society. However, success in the essential subjects of English, mathematics and ICT is crucial for young people to progress in their learning and remains a key priority for the National Curriculum. Levels of skill in these curriculum subjects are increasingly seen as a key determinant of future employment. For example, the Returns to Academic, Vocational and Basic Skills in Britain Study 2000[6], found that numeracy skills at Level 1 are associated with a 2-3 percentage point higher probability of being in employment; while Level 1 literacy skills are associated with as much as a 10 percentage point higher probability of being in work. Employers and Higher Education Institutions have clear views about the level of skills in English and mathematics that school leavers need to succeed in employment, training or further education. Recent figures from the 2007 CBI / Pertemps Employment Trends Survey show that we have some way to go in this vital area. Currently, 52% of employers say they are dissatisfied with the basic literacy of school leavers, and 50% with their basic numeracy[7].

27. At Key Stage 3, raising attainment in English, mathematics and ICT is a particular challenge and catch up provision may be required to enable pupils to access the whole of the curriculum. HMCI's Annual report 2005-06 noted that secondary schools were not doing enough to improve the skills of pupils who started Year 7 with below average attainment in English and mathematics, and reported that the planning and organisation of catch up programmes was weak.[8] In 2006-07, problems persisted, with Ofsted reporting that the progress of learners was still hindered by poor basic skills in literacy and numeracy, and by inadequate provision to improve them. Pupils' writing in English (especially for boys), was a frequent weakness. These difficulties were often ascribed to curriculum congestion and timetabling difficulties at Key Stage 3 and creating time and space for young people to strengthen these skills, where required, has been a major focus of the secondary curriculum review.[9]

Functional skills in English, Mathematics and ICT

28. A key strand within the new secondary curriculum designed to improve pupils' mastery of applied skills is the introduction of functional skills in English, mathematics and ICT. The functional skills framework recognises that a secure grounding in the essential skills of English and mathematics is crucial to the future success of all learners, while mastery of Information and Communication Technology is essential in the digital age. Functional skills are intended for young people of all abilities and backgrounds and will offer clear routes for progression, whether to further or higher education or to skilled employment. By embedding functional skills standards in English, mathematics and ICT within the new Key Stage 3 and Key Stage 4

6 'Returns to Academic, Vocational and Basic Skills in Britain Study', 2000

7 'CBI / Pertemps Employment Trends Survey', 2007

8 'The Annual Report of Her Majesty's Chief Inspector of Schools 2005/06'

9 'The Annual Report of Her Majesty's Chief Inspector of Schools 2006/07'

programmes of study, and incorporating their achievement into Diplomas, relevant GCSEs, the foundation learning tier, apprenticeships and other qualifications, we will ensure that all young people develop a consistent set of skills, whether their learning programmes are general, applied or work-based.

29. To give an example from mathematics, in the new secondary curriculum, young people will learn the practical ways in which mathematics matters, from banking to computing, engineering to risk analysis. At Level 1, functional skills standards in mathematics will help learners to complete a range of transactions in various environments, including basic personal banking procedures, financial transactions, budgeting and forward planning. At level 2, learners will be able to identify a situation of problem and apply the mathematical skills needed to tackle it. Using appropriate communication methods, including ICT, they will use analytical and reasoning skills to draw conclusions, to justify how they are reached and to identify errors or inconsistencies. They will also be able to validate and interpret results, to judge the limits of their validity and use them effectively and efficiently.

30. In the English curriculum, functional skills standards will ensure that young people can contribute to discussions effectively, make presentations and give their points of view clearly and persuasively in a range of contexts. They will read and understand information in a variety of formats such as newspapers, articles on the web, reports and instruction booklets; scan materials to identify essential information and summarise succinctly the key information, reporting back either verbally or in writing and in both formal and informal settings. They will learn to plan, draft and organise writing effectively, making accurate use of spelling and grammar and adjusting tone and style according to audience needs.

31. In ICT, the new functional skills standards will ensure that all pupils learn to use ICT (including a range of computer software, cash machines and multi-media devices) for a purpose. They will be taught about safe and responsible use of ICT, including use of passwords and the dangers of revealing personal information. They will learn how to create and develop charts and graphs and how to organise information of different forms into a newsletter or poster. They will learn how to store and retrieve information, how to ‘trouble shoot’ and how to evaluate the effectiveness of the equipment they are using.

32. Functional skills are at the core of the 14-19 reform programme and will be incorporated into Diplomas, apprenticeships, foundation learning tier and revised GCSEs, as well as being available as standalone qualifications for adults. Diploma learners must achieve the relevant level of functional skills to be awarded their Diploma and from 2012, a GSCE grade 'C' or above will not be awarded in mathematics, English or ICT unless a level 2 functional skills qualification in the relevant subject has also been achieved.

BOOSTING TAKE UP OF MODERN FOREIGN LANGUAGES

33. Looking beyond English, mathematics and ICT, the new secondary curriculum also seeks to boost attainment and take up in the subject of modern foreign languages (MFL). GCSE tables for 2007 showed that the number of GCSE entries for MFL was down by 25,400 that year; although the percentage of those who attempted a GCSE and who received a good grade (A*-C) had increased by 3 percentage points.

34. Following the secondary curriculum review, we have retained languages as a compulsory element of the Key Stage 3 curriculum and have broadened the range of languages available to young people. Schools currently must first teach one of the working languages of the European Union in Key Stage 3. From September 2008, schools will be free to teach any major European or world languages they choose. The option to study a modern foreign language at Key Stage 4 remains an entitlement for all pupils, with schools having a statutory obligation to offer language learning to all pupils who wish to pursue their learning in this area. From 2011, a new languages Diploma will be available.

COMPULSORY LESSONS IN FOOD TECHNOLOGY

35. On 23 January 2008, the Government announced that food technology would be made compulsory for all Key Stage 3 pupils from September 2011. Approximately 85% of schools currently offer this subject. New food technology lessons at Key Stage 3 will involve practical cooking lessons as well as classes on diet, nutrition, hygiene and healthy food shopping. Reflecting a real world approach taken across the new curriculum, the teaching of food technology will give a new emphasis to practical skills and applied knowledge, focusing less on food manufacturing processes, packaging and marketing.

36. To make sure that we have enough people to teach cooking around 800 new food technology teachers will be recruited to Initial Teacher Training over the next three years. A separate Impact Assessment will be completed on the implications of the new food technology requirement.

CREATING TIME AND SPACE FOR EFFECTIVE PERSONALISATION

37. At Key Stage 3, the school curriculum is at its broadest, taking in English, mathematics, science, ICT, design and technology, history, geography, modern foreign languages, art and design, music, physical education, citizenship, religious education, careers education, sex education and teaching delivered through work-related learning - as well as the non-statutory subject of personal, social and health education. For each National Curriculum subject, detailed programmes of study set out what must be taught during the Key Stage, with lists of content in the old curriculum running to several pages in some cases. The current curriculum is perceived as too crowded, with many teachers feeling they do not have enough time to cover all the content prescribed for them. For example, based on head teacher questionnaires, seminars, subject studies and ongoing research activities, QCA stated in its 2003/04 Annual Report that:

"Most schools see potential for flexibility in the key stage 3 curriculum. However, in practice many find it difficult to incorporate newer areas – including citizenship and careers education – as effectively as they would wish. The constraining factors include content overload, staffing problems and the perceived narrowness of the standards agenda."[10]

38. Historically, schools have felt that curriculum overload impedes the tailoring of provision for individual pupils. The General Teaching Council's (GTC's) annual schools survey for 2006 found that 30% of respondents felt there was little or no flexibility for adapting the curriculum to meet the needs and interests of pupils. The group most likely to indicate that they had insufficient flexibility were secondary teachers.

10 ‹QCA Annual Curriculum Report 2003/04: An overview of the findings of the monitoring and evaluation programme›

39. One of the key aims of the secondary review was to 'slim down' the amount of prescribed subject content in the curriculum, enabling teachers to focus more sharply on the essential concepts and processes underlying the subject disciplines. As a result of the secondary curriculum review, between 20 and 30 per cent of prescribed content has been cut, and overlaps and duplications across the subjects have eliminated. By creating additional space in the curriculum, we have provided flexibility for teachers to support those struggling with literacy and numeracy skills, to stretch the most able and to design a curriculum that meets the needs of each of their pupils.

40. Initial evidence suggests that schools are already cautiously optimistic about how well the new curriculum will serve this purpose. As part of QCA's consultation on the new curriculum, respondents were asked whether they agreed or disagreed that the revised programmes of study would give more flexibility to schools in the way they manage their curriculum. Just under seven in ten (69%) of those responding agreed that the revisions would provide greater flexibility at Key Stage 3, while two in three respondents (65%) agreed that they would create greater flexibility at Key Stage 4. Head teachers and subject managers were even more positive, with four in five (81%) agreeing that the revised programmes of study would give more curriculum flexibility to schools at Key Stage 3. 87% of Local Authorities agreed with their assessment.[11]

THE NEED TO DEVELOP BETTER PERSONAL, LIFE AND LEARNING SKILLS

41. The development of knowledge, skills and understanding in subjects is an important part of what the curriculum offers but it is not the whole of the planned learning experience, nor is it everything that we want our young people to learn. The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of learners and prepares them for the opportunities, responsibilities and experiences of adult life.

42. Following the review of the secondary curriculum, an additional set of statutory aims have been introduced around enabling young people to become successful learners, confident individuals and responsible citizens. These aims reflect the purpose of education as set out in the 2002 Act and were widely consulted upon by the QCA. When asked, "Do you agree that the single set of aims for the secondary curriculum contributes to making the curriculum more coherent?", 80% agreed or agreed strongly; only 5% disagreed or disagreed strongly.

43. The Gilbert report on personalised learning referred to the importance of schools developing the so-called "soft skills" in young people which employers particularly value in their employees - such as good oral communication skills; reliability, punctuality and perseverance; the ability to work as part of a team; knowing how to evaluate information critically; being able to manage and be responsible for ones own learning; the confidence to investigate problems and find solutions; resilience in the face of difficulties; and being creative, inventive, enterprising and entrepreneurial.[12] These skills are not only valuable in the world of work: they are also essential to life as a citizen in the 21st century and can only be fully developed if the young person has a secure social and emotional base and a

11 'Secondary curriculum review statutory consultation – interim findings': QCA, July 2007

12 ‹2020 Vision - Report of the Teaching and Learning in 2020 Review Group›, December 2006

"vocabulary" to help them negotiate their way around these prerequisites for employment.

44. Many teachers and lecturers are already able to help young people develop these skills through, for example, providing relevant and challenging experiences outside the classroom. Taking part in wider activities beyond the curriculum can also help young people develop and learn in different ways. However, both Ofsted and QCA have raised concerns in the past that they are not consistently developed throughout all schools, or at all ages. For example, following inspection of 1,014 secondary schools in 2005-06, Ofsted concluded that pupils' development of workplace and other skills was either merely satisfactory or worse in 36% of secondary schools.[13] Employers agreed and the CBI Employment Trends Survey 2006 found that a majority felt that school leavers lacked the personal skills vital for employment: 65% felt they lacked self-management ability, 70% were dissatisfied with business awareness, and 47% believed they had a poor attitude to work. Just over half of employers (52%) were dissatisfied with school-leavers' key employability skills such as communicating, team-working and problem-solving. In the new secondary curriculum there is a far greater emphasis on using the curriculum as a whole to develop general skills for life and learning such as initiative, enterprise (including learning to take managed risks), ability to work in teams, and the capacity to learn independently. The applied elements that run through the revised 11-19 curriculum create a wealth of opportunities for young people to make appropriate links to make their learning relevant.

PLTS (personal, learning and thinking skills)

45. As part of its 14-19 remit, the Secretary of State asked QCA to provide advice on a framework of personal, learning and thinking skills (PLTS) for all young people aged 11-19, that builds on existing frameworks. QCA was also asked to advise as to how such a framework might be embedded throughout secondary education, including in the revised KS3 curriculum and Diploma qualifications. In the new secondary curriculum, the PLTS framework has been made available as a whole curriculum 'dimension'. Every curriculum subject has been considered in the light of the contribution it makes to personal, learning and thinking skills and detailed exemplars are provided online on QCA's website at www.qca.org.uk/curriculum. Personal, learning and thinking skills are also an integral part of Diploma qualifications.

46. The new framework for PLTS comprises six interrelated sets of essential skills and personal qualities that characterise a successful learner. Through the PLTS framework, the new secondary curriculum aims to help pupils become independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participators. Schools are encouraged by the new curriculum to identify opportunities to develop PLTS both within and across curriculum subjects.

Personal and economic wellbeing

47. One of the innovations of the new secondary curriculum is the approach to pupils' personal and economic wellbeing and the outcomes of Every Child Matters. The approach is intended to bring new coherence to requirements such as:

- sex and relationships education
- drugs and alcohol

13 'The Annual Report of Her Majesty's Chief Inspector of Schools 2005/06', November 2006

- careers
- work related learning
- enterprise
- financial capability
- social and emotional aspects of learning.

48. It is very important that schools take a whole school approach to these areas, building on the five outcomes of Every Child Matters. To support cross-curricular planning for personal and economic wellbeing, we have developed two new, non-statutory, programmes of study, entitled Personal wellbeing (PWB) and Economic wellbeing and financial capability (EWB). These programmes of study bring together the various strands of the personal development curriculum which are currently covered by personal, social and health education, sex and careers education, enterprise, financial capability and work-related learning. Together the programmes of study make up the new overarching curriculum subject of Personal, Social, Health and Economic education. By bringing together the programmes of study for EWB and PWB, we will achieve parity of status for both areas of learning and secure a higher profile and better delivery in schools.

THE BENEFITS OF AN OUTWARD-LOOKING CURRICULUM

49. In 2006, NFER published a review of research on pupils' experiences and perspectives of the curriculum that had been conducted and published in the UK between 1989 and 2005.[14] The review found a "Year 8 dip" in pupils' motivation and engagement with the curriculum and noted that, "above all, pupils want greater connection of the curriculum to real life...". The report also stated that, "teachers contextualising the content of the curriculum to the world of work, the environment, health, citizenship and business, may provide a motivation to pupils, as well as greater understanding". To tackle the Year 8 'dip', it recommended introducing lessons with professionals from within the field and slimmer subject content. In its subject reports for 2006, QCA also noted the need for more young people to work with creative professionals and to experience learning outside the classroom to release potential, excite imagination and enhance creativity.[15]

50. Research has shown that learning outside the classroom and with external experts builds bridges between theory and reality, between schools and communities, and between young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences are well-planned, safely-managed and personalised to meet the needs of every child they can:

- Improve academic achievement
- Provide a bridge to higher order learning
- Develop skills and independence
- Make learning more engaging and relevant to young people
- Develop active citizens and stewards of the environment
- Nurture creativity
- Provide opportunities for informal learning through play
- Reduce behaviour problems and improve attendance
- Stimulate, inspire and improve motivation

14 ‹Pupils' experiences and perspectives of the National Curriculum and assessment: final report›, NFER, 2006

15 QCA Monitoring curriculum & assessment project 2005– 2006: Art and design

- Develop the ability to deal with uncertainty
- Provide challenge and the opportunity to take acceptable levels of risk
- Improve young people's attitudes to learning.

51. Learning outside the classroom and learning supported by external experts are an integral part of the new secondary curriculum. Enhanced learning experiences or 'Curriculum Opportunities' are suggested for all curriculum subjects, with exemplar activities and case studies illustrating some of the ways in which pupils can engage with the world outside the classroom. Among the curriculum opportunities listed for geography, for example, are fieldwork investigations in different locations outside the classroom; participation in informed responsible action in relation to geographical issues, and examination of geographical issues in the news. In languages, the new programmes of study state that students should engage with native speakers where possible and make use of authentic materials in the target language to support learning and for personal interest and enjoyment.

THE ADVANTAGES OF GREATER COHERENCE

52. Approaches which integrate teaching and learning across subject areas or focus on skills across the curriculum have been found to be associated with a range of positive pupil outcomes - including the development of independent learning skills, improved engagement in learning, improved problem-solving and critical thinking capabilities, and improved attainment. For example, in a research review carried about by Ellis et al, ten principles of effective learning were identified from the evidence base. One of the ten principles identified was teaching that highlights the similarities between topics and curriculum subjects[16]. In Canada, Clifford and Friesen found that teaching all subject programmes of study through a single theme ('what holds things together, and what causes things to fall apart'?) resulted in pupils with average ability in the class functioning several years above their current grade placement at the end of a three year trial.[17] Proponents of 'integrated education' argue that information is more securely encoded and best retrieved by the brain when it can be connected to a web of meaning, and that approaches to learning should therefore work from this basis.[18] There is evidence from a variety of sources in the US that pupils from schools using an integrated approach perform as well as or better than their counterparts following traditional subject-based curricula, with additional benefits being identified in terms of motivation and engagement.

53. The new secondary curriculum aims to bring greater coherence to the learning experience by means of a series of non-statutory curriculum 'dimensions'. The dimensions provide important unifying themes that run across and beyond curriculum subjects; bringing relevance and authenticity to learning and helping young people make sense of the world. They include:

- Cultural diversity and identity
- Healthy Lifestyles
- Community and civic participation
- Enterprise and entrepreneurship

16 ،Research synthesis on effective teaching principles and the design of quality tools. Worthington National Center to Improve the Tools of Educators، Ellis, E.S., Worthington., L. A. and Larkin, M.J. (1996)

17 Clifford, Patricia and Friesen L. "Teaching and Practice." Harvard Educational Review (1993)

18 Integrative Education. ERIC Digest, Number 101.

- Sustainable futures and the global dimension
- Technology and the media
- Creativity and critical thinking

54. Schools are already finding a range of ways in which provision for cross-curricular themes can be addressed. Strategies include teaching of themes:

- through subjects, with links across subjects being highlighted and explored;
- separately timetabled thematic days, activity weeks and events, often including block timetabling;
- activities integrated into the routines of the school, such as running a mini-enterprise, arranging a fundraising event;
- through visits, assemblies and out of hours learning; and
- by bringing experts into the school.

55. We would expect to see more of this sort of activity from September 2008, when the new curriculum begins to roll out in secondary schools.

THE NEED TO IMPROVE STAYING ON RATES POST-16

56. Continuing in learning beyond age 16 has clear economic benefits, for individuals and the country. Young people who stay on in education or training are more likely to gain further qualifications by 18 than those who do not, and they are likely to earn more in the future. Those with level 2 qualifications in particular (the equivalent of five GCSEs A*– C), will earn an average of around £100,000 more over their lifetime than those who leave learning with qualifications below level 2, and individuals with higher levels of qualifications have better chances of finding, keeping and progressing in employment. In his 2006 Review of Skills, Lord Leitch noted that less than one half of those with no qualifications are in work, compared to nearly 90 per cent of those with graduate level qualifications. Projections to 2020 commissioned by the Review suggest this pattern will continue. They project a 50 per cent increase in the share of highly skilled occupations, such as managers and professionals, and a decrease in low skilled occupations, such as elementary occupations predicted that as few as 600,000 unqualified adults will be in work in 2020, compared to 3.2m unqualified adults who were in work in 2004.[19] Studies also show that increasing participation post-16 benefits society as a whole in a number of ways. Young people who participate between the ages of 16 and 18 are less likely to experience teenage pregnancy, behave anti-socially, be involved in crime or go to prison. They are more likely to be healthy and to develop good social skills, which makes it easier for them to find work and succeed in life[20]. Post-16 staying on rates are poor in England when compared to those in other countries in the OECD (the Organisation for Economic Co-operation and Development). At age 17, 83 per cent of our young people are enrolled in education and training, compared to more than 90 per cent in the best performing countries.[21] Increasing post-16 participation in education and training is a key priority for the Government and we have a stretching target for 90% of 17 year olds to be participating by 2015.[22]

19 Leitch Review, 'Prosperity for all in the global economy - world class skills' (December 2006)

20 Education and skills: The economic benefit, DfES, 2003 and Quantitative estimates of the social benefits of learning, 1: Crime, Feinstein, Centre for Research on the Wider Benefits of Leaning, 2002

21 Leitch Review, 'Prosperity for all in the global economy - world class skills' (December 2006)

22 'The Children's Plan, Building Brighter Futures', DCSF, 2007

57. As a result of the secondary curriculum review, we have slimmed down and updated the statutory programmes of study, introduced a real world focus and created time and space for improved personalisation according to pupils' individual needs and aspirations. The redesign will contribute to improved attendance and higher staying on rates by providing a coherent and motivating educational experience that is relevant and engaging, with clear progression to the broader range of options now becoming available at 14-19.

A MORE INCLUSIVE CURRICULUM

58. Schools are required by law to provide a balanced and broadly based curriculum which —

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The curriculum also includes an overarching statutory inclusion statement which outlines how teachers can modify the national curriculum programmes of study as necessary to provide all pupils with relevant and appropriately challenging work at each Key Stage.[23] The inclusion statement, which is unchanged in the new secondary curriculum, requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum. These are: setting suitable learning challenges; responding to pupils' diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

59. Despite this statutory requirement being in place, we know from head teacher questionnaires, seminars, subject studies and ongoing research activities carried out by QCA[24] that secondary schools continue to experience difficulty in addressing aspects of inclusion in relation to gender, race and special educational needs. Canvassing pupils' views also indicates the importance of a curriculum that better reflects their cultures, identities and histories.

Disadvantage

60. The Government has set out commitments to narrow the gap in attainment at all stages (early years, Key State 2, Key Stage 4, post-16 and Higher Education participation) between the poorest segment of the school population and their peers. These commitments are enshrined in Public Service Agreement 11 (available for download at http://www.hm-reasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm). At Key Stage 4 the main indicators are the gaps between the proportion of children eligible for free school meals (FSM) and their peers in: the achievement of two levels of progress in English and maths, and the achievement of 5 GCSEs at A*-C including both English and maths.

61. There is positive progress to report on these indicators and in particular the attainment gaps have narrowed by small degrees in each of the last few years.

23 'National Curriculum Handbook for Primary Teachers in England', 1999; 'National Curriculum Handbook for Secondary Teachers in England', 2004; 'The National Curriculum Statutory Requirements for Key Stages 3 and 4', 2007

24 QCA 2003/04 Annual Report

However the gap still stands at nearly 28 percentage points, making FSM eligibility a stronger predictor of low attainment than any factor other than prior attainment.

62. It is most important that the school curriculum, and the practices of local authorities, schools and all other agencies, promote a culture of high aspiration, progress and attainment for children from disadvantaged backgrounds so that we make faster progress over the next three years in reducing this unacceptably large gap.

Gender

63. Statistics show that girls consistently outperform boys in educational attainment. Data for January 2008 shows that girls are still doing better than boys in nearly all subjects, even in areas like Design and Technology, where boys have traditionally performed more strongly. It is only in science and mathematics that boys achieve broadly as well as girls[25]. The pattern of attainment is the same at Key Stage 3, where boys lag behind in English, but are roughly equal in maths and science. The attainment gap between boys and girls achieving 5+ A*-C grades has remained more-or-less static at around 10% since the late eighties – and the gap in English has existed for as long as exam records have been kept. Girls are also more likely to be identified as 'Gifted and Talented.'

64. In option choices too, the effect of gender can be seen. Nearly all 'A' levels show ratios of participation by gender at above 62%, with many gender ratios in the high 80s and 90s, either in favour of boys, such as physics; or girls, in subjects such as languages. In vocational areas participation is almost exclusively gender-specific, with a ratio of 9:1 in many key areas such as health and social care, hospitality and tourism. Again, uptake in some areas is dominated by boys, such as engineering (95%), and girls, such as childcare (96%). Gender stereotyping has a marked effect on the labour markets and on individuals' abilities to negotiate them. Girls are making option choices at 14 that will lead them into less well-paid sectors, often without knowing this fact, while low attaining working class boys in some areas are opting for vocational courses in, for example, mechanics, despite the fact that the local economy cannot supply substantial employment in this field.[26]

Ethnicity

65. 17% of the maintained school population in England is made up of young people from ethnic minorities, and several trends can be seen in the performance of young people according to their ethnicity. For example, data for 2007 continue to show that:

- Indian and Chinese young people outperform all other groups
- Black and Pakistani young people attain less than most other groups but this gap is narrowing: their attainment levels have improved by some 7 percentage points over the past four years, twice as rapidly as the whole population. Bangladeshi children now attain at around the national average at GCSE
- the interaction effect of being from an ethnic minority and eligible for free school meals is lower than for the majority population (thus for example, the gap between Bangladeshi children eligible and ineligible for free school meals is only

25 Statistical First Release "GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools"

26 'QCA 11-19 Monitoring Report: Findings on Inclusion', 2005-06

3 percentage points, whereas for the majority population it would be 28 percentage points)
- There is more inequality in achievement in post-compulsory education than at entry to school – but the gaps are narrowing at the later stages and BME pupils have a significantly higher rate of HE participation than would be expected after controlling for prior attainment
- Young people from a Black Other background have significantly more unauthorised absences than all other groups
- Rates of exclusion are highest for travellers, Black Caribbean, Gypsy/Roma and Black Other.[27]

66. Some groups and individual students do not feel that their education reflects their own culture and ethnic background. Many of those consulted by QCA suggest that the cultural values implicit in the curriculum should be made explicit and students tell us they feel more engaged when lessons take into account their own experiences and culture. However, teachers have traditionally found this a difficult goal to achieve in schools where there may be many different ethnic and cultural groups represented in each classroom. Many feel that multi-cultural policies should be updated to take into account the realities of modern Britain and that the issues should be explored in a new way.[28]

67. Ofsted's Annual Report 2006-2007 noted that too often in schools the planning of the curriculum 'did not make the coherent links between studies in different areas that would enable pupils to develop a secure sense of personal, national and cultural identity'. Learning about Britain's diversity was weak in about half of the schools surveyed; cohesion was not taught well in half of schools and pupils demonstrated a lack of understanding of the factors and events that have shaped present day Britain. In citizenship, Ofsted reported that education didn't give sufficient priority to diversity in a rapidly changing world.[29]

Special Educational Needs

68. The Disability Rights Commission (DRC) published research in 2003 showing that:

- 24% of disabled 16 to 24 year olds had no qualifications, compared to 14% of those without a disability.
- At age 16, 15% of disabled young people were not in education, employment or training (NEET), compared to 7% of those without a disability.[30]

69. Students with Special Educational Needs (SEN) are represented across the whole range of attainment levels, but most achieve only lower level qualifications. Many are not entered for qualifications as they perform below the necessary standards and, in most mainstream secondary schools, little resource is spent on curriculum review and development. Instead the funds are spent on individual staffing allocations.

27 Statistical First Release "GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools"

28 'QCA 11-19 Monitoring Report: Findings on Inclusion', 2005-06

29 The Annual Report of Her Majesty's Chief Inspector, 2006-2007

30 Disability Rights Commission 'Disability Briefing, March 2006'

70. QCA research has shown that secondary schools should be encouraged to make better use of the two interventions that are the most effective for raising the attainment, engagement and self-esteem of students with SEN:

- developing underpinning subject knowledge through practical and fun activities, for example teaching mathematics through Drama or PE, and
- self-assessment.

71. Less than 40% of subject departments currently use these strategies and, when they do, they acknowledge that they do not always apply them systematically.[31]

New secondary curriculum response

72. In this context, QCA carried out a number of activities as part of the curriculum review to ensure that the new framework would be as inclusive as possible. Activities during 2005 and 2006 included an inclusion baseline audit – entitled 'Where are we now?'; desk research; a consultation with English as an Additional Language (EAL) practitioners, academics and Ethnic Minority Achievement Grant managers; a consultation event in March 2006 with academics, race equality organisations and practitioners; as well as a broader diversity and inclusion event in February 2007 to identify ways forward. Other key sources of information used in redesigning the curriculum included:

- DCSF Research Topic Paper: "Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5-16 (2006 edition)"
- DCSF websites containing published Key Stage 3 performance data (see http://www.dfes.gov.uk/performancetables)
- The Review of Citizenship and Diversity in the Curriculum, undertaken by Sir Keith Ajegbo

73. As a result of this research and consultation, a key feature of the new secondary curriculum is the increased flexibility it gives schools to adapt their curriculum to local circumstances and to the needs and aspirations of their pupils. Less detailed prescription in the curriculum supports inclusion across gender, race, culture and SEN by enabling schools to implement a secondary curriculum that:

- reflects local contexts and priorities
- addresses learners' interests and needs
- addresses contemporary issues

74. In the new curriculum, there is a reduction in prescription, creating more opportunity to reflect the range of learners' needs and interests. There is additional time and space for assessment for learning strategies, such as increased support for those who need to catch up, and greater challenge for those who are not achieving to their full ability. Changes to history and citizenship classes will put identity, diversity and understanding core British values at the heart of teaching and the introduction of the statutory curriculum aims (to create successful learners, confident individuals and responsible citizens) and personal learning and thinking skills, will increase the number of ways in which achievement can be acknowledged and celebrated.

75. Respondents to QCA's national consultation on the new secondary curriculum showed that they were already cautiously optimistic about the extent to

31 'QCA 11-19 Monitoring Report: Findings on Inclusion', 2005-06

which the revised programmes of study would enable schools to take into account the needs of all learners. A slim majority (57%) agreed that the revised key stage 3 programmes of study would enable schools to take the needs of all learners into account and, interestingly, 10 out of 14 and four out of six EAL or SEN teachers who took part in the consultation agreed with this statement in relation to key stage 3 and key stage 4 respectively. Head teachers and senior management were also more likely to agree that the revised programmes of study at key stage 3 would enable schools to take into account the needs of all learners (75%) compared with 59% of curriculum coordinators. Respondents from local authorities were also more likely to agree that this was the case (71%).[32]

ASSESSING THE IMPACT OF THE REVIEW – RISKS

76. We identified the following risks and countermeasures in developing and delivering the new secondary curriculum:

Risk Description	Countermeasure(s)
Schools do not make use of the flexibilities and other opportunities presented to them in the reformed curriculum.	QCA is developing plans to monitor and evaluate the impact of reforms We are providing case studies of effective practice We have developed an effective communications strategy We have developed a comprehensive and effective programme of training and support for school leaders, curriculum planners and teaching staff
Subject associations, teaching unions and other partners do not support the review content	A comprehensive strategy for engaging stakeholders with the review has been developed and implemented through a series of seminars, focus groups, conferences and visits throughout review.
Insufficient capacity to deliver within key delivery partners puts the implementation plan at risk	Key delivery partners sign off all implementation plans Implementation plans are actively monitored at monthly Implementation Group workshops
Secondary Curriculum developments fail to join up with other 14-19 strands, particularly Diplomas, functional skills and IAG	Contact has been maintained with the 14-19 programme at all levels 14-19 colleagues are represented on the secondary review Implementation Group and vice versa The communications and training strategies for the new secondary curriculum have been designed to link with 14-19 communications and support through joint sign-posting of CPD, and through close work with the school-facing delivery organisations that are preparing practitioners to deliver Diplomas and

32 'Secondary curriculum review statutory consultation – interim findings': QCA, July 2007

Risk Description	Countermeasure(s)
	functional skills.
Delivery partners fail to work together effectively, leading to duplication, mixed messages and unnecessary burdens on schools	A shared implementation plan has been signed up to by all partners and is managed by the Implementation Group Contracts include explicit requirements to work with other partners A memorandum of understanding has been signed by all partners, governing how we work together A common set of core messages are used by all delivery partners A common evaluation methodology is shared by all delivery partners and emerging issues and concerns shared and jointly addressed via the Implementation Group
Insufficient funding to provide schools with good quality, effective implementation support	A robust case was made for CSR funds and an appropriate budget secured Opportunities were identified to combine with 14-19 events and communications to avoid overlap and ensure consistency Opportunities were identified to combine events across delivery partners
School workforce doesn't have enough time to spend on the secondary curriculum changes, so that opportunities are not taken	We have combined / joined up with other 14-19 strands to present a coordinated approach to supporting the workforce. - The skills required to implement reforms are applicable to curriculum delivery across 11-19. - We have analysed the cumulative impact of the 11-19 reforms on different members of the workforce and are phasing their implementation, for example, through early delivery of functional skills, and a phased introduction of Diplomas. - We are offering joined up modelling and timetabling support across the 11-19 curriculum.

ASSESSING THE IMPACT OF THE REVIEW - COSTS

77. The Department's one-off transition cost spend on the new secondary curriculum amounts to approximately £85 million. Ongoing costs are estimated to be £6.5 million over two years. This amounts to £3.2 million average annual discounted costs over two years. Therefore total costs are estimated to be £91.5 million.

BUDGET BREAKDOWN

Task	Breakdown of Activities	Actual Cost: FY 2007-08	Estimated future cost: FYs

			2008-09 to 2009-10
Devising and consulting on the new curriculum	Activities included: QCA subject officer time and project management time QCA senior executive meeting and approval time	Carried out by existing staff within normal working hours	Nil Nil
	QCA meetings with external subject experts	£72,000	Nil
	National Consultation – both online and at regional events	£98,000	Nil
	QCA launch event and regional launch conferences	£305,651	
Publicity	QCA newspaper and magazine articles – inc Guardian supplement	£141,400	Nil
	DCSF 11-19 wall planner for schools	£7,700	Nil
	QCA Overview Brochure and postcards	£33,649	Nil
	Sec Ed Supplement	No charge	Nil
	Development of visual identity	£26,919	Nil
	Message development – DCSF consultancy	£36,000	Nil
Curriculum materials	New curriculum handbook	£172,353	Nil
	Website, including case studies, curriculum modelling pack, and online planning tool	£1,442,000	£224,900 in 2008-09
Workforce training and development	DCSF national conferences	£140,000	Nil
	DCSF contracts for leadership and whole curriculum design	£3,180,550	£3,430,000 between April 2008 and July 2009

	DCSF contracts for subject-level support	£5,390,000	£2,900,000 between April 2008 and July 2009
Project management - implementation	DCSF consultant	£390,000	Nil
Teacher training time	Support for leadership and whole curriculum planning	£ 6,093,397	
	Subject-specific support	£30,700,190	
Delivery in schools	Head teacher and curriculum planner time to design the new whole school curriculum Subject teacher time to design a new subject curriculum	£36,794,000	Nil – in future years activity should take place during normal curriculum planning and preparation time

Impact on the School Workforce

78. Our programme of training and support for the school workforce began in September 2007 and will continue until at least December 2008. In providing appropriate support, we have been conscious of the need to minimise burdens on schools and not to expect teachers to be absent from the classroom for long periods of time. Support is being offered, therefore, on an optional basis and can be accessed both face-to-face and online. Training events and support networks are being run regionally and at school cluster level; wherever possible taking advantage of networks and meeting cycles which already exist. In this way, schools will be able to take advantage of those opportunities which are most relevant to their circumstances, as and when they require them.

79. In brief, the support programme is made up of the following key components:

- The QCA curriculum website, launched in September 2007, hosts the new programmes of study supplemented by case studies, guidance, planning tools and materials to help schools evaluate the impact of curriculum changes
- Four DCSF 11-19 conferences held in October / November for 1,000 Local Authorities, 14-19 partnerships, consortia delivering Diplomas, head teachers and curriculum planners. These events were followed on by an open discussion and resource sharing on the NSCL website
- National College of School Leadership / Specialist Schools and Academies Trust regional workshops on innovative curriculum practice and the leadership implications of the changes – 2 places for every secondary school in the country from November 2007 onwards
- Production of a Specialist Schools and Academies Trust flexible resource pack for whole curriculum design, containing case studies of curriculum

models, templates, film, PowerPoint presentations and notes to guide schools' use with a variety of audiences

- Recruitment by Specialist Schools and Academies Trust of 60 Lead Practitioners from schools with innovative curriculum practice. The Lead Practitioners will work to regional curriculum coordinators and provide ongoing support to local networks of school curriculum planners, covering 3,360 secondary schools
- During January / February 2008, training was rolled out to Local Authority English, mathematics, science and ICT consultants on implementing the revised programmes of study
- Also in February / March, Local Authorities provided training and guidance to all subject leaders and one member of the Senior Leadership Team in all secondary schools. Support for subject planning has modelled the use of the QCA on-line tool and the National Strategies revised Frameworks and supporting guidance
- From April 2008, Local Authority consultants will provide further targeted subject consultancy support to schools that need it
- CfBT Education Trust (working with ASPECT and 10 national Subject Associations) is providing:

    - 9,000 places at regional subject-specific training events led by national subject leaders and regional subject advisers – events will run from January to April 2008
    - Ongoing support to schools via CfBT's network of national subject leaders and regional subject advisers, providing a first point of contact for further advice and guidance and collecting and sharing exemplars of schools' own subject curriculum plans and developments
    - Online curriculum-making guides for each subject, including case studies, a toolkit of activities, subject-specific resources, web casts and hotseats over a two week period in each subject.

80. We have also commissioned a mini-consultation with Special Schools about what additional tailored support, if any, they would find most useful. This is likely to begin with 3 regional events, grouped according to broad categories of SEN.

81. In terms of staff time required to prepare to deliver the new curriculum, this will vary enormously from school to school. In a typical secondary school however, in the academic year 2007-2008, we have assumed that the following amount of time might be devoted to training and planning for the delivery of the new curriculum:

Head teacher:

- one day at an SSAT / NSCL workshop
- one day for curriculum planning discussions, conversations with School Improvement Partner and teaching staff
- Half a day to explain changes to parents, governors and school support staff

Curriculum planner:

- one day at an SSAT / NSCL workshop
- half a day at a local workshop event run by SSAT
- one day for curriculum planning discussions and curriculum planning
- up to one day accessing ongoing support from lead practitioners and SSAT regional consultants by telephone and through the SSAT e-portal

Up to 4 teachers per school in the core subjects or ICT:

- one day at a practical workshop led by National Strategy consultants on subject planning
- up to one day accessing online materials and follow up through subject development meetings

Up to 6 teachers in foundation subjects:

- one day at a regional subject leader event run by CfBT Education Trust
- up to one day looking at QCA's secondary curriculum website and CfBT's online support materials.

The spreadsheet attached at Annex A calculates the total of staff time to plan and prepare for the new curriculum to be in the order of £36,794,000. This figure is based on a school requiring 50 days for curriculum planners and 3 days for head teachers in extra planning time. This is not a direct cash cost to government, however, and it is used to show that teacher's time will be taken up understanding and making provisions for the introduction of the secondary curriculum. This time could be spent undertaking other activities (such as teaching) and so there is an opportunity cost of using teacher's time in a less productive activity. This figure is particularly sensitive to the assumptions made regarding the number of days it will take schools to become familiar with the new curriculum. For instance, if the number of days it is assumed schools will need to understand the changes halves, this has the effect of halving the costs. Therefore this figure should be treated with caution.

82. Set against this is the fact that, on average, teachers already spend 14 hours a week planning and preparing for lessons – for the academic year 2007-2008, a significant proportion of this time will be spent planning for the new secondary curriculum. In addition, the Secretary of State will allow governing bodies in secondary schools to use one teaching day in 2007-08 for training and planning for the revised curriculum, instead of teaching pupils. Governing bodies may choose a date between January and July 2008 for the extra non-teaching day, which will apply in secondary, middle and special schools which deliver Key Stage 3. No regulatory or equality impact assessment has been prepared for the statutory instrument enabling this extra non-teaching day to take place as it has no impact on business, charities, voluntary bodies or minority groups – nor on the public sector. There are no extra staffing costs as schools do not have to pay staff for an extra day nor take on cover staff. It is arguable that there may be some impact on any parents needing to take time off from work to care for children during the non-teaching day but the amount of such costs is impossible to quantify.

Impact on Greenhouse Emissions and Sustainability

83. We anticipate a negligible impact on greenhouse emissions as a result of the curriculum review in the first instance, and a positive impact over time. As far as possible, support for delivering the new curriculum is being delivered online, as and when required, reducing the need for training events and cutting down significantly on the need for paper resources. Wherever possible, national training events are being delivered in partnership with 14-19 colleagues, with content covering the whole of the 11-19 change agenda. This is reducing the need for the same people to travel to more than one event, cutting down on greenhouse emissions. One day events for head teachers and curriculum planners will be held regionally, eliminating the need for long journeys and overnight stays and these will be followed up by local curriculum design groups run by the Specialist Schools and Academies Trust, which will take place on school premises wherever possible.

84. Support for the core curriculum subjects will be delivered by the National Strategies, through their existing regional networks; and support for the remaining curriculum subjects will consist primarily of online support including 'Curriculum Making Guides'; case studies; downloadable resources and web casts. Where events are run for subject teachers, these again will take place locally and presentations will be recorded and shared with all subject teachers via the CfBT Education Trust website to maximise their reach.

85. All schools will receive just three hard copies of the new Secondary Curriculum Handbook – significantly fewer than in previous years. Instead, the main resource for information, case studies and guidance on new the curriculum will be QCA's interactive website at www.qca.org.uk/curriculum. The website is designed to take the place of hard copy curriculum handbooks, offering a range of additional features to encourage teachers to work online. Over time, this will significantly reduce the impact on greenhouse emissions as fewer handbooks are printed, stored and distributed.

86. The new secondary curriculum itself has been designed to encourage learners to be aware of sustainability and other global issues. Pupils will evaluate information and events from a global perspective and by exploring the connections between the local and the global, they will also be shown that it is possible to play a part in working towards solutions to challenges such as climate change and global poverty. The global dimension in the new curriculum incorporates global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. In order to help pupils understand the global dimension and sustainable development, there are new opportunities across the curriculum to:

- appreciate the importance of a global context and engage in a range of culturally diverse experiences
- understand the connections between the environmental, social and economic spheres and make links between local, national and global issues
- critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity
- understand and appreciate the relevance of the global dimension to their own lives
- develop skills that will enable them to identify and challenge injustice, prejudice and discrimination
- participate in global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom
- make informed decisions about how they can understand and potentially make their own distinctive contribution to local and global communities
- recognise that some of the Earth's resources are finite and therefore must be used responsibly
- consider probable and preferable futures and how to achieve the latter
- appreciate the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle
- appreciate the importance of obtaining materials from sustainably-managed resources
- appreciate that economic development is only one aspect that contributes to the quality of life.

87. The programmes of study in geography, citizenship, science, and design and technology also highlight specific opportunities to develop learners' understanding of

sustainable development. Guidance makes clear that sustainable development can be used as a stimulating context for learning across the curriculum and can provide a real and compelling context for developing literacy, numeracy and personal, learning and thinking skills.

ASSESSING THE IMPACT OF THE REVIEW – BENEFITS

88. As a result of the changes to the secondary curriculum we expect to achieve the following key impacts in schools:

- Learners will experience a curriculum that is more relevant, provides the support and challenge they need, and better meets their interests and aspirations. As a result, their engagement with learning will increase and they will make better progress and achieve higher standards. They will enjoy school more and their behaviour and attendance will improve. Their progress through school will be smoother and more of them will move on to further and higher education.
- The strong focus on the curriculum aims, reflected through the individual programmes of study, should help to ensure that young people leave school equipped with the knowledge, skills and attitudes to cope with life and work in the 21st century. In particular, they will be more able to meet the demands of employers, who are looking for young people who have good functional skills, are flexible, and are able to work well in teams, solve problems and make decisions. A coherent approach to personal development will help all learners to grow into mature, independent and fulfilled adults.
- Greater personalisation of assessment will increase learners' engagement, enable them to show what they can do and open doors to higher achievement. With more ways to demonstrate progress and more pathways to choose from at key stage 4, learners are likely to find something that motivates them, continue learning for longer, and gain the qualifications they need to progress. GCSEs and A levels are changing to meet 21st century needs and working towards diplomas, which offer considerable scope to tailor courses to individual interests, will give young people relevant experience that will equip them for further learning, life and work.

- Given the difficulties in estimating the potential benefits of this intervention, a monetised total benefits has not been possible. However it is possible to estimate the impact this intervention needs to have in order for benefits to outweigh the costs, i.e. for the net benefit to become positive. Internal DCSF calculations have estimated that the lifetime earnings benefits to 5 or more GCSEs A*-C are around £100,000 on average, and to 2 or more A-levels around an additional £85,000 on average per pupil.

- Assuming that the benefits of the intervention continue for ten years, and that the total cost of the intervention is £91.5m, this would require benefits of £9.15m per year for the net benefit to be positive. This would require 92 pupils each year to achieve Level 2 level qualifications as a result of this intervention when they would otherwise have received Level1 level qualifications.

- Another way to look at the costs is to consider how much it will cost per pupil to improve the curriculum. Dividing total costs by the current number of pupils

taking Key Stage 3 and 4[33] gives a cost per pupil of £26 in the first two years. This cost per pupil will fall as more pupils benefit from the new curriculum over time.

89. We will measure the impacts of the new curriculum in the following ways:

Impact on pupil performance

90. The published results of end of Key Stage 3 tests and GCSE examinations will enable us to monitor the impact of the new secondary curriculum on pupil performance year on year. We will consider performance data collected annually, to identify:

a) improving performance trends
b) improved KS2-to-KS3 value-added performance
c) increased take up of GCSE and A level
d) any differential impact in terms of gender, disadvantage, race or special educational needs.

91. Ofsted will continue to measure the progress of individual secondary schools in relation to the curriculum by evaluating its outcomes. In relation to the new curriculum, Ofsted will monitor and report on the extent to which it:

- meets the needs of all learners and enables them to achieve high standards
- is regularly evaluated, reviewed and modified where necessary
- is relevant to, engages and inspires all learners
- builds on what learners already know and can do
- make links where relevant across and between subjects and aspects
- avoid unnecessary overlap and unhelpful repetition
- allows choice and scope for personalising learning
- promotes creativity and independent learning

92. In 2009, the Department will ask Her Majesty's Chief Inspector of Schools to review progress on special educational needs, in the light of the impact of greater personalised learning.[34]

93. We will also monitor impact on pupil performance via QCA intelligence. QCA has a duty to keep the curriculum under review and uses a range of mechanisms to monitor and assess the impact of curriculum reforms. The Authority has a contract with the Centre for the Use of Research and Evidence in Education (CUREE) to gather evidence throughout the implementation of our secondary reforms. The essential elements of the CUREE contract include:

- a survey of a representative sample of students to establish their views of the curriculum experience (this will be run in alternate years);
- a survey of a representative sample of schools to gather evidence of implementation issues around curriculum planning and design. This survey will also consider a number of impact measures - particularly those associated with broader outcomes;

[33] Approximately 3.5 million pupils. Source: national statistics online
[34] ‹The Children's Plan, Building Brighter Futures›, DCSF, December 2007.

- a series of probes into key aspects of the reform programme, which have been identified by the advisory panel and QCA. Probes will take place in selected schools and will allow us to develop a better understanding of the conditions for successful implementation and the barriers to success;
- literature reviews to give a deeper perspective on implementation;
- action research with selected schools to generate high quality case study material.

94. QCA has also recently contracted with a consortium of universities to establish baselines in a small number of centres in order to monitor the cumulative effect of the different strands of the 11-19 reform programme. The consortium will be working closely with schools and local authorities on a range of curriculum development initiatives which provide evidence of impact. QCA has also set up an advisory panel with representatives from system leader organisations, local authorities and head teachers to gather further evidence of the impact of curriculum reform. This evidence will be fleshed out still further by case study material and action research collected from schools working with the Specialist Schools and Academies Trust and CfBT Education Trust as part of their secondary curriculum training and support programme.

Impact on personal, learning and thinking skills development

95. There are no plans to require formal records of progress in Personal, Learning and Thinking Skills (PLTS) to be kept as part of the new secondary curriculum, but we do expect that schools will wish to use the framework for their own purposes, to support and formatively assess young people's development in these areas. QCA is also aiming to develop a suite of materials to inspire and support schools in developing and implementing PLTS within their school setting and will be gathering the views of learners directly about their experience of the curriculum reforms. This will provide an opportunity for young people themselves to say how they feel about the support schools are providing for their personal development in these areas. In Diplomas, progress in PLTS will be formally assessed as part of the principal learning component and will be recognised and recorded in the Diploma transcript.

Impact on personal wellbeing

96. To ensure that schools are measured and rewarded for their contribution to children's wider development as well as to standards achieved, the Children's Plan commits the Department for Children, Schools and Families to the development of school–level indicators that, taken together, will measure a school's contribution to pupil wellbeing. The Department will work with Ofsted to develop these indicators and will ask Ofsted to reflect them in designs for the cycle of school inspections starting in 2009. This will help strengthen the accountability of schools and of Children's Trusts. It will also provide clarity of expectation on schools that reflects their capacity and capability, and a better evidence base for the further development of Ofsted's risk-based approach to school inspection.

International comparisons

97. To further assess the impact of our changes to the secondary curriculum, we will monitor international data collected through the:

- Trends in International Mathematics and Science Study (TIMSS);

- Programme for International Student Assessment (PISA); and
- International Review of Curriculum and Assessment Frameworks (INCA)

Trends in International Mathematics and Science Study (TIMSS)

98. TIMSS is a 4 yearly international study of the attainment of 10 and 14 year-olds in mathematics and science. In the last TIMSS study (2003), England's 14 year olds were fifth out of the 46 countries participating for science (behind Singapore, Chinese Taipei, Korea and Hong Kong). In mathematics, England was again higher than the international average, placing us in tenth position. TIMSS was administered again in 2007 and the findings will be published in December 2008.

Programme for International Student Assessment (PISA)

99. PISA is a three-yearly international study of the attainment of 15-year-olds in reading and in mathematical and scientific literacy. In PISA 2006 (published December 2007), the main focus of the research was on attainment in science, where it was reported that just 7 out of 57 participating countries had achieved mean scores that were significantly higher than those in England. However, England had a wide spread of attainment compared with other countries, with a substantial 'tail' of low achievers alongside its higher performing students. We will use the PISA 2009 findings to monitor trends for both categories of pupil.

QCA international curriculum monitoring

100. In the late 1990s, QCA's predecessor, SCAA, commissioned a review of curriculum and assessment frameworks in 16 countries (The International Review of Curriculum and Assessment Frameworks – INCA). The work is ongoing and brings together information on aims, educational structures, and curriculum and assessment frameworks into national profiles which reflect national contexts and priorities. These profiles, now covering 20 countries, allow for factual comparisons, identifying similarities and differences and key educational issues (for example, concerning curricular breadth and balance, student progression and assessment regimes). Over time, INCA's comparative data, thematic probes and studies will provide further insight into the impact of the secondary curriculum changes in English schools and enable us to see how our new approach to curriculum design compares with that in other countries.

Impact on employer satisfaction

101. We will continue to monitor feedback about the curriculum from employers through national surveys (such as the Learning and Skills Council's National Employers Skills Survey), and through ongoing relationships with employer organisations. The aim will be to judge the extent to which – in their view - the new curriculum positively impacts on the development of key employability skills.

Impact on rates of exclusion

102. The Department's most recent Statistical First Release (SFR) on rates of exclusions was published on 26 June 2007 and relates to the school year 2005/06. Statistics showed that there was an increase of just over 4 per cent in the number of fixed period exclusions from maintained secondary schools in 2005/06 compared with the previous year. The permanent exclusion rate for boys was nearly 4 times higher than that for girls and pupils with statements of SEN were over 3 times more likely to be permanently excluded from school than the rest of the school population.

We shall continue to monitor data on pupil exclusions from the Statistical Release documents to identify any improvements in these areas as a result of the review.

Impact on attendance and staying on rates

103. Since 2006, the School Census has collected pupil level absence data on a termly basis (Spring, Summer and Autumn collections) from maintained secondary schools, city technology colleges and academies. The collection of pupil level absence data provides the Department with its first opportunity to report on the relationship between absence and personal characteristics (gender, ethnic group, special educational needs etc.) and the rates/distribution of persistent absentees.

104. In 2005/06, the percentages of half days missed due to absence in secondary schools were as follows:

Authorised Absence:	6.82 per cent
Unauthorised Absence:	1.42 per cent
Overall Absence:	8.24 per cent[35]

105. Pupils who are known to be eligible for free school meals (FSM) had higher rates of absence (around 12 per cent compared with less than 8 per cent for the rest of the school population) and across maintained secondary schools, city technology colleges and academies, absence rates were highest for the Traveller of Irish Heritage (26 per cent overall absence); Gypsy/Roma (23 per cent overall absence); Mixed (White and Black Caribbean) (almost 10 per cent overall absence) and Irish (just over 9 per cent overall absence).

106. We will be able to monitor any impact on rates of authorised and unauthorised absence from schools via future termly collections of school census data. In the Children's Plan, Government announced its aim to reduce the level of persistent absence by at least a third from 2005/06 levels so that, by 2011, no local authority will have more than five per cent of its secondary pupils as persistent absentees. To strengthen the focus of schools in tackling this problem, a new persistent absence indicator will be included in the School Achievement and Attainment Tables from 2008.

107. We know that post-16 staying on rates are poor in England when compared to those in other countries in the OECD and we have a stretching target for 90% of 17 year olds to be participating in education by 2015. By developing a more personalised, relevant and engaging curriculum we expect to contribute to improvements in staying on rates for 17 year olds over the coming years and will monitor carefully any observable trends in this area.

Monitoring through school self-evaluation

108. There will be a range of additional ways in which schools themselves can monitor the impact of the new secondary curriculum on their pupils and staff, although much of the information they collect will not be collected and analysed centrally. For example; schools will be able to judge the extent to which pupils are taking a more active part in the lives of their communities by performing in concerts, raising money for local charities or contributing to local campaigns. They will be able

35 Pupil absence for secondary schools in England 2005/06 - Statistical First Release: SFR11/2007

to document enhanced and more frequent opportunities for learning outside the classroom during visits, clubs and extended learning opportunities. Improvements in behaviour, personal development and levels of motivation should become more noticeable over time, with reductions in, for example, levels of vandalism, bullying and disciplinary action. Pupil tracking procedures, which may be linked in the future to single level tests, will enable teachers to see how well students are engaging with the new curriculum and how secure is the progress they are making. Pupil and parental satisfaction surveys may be carried out on the new curriculum and, more formally, areas for development in teaching and learning will be identified and reported on in school self-evaluation plans.

CONCLUSION

109. In summary therefore, we believe we have developed a curriculum that:

- motivates and engages learners and helps them to succeed;
- ensures more young people gain the knowledge and skills in English, mathematics and ICT they need for education, employment and life;
- ensures that assessment supports teaching and learning;
- gives schools the flexibility to personalise learning and design a curriculum that meets the needs of their learners; and
- enables a smooth progression from primary, through secondary and beyond.

110. We will be looking for impacts on a number of levels – from exam success, through to personal development; from attendance to success in further education, training and employment. We have considered the impact on the workforce, on the environment and on all aspects of equality and inclusion. We believe we have the systems in place to ensure that the impacts are identified, monitored and assessed.

Specific Impact Tests: Checklist

Use the table below to demonstrate how broadly you have considered the potential impacts of your policy options.

Ensure that the results of any tests that impact on the cost-benefit analysis are contained within the main evidence base; other results may be annexed.

Type of testing undertaken	***Results in Evidence Base?***	***Results annexed?***
Competition Assessment	No	No
Small Firms Impact Test	No	No
Legal Aid	No	No
Sustainable Development	Yes	No
Carbon Assessment	No	No
Other Environment	No	No
Health Impact Assessment	No	No
Race Equality	Yes	No
Disability Equality	Yes	No
Gender Equality	Yes	No
Human Rights	No	No
Rural Proofing	No	No

Annexes

Workforce Calculations

Number of secondary schools (Jan 2007) (1)	3399
Wages (per day) (2)	
Head teacher	£ 345
Curriculum leader	£ 190

(1) Annual School Census
(2) DCSF Complicance Costs

	Days per school		Total Number of days		Total Cost		
	Head teacher	Curriculum Planner	Head teacher	Curriculum Planner	Head teacher	Curriculum Planner	Total
SSAT/NCSL Workshop	1	1	3399	3399	£1,172,043	£644,314	£1,816,358
		1	0	3399	-	£644,314	£644,314
CfBT Regional event		1	0	9000	-	£1,706,040	£1,706,040
Whole school planning	2	2	6798	6798	£2,344,086	£1,288,629	£3,632,715
Subject level planning* **		45	0	152955	-	£28,994,150	£28,994,150
							£36,793,577

* Subjects
Maths
English
Science

** average number of days per teacher 3
For subjects with more teaching content this could be more and vice versa for other subjects

ICT
2 Modern Languages
History
Geography
Design & Technology
Music
PE
Citizenship
Religious education
Sex education
Careers education