

ELL2-03-05(p.1) Annex B

COMPARISON OF DFES WHITE PAPER ON 14 - 19 AND DEVELOPMENTS IN WALES

DFES WHITE PAPER

WALES

Introduction

White Paper is for England, but clear acknowledgement of the implications for rest of UK and a clear commitment to joint working to ensure compatibility with other countries.

DfTE officials and ACCAC will continue working closely with DfES and QCA counterparts.

A Strong Foundation at KS3

A full review of the KS3 curriculum but no changes to the number of subjects

ACCAC already remitted to undertake a full review of the curriculum with the emphasis on redressing the balance between skills and knowledge.

Build on KS3 strategy with greater personalisation

Consulting on statutory transition planning designed to improve standards at KS3

Retention of statutory test in the core subjects plus ICT

Continued investment in the Aiming for Excellence programme with ACCAC, Estyn and BBC – already published titles on literacy and numeracy, ICT and transition. Thinking skills materials in pipeline.

Training and guidance for teaching staff to develop assessment skills

Future of statutory testing already mapped out post Daugherty and ACCAC advice

ACCAC remitted to develop moderation and accreditation arrangements including an

<p>QCA to develop a bank of national standardised tests and activities.</p> <p>Overall pupil profile to be developed</p>	<p>"accredited centre" model</p> <p>ACCAC remitted to establish a programme to develop assessment for learning</p> <p>ACCAC remitted to investigate potential for on-line learning and assessment</p> <p>To be considered as necessary in light of revised assessment arrangements</p> <p>No plans to replicate in Wales</p>
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<p><u>Science and Geography</u></p> <p>Revise KS3 science curriculum to ensure more students reach 14 with an enthusiasm for science</p> <p>Improve Geography Curriculum in light of OFSTED comments</p>	<p>Already committed to a review of whole school curriculum</p>
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A Strong Core 14-19

<p>Greater emphasis on Skills.</p> <p>Less prescription, more flexibility. Better engagement and motivation</p>	<p>One of the aims of the ongoing review of the National Curriculum in Wales is to increase the focus on skills</p> <p>This is at the heart of 14-19 Learning Pathways and is one of the considerations driving the National Curriculum review</p>
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<p>Grade C GCSE in Maths / English to require "functional" elements</p>	<p>ACCAC to be fully engaged with qualification changes under established NQF arrangements.</p>
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Routes to Success for All

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<p>Greater choice of what and where to study</p> <p>Introduce Specialised diplomas with employers and HE in lead in design through SSCs</p> <p>Introduce a general level 2 Diploma requiring achievement of 5A*-C GCSE, or equivalent, including English and maths</p> <p>Movement between Routes to be easier</p>	<p>14-19 option menus under Learning pathways</p> <p>The Welsh Bac can be a model for this - options in the Bac can be specialised or general. Important that SSCs also engage with ACCAC.</p> <p>Welsh Bac does this and more - Level 2 and level 3 models are being piloted, level 1 Bac to be developed. Level 2 requires 4 A*-C or equivalent and all 6 Key Skills.</p> <p>Flexibility of this sort central to 14-19 Learning Pathways</p>
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A New System of Diplomas

<p>Employer designed Diplomas to require appropriate standards of English and Maths, specialist materials qualifications and work experience</p> <p>More opportunities to learn at work and outside school</p> <p>Diplomas in 14 lines</p>	<p>SEAP2 contains an action to develop and pilot "combined apprenticeships" allowing young people to combine learning in school/ college with practical learning in the workplace. We are setting up arrangements to work with selected SSCs and the 14-19 networks to develop this model which will be a pathway to further learning in school/college or through a Modern Apprenticeship.</p> <p>5 broad domains of learning within which there should be a range of applied and general offers at each level from 1-4 in each 14-19 Network area.</p>
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Strengthening GCSEs and A Levels

Changes to Qualifications to reduce assessment burdens, teacher assessment where appropriate, increase focus on skills, increase opportunities for stretch.

A Levels : stretch & challenge

Pilot the inclusion of harder AEA-type questions

Pilot the introduction of an extended project

Facilitate the provision of HE modules

A Level assessment burden

Reducing number of assessment units by a third – from 6 to 4

GCSE Coursework

QCA to review to ensure it is a requirement only where it has proven educational value

Essential that ACCAC fully involved by QCA as development of revised qualifications is taken forward. Have specific commitment from DfES Ministers -reiterated by Ruth Kelly - that this will be done and QCA remit to reflect this.

Components of Vocational Diploma to be free-standing qualifications - aligns with Welsh Bac model

A Levels : stretch & challenge

ACCAC involved under NQF arrangements

ACCAC involved under NQF arrangements

Provisions in Education Bill apply in England and Wales

A Level assessment burden

ACCAC involved under NQF arrangements

GCSE Coursework

ACCAC to work in parallel with QCA under NQF arrangements

Engaging All Young People

Support for learners – includes EMAs, E2E approaches and appropriate curriculum and qualifications.

Subject learning coaches to work in colleges and other providers to work with colleagues to support staff rather than learners

Learning Coaches focused on learning needs of young people rather than staff, personal support framework to be developed in each LA area, specialist careers advice and guidance as part of 6 key elements of Learning Pathways

Rigorous Assessment In Which All Can Have Confidence

See KS3 and Changes to GCSEs and A Levels - above

A System Configured Around Young People

Ensuring Full Offer

Full range of choices for learners. Local authorities and LSCs to commission provision to fill gaps.

Raising quality of provision – driving up quality of provision in vocational routes. – National Quality Improvement Body to support colleges and training providers by developing a quality improvement strategy

Partnerships and flexibility – remove barriers to collaboration between schools and colleges, enabling schools to buy provision from others.

Planning – suggest 3 year development plans for

14-19 Networks to collaborate to develop Option Menu setting out options under 5 domains to ensure consistency across Wales and breadth of offer. Applied and General options at each level from 1-4 (which would certainly provide stretch) to be available in each area. Networks will also have a quality assurance element – agreed criteria for including an option on the local option menu.

Learning Pathways will also include non-formal and informal strands, and Networks will work with young People's partnerships on a Prospectus of Activities to include a wide range of enrichment opportunities as part of a Learning Pathway, inside and outside the learning setting.

SEAP2 remits ELWa to take action in partnership with Estyn to drive up standards in workplace learning provision. Also WAG to work with ELWa to strengthen capacity to support providers in identifying and implementing quality improvements (in parallel with setting up of NQIB in England). A quality framework to be in place by March 2005.)

Any arrangements for developing more work place learning opportunities pre-16 will include quality assessment and additional support where needed.

14-19 Networks - already collaborating to develop option menus to widen the offer from

post 16 provision. Schools have development plans.

Workforce – estimated numbers included based on a model to implement reforms.

Sept 2005, plus prospectus of activities to cover non-formal and informal strands of a Learning Pathway. Networks have received £50K for 2004-5 and will have in excess of £50k for 2005-6.

Planning – 14-19 Annual Network Development Plans as basis for roll out and grant to networks, but will be subsumed into ESP and ultimately single plan over time – 2008 target date – as part of plan rationalisation

CCET also do Regional Statement of Needs and Priorities.

Additional capacity will be needed for Learning Coach, personal support and to widen the offer. Exact numbers will be dependent on how existing workforce might be deployed for Learning Pathways, and on outcomes of pilots re capacity and methodology for Learning Coach. Will have strong element of local determination via 14-19 Networks

A Sharp Accountability Framework

Performance Indicators / Targets - range of targets related to development plans covering Key Stage 2 through to 16 - 19 qualifications

Statutory Testing mapped out post Daugherty. ACCAC continuing development of robust Teacher Assessment

External Qualifications - already working to develop measures/targets ongoing - move away from traditional targets based on just academic qualifications to include all approved qualifications.