

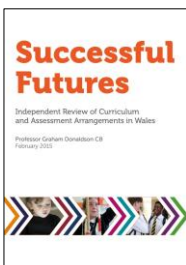
Successful Futures

Presentation by Professor Graham
Donaldson
Feb 2015

Background

- › Fundamental review of curriculum and assessment arrangements.
- › *Successful Futures* – Professor Donaldson's Review – published on 25 February 2015.
- › The Great Debate on Welsh education begins.

What's in the report?



- › Evidence.
- › The best of Welsh education.
- › A case for fundamental change.
- › A range of recommendations.
- › The implications of the proposals.

What the evidence tells us

The origins of our current curriculum lie in the Education Act 1988 – **before the World Wide Web!**

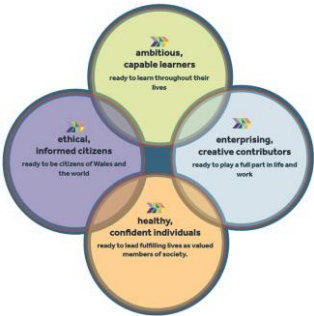
Evidence suggested to the review that education in Wales has some real strengths **BUT** the evidence tells us:

- › you want a clear vision for education
- › the current curriculum is overcrowded and outdated
- › life skills, health and well-being are really important
- › lessons need to be more relevant and engaging
- › assessment, qualifications and performance management need to change.

Key recommendations

- › Four purposes of education.
- › Six Areas of Learning and Experience.
- › Three cross-curriculum responsibilities.
- › Progression Steps at ages 5, 8, 11, 14 and 16 (including 'Routes').
- › Achievement outcomes.
- › A range of pedagogical approaches.
- › Refocusing assessment on learning, including learners' self- and peer-assessment.
- › Monitoring performance of the system at a national level through annual sampling.

Purposes of the curriculum



Assessment

The following are recommended in relation to assessment.

- › Simplification of assessment procedures.
- › Stronger role for assessment to support learning.

- The Review was asked to address both the curriculum and the assessment arrangements in Wales, in recognition both of the vital role of assessment in children and young people’s learning and of weaknesses in the current assessment arrangements.

- Up until now teachers have had the responsibility to assess pupils at the end of KS3.
- They have used level descriptors on a ‘best fit’ basis.
- These results are published and gathered by the WG which uses them for monitoring & information purposes.

- More recently, children and young people’s progress in reading and numeracy has been tested annually from Years 2 to 9 and teachers also assess children and young people’s progress in meeting expectations in the LNF.
- The Welsh Government does not publish league tables of school performance.

- The Welsh Government has acknowledged weaknesses in its assessment framework and that assessment for learning approaches are not well understood and embedded
- The HMCI annual report for 2012–2013 indicates that the most common recommendation in inspection reports is about the need to improve teacher assessment, with nearly 40 per cent of schools inspected having this as a significant area for improvement. Even in schools with good inspection outcomes overall, assessment is frequently identified as a shortcoming.

Assessment arrangements should:

- align assessment with the purposes of learning: assess what matters

Assessment arrangements should:

- Be clear about the reasons for assessment and plan in advance for the intended uses of assessment results

Assessment arrangements should:

- promote the use of a wide range of techniques that are appropriate to their purpose

Assessment arrangements should:

- engage students in their own assessment

Assessment arrangements should:

- ensure that reports to parents and carers focus on progress

Assessment arrangements should:

- be as light-touch as possible and avoid unnecessary bureaucracy

Assessment arrangements should:

- use assessment evidence systematically and in combination with other evidence to inform school self-evaluation

Assessment arrangements should:

- address the implications of good assessment practice for teacher capacity

Assessment arrangements should:

- form a coherent, agreed assessment and evaluation framework with a clear vision and strategy based on all of the above.

The characteristics of effective formative assessment WG (2010)

- planning effectively;
- having clear purposes; understanding the factors influencing learning;
- making flexible use of different techniques;
- seeing assessment as an ongoing and constructive part of classroom practice;
- sharing assessment criteria;
- early identification of difficulties in learning;
- giving effective and timely feedback and support to students that focuses on improving learning;
- promoting self- and peer assessment.
