

English Education: Recent Developments and Current Issues



Intro 1: The English Education System

Age	Phase of education	Key Stages	Yr number	Assessment
5-7	Primary (Infant)	Key Stage 1	1-2	NC Tests on entry and 7
7-11	Primary (Junior)	KS2	3-6	NC Tests at 7 and 11
11-16	Secondary	KS3/4	7-11	NC Assessment KS3 Level 1&2 qualifications (GCSE / BTEC / NVQ)
16-18	Sixth Form/Further	KS5	12-13	Level 1-3 qualifications (A Levels) Vocational qualifications (e.g NVQ's, City & Guilds)
18-22	Tertiary	N/A	N/A	University degrees etc



National Curriculum KS2 and KS3

English

Maths

Science

ICT (Information Communication Technology)

Modern Foreign Languages

History

Geography

Religious Education

Design Technology

Physical Education

PSHCE (Personal Social Health Citizenship Education)

Art

Music



National Curriculum KS4

English

Maths

Science

ICT (Information Communication Technology)

Religious Education

Physical Education

PSHCE (Personal Social Health Citizenship Education)



Intro 2: Types of Secondary School

Funding	Type	Controlled by	Nature
Public	Community	Local Authority (LA)	Comprehensive
	Foundation and Trust	Trust (and LA?)	Comprehensive but with more individuality
	Voluntary (Aided or Controlled)	LA (and Church)	Comprehensive, with Church influence
	Academies and Free Schools	Trust	Comprehensive , with more individuality
	Grammar (164 schools)	State funded	Selective – based on 11+ test
Private	Private	Trust	Individual Partnership

Control of schools

Local Authority	School
<ul style="list-style-type: none">•Buildings and site•Number of students•Catchment areas•Overall budget school receives	<ul style="list-style-type: none">•How it spends its budget•Number of teachers (and support staff) it employs•How it organises and teaches the curriculum

Local authority school have no control over which pupils are admitted to the school and teachers pay and conditions.



Academies

Publicly funded independent schools that are:

- Able to set pay and conditions for staff.
- Free from following the National Curriculum.
- Able to set the length of terms and the schools day.
- Likely to have 'further freedoms in the way they engage in local partnerships and deliver 14-19 education.
- Funded as other publicly funded schools but with their 'share' of local authority central budgets for education.



Specialist Schools

(SSAT – Specialist Schools and Academies Trust)

Specialisms

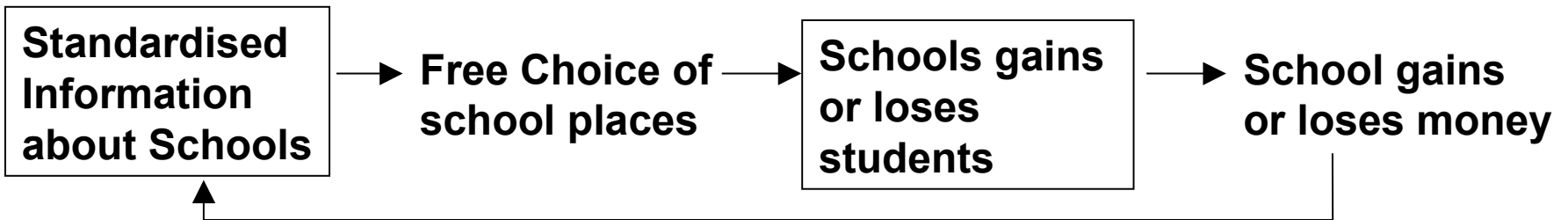
- Maths and Computing
- Sport
- Performing Arts
- Languages
- Business and Enterprise
- Engineering
- Science
- Humanities
- Training School



Intro 3: The Education 'Market'

Key features:

1. Money is provided 'per pupil' on roll.
2. Standard testing gives information about students that allow schools to be compared.
3. Free choice of school (up to a limit)
4. Power in the hands of individual schools to change how they teach.



Issues: The Problems in Schools

In pairs, discuss and write down 3 major problems in the education system in your country.



A summary of key issues

Standards

- Exam results
- Basic skills (literacy and numeracy)
- School standards
- Teacher quality
- International comparisons

The curriculum

- What subjects should be taught?
- Content v Skills
- Vocational courses

Assessing pupil progress

- Testing
- Teacher assessment
- Coursework

Post 16 participation in education

- Vocational courses

Funding for schools

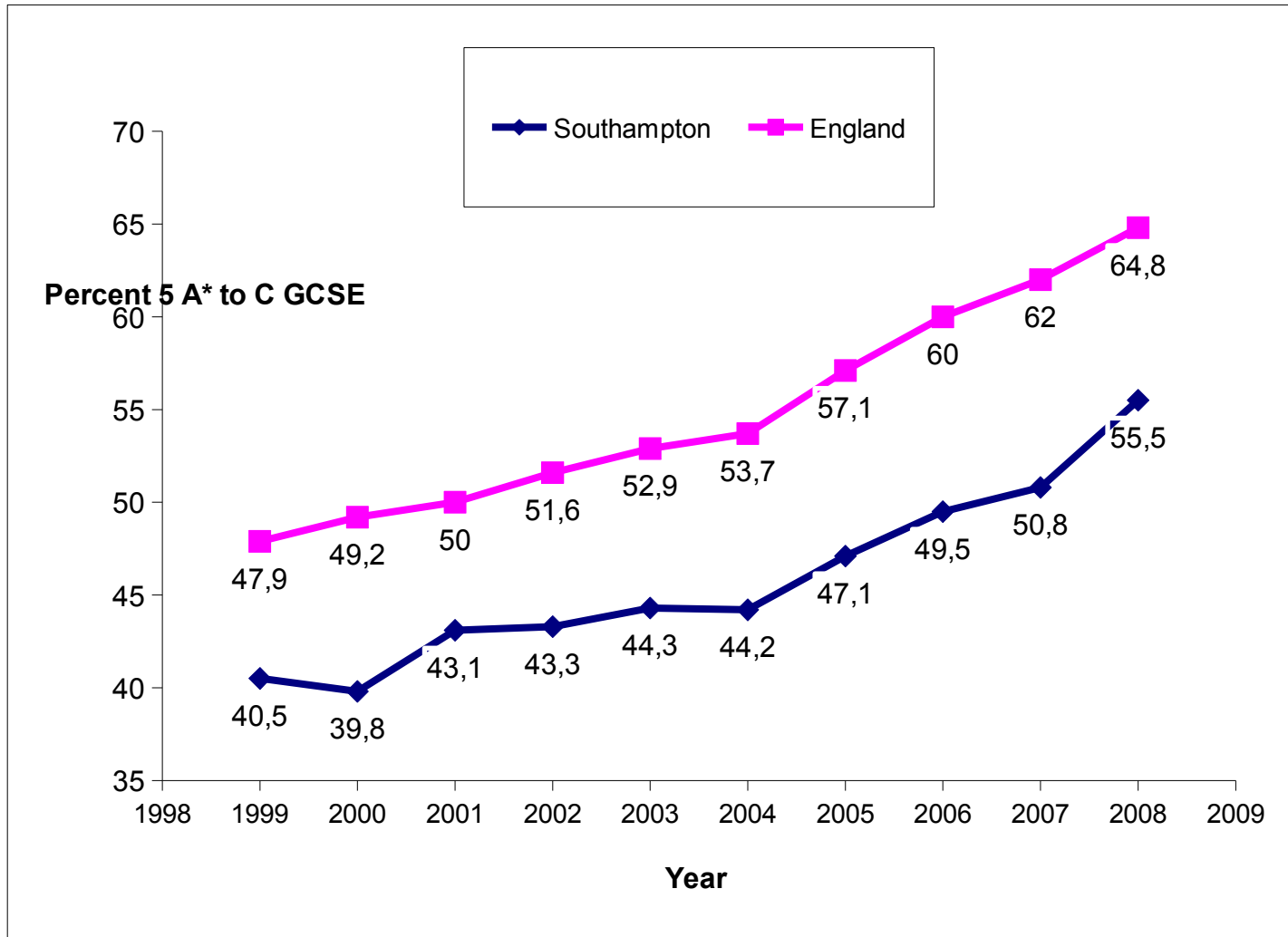
- Budget cuts
- Pupil premium
- Buildings (Building Schools for the Future)

Teacher recruitment and training

- Core subjects
- Teaching schools
- Professional standards



Issues 1: 5+ GCSEs (A*-C) by LEA



International comparisons of education achievement (OECD Survey of 57 countries)

	UK Ranking 2000	UK Ranking 2010
Reading	7 th	17 th
Maths	8 th	24 th
Science	4 th	14 th



National KS2 results in Maths and English

	English (% Level 4 +)	Maths (% Level 4+)
1997 (first year of SATS)	63	62
2008	81	79
2009	80	79



SATS – the debate?

- Raising standards or narrowing the curriculum?
- Accountability of schools to parents, or a narrow (and often inaccurate) measure of pupil progress?
- Too much pressure on pupils?
- Too much pressure on teachers and schools?

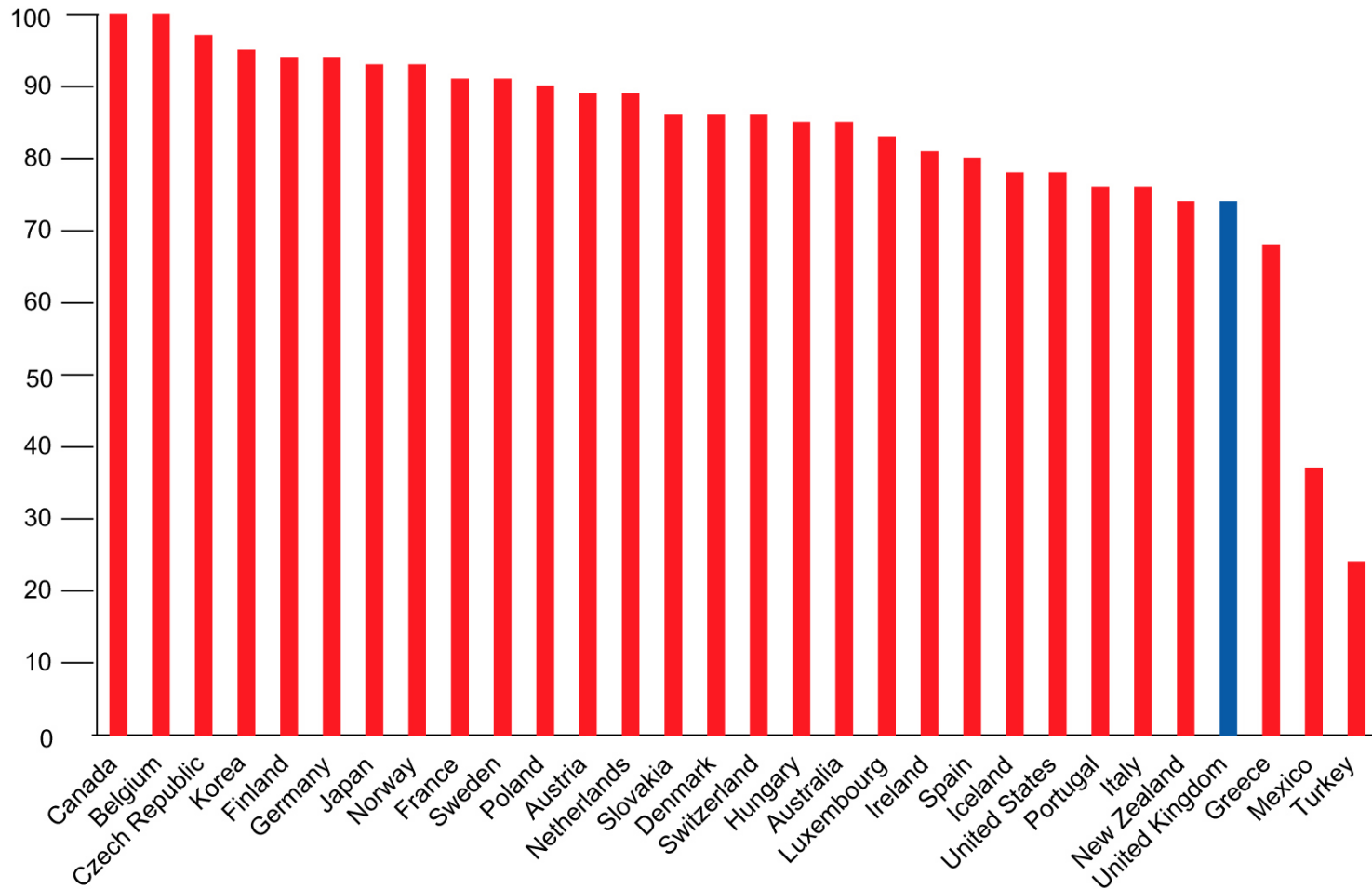
KS3 tests scrapped in 2009

KS2 test boycott in 2011





Issues 3: Participation rate age 17 2001



Source: OECD



Coalition government education reforms

- **School re-organisation**
 - Academies
 - Free schools
 - Technical Colleges (14-19)
- **Curriculum Reform**
 - Slimmed down National Curriculum
 - Emphasis on subject knowledge
 - English Baccalaureate
- **Reform of examination system**
 - Replace GCSE with 'English Baccalaureate'
 - More emphasis on 'final' rather than modular exams at GCSE and A Level
 - Less on-going coursework
 - Greater academic rigour
- **Improve teacher training – Teaching Schools**



The English Baccalaureate

Subjects:

English

Maths

Science

Modern Foreign Language

Humanity – History or Geography

Last year only 15% of pupils nationally achieved GCSE Grade C or above in this combination of subjects.



The Vocational Sector

History:

The Education Act 1944 made provision for a Tripartite System of grammar schools, secondary technical schools and secondary modern schools, but by 1975 only 0.5% of British senior pupils were in technical schools, compared to two-thirds of the equivalent German age group.[11]

Successive recent British Governments have made attempts to promote and expand vocational education:

- 1970s, the Business And Technology Education Council founded
- 1980s and 1990s, the Conservative Government promoted the Youth Training Scheme, National Vocational Qualifications and General National Vocational Qualifications.
- 1994, publicly funded Modern Apprenticeships introduced to provide "quality training on a work-based (educational) route.
- 2011 Wolf Report raised concerns about quality and purpose of vocational education.



Review of 14-19 Curriculum: The Wolf Report

Key recommendations:

- More focus on academic subjects, especially English and Maths
- Improve quality of vocational qualifications to ensure young people are developing practical work skills
- Improve apprenticeships
- Improve the advice and guidance offered to young people on progression



New Developments

Plans for a Technical Baccalaureate published (Nov 2012)

Level 2 (16+) based on

- Grades A* to C in English, maths and at least two science GCSEs (and in due course, EBCs);
- A full level 2 technical and vocational qualification endorsed by employers;
- An extended project;
- Functional Skills in English, maths and ICT;
- Work experience;
- Personal, learning and thinking skills and employability skills.



New Developments

Level 3 (18+) based on passes in -

- A large level 3 technical qualification (eg a City and Guilds, BTEC or Cambridge Technical Extended Diploma); or
- A smaller level 3 technical qualification (eg a City and Guilds, BTEC or Cambridge Technical Diploma or Introductory/Subsidiary Diploma) and one or more A levels; or
- At least two A levels in technical or science subjects;
- Studies in English, maths and ICT to support the qualifications listed above, if these subjects are not being studied at A level;
- An extended project;
- Work experience;
- Community service;
- Personal, learning and thinking skills and employability skills.



New Developments

Establishment of University Technical Colleges:

A college for students aged 14 to 19 which specialises in technical studies and is sponsored by a university. It offers full time courses which combine practical and academic studies. Employers are involved from the start in shaping the curriculum.

Currently 34 UTC's with plans for 100 within 5 years



How should schools be organised to promote effective learning in the 21st Century?

Traditional (19th Century?)	Progressive? (21st Century)
Subject silos	Cross-curricular projects
Age-based classes of 25+	Stage-related and flexible groupings
Fixed progression stages	Progression at the pace to suit the needs of individual learners
Fixed lessons of 45 to 60 minutes each	Time allocated to suit the needs of the learner and the task
09.00 to 15.00 school start and end times	Flexible start and end times
Strictly designated term and holiday dates	Extended school use
Schemes of work for all set by teachers	Individual Learning Plans negotiated with students
Focus on content	Focus on skills
Individual learning	Group/collaborative learning
Paper-based, end of course assessment	Assessment practices which inform and promote learning
Learning confined to a traditional classroom with four walls and rows of desks	Use of on-line learning, learning in the community (including at home), learning in 'social' spaces, use of re-configurable spaces





UK Teacher Salaries

Scale point	Annual salary England and Wales excluding London (band D) £	Annual salary inner London area (band A) £	Annual salary outer London area (band B) £	Annual salary Fringe area (band C) £
1	21,588	27,000	25,117	22,626
2	23,295	28,408	26,674	24,331
3	25,168	29,889	28,325	26,203
4	27,104	31,446	30,080	28,146
5	29,240	33,865	32,630	30,278
6	31,552	36,387	35,116	32,588

