Association for Language Learning

# Curriculum and Assessment Review 2024 - Call for Evidence - Focus: Languages

The purpose of this survey is to inform the Association for Language Learning's response to the Curriculum and Assessment Review. It is worth noting that this is not a consultation but a call for evidence and therefore, respondents are asked to base their answer on evidence. In-school evidence is welcome. Deadline for responses is **Friday, 7th November 2024, 12noon.**

## Introduction

**General Information**
The aim of this survey is to inform the Association for Language Learning's response to the Curriculum and Assessment Review. This will allow us that the response reflects our members' view. As a member of the Association for Language Learning, you have been invited to complete this survey. The survey is managed by the Association for Language Learning and overseen by one of its trustees, Professor René Kaglbauer. The survey is utilising a selection of questions from the published Call for Evidence.

**Do I have to take part?**
No. Please note that participation for members is voluntary. If you decide to take part, you may withdraw at any point for any reason before submitting your answers.

**How will my data be used?**
We will not collect any data that could directly identify you. The responses you provide will be stored in a password-protected electronic file on Newcastle University secure servers and may be used in the Association for Learning's response to the Call for Evidence, in public engagement activities related to the Curriculum and Assessment Review, publications by the Association for Language Learning, e.g. in Languages Today or the Language Learning Journal, web- sites. Any identifiable information will be deleted as soon as it is no longer required and any research data will be stored for three years after the publication of Association for Language Learning response.

**Who do I contact if I have a concern or I wish to complain?**
If you have a concern about any aspect of this survey, please contact info@all-languages.org.uk

**Can I save my draft response?**
Yes. You need to click through to the final page and submit and save your draft. You then need to edit the form locally and resubmit. Alternatively, you may wish to download a version of this survey, prepare your answers and copy and paste into this survey when all complete. Link to word version:

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**If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please tick the box below to start.**

- ◯ I agree
- ◯ I disagree

## Demographic Information

All your information is highly confidential and for internal use only.

2

Your gender

- Woman
- Man
- Non-binary
- Prefer to not say

3

Your language teaching experience (in years)

- less than 1 year
- 1-3 year(s)
- 4-9 years
- 10-15 years
- 16-20 years
- 20+ years
- Prefer to not say

4

Your Sector

- Primary
- Secondary
- 6th form college / further education college
- Initial Teacher Training
- Higher Education
- Supplementary
- Education Other

5

Your role within your setting? (e.g. language teacher, head of department, etc.)

6

Are you a member of the Association for Language Learning?

- ◯ Yes
- ◯ No
- ◯ Not sure

# Curriculum and Assessment Review – Call for evidence – Questions

In this section, respondents are asked to share their evidence to a selection of the published review questions with a particular focus on modern and ancient languages. The call for evidence encompasses all key stages (from primary, KS1 up to sixth form, KS5). As this is not a consultation but a call for evidence, respondents are asked to provide evidence. Here some suggestions what respondents may want to draw upon in their answers: evidence from practice, in-school data, regional and national data, evidence gathered through in-school practitioner enquiry projects, research projects, empirical studies, etc.
Here is a link to the online survey: https://consult.education.gov.uk/curriculum-and-assessment-team/curriculum-and-assessment-review-call-for-evidence/consultation/subpage.2024-09-19.1061807458/

Here is a link to the pdf version of the Call for Evidence: https://consult.education.gov.uk/curriculum-and-assessment-team/curriculum-and-assessment-review-call-for-evidence/supporting_documents/Curriculum%20and%20Assessment%20Review%20%20Call%20for%20Evidence.pdf



## Questions on curriculum, assessment, qualifications pathways & social justice and inclusion

These questions align to Section 2 and Section 3 in the published Call for Evidence.

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What aspects of the current curriculum, assessment system and qualification pathways are working well to support and recognise the educational progress for children and young people? (=Question 10 in the call for evidence)

8

What aspects of the current a) curriculum, b) assessment system and c) qualification pathways should be targeted for improvements to better support and recognise educational progress for children and young people? (Q11)

9

In the current curriculum, assessment system and qualification pathways, are there any **barriers**

- to improving attainment, progress or participation (class ceilings) for learners experiencing socioeconomic disadvantage? (Q12)
- to improving attainment, progress, access or participation which may disproportionately impact pupils based on other protected characteristics (e.g. gender, ethnicity)? (Q13)
- in continuing to improve attainment, progress, access or participation for learners with SEND? (Q14)

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In the current curriculum, assessment system and qualification pathways, are there any **enablers** that support attainment, progress, access or participation for the groups listed above? (Q15)

## Questions on curriculum and qualification content

These questions align to Section 5 in the published Call for Evidence.

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Are there particular curriculum or qualifications subjects where

- there is too much content; not enough content, or content is missing;
- the content is out-of-date
- the content is unhelpfully sequenced (for example to support good curriculum design or pedagogy)
- there is a need for greater flexibility (for example to provide the space for teachers to develop and adapt content)? (Q22)

Please focus your response on languages and provide detail on specific key stages where appropriate.

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Are there particular changes that could be made to ensure the curriculum (including qualification content) is more diverse and representative of society? (Q23)

13

To what extent does the current curriculum (including qualification content) support students to positively engage with, be knowledgeable about and respect others? Are there elements that could be improved? (Q24)

14

In which ways does the current primary curriculum support pupils to have the skills and knowledge they need for life and further study and what could we change to better support this? (Q25)

15

In which ways do the current secondary curriculum and qualification pathways support pupils to have the skills and knowledge they need for future study, life and work and what could we change to better support this? (Q26)

16

In which ways do the current qualification pathways and content at 16-19 support pupils to have the skills and knowledge they need for future study, life and work and what could we change to better support this? (Q27)

## Questions on broad and balanced curriculum

These questions align to Section 6 in the published Call for Evidence.

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To what extent does the **current primary curriculum** support pupils to study a broad and balanced curriculum? Should anything change to better support this? (Q28)

18

To what extent do the current **secondary curriculum and qualifications pathways** support pupils to study a broad and balanced curriculum? Should anything change to better support this? (Q29)

19

To what extent do the **current qualifications pathways at 16-19** support learners to study a broad curriculum which gives them the right knowledge and skills to progress? Should anything change to better support this? (Q30)

20

To what extent do the **current curriculum (at primary and secondary) and qualifications pathways (at secondary and 16-19)** ensure that pupils and learners are able to develop creative skills and have access to creative subjects? (Q31)

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The Review Panel's analysis of curriculum subject trends over time (published alongside this document) has shown that while many subject areas are thriving and take-up is growing, take-up of some subjects has declined over time. Of course, this is not necessarily a problem: these changes may reflect policy directions or other social trends, or they may reflect changes in policy and accountability measures over time.
Do you have any explanations for the trends outlined in the analysis and/or suggestions to address any that might be of concern? (Q32)

## Questions on Assessment and Accountability

These questions align to Section 7 and 8 of the published Call for Evidence

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The assessment system at **primary** aims to measure whether pupils have reached expected standards in English and maths, with a focus on the end of key stage 2. Assessments at key stage 1 and 2 serve a range of other purposes. They enable a range of stakeholders (including Ofsted, governing bodies and parents) to hold primary schools to account. They also help monitor performance regionally and nationally and support schools and parents in understanding whether children need more support in the subjects being assessed. As assessing certain subjects or concepts can signal to schools their importance, it may also lead to schools spending more time on these subjects at the expense of others.

Is the volume of statutory assessment at key stages 1 and 2 right for the purposes set out above? (Q35)

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a) Are there any changes that could be made to improve efficacy without having a negative impact on pupils' learning or the wider education system? (Q36)

b) Are there other changes to the statutory assessment system at **key stages 1 and 2** that could be made to improve pupils' experience of assessment, without having a negative impact on either pupils' learning or the wider education system? (Q37)

24

What can we do to ensure the assessment system at **key stages 1 and 2** works well for all learners, including learners in need of additional support in their education (for example SEND, disadvantage, EAL)? (Q38)

25

While pupils are currently not formally assessed at key stage 3, there are concerns and some evidence that some pupils make little progress in key areas at this key stage. Are there ways in which we could support improvement in pupil progress and outcomes at key stage 3? (Q42)

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**GCSEs** fulfil different purposes – they assess learning against a defined curriculum, support progression and provide data to hold schools and colleges to account for their performance. Typically, pupils take around eight GCSEs in key stage 4 and are assessed in each subject. Reforms have led to greater exam-based assessment, with non-exam assessment (such as coursework) used in fewer subjects. All pupils sit exam papers at the same time and papers are externally, anonymously marked. Evidence shows that externally set and marked assessments support fairness and objectivity and promote consistency in grading standards. These factors are important in ensuring young people receive results which are trusted by and familiar to further and higher education providers and employers. Exams, however, cannot validly assess all skills and attributes and a number of GCSEs are partly or entirely assessed in different ways. Speaking assessments in language qualifications, performance assessments in drama and music qualifications and portfolios in art and design and design and technology qualifications are all examples of non-exam assessments.

Is the volume of assessment required for GCSEs right for the purposes set out above? Are there any changes that could be made without having a negative impact on either pupils' learning or the wider education system? (Q39)

27

What more can we do to ensure that: a) the assessment requirements for GCSEs capture and support the development of knowledge and skills of every young person; and b) young people's wellbeing is effectively considered when assessments are developed, giving pupils the best chance to show what they can do to support their progression? (Q40)

28

Are there particular GCSE subjects where changes could be made to the qualification content and/or assessment that would be beneficial for pupils' learning? (Q41)

29

To what extent, and in what ways, does the **accountability system** influence curriculum and assessment decisions in schools and colleges? (Q44)

30

How well does the **current accountability system** support and recognise progress for all pupils and learners? What works well and what could be improved? (Q45)

31

Are there particular changes that could be made to the following programmes and qualifications and/or their assessment that would be beneficial to learners:

a) AS/A level qualifications
b) T Level and T Level Foundation Year programmes
c) Other applied or vocational qualifications at level 3
d) Other applied or vocational qualifications at level 2 and below? (Q48)

32

Are there additional skills, subjects, or experiences that all learners should develop or study during 16-19 education, regardless of their chosen programmes and qualifications, to support them to be prepared for life and work? (Q51)

33

How can the curriculum, assessment and wraparound support better enable transitions between key stages to ensure continuous learning and support attainment? (Q52)

34

How could technology be used to improve how we deliver the curriculum, assessment and qualifications in England?

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Do you have any further views on anything else associated with the Curriculum and Assessment Review not covered in the questions throughout the call for evidence?

## Thank you - This is the end of the survey!

Many thanks for sharing your evidence with us. We encourage you to submit your own response of evidence directly to the Call for Evidence. https://consult.education.gov.uk/curriculum-and-assessment-team/curriculum-and-assessment-review-call-for-evidence/
The Association for Language Learning will be sharing its initial response at a Webinar on 14th November at 7pm. We look forward to seeing you at this event.




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