

Summary or responses to the National Curriculum Consultation

	BCS/CAS	Naace	Vital
1 Do you have any comments on the proposed aims for the National Curriculum as a whole as set out in the framework document?	No	<p>Concern that the Curriculum isn't National because only maintained schools have to follow it.</p> <p>Focus on 'core knowledge' is unambitious - need to empower pupils to do more than 'know things' - skills, attitudes, attributes important.</p> <p>Overall NC aims extended: "The National Curriculum provides pupils with an introduction to the core knowledge of a broad and balanced curriculum that they need to be educated citizens, with the understanding, creativity and skills they need to be effective, responsible, reflective citizens who are valued contributors to society."</p> <p>Concern that the PoS for Computing is too heavily weighted to computer science. Learning needs to be rooted in practical context - so cross subject links important (and lacking).</p> <p>Add aim to Computing: Can critically articulate the individual, cultural, and societal impacts of digital technology, and know how to stay safe, exploit opportunities, and manage risks.</p>	<p>Expecting PoS to inform parents about what their pupils will be taught will mean that teachers (and parents) focus just on PoS content - not the wider curriculum.</p> <p>NC should "set out to engender creativity and aspiration in pupils (rather than an appreciation of creativity and achievement of others!)."</p>
2 Do you agree that instead of detailed subject-level aims we should free teachers to shape their own curriculum aims based on the content in the programmes of study?	Disagree Strongly disagree ...	Disagree Need underpinning aims to inform interpretation of the details of the PoS. "We would therefore respectfully suggest that non-statutory guidance is made available that includes alternative options with equivalent value that can be chosen to enrich and develop the curriculum within school, whilst leaving scope for schools to develop their own innovative and exciting curricula."	Disagree Aims "provide discipline-oriented framework within which teachers could exercise their professional expertise. This is particularly important within KS1 and KS2 where teachers will not be experts in all subjects and thus would benefit from a high level discipline oriented framework within which to work."

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3 Do you have any comments on the content set out in the draft programmes of study?

Specific changes to PoS [which may have come from some other part of their response]

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<p>Yes. See later.</p>	<p>Technology across the curriculum - "We would recommend that wording should be generic enough to cover the rapidly evolving ways in which technical pedagogies are being used as a tool within other subject areas and should not restrict the medium that is used to deliver the subject." e.g. replacing 'books' with 'texts' in English. Technology changes the content of subjects - this needs to be reflected in the PoS (and currently isn't). Computing PoS - current draft too much like "a watered down Computer Studies GCE from the 1970s". "Lack of explicit opportunities for developing creativity and practical exploration in Key Stage 1 and Key Stage 2, as well as the preparation for a wide range of technology-based careers options." Concerns about technical jargon which may confuse. Current draft is unbalanced towards computer science. Need to expand requirements re digital literacy and IT. See later for detailed change suggestions. Need to strengthen the e-safety elements, and in particular explicitly include them in KS3 and KS4. Need greater focus on creativity and digital literacy. Need to future proof the PoS by removing terms which might date (e.g. search engine) and focus on the underlying skills/understanding (e.g. find and evaluate digital content). At KS3 need to thin down PoS to ensure sufficient time available to teach effectively.</p>	<p>Across all subjects PoS "overly focused on information rather than knowledge (which is the ability to apply information), skills or understanding" "The PoS for every subject should include a clear statement in the Introduction which states that: Digital technology changes the nature of all disciplines and thus the content that should be taught in schools. Digital technology also increases the range of techniques that are available to support learners (i.e. extends pedagogy). Education professionals should ensure that what they teach and how they teach it reflect these on-going changes in curriculum and pedagogy." English PoS Should encompass broad range of media. e.g. use text instead of book. Specific comments re the stages of the writing process. Specific comments re finding information Computing PoS Too heavily weighted to computer science whilst digital literacy and IT are too thin. Danger of pupils being disadvantaged by lack of entitlement to digital literacy - can't assume they will acquire this at home. Lack of continuity and progression - eg re eSafety. Makes specific suggestions for changes to wording - see below.</p>
<p>Some strengthening of the digital literacy elements - creating, critically evaluating. Re-introduction of work creative/creativity. Addition at KS3 of 'Understand and demonstrate good practice when participating in online communities. Addition at KS4 of 'Manage their online identity; reflect on the personal, social, economic, and ethical impacts of technology and technological change, and the implications for rights, responsibilities, and freedoms.' Refinements to the computer science elements.</p>	<p>Re-introduce aim covering impacts of digital technology on society etc.. Strengthen digital literacy elements (re-introduce statements from original draft) See comments in detailed response - Q3</p>	<p>Re-introduce aim covering impacts of digital technology on society etc.. Strengthen digital literacy elements - particular focus on critical evaluation, social impacts, safe/responsible use, etc.. Some simplification of the computer science elements (e.g. removing requirement to be able to explain big data)</p>

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4 Does the content set out in the draft programmes of study represent a sufficiently ambitious level of challenge for pupils at each key stage?	Sufficiently ambitious	Not sufficiently ambitious	Not sufficiently ambitious
	See proposed changes	May be too ambitious for computer science. Not ambitious enough for digital literacy and IT. This requires changes to both the Computing PoS and the PoS for other subjects. At KS4 the PoS is too shallow.	Varies across subjects. Computer science elements of Computing are ambitious, digital literacy and IT are not.
5 Do you have any comments on the proposed wording of the attainment targets?	No	"Rather than stating "pupils are expected to know, apply and understand the matters, skills and processes specified" it would be more appropriate to suggest that "All pupils should be challenged to know, apply, understand, analyse and evaluate the matters skills and processes specified.""	Repeats content from Q3.
6 Do you agree that the draft programmes of study provide for effective progression between the key stages?	Agree	Disagree	Disagree
	See proposed changes	Clearer progression for computer science. Lack of progression for digital literacy and IT. Also lack of consistency in terms of expectations across subjects. Concerns re progression and continuity for pupils part way through their school career.	Lack of continuity in Computing for digital literacy.
7 Do you agree that we should change the subject information and communication technology to computing, to reflect the content of the new programmes of study?	Agree	Disagree	Disagree
	Strongly agree ...	Computing conveys a narrow view of ICT - often taken as synonymous with computer science. Use 'ICT and Computing'	Difficult call. Damaged brand (rightly or wrongly) Danger that Computing is taken to mean computer science. ICT is term used in EU/Australia. Changing it will lead to even more confusion.
8 Does the new National Curriculum embody an expectation of higher standards for all children?	Yes	No	No
	Higher than previous NC for Computing	Lack of expertise to deliver high standards. Too much scope for interpretation of the PoS which will lead to huge variation in provision/standards. Concern about whether enough time will be allocated for Computing - necessary if high standards to be achieved. Narrowing of content (e.g. losing higher level thinking skills) will reduce standards. At KS4 the thinness of the PoS will undermine standards. "The programme of study does not lend itself well to differentiation for SEN or lower ability pupils, hence cannot be said to embody higher standards for all pupils."	"It embodies a higher expectation of learning 'facts' but lower expectations in terms of knowledge (the ability to apply information), understanding, and competence in things such as critical evaluation."

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9 What impact - either positive or negative - will our proposals have on the 'protected characteristic' groups?	No specific comments	Exacerbate gender imbalances. "The subject content is problematic for SEN students ..."	"There is a serious danger within the current draft of the PoS for Computing that the digital divide will be increased. Some pupils who have access to digital technology AND support outside school will develop digital literacy competence, whilst others who do not have access outside school to digital technology and/or support will not. The lack of specification of requirements to develop digital literacy within the PoS, and thus lack of entitlement for all pupils to do so, will seriously disadvantage some groups of pupils."
10 To what extent will the new National Curriculum make clear to parents what their children should be learning at each stage of their education?	Aim statements important	Not accessible to parents - too much jargon.	Danger parents will focus exclusively on PoS - undermining expectation that PoS is a subset of what should be taught.
11 What key factors will affect schools' ability to implement the new National Curriculum successfully from September 2014?	ITT and CPD Can't expect schools to be ready by Sept-14	CPD - especially for primary Timescale too short for implementation School infrastructure - resource, security, filtering issues. Need clarification of assessment requirements.	Professional development Access to necessary resources.
12 Who is best placed to support schools and/or develop resources that schools will need to teach the new National Curriculum?	CAS/BCS Network of Excellence (NoE) Other groups working with NoE (e.g. Naace, Code Club)	DfE responsible for ensuring sufficient support and resources to enable implementation of NC. Need coordination of CPD provision at national level. Naace and other subject associations best placed to provide CPD (if sufficient funding available).	Avoid one national scheme of work - taken as the de facto standard. Demise of LAs removes an important route for support and resource development.
13 Do you agree that we should amend the legislation to disapply the National Curriculum programmes of study, attainment targets and statutory assessment arrangements, as set out in section 12 of the consultation document?	Not sure Already dis-applied for ICT	Disagree Need schools to focus on implementing the new NC for 2014.	Agree but only if it applies to ALL subjects.
14 Do you have any other comments you would like to make about the proposals in this consultation?	Yes - see later	Ongoing training for educators is critical. High performing (PISA) countries focus on critical understanding, reasoning and creativity, not rote learning.	Critical that there is genuine consultation - lack of consultation (involving teachers) so far.

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Additional comments	BCS/CAS	Naace	Vital
	<p>Recommendations</p> <p>2.4 The DfE should strongly urge schools to review the curriculum time they give to Computing as a discrete subject, in view of the changes to the Computing curriculum, with a view to treating it like other longer-established disciplines.</p> <p>2.5 The DfE should review Ofsted’s guidance on e-safety as part of the safeguarding policy, in the light of guidance from subject experts.</p> <p>2.6 The DfE encourage schools to use information and communication technology to enhance teaching and learning in all subjects.</p> <p>2.7 ... add an Aim covering the impact of Computing on the society we live in ...</p> <p>2.8 DfE should make it clear to schools that the minimal nature of the KS4 Programme of Study for Computing should be read as an indication of the flexibility that is expected at KS4 for students to follow a range of different paths within Computing, and emphatically not as an indication that Computing is considered unimportant at KS4.</p> <p>2.9 DfE should publish guidance that schools will not be expected by Ofsted to implement the full content of the new Programme of Study for Computing, but would instead be expected to have a clear plan for its staged introduction</p> <p>2.10 DfE must pay sustained attention to the task of training and equipping Computing teachers to deliver the new Programme of Study.</p>		