

National Curriculum Review - Call for Evidence

Consultation Response Form

The closing date for this consultation is: 14 April
2011

Your comments must reach us by that date.

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name Will Gardner
Organisation (if applicable) Childnet International
Address: Studio 14, Brockley Cross Business Centre,
96 Endwell Road, London SE4 2PD

If your enquiry is related to the policy content of the consultation you can contact the DfE Public Communications Unit on:

Telephone: 0370 000 2288

e-mail: NCRReview.RESPONSES@education.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0370 000 2288

e-mail: consultation.unit@education.gsi.gov.uk

SECTION A: ABOUT YOU

Please select ONE box that best describes you as a respondent. (Head teachers and teachers please select the school sector you work in).

<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Chair of Governors/Governor	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Secondary School	<input type="checkbox"/> Primary School	<input type="checkbox"/> Special School /SEN Sector
<input type="checkbox"/> Academy	<input type="checkbox"/> Independent School	<input type="checkbox"/> Early Years Sector
<input type="checkbox"/> Local Authority	<input type="checkbox"/> Employer/Business Sector	<input type="checkbox"/> Subject Association
<input type="checkbox"/> Awarding Organisation	<input type="checkbox"/> Government Body	<input type="checkbox"/> Higher Education - Education Specialist
<input type="checkbox"/> Higher Education - Other	<input type="checkbox"/> Further Education Provider	<input type="checkbox"/> Learned Society
<input type="checkbox"/> Teaching Association/Union	* Other (please specify in box below)	

Please Specify:

Childnet is a registered charity working with children, young people, teachers, parents and carers, government and policy makers to help make the Internet a great and safe place for children. Set up in 1995, Childnet is an independent organisation that seeks to promote the positive use of technology and highlight the positive things that children are doing with new technology, as well as responding to the potential negative side.

Childnet's Education Team have for the past ten years worked on a regular basis in both primary and secondary schools across the UK, conducting targeted comprehensive sessions on e-safety and positive use of ICT technologies as well as considering the risks that school age users may encounter and designing and developing resources to promote safety.

Childnet has produced a range of successful and award winning resources designed to empower the whole school community. In particular, Childnet has previously worked closely with the DoE/DCSF/DfE, BECTA and the TDA on strategic educational projects including the award winning 'Know IT All' resource of which 2 million copies have been distributed to schools across the UK.

In January 2011, Childnet was appointed by the European Commission as the UK's Safer Internet Centre.

Is your response representative of an organisation or is it an individual response?

Organisation

Individual

Please Specify:

SECTION B: FOR PARENTS AND CARERS ONLY (Q1 - Q5)

Please go to Section C if you are not a parent or carer

The National Curriculum sets out what all pupils in England should learn from the ages of 5 to 16. It is not intended to cover everything that children should be taught, but only the essential knowledge which should be determined nationally, rather than by individual schools. More information on the current National Curriculum can be found [here](#).

As part of the review of the National Curriculum, we want to know how you as parents/carers can be well informed about what your child should be learning, so that you can support your children and know what to expect from their school. So please let us know your views and experiences.

1 Do you have a child or children in any of the following age groups? Please tick all that apply.

<input type="checkbox"/> Under 4	<input type="checkbox"/> 4-10 years	<input type="checkbox"/> 11-16 years
<input type="checkbox"/> Over 16		

Comments:

2 What would most help you to know what your children should be learning in different subjects at school?

Comments:

3 Currently schools use eight National Curriculum "levels" to identify the level at which children are working in each subject (eg "Your child is at Level 4 in English and Level 5 in mathematics"). Does this kind of reporting help you to understand how well your child is doing at school?

Yes No Not Sure

Comments:

4 Is there anything that you think could be done to the National Curriculum that would help you support your children's learning more effectively?

Comments:

5 Please use this space for any other comments you would like to make about issues covered in this section.

Comments:

SECTION C: GENERAL VIEWS ON THE NATIONAL CURRICULUM (Q6a - Q8)

The National Curriculum is one part of the wider school curriculum. Each subject in the National Curriculum has a statutory Programme of Study that is determined by the Government setting out the content to be taught in that subject. Schools are legally required to teach these subjects and the specified content to all pupils at the relevant key stages (a key stage is a group of school years). More information on the current National Curriculum can be found [here](#).

The National Curriculum was originally envisaged as a guide to what children should learn in key subjects, giving parents and teachers confidence that students were acquiring the knowledge necessary at each level of study to make appropriate progress. As it has developed, the National Curriculum has come to include more subjects, prescribe more outcomes and take up more school time than originally intended. It is the Government's intention that the National Curriculum be slimmed down so that it properly reflects the body of essential knowledge in key subjects and does not absorb the overwhelming majority of teaching time in schools. Individual schools will then have greater freedom to construct their own curricula in subjects outside the National Curriculum, to reflect local circumstances and the needs of their pupils.

The purpose of this section is to find out your general views on the current National Curriculum and what, if anything, you think should be changed.

6 a) What do you think are the key strengths of the current National Curriculum?

Comments:

The advantage of the curriculum is to ensure that key subjects and key issues are addressed across the country, avoiding the patchy coverage that arises when topics are off the curriculum.

Childnet International are active on a regular basis in schools, particularly focussed on helping children learn about how to use the internet technology safely and responsibly. Childnet supported the recommendation in the Byron Review 'Safer Children in a Digital World' that the Government "ensures that e-safety best practise is well reflected in guidance and exemplar case studies across the curriculum" as well as recommending that the Rose review of the primary curriculum took 'full account of e-safety issues' (p129).

Tanya Byron spoke about e-safety and media literacy in terms of it should be embedded throughout the curriculum rather than taught as a bolt on, and in this response, we will highlight the areas of Citizenship and ICT as raised in the consultation, but would additionally see the value of this subject being cross curriculum, for example, learning about critical thinking, a key part of internet safety, is relevant to History.

In our submission to the Byron review Childnet stated: *“Childnet believes that it is crucial that the subject of e-safety is integrated into the formal curriculum both within primary and secondary schools and also within the initial teacher training and school staff continual professional development programmes. Childnet believe that this would help to facilitate an integrated, universal approach to educating and empowering children to use the Internet and mobile phones safely.”*

Childnet firmly believes that the key universal point of access in engaging with children in managing the potential and actual risks of engaging with the Internet is through schools, and the curriculum enables this to have wider more consistent coverage.

6 b) What do you think are the key things that should be done to improve the current National Curriculum?

Comments:

7 a) What are the key ways in which the National Curriculum can be slimmed down?

Comments:

7 b) Do you think that the proportion or amount of lesson time should be specified *in any way* in the National Curriculum; eg for particular subjects and/or within particular key stages?

Yes

No

Not Sure

Comments:

8 Please use this space for any other comments you would like to make about the issues covered in this section

Comments:

SECTION D: English, mathematics, science and physical education (Q9a-Q13)

The remit for the review makes clear that English, mathematics, science and physical education (PE) will remain National Curriculum subjects at all four key stages (i.e. from age 5 to 16). The introduction of the new National Curriculum will be phased, with new Programmes of Study for these four subjects being taught from September 2013. In terms of the detailed content of the Programmes of Study, this initial call for evidence therefore focuses on the four subjects in the first phase of the review. A further call for evidence will be launched in early 2012 in relation to all other subjects that it is decided should be part of the future National Curriculum, and new Programmes of Study for those subjects will be taught from September 2014. This decision will be made in light of responses to this call for evidence (see Section E).

The intention is that in future the National Curriculum should focus on the essential knowledge in key subjects that all children need to acquire in order to progress in their education and take their place as educated members of society.

Against that background, the questions below ask for your views on what is essential to include in the Programmes of Study for the four subjects in phase one. In particular:

- For English, mathematics and science, we would like your views on the essential knowledge that pupils need in order to deepen their understanding at each stage of their education. Your views will help inform the content of new statutory Programmes of Study for each subject.
- For physical education, we would like your views on what should be included in a shorter, less prescriptive Programme of Study.

We are seeking your views on what you regard as the essential knowledge (eg facts, concepts, principles and fundamental operations) that pupils should be taught in each subject considered in this section, and why. Please note that the current National Curriculum uses terms such as "knowledge, skills and understanding" but you are free to use whatever language you see fit in setting out your responses. What is more important is setting out the knowledge itself and why you regard it as essential.

We are particularly interested in any evidence that demonstrates the positive impact of your proposals. This might, for example, be formal research, examination/test results, or evidence of progress for particular groups of students.

If you would prefer to base your comments on either the current or a previous version of the National Curriculum Programmes of Study, please feel free to do so but we would ask you to make clear in your response which version of the Programme of Study you are referring to. If you have produced a draft of

one or more Programmes of Study which you would like us to consider, you may wish to submit this to NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it in your response.

Note that you do not need to respond to all the questions in this section: for example, you may want to focus on particular subjects and / or on particular ages or key stages.

9 a) **English**

What knowledge do you regard as essential to include in the Programme of Study for **English**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

9 b) Considering your response to the above, should the Programme of Study for **English** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year Key Stages Not Sure

Comments:

10 a) **Mathematics**

What knowledge do you regard as essential to include in the Programme of Study for **mathematics**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

10 b) Considering your response to the above, should the Programme of Study for **mathematics** be set out on a year by year basis **or** as it currently is, for each key stage?

<input type="checkbox"/> Year by Year	<input type="checkbox"/> Key Stages	<input type="checkbox"/> Not Sure
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Comments:

11 a) **Science**

What knowledge do you regard as essential to include in the Programme(s) of Study for **science**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

If you prefer, you may wish to set out your response in relation to the three separate science disciplines of biology, chemistry and physics.

Comments:

11 b) Considering your response to the above, should the Programme(s) of Study for **science** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year Key Stages Not Sure

Comments:

Do you believe that the Programme(s) of Study for **science** should identify separate requirements for biology, chemistry and physics:

11 c) at Key Stage 1?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 d) at Key Stage 2?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 e) at key stage 3?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 f) at Key stage 4?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

12 a) **Physical Education**

What do you consider should be the essential elements of the Programme of Study for **physical education** (PE)? Please also set out **why** these elements are essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to:

NCRReview.DOCUMENTS@education.gsi.gov.uk

In answering, please bear in mind the Government's intention that the new Programme of Study for physical education should be much shorter and simpler than now.

Comments:

12 b) Considering your response to the above, should the Programme of Study for **physical education** be set out on a year by year basis **or** as is currently, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

13 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION E: Other subjects currently in the National Curriculum (Q14a - Q22)

As noted in the introduction to Section C, the overall aim of the review is to slim down the National Curriculum, thus giving teachers greater freedom to use their professional expertise to design a school curriculum that best meets the needs of their pupils.

The remit for the review makes clear that English, mathematics, science and physical education will remain subjects within the National Curriculum at all four key stages in future, and in Part D we asked for your views on the content of the Programmes of Study for those subjects. For all other subjects that are currently part of the National Curriculum - art and design, citizenship, design and technology, geography, history, information and communication technology (ICT), modern foreign languages and music - the review will consider whether or not they should remain National Curriculum subjects and if so at which key stages. For any subject which it is decided should not be part of the National Curriculum in future, the review will also consider whether that subject, or any aspect of it should nevertheless be compulsory (but without a statutory Programme of Study) at certain key stages, and/or whether the Government should produce non-statutory guidance on the curriculum for the subject.

This section seeks your views on these issues. Please bear in mind in considering your responses that removing a subject from the National Curriculum would not mean that that subject was not important, or that schools should stop teaching it. Instead, it would mean that it is not necessary for the Government to specify in a statutory Programme of Study precisely what should be taught in that subject, and that decisions should instead be made at local level, by individual schools and teachers.

Because decisions on these issues need to be taken before work starts on drafting new Programmes of Study, this Call for Evidence does not ask for detailed suggestions for the content of those Programmes of Study: a further Call for Evidence on that will follow early in 2012. If, in the meantime, you would like to submit any evidence relating to the content of potential Programmes of Study in subjects covered in this section, you can email it to: NCReview.DOCUMENTS@education.gsi.gov.uk

Note: Personal, social, health and economic education (PSHE) and religious education (RE) are not part of the National Curriculum and are not being considered as part of this review. In the Schools White Paper - 'The Importance of Teaching' - The Government announced its intention to conduct a separate review of PSHE education. No changes to the statutory basis for religious education are planned.

Art and Design

14 a) **Art and design** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **art and design** should continue to be a National Curriculum subject?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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14 b) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

14 c) If you think **art and design** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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14 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

14 e) For any Key Stages in which you think **art and design** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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14 f) If yes, please tick all key stages to which this should apply

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Citizenship

15 a) **Citizenship** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 3 and 4. In future, do you think **citizenship** should continue to be a National Curriculum subject?

* Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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15 b) If yes, please tick all key stages to which this should apply.

* Key Stage 1 (5-7 years)	* Key Stage 2 (7-11 years)	* Key Stage 3 (11-14 years)
* Key Stage 4 (14-16 years)		

Comments:

Childnet believes that Citizenship should continue to be a compulsory National Curriculum subject. If this subject is lost from the National Curriculum, it will mean that there will not be a universal level of cover on some issues which are fundamental to children's lives, both in and outside of school.

At Childnet, our focus is on educating and empowering children of all ages with the knowledge of how to use the internet and related technologies safely and responsibly. Citizenship, and also PSHE (although not covered by this consultation), are subjects where these issues are often covered in schools, and in doing so, really give children the chance to explore how they interact with one another online, and what the potential risks are, and how to navigate these, look after themselves, their peers, and keep their moral values online as well as offline.

We have indicated that we believe that Citizenship should be a compulsory National Curriculum Subject at all Key Stages, as we see technology use migrating downwards in age, with even those at KS1 having access to internet technologies (evidenced in Ofcom's UK children's media literacy report March 2010).

Focusing specifically on primary aged children, the Byron Report publication, "Safer Children in a Digital World" (March 2008) highlighted the fact that the primary stage is a formative stage in child development and that it is the age when children are developing friendships and learning behaviour (p.35), in particular 'learning what is right and wrong, learning about social rules and norms [and] sorting out reality from fantasy.' (p.36). This is the same time when children are forming their online behaviours and when they are first starting to access technology. We believe that it is imperative that children

at this stage learn safe and responsible use of technology, i.e. while they are still forming their online behaviours. The importance here is to influence children's behaviour at a time when it is in formation, so much of our work at Childnet focuses on KS1 and KS2, and also Foundation Stage.

The issues alter as children get older, but grooming, cyberbullying, safe and responsible use of social networking, managing your online reputation, privacy, downloading music/films/games are all issues which children need help with, and with technology being so integral to children's educational and social lives, and the incredible opportunities it provides children, we would like to see this a specific part of the curriculum. For example, if we want to tackle cyberbullying, the best way to go is to educate and raise responsible digital citizens. Education has reached to the forefront of the discussions around internet safety for children, and inclusion on the curriculum is the effective way in which we can help to keep all children safe online, and avoid patchy cover of this important topic.

15 c) If you think **citizenship** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

15 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

15 e) For any key stages in which you think **citizenship** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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15 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Design and Technology

16 a) **Design and technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **design and technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

16 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

16 c) If you think **design and technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

16 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

16 e) For any key stages in which you think **design and technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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16 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Geography

17 a) **Geography** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **geography** should continue to be a National Curriculum subject?

Yes

No

Not Sure

17 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

17 c) If you think **geography** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

17 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

17 e) For any key stages in which you think **geography** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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17 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

History

18 a) **History** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **history** should continue to be a National Curriculum subject?

Yes

No

Not Sure

18 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

18 c) If you think **history** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

18 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

18 e) For any key stages in which you think **history** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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18 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Information and Communication Technology (ICT)

19 a) **Information and communication technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-4. In future, do you think **information and communication technology** should continue to be a National Curriculum subject?

<input type="checkbox"/> * Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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19 b) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> * Key Stage 1 (5-7 years)	<input type="checkbox"/> * Key Stage 2 (7-11 years)	<input type="checkbox"/> * Key Stage 3 (11-14 years)
<input type="checkbox"/> * Key Stage 4 (14-16 years)		

Comments:

Childnet believes that ICT should continue to be a compulsory National Curriculum subject. As on our response to the question on Citizenship, we believe that ICT should be a compulsory National Curriculum Subject at all Key Stages.

ICT is a fundamental part of life. As school has to prepare children for life outside of school, and give them the best possible start and chances, ICT and equipping children to engage with, critically respond to and use ICT will be a core part of this.

Childnet works in schools to educate about internet safety, and although ICT is a subject area where this issue is sometimes addressed, we would like also to see the teaching of ICT move beyond operational skills, to include safe and responsible use, to prepare children for use of ICT and the internet out of school.

As mentioned earlier in our response, we would like to see instruction on this issue take place at an early stage, but continue as the children's use of technology changes, and the issues they need help with change too.

19 c) If you think **information and communication technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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19 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

19 e) For any key stages in which you think **information and communication technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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19 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Modern Foreign Languages (MFL)

20 a) **Modern foreign languages** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stage 3 only. In future, do you think **modern foreign languages** should continue to be a National Curriculum subject?

Yes

No

Not Sure

20 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

20 c) If you think **modern foreign languages** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

20 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

20 e) For any key stages in which you think **modern foreign languages** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
------------------------------	-----------------------------	-----------------------------------

20 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Music

21 a) **Music** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **music** should continue to be a National Curriculum subject?

Yes

No

Not Sure

21 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 c) If you think **music** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

21 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

21 e) For any key stages in which you think **music** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
------------------------------	-----------------------------	-----------------------------------

21 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Comments

22 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION F: SUPPORTING AND RECOGNISING PROGRESS (Q23a-Q26)

Currently, the National Curriculum defines pupils' attainment through subject specific Attainment Targets which set out 8 level descriptors (Level 1 to Level 8) describing what pupils should be able to do to achieve each level. The expectation is that most pupils achieve:

- Level 2 at the end of Key Stage 1
- Level 4 at the end of Key Stage 2; and
- Level 5/6 at the end of Key Stage 3.

At the end of Key Stage 4 pupils are assessed through GCSE examinations.

Under the 2002 Education Act the specified purpose of statutory assessments for the key stages is to ascertain what pupils have achieved in relation to the attainment targets (eg the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have) for that key stage.

Schools also have a responsibility to provide a broad and balanced curriculum for all pupils, and the National Curriculum [statutory inclusion statement](#) sets out three principles for developing an inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In setting out the range of needs of pupils, the current National Curriculum includes the following groups of pupils:

- gifted and talented
- pupils with learning difficulties and disabilities
- pupils from different ethnic groups including travellers, refugees and asylum seekers
- pupils who are learning English as an additional language
- boys and girls with different needs
- children in care

This section is about your views on supporting progress of all pupils. In particular, whether there are credible alternatives to attainment targets that would better support and recognise all pupils' progress, irrespective of their attainment and background, and how to address the needs of all pupils though the National Curriculum.

23 a) Do you think the National Curriculum should continue to specify the requirements for each of the 8 levels of achievement?

Yes

No

Not Sure

Comments:

23 b) If you have answered no or not sure, what alternative(s) do you propose to replace Attainment Target level descriptors? You may want to suggest different approaches for different subjects and/or different key stages.

Comments:

24 Within each Programme of Study, how should the curriculum and attainment targets be defined to ensure appropriate education for pupils in a wide range of circumstances as learners?

Comments:

25 a) How do you think the needs of low-attaining pupils should be addressed through the National Curriculum?

Comments:

25 b) How do you think the needs of high-attaining pupils should be addressed through the National Curriculum?

Comments:

25 c) How do you think the needs of pupils with special educational needs and disability (SEND) should be addressed through the National Curriculum?

Comments:

25 d) How do you think the needs of other specific groups of pupils should be addressed through the National Curriculum?

Comments:

26 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION G: INTERNATIONAL COMPARISONS (Q27a - Q28)

The remit for the review makes clear that we need to learn from the very best that has been achieved in other jurisdictions - countries or regions within countries - and ensure that the construction and content of the new National Curriculum is based upon international best practice.

This section seeks your views on what can be learned from other countries and states to inform the development of the National Curriculum. Your views may be based on particular expertise in international comparisons, or from your own experiences of living or working in particular countries.

We would be particularly keen to learn about international comparisons beyond the commonly assessed areas of literacy, mathematics and science in the PISA, TIMMS and PIRLS studies.

27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.

Comments:

27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?

Comments:

28 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION H: HOW CHILDREN LEARN (Q29)

The remit for the review makes clear that the National Curriculum should express clearly the progression that pupils should make in each subject, and that this progression should be informed by the best available evidence on how children learn. For example, at what age should particular concepts first be introduced, how should these be sequenced in the most appropriate age-related order to develop deep learning and how should this evidence be best reflected in Programmes of Study for particular subjects?

This section is about your views on the best available evidence on how children acquire particular knowledge, and understanding of concepts and principles, to inform the development of the National Curriculum. Your views may be based on particular research, expertise or from your own experiences of teaching.

Our aim in seeking this information is to help inform the sequencing of knowledge at different ages with the National Curriculum Programmes of Study. We would welcome all evidence relevant to this issue, whether broadly based or focused on particular knowledge and concepts within a given subject (eg understanding ratio and proportion within mathematics).

29 What research evidence on how children learn provides the most useful insights into how particular knowledge should best be sequenced within the National Curriculum Programmes of Study?

If drawing on particular research evidence, please provide a brief summary of the evidence, with a reference or web address to key studies or research summaries. Alternatively, you can email the evidence to: NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it here.

Comments:

SECTION I: TRANSITION (Q30- Q33)

The review will be taking into account the emerging conclusions of the review of the Early Years Foundation Stage (EYFS) by Dame Clare Tickell to ensure a smooth transition from the EYFS to Key Stage 1. The review will also take into account the need for the National Curriculum to be embodied readily into GCSE subject criteria and support the effective operation of public examinations at the end of compulsory schooling. The development of new GCSE criteria themselves is outside the scope of this review.

This section is about your views on how to best take into account the key transition periods in schooling in developing the new National Curriculum.

30 What are the most important factors to consider in developing the National Curriculum for Key Stage 1 to ensure a smooth transition from the Early Years Foundation Stage?

Comments:

31 What are the most important factors to consider in developing the National Curriculum for Key Stage 3 to ensure a smooth transition from Key Stage 2?

Comments:

32 What are the most important factors to consider in developing the National Curriculum for Key Stage 4 to ensure the effective operation of GCSE and other public examinations?

Comments:

33 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION J: IMPLEMENTATION (Q34 - Q35)

This section is about what arrangements need to be put in place to support the successful implementation of the new National Curriculum in schools. For example, this may relate to teacher training, inspection, statutory assessment, support and guidance for schools, etc.

As explained in Section C, the Government's intention is that the implementation of the new National Curriculum should be phased in, with new Programmes of Study for English, mathematics, science and physical education published in autumn 2012 for first teaching in schools from September 2013, and those for other subjects published in autumn 2013 for first teaching in schools from 2014. The remit for the review includes consideration of what further phasing may be necessary (for example whether the new Programmes of Study should be introduced in all key stages/year groups simultaneously, or over a period of time).

34 What are the particular issues that need to be considered in phasing the introduction of the new National Curriculum in the way proposed, with Programmes of Study in some subjects introduced in 2013 and the rest a year later?

Comments:

35 What other arrangements, if any, need to be considered in implementing the new National Curriculum, and how they should be addressed?

Comments:

SECTION K: OTHER ISSUES AND COMPLETING THIS CALL FOR EVIDENCE (Q36-Q37)

36 Please use this space for any other evidence or views you wish to feed into the review at this stage.

Comments:

We believe that it is crucial that the subject of e-safety is integrated into the formal curriculum both within primary and secondary schools (and also within the initial teacher training and school staff continual professional development programmes) under both ICT and Citizenship.

The current provision in this area is not consistent across schools, and while some schools have integrated e-safety in their teaching, there are still schools where this important topic remains uncovered, particularly at the primary level. Childnet believes that putting e-safety in the National Curriculum as part of Citizenship and ICT would help to facilitate an integrated, universal approach to educating and empowering children to use the Internet and mobile phones safely. Childnet believes that schools should be encouraged to look for opportunities for teaching e-safety across the curriculum where possible to cover issues that might not be encountered during in-school use of ICT, and citizenship is one important area for these topics to be considered.

We believe that this would result in children and young people being equipped with the necessary skills to understand and respond to the risks associated with the internet and digital technologies. This would include the importance of critical evaluation, information skills, the significance of keeping personal information secure, understanding the impact and consequences of behavior online (including antisocial behaviour such as cyberbullying) as well as issues relating to ownership, copyright, plagiarism and privacy of information.

Furthermore, we believe that it is important to note that ICT, and specifically web-based resources, are increasingly being used across the curriculum. In addition to embedding key esafety messages in the Citizenship and ICT curricula, we would strongly encourage that e-safety guidance should be given to pupils wherever and whenever such use occurs, in a manner appropriate to the age, understanding and skill level of the pupils. This could be in the form of a reminder of the school's Acceptable Use Policy before going online in a geography lesson to look at a live webcam of volcanic activity, or a reminder, in an English lesson, of the need to critically evaluate materials found on the web and observe copyright restrictions.

Without doubt, managing, guiding and regulating children's Internet use is a delicate and challenging task and one that Childnet believes will most effectively be pursued with children's cooperation and as part of their learning experience. It is for this reason, that we see it important that ICT and Citizenship stay as part of the compulsory National Curriculum, but that

e-safety is addressed not only in these areas, but finds its place in a range of subjects.

37 Finally, please let us have your views on responding to this Call for Evidence (eg the number and type of questions, was it easy to find, understand, complete etc.)

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply *

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Donna Harrison, DfE Consultation Co-ordinator, tel: 01928 738212 / email: donna.harrison@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 14 April 2011

Send by post to:
Department for Education
Consultation Unit Area Level 1 C
Castle View House
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: NCReview.RESPONSES@education.gsi.gov.uk