

QCA Statutory Consultation on the Secondary National Curriculum in England

Research Study Conducted for QCA

Final Report



This report has been commissioned by the Qualifications and Curriculum Authority

February – April 2007

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1. Introduction

This report presents findings from the statutory consultation on the secondary national curriculum in England conducted by Ipsos MORI on behalf of the Qualifications and Curriculum Authority (QCA).

Background and objectives

QCA has been working with a wide range of partners and stakeholders to develop revised key stage 3 programmes of study in all 15 national curriculum subjects. A new structure has been developed which aims to bring greater coherence and flexibility to the curriculum as a whole. Revisions have also been made to programmes of study for eight subjects at key stage 4: English, citizenship, information & communication technology (ICT), mathematics, physical education (PE), religious education (RE), economic wellbeing – personal, social, health and economic education, personal wellbeing – personal, social, health and economic education.

The purpose of the statutory consultation is to measure the extent to which stakeholders believe the revised proposals meet the aims of the curriculum review, and to gauge the overall level of support for the proposals.

Methodology

QCA launched the statutory consultation at the beginning of February 2007 and it ran from 5th February to 30th April 2007. The consultation consisted of two stages: An online survey, open to all stakeholders; and follow-up telephone depth interviews with a small, qualitative sample of heads of subject/department in schools. The methodology for both of these stages is outlined in more detail below.

The online survey

Schools and other stakeholders were invited to take part in a short online survey, hosted by Ipsos MORI and accessed via a link on QCA's website. A PDF version of the questionnaire was available to download from the QCA's website and hard copies were also available from Ipsos MORI on request. Respondents were asked to familiarise themselves with the relevant programme(s) of study before completing the questionnaire.

Letters were sent to schools and other stakeholders by QCA and conferences were held at which the online survey was publicised. In addition, on 19th February 2007 Ipsos MORI sent letters to headteachers and heads of the 15 relevant departments/subjects at a representative sample of 500 state secondary schools in England (stratified by school type, size, region and location), to further raise awareness of the online consultation and encourage schools to take part in the online survey.

In order to maximise response rates and ensure that all subjects were well represented in the consultation, Ipsos MORI sent a reminder letter to curriculum coordinators in each of the 500 schools on 13th April 2007. We also conducted 250 reminder calls between 16th and 27th April 2007 with schools that had not responded.

Respondent profile

There were 1,803 responses to the consultation between 5th February and 30th April 2007. 1,776 respondents completed the survey online and 27 respondents completed a paper version of the questionnaire.

Table A below shows the number of responses to each version of the survey. Of the 1,803 responses, 453 relate to the cross-curriculum perspective, 1,065 relate to a programme of study at key stage 3, and 285 relate to a programme of study at key stage 4.

Headteachers and curriculum coordinators were asked questions about the key stage 3 curriculum or key stage 4 curriculum or both. Other teachers were asked questions about a programme of study at key stage 3 or key stage 4. All other types of respondent were given the choice to answer questions about the key stage 3 or key stage 4 curriculum overall or a programme of study.

Table A: Version of survey	Key stage 3	Key stage 4
Art & design	23	n/a
Citizenship	30	28
Design & technology (D&T)	502 ¹	n/a
Economic wellbeing	12	24
English	36	49
Geography	53	n/a
History	62	n/a
ICT	26	16
Mathematics	34	42
Modern foreign languages (MFL)	45	n/a
Music	34	n/a
Personal wellbeing	38	21
PE	49	87
RE	15	18
Science	106	n/a
Cross-curriculum perspective	453	

Source: Ipsos MORI

¹ Please note, D&T responses are down weighted in the data analysis. See further explanation in the 'Analysis' section below.

Table B below outlines the profile of respondents to the online survey. Of the 1,803 responses to the survey, 1,523 are from individuals and 280 are from groups.

Table B: Respondent type	Total	Cross-curriculum perspective	Programme of study perspective
School:	1,132²	211	921
Classroom or subject teacher/lecturer	591	71	520
Subject manager	332	40	292
Curriculum coordinator/manager	174	174	n/a
Course leader	167	33	134
Member of SMT/leadership team	130	28	102
Headteacher	38	38	n/a
School governor	31	16	15
SEN teacher	27	13	14
Programme manager	17	10	7
Head of year	25	6	19
EAL teacher	5	2	3
Other (within school)	60	11	49
Local authority	119	49	70
Subject association/subject advisor/subject lecturer/subject inspector	105	22	83
Teacher/professional association	98	36	62
Higher education institution	41	7	34
Parent	39	22	17
Pupil	15	10	5
An organisation representing aspects of diversity	10	7	3
National youth organisation	10	4	6
Employer	7	4	3
An organisation representing aspects of inclusion	6	4	2
Governing body/national associations for school governors	6	5	1
National parents association	1	1	0
Other	211	68	143

Source: Ipsos MORI

² Please note, school respondents could choose as many responsibilities/roles as apply.

Telephone depth interviews

At the end of the online survey, respondents were asked whether they were interested in taking part in further research for QCA on the secondary national curriculum review. We conducted 20-30 minute telephone depth interviews between 19th March and 20th April 2007 with a sample of 30 senior teachers (e.g. heads of subject/department and subject managers) who were willing to participate in further research. The purpose of these interviews was to explore their views of the proposed changes to programmes of study in more depth.

As the survey covered 23 programmes of study in total, it is not possible to draw statistically robust conclusions about each programme of study from a total of 30 telephone depth interviews. However, combined with quantitative data (and responses to the open/free text questions) from the online survey, the telephone depth interviews provided a more detailed understanding of the underlying issues for different programmes of study.

The table below shows the number of telephone depth interviews conducted for each programme of study and at each key stage.

Table A: Telephone depth interviews	Key stage 3	Key stage 4
Art & design	2	n/a
Citizenship	1	1
D&T	2	n/a
Economic wellbeing	1	1
English	1	1
Geography	2	n/a
History	2	n/a
ICT	1	1
Mathematics	1	1
MFL	2	n/a
Music	2	n/a
Personal wellbeing	1	1
PE	1	1
RE	1	1
Science	2	n/a
Total	22	8

Source: Ipsos MORI

The questionnaire and topic guide

Ipsos MORI designed the questionnaire and topic guide in close consultation with QCA.

In the online survey, questions were mainly closed and relate either to one programme of study or to the curriculum as a whole, depending on the respondent's background. Headteachers and curriculum coordinators were asked to respond to questions from a cross-curriculum perspective, while other teachers and non-school stakeholders are asked to choose which version of the survey they wish to take. The survey covered 15 revised programmes of study at key stage 3 and eight revised programmes of study at key stage 4, as well as the cross-curriculum perspective.

Each version of the online survey relating to a programme of study included nine closed questions and three open/free text questions. The cross-curriculum perspective route consisted of six closed questions and three open/free text questions.

The topic guide for the telephone depth interviews consisted of open questions and probes relating to four different themes: Curriculum coherence, flexibility, inclusiveness and implementation.

Copies of the online questionnaire (PDF version) and topic guide are appended to this report.

Analysis

In total 502 responses were received in relation to the D&T programme of study, significantly higher than for any other programme of study. We have therefore weighted down the number of D&T responses to 100 to ensure D&T is not over-represented in the survey. When findings are discussed in relation to the key stage 3 and key stage 4 programmes of study overall we use the weighted data, and when findings are discussed for each individual programme of study we use unweighted data. The effect of weighting is shown in the appendices and in the computer tables.

Interpretation of the data

When interpreting the findings, it is important to remember that the results are based on a sample, rather than the entire total population, of stakeholders. Consequently, results are subject to sampling tolerances and not all differences between sub-groups are statistically significant. At the same time, it should be noted that statistically significant data need to be interpreted to see whether they make reasonable sense.

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. For this reason we report

on the number of responses, rather than percentages where fewer than 30 respondents have answered in relation to a programme of study. It is for this reason that art & design is not included in any of the charts which breakdown the results by subject, and is reported on separately from other subjects – only 23 art & design teachers responded to the survey, which is too small a base size to report the findings in percentages.

Publication of the data

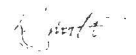
As with all our studies, these findings are subject to Ipsos MORI's standard Terms and Conditions of Contract. Any press release or publication of the findings of this research requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misinterpretation of the findings.

Acknowledgements

We wish to record our gratitude to all people who have taken part in the consultation. Ipsos MORI would also like to thank Crichton Casbon, Annette Hagan and Emma Davies at QCA for all their assistance with this project.

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2. Key findings

Cross-curriculum perspective

Overall the majority of respondents are positive about the aims, coherence and flexibility of the revised secondary national curriculum, although they are less positive about the inclusiveness of the revised programmes of study. Headteachers, other senior managers in schools and local authorities are consistently more positive on all aspects than other non-school stakeholders.

The key findings for each aspect are as follows:

- The majority of respondents agree that having a **single set of aims** for the secondary national curriculum that covers all programmes of study contributes to making the curriculum more coherent. This applies to respondents answering in relation to key stage 3 (81%) and key stage 4 (72%).
- In addition, the majority of respondents agree that the revised structure for the programmes of study **makes the curriculum more coherent** (62% and 60% agree in relation to key stage 3 and 4 respectively). Just over one in ten respondents disagree (13% in relation to both key stages). A more coherent and cross-curricular teaching/learning approach and enabling links between subjects are the most frequently cited comments relating to curriculum coherence.
- Around two-thirds of respondents agree that the revised programmes of study will **give schools more flexibility** (69% in relation to key stage 3 and 65% in relation to key stage 4). About one in seven disagree that this is the case (15% for both key stages). The most frequently cited benefits of flexibility relate to curriculum diversity and allowing teachers to tailor the curriculum, whereas the key drawback perceived is that the curriculum could become too narrow.
- Findings are less positive regarding the inclusiveness of the revised programmes of study. Just over half of respondents at key stage 3 (57%) and key stage 4 (54%) agree that the revised programmes of study will enable schools to **take into account the needs of all learners**. Around one in four respondents neither agreed nor disagreed with this statement (23% and 25% for key stage 3 and 4 respectively) and a smaller proportion disagree (16% for both key stages).

Programme of study perspective

Respondents are generally positive about the curriculum aims, importance statements, key concepts, key processes, range and content and curriculum

opportunities, although respondents answering in relation to a key stage 3 programme of study tend to be less positive than those responding in relation to a key stage 4 programme of study. Respondents are relatively less positive regarding the coherence, flexibility and inclusiveness of the revised programmes of study. On most aspects, school leaders/management are more likely to be positive and less experienced teachers are more likely to be negative about the revised programmes of study.

The key findings for each aspect are as follows:

- The majority of respondents agree that having a **single set of aims** for the whole secondary curriculum will contribute to making the curriculum more coherent (70% in relation to key stage 3 and 74% in relation to key stage 4). In the qualitative interviews, a single set of aims was generally seen to be a good and valid ideal to strive for.
- Teachers of RE, economic and personal wellbeing are among those who are most positive about having a single set of aims. Citizenship, geography, MFL and PE respondents are also somewhat more likely than average to agree that a single set of aims makes the curriculum more coherent. In contrast, mathematics, science and D&T respondents are less likely than average to agree.
- There is widespread agreement that the **importance statements** for the programme of study sum up why that subject is an important part of the secondary curriculum (91% agree in relation to key stage 3 and 92% agree in relation to key stage 4). There are few significant differences between programmes of study when looking at this issue.
- The majority of respondents also agree that the **key concepts** underpin the study of the subject, and the level of agreement is even higher in relation to key stage 4 subjects (88%, compared with 81% in relation to key stage 3). MFL, English, geography and history fare best when looking at differences between programmes of study. Subjects where respondents are most likely to *disagree* with the key concepts include personal and economic wellbeing, ICT, science, mathematics and D&T.
- A similar proportion of respondents agree that the **key processes** reflect the essential skills that pupils need to make progress in their subject (82% in relation to key stage 3 and 86% in relation to key stage 4). There is greater disagreement that the key processes reflect such skills among ICT, personal and economic wellbeing and D&T respondents.
- A smaller majority of respondents agree that the revised programme of study will give teachers more **flexibility** (56% in relation to key stage 3 and 62% in relation to key stage 4). A minority of respondents disagree (27% and 21% respectively). In the qualitative interviews,

increased choice and creativity are cited as key advantages of the revised programmes of study. However, some feel that key aspects of the curriculum have been removed from programmes of study (particularly D&T). There is also some concern that a less prescriptive programme of study will lead to inconsistent standards. Geography, PE and MFL respondents are most likely to agree that the revised programme of study will give greater flexibility. Greatest disagreement comes from D&T, English, personal wellbeing, mathematics and history respondents.

- More than half of respondents agree the revised programmes of study will enable schools to take into account the needs of **all learners** (56% in relation to key stage 3 and 59% in relation to key stage 4) and a minority disagree (26% in relation to key stage 3 and 20% in relation to key stage 4). Respondents answering in relation to RE, geography, PE and music are most likely to agree that the revised programme of study enables schools to take into account the needs of learners. In contrast, D&T, ICT, English, mathematics, history and science respondents are least likely to agree.
- Although qualitative respondents felt that the revised programmes of study are more inclusive in principal, **barriers** cited to a fully inclusive curriculum are lack of resources, large class sizes, a lack of suitably trained and skilful teachers and constraints “imposed” by exam boards.
- Respondents answering in relation to a key stage 4 programme of study are more likely to agree that the **range and content** is sufficiently broad (72%) than their key stage 3 counterparts. MFL, music and geography respondents are most likely to agree, whereas D&T, science and history respondents are most likely to disagree that the range and content of the programme of study is broad enough.
- This is also the case for the **curriculum opportunities**, with around three-quarters of respondents (74%) answering in relation to a key stage 4 programme of study agreeing that the curriculum opportunities provide sufficient opportunities for all pupils to learn, compared with two-thirds of respondents (66%) answering in relation to key stage 3. Again, MFL, music, RE and geography respondents are among those most likely to agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn. D&T, English, ICT and science respondents are most likely to disagree.
- A significantly smaller proportion of respondents agree that the revised programmes of study contribute to making the curriculum as a whole more **coherent**. Key stage 4 programmes of study fare slightly better (57% agree) than key stage 3 programmes of study (48%). Around one in four respondents neither agree nor disagree with this statement (24%) and disagreement that the revised programme of

study contributes to making the curriculum more coherent is significantly higher among key stage 3 respondents (27% disagree), than key stage 4 respondents (17% disagree).

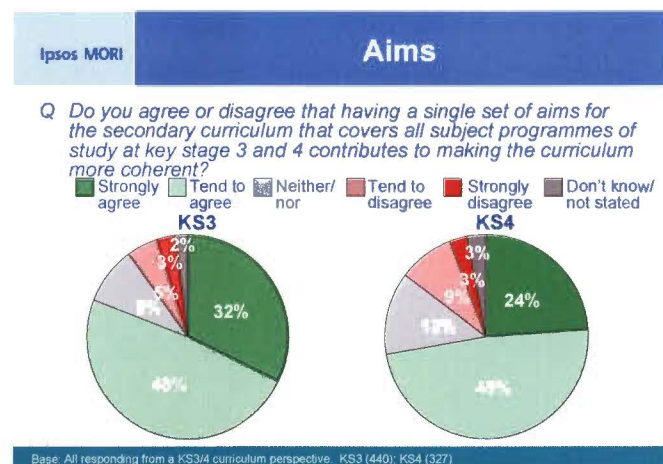
- In the qualitative interviews, some respondents felt that the revised curriculum could lead to duplication across subjects, rather than coherence. Some suggested that QCA could help schools to avoid duplication by making it very clear where overlaps occur.

3. Cross-curriculum perspective

In this section, we outline survey findings from the cross-curriculum perspective. Findings are shown separately for key stage 3 and key stage 4. Some respondents only answered the survey in relation to one key stage (141 responded in relation to key stage 3 only, and 29 responded in relation to key stage 4 only), however it should be noted that 283 respondents answered the survey in relation to both key stages – each one in turn.

3.1. Aims

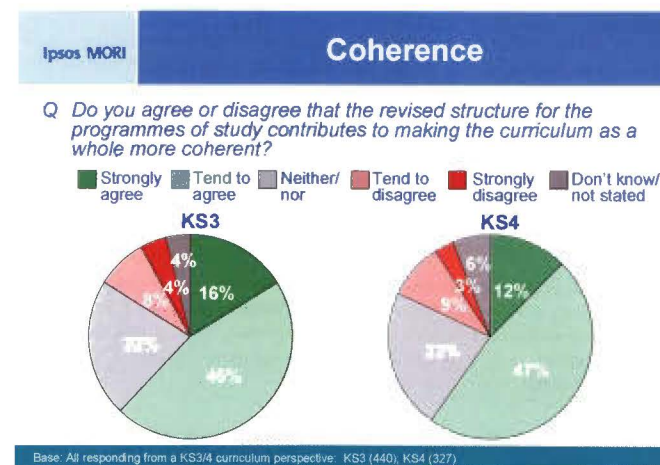
The majority of respondents agree that having a single set of aims for the secondary national curriculum that covers all subject programmes of study contributes to making the curriculum more coherent. Just over four in five (81%) agree that a single set of aims makes the key stage 3 curriculum more coherent, with around three in ten (32%) *strongly* agreeing. With regards to key stage 4, just under three in four (72%) agree that a single set of aims makes the curriculum more coherent. Very few respondents disagree that having a single set of aims makes the curriculum more coherent at either key stage 3 or 4.



Headteachers and senior management are more likely to agree that having a single set of aims for the secondary curriculum contributes to making the key stage 3 curriculum more coherent (93%), compared with for example curriculum coordinators (85%). Respondents from a local authority are also more likely to agree that this is the case (94%).

3.2. Coherence

Around three in five respondents agree that the revised structure for the programmes of study at both key stages 3 and 4 contributes to making the curriculum as a whole more coherent (62% and 60% agree respectively). Just over one in ten respondents disagree that the revised structure contributes to greater curriculum consistency (13% in relation to both key stage 3 and 4), and around one in five neither agree nor disagree (22% in relation to both key stage 3 and key stage 4).



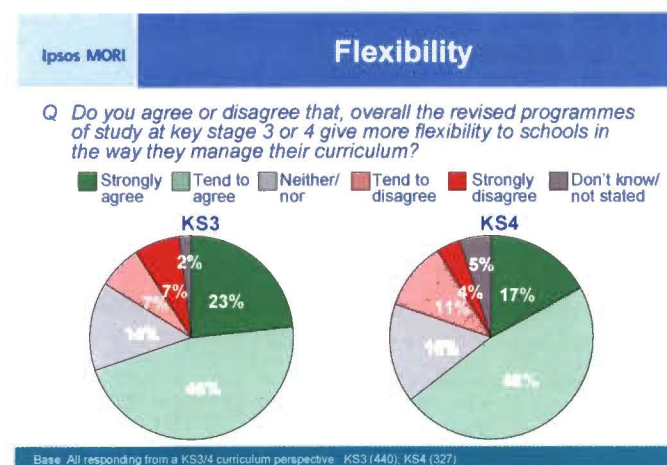
Headteachers and senior management are more likely to agree that the revised structure for the programmes of study contributes to making the curriculum at key stage 3 more coherent (78%) compared with curriculum coordinators (60%). Respondents from a local authority are also more likely to agree that this is the case (77%).

When respondents gave an answer in the open text boxes in the online survey, the most frequently responses related to the following:

- It will enable a more coherent teaching/learning approach (mentioned by 21 key stage 3 and nine key stage 4 respondents)
- The changes allow a more cross-curricular approach which will help cross-curricular planning (mentioned by 17 key stage 3 and six key stage 4 respondents)
- It will enable better links between subjects (mentioned by 12 key stage 3 and 12 key stage 4 respondents).

3.3. Flexibility

When asked whether they agree or disagree that the revised programmes of study give more flexibility to schools in the way they manage their curriculum, the majority of respondents answering from a cross-curriculum perspective agree. Just under seven in ten (69%) of those responding in relation to the key stage 3 curriculum agree that the revisions provide greater flexibility. Around one in seven (15%) disagree. Findings are very similar for key stage 4 with just under two in three respondents (65%) agreeing that the proposed changes will give more flexibility to schools in curriculum management, and around one in seven (15%) disagreeing.



Headteachers and subject managers are much more positive than curriculum coordinators regarding flexibility at key stage 3. Just over four in five headteachers and senior management (81%) agree that the revised programmes of study will give more flexibility to schools in the way they manage their curriculum, compared with 69% of curriculum coordinators and 67% of subject/course heads.

Local authorities are also more likely to agree that the revised programmes of study will give schools more flexibility (87%).

When respondents gave an answer in the open text boxes in the online survey, the most frequent responses related to the following:

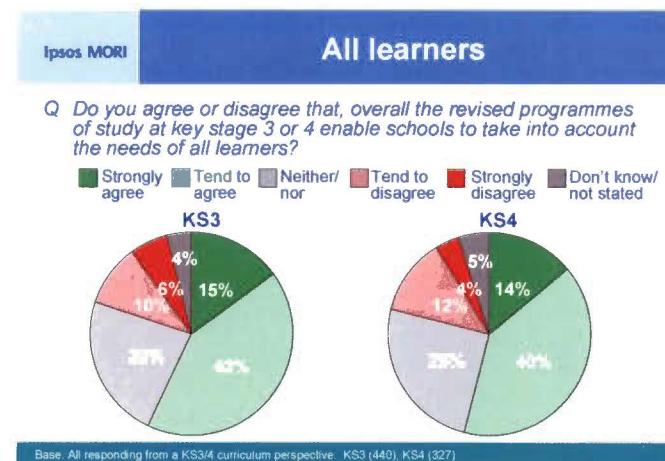
- It allows for a more diverse curriculum (mentioned by 17 key stage 3 and 14 key stage 4 respondents)

- The curriculum will become too narrow (mentioned by 16 key stage 3 and 69 key stage 4 respondents)
- The changes will enable teachers to better tailor the curriculum (mentioned by 14 key stage 3 and 17 key stage 4 respondents).

3.4. All learners

Respondents were asked the extent to which they agree or disagree that the revised programmes of study enable schools to take into account the needs of all learners. Just under three in five (57%) agree that they revised key stage 3 programmes of study enable schools to take the needs of all learners into account. Ten out of 14 EAL or SEN teachers who took part in the consultation agree with this statement in relation to key stage 3 and key stage 4 respectively (please note that, due to the very small size of this group, this finding is not statistically significant).

Regarding the revised key stage 4 programmes of study, just over half (54%) agree that these take into account the needs of all learners. Around a quarter of respondents neither agree nor disagree with this statement (23% in relation to key stage 3 and 25% in relation to key stage 4) and one in six disagree (16% in relation to both key stage 3 and 4 respectively).



Headteachers and senior management are also more likely to agree that the revised programmes of study at key stage 3 enable schools to take into account the needs of all learners (75%) compared with 59% of curriculum coordinators. Respondents from local authorities are also more likely to agree that this is the case (71%).

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- The changes will give more flexibility which will enable schools to take into account the needs of all learners (mentioned by 24 key stage 3 and 20 key stage 4 respondents)
- The changes will give more flexibility which will enable teachers to devise new methods of teaching (mentioned by 22 key stage 3 and 8 key stage 4 respondents)
- Teachers will be able to personalise the curriculum (mentioned by 11 key stage 3 and 8 key stage 4 respondents).

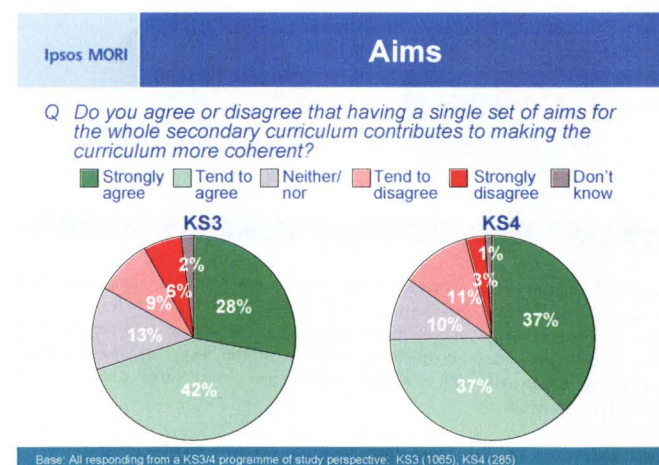
4. Programme of study perspective

In this section, we outline survey findings from the programme of study perspective. All respondents taking part in this section of the survey had to answer in relation to *one* programme of study only, at either key stage 3 or key stage 4. Findings from the telephone depth interviews are incorporated and findings are discussed separately for each programme of study at key stage 3 and 4.

4.1. Aims

4.1.1. Top level analysis

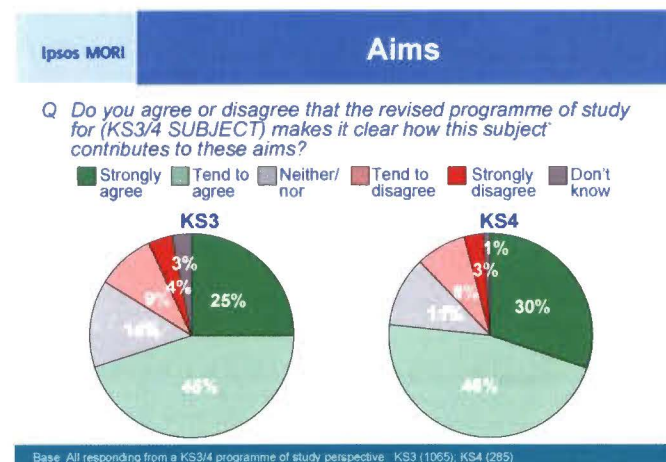
The majority of respondents agree that having a single set of aims for the whole secondary curriculum contributes to making the curriculum more coherent (70% in relation to key stage 3 and 74% in relation to key stage 4). A minority of respondents disagree that having a single set of aims helps to make the curriculum more coherent at key stage 3 (15%) or key stage 4 (14%).



Teachers answering in relation to a key stage 3 programme of study and who have more than 16 years' experience are more likely to agree that having a single set of aims makes the curriculum more coherent (76%, compared with 70% overall). Respondents from a local authority or a teachers association are also more likely to agree that this is the case (91% and 79% respectively). This reflects higher levels of agreement that a single set of aims for the secondary curriculum contributes to making the curriculum more coherent from respondents to the cross-curriculum perspective (these respondents are generally

more interested in how the curriculum works as a whole, as opposed to more specific aspects of the curriculum).

Respondents answering the survey from a key stage 4 perspective are somewhat more likely to agree that the revised programme of study makes it clear how the subject contributes to the revised aims than those answering from a key stage 3 perspective. Whereas seven in ten (70%) respondents agree with this statement in relation to key stage 3, this increases to just over three in four (76%) in relation to key stage 4.

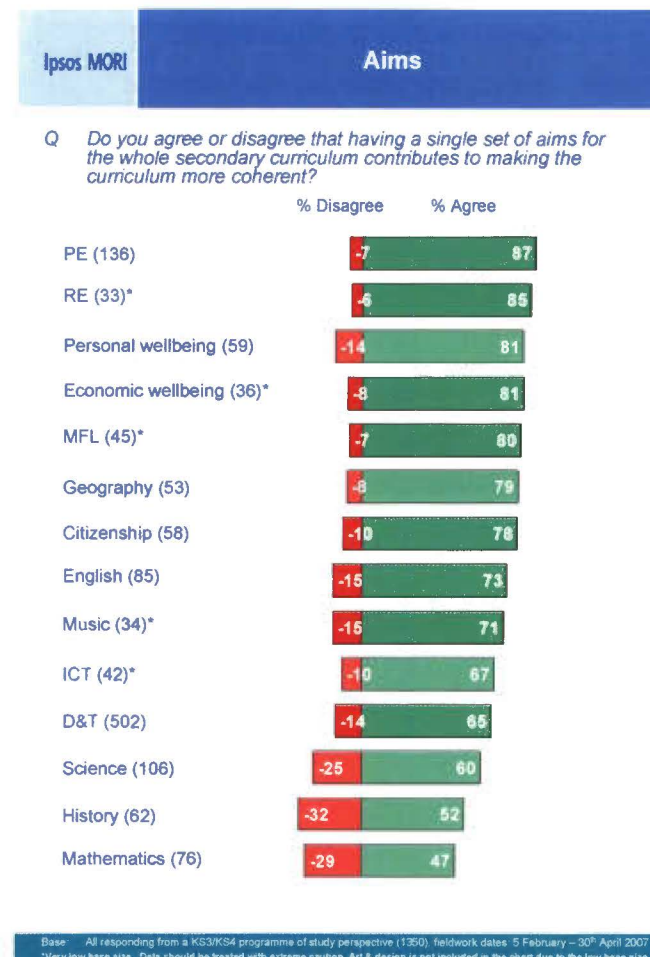


Teachers answering from a key stage 3 programme of study perspective and with more than 16 years' teaching experience are also more likely to agree that the revised programme of study makes it clear how the subject contributes to the aims (76%, compared with 70% overall). This is also the case for respondents from a local authority and teachers associations (89% and 85% respectively).

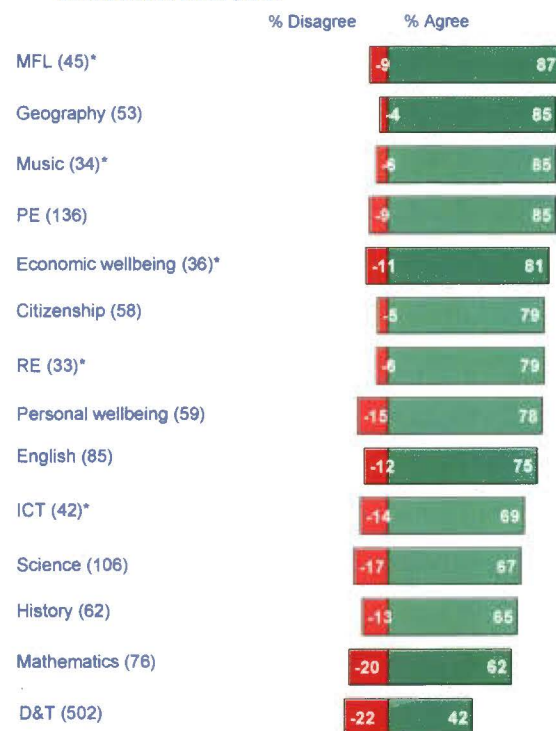
4.1.2. Programmes of study

The following charts show the breakdown of opinion on the aims by programme of study, followed by a more detailed look at the opinions of respondents answering in relation to each programme of study.³

³ The base size is shown next to each programme of study in the chart. Caution should be exercised when interpreting results for base sizes less than 50. For subjects included at both key stage 3 and 4 in the consultation we have included the combined percentage for both programmes of study.



Q Do you agree or disagree that the revised programme of study for (KS3/4 SUBJECT) makes it clear how this subject contributes to these aims?



Base All responding from a KS3/KS4 programme of study perspective (1350), fieldwork dates: 5 February – 30 April 2007
 *Very low base size. Data should be treated with extreme caution. Art & design is not included in the chart due to the low base size.

Programmes of study with higher than average levels of agreement

For the following programmes of study, there is above average (71%) agreement that having a single set of aims will increase the coherence of the curriculum.⁴

PE: Respondents answering in relation to PE at key stage 3 and 4 are significantly more likely than all other subjects to agree that having a single set of aims will increase curriculum coherence, with around nine in ten (87%) in agreement and just seven per cent disagreeing. A similarly high proportion (85%) agree that the revised programme of study makes it clear how PE can contribute to the aims.

RE: Respondents answering in relation to RE are the second most positive group – 85% think the aims will contribute to a more coherent curriculum while just six per cent disagree. The majority (79%) also agree that the revised programme of study demonstrates how the subject can contribute to the curriculum aims – with just over two in five (42%) *strongly* agreeing.

Personal wellbeing: A very high proportion of respondents answering in relation to personal wellbeing at key stage 3 and 4 agree (81%) that the aims contribute to a more coherent curriculum, which is significantly higher than average. Almost half (49%) *strongly* agree this is the case. Just over three-quarters of respondents (78%) agree that the revised programme of study demonstrates how the subject can contribute to the aims, with 15% disagreeing.

Economic wellbeing: Respondents answering in relation to key stage 3 and 4 economic wellbeing are very positive that the single set of aims will contribute to having a more coherent curriculum: just over four in five (81%) agree, while just eight per cent disagree. Almost two-thirds *strongly* agree that this is the case (64%) – higher than for any other programme of study. The same proportion of teachers (81%) agree that the revised programme of study makes it clear how this subject contributes to the curriculum aims, while just over one in ten (11%) disagree.

MFL: Four in five (80%) of those answering in relation to MFL agree that the single set of aims contribute to a more coherent curriculum, while just seven per cent disagree. An even higher proportion agree that the revised programme of study makes it clear the subject contributes to the aims with 87% agreeing, and just nine per cent disagreeing.

Geography: Just under four in five respondents (79%) agree that the aims contribute to making the curriculum more coherent, while just eight per cent disagree. Geography respondents are also more positive than average (71%) that the revised programme of study makes it clear how the subject can contribute to the curriculum aims (85% agree) and are more likely to *strongly* agree (42%).

⁴ We have highlighted where programmes of study have statistically significant higher than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Citizenship: Nearly eight in ten (78%) respondents answering in relation to citizenship at key stage 3 and 4 agree that having a single set of aims makes the curriculum more coherent – just one in ten (10%) disagree. Findings are similar for both the key stage 3 and the key stage 4 programmes of study. A similar number of respondents agree that the revised curriculum aims make it clear how citizenship contribute to the aims (79%), while just five per cent disagree. Almost half (47%) of respondents strongly agree with this statement, which is significantly higher than average (26%).

English: Respondents answering in relation to the key stage 3 and 4 English programmes of study are also very positive with around three-quarters (73%) agreeing that the aims contribute to make the curriculum more coherent, and 15% holding the opposing view. The majority of respondents also agree that it is clear how English can contribute to the revised curriculum aims. Findings are again in line with the average – three-quarters (75%) of respondents agree, while just over one in ten (12%) disagree.

Music: The proportion of respondents answering in relation to the music programme of study who agree that the revised programme of study demonstrates how the subject contributes to the aims is 85%, with just six per cent disagreeing. However, they are not so sure about coherence – 15% disagree that a single set of aims contributes to coherence, while 71% agree.

Programmes of study with below average levels of agreement

Those responding in relation to the following programmes of study are less likely than average (71%) to agree that having a single set of aims will increase the coherence of the curriculum.⁵

Mathematics: Respondents answering in relation to mathematics at both key stage 3 and 4 are the most negative about the curriculum aims, with just under half (47%) agreeing that they contribute to making the curriculum more coherent, and less than a third (29%) disagreeing, which is significantly higher than the average across all programmes of study (15%). They are slightly more positive that the programme of study makes it clear how mathematics can contribute to the aims, with almost two-thirds (62%) in agreement, and one in five (20%) disagreeing. Findings are very similar for both the key stage 3 and key stage 4 programmes of study.

History: History respondents are the second most negative group with just over half (52%) in agreement that having a single set of aims will make the curriculum more coherent. Just under a third (32%) disagree that this is the case, and more than one in ten (13%) *strongly* disagree, which is significantly higher than the four per cent who strongly disagree overall. History respondents are also less likely than respondents answering in relation to other subjects to agree that the revised programme of study makes it clear how history can contribute to the aims, with

⁵ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

almost two-thirds agreeing (65%) and just over one in ten (13%) holding the opposite view.

Science: Three in five (60%) respondents answering in relation to science agree that the single set of aims will contribute to a more coherent curriculum, and a quarter (25%) disagree, which is significantly higher than across the programmes of study as a whole. They are also less positive that the revised programme of study demonstrates how the subject can contribute to the aims: Two-thirds agree (67%) this is the case, and just under one in five disagree (17%).

D&T: Respondents answering in relation to the D&T programme of study are consistently the most negative about all aspects of the revised curriculum. D&T respondents are relatively *more* positive about the curriculum aims than they are about other aspects of the revised curriculum. Around two-thirds (65%) agree that they contribute to making the curriculum more coherent, while 14% disagree. They are less positive that the revised programme of study makes it clear how the subject contributes to these aims, with just over two in five (42%) agreeing, and just over one in five disagreeing (22%).

ICT: Around two-thirds of respondents answering in relation to ICT (67%) agree that the single set of aims contributes to a more coherent curriculum, while 10% disagree. The same proportion are in a agreement that the revised programme of study demonstrates how ICT can contribute to the aims: Around seven in ten (69%) agree that this is the case, and 14% disagree.

Findings for key stage 3 art & design

19 out of 23 respondents answering in relation to key stage 3 art & design agree that having a single set of aims for the whole secondary curriculum contributes to making the curriculum more coherent. Just two out of 23 respondents disagree.

4.1.3. Qualitative findings

In the qualitative interviews, senior teachers discussed the curriculum aims in more depth. A number of common themes emerge which are discussed below⁶:

- Some teachers perceive the curriculum aims to be **vague and striving to be a “catch-all”**. Some respondents think that having common aims for subjects which are very diverse is not helpful. Communication to schools by QCA which stresses that the curriculum aims are not supposed to be a blue-print for all subjects, but more a “statement of ethos” for the curriculum as a whole may help manage the expectations of school leaders regarding the implementation of these aims.

⁶ Please note these findings are based on just two depth interviews per subject. They should not be seen as providing statistically robust findings, but instead as giving a more detailed understanding of possible underlying issues.

I'm not sure that all subjects would be able to be moulded into those aims... Looking at MFL...ok, we can try to make them more confident in speaking, but I can't see how we can make a valid contribution to their having safe, healthy, fulfilling lives

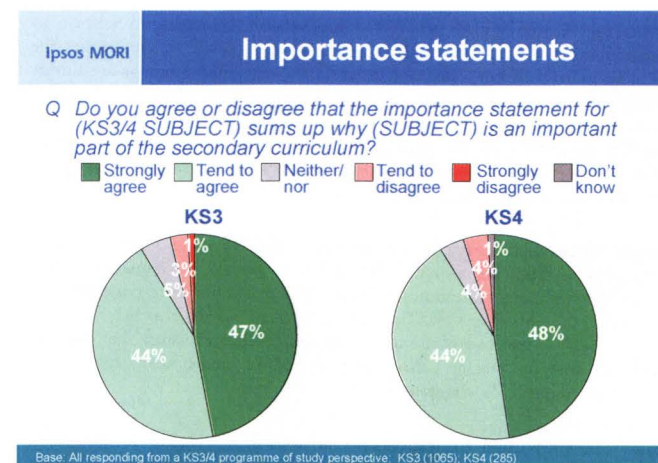
MFL respondent

- There is a feeling that curriculum content will **continue to be driven by examination boards** and making links between subjects and implementing the curriculum aims in lesson plans will be of secondary importance to covering content required by exam boards.
- Some teachers perceive that **extra time and resources will be required to adapt current lesson plans to implement these changes**. Some would also like more practical guidance as to how they should be implemented.
- It seems that **for teachers of economic wellbeing, personal wellbeing and citizenship, it is easier to see how the curriculum aims relate to their subjects**. They are therefore more confident that the aims will help drive forward the delivery of these subjects.

4.2. Importance statements

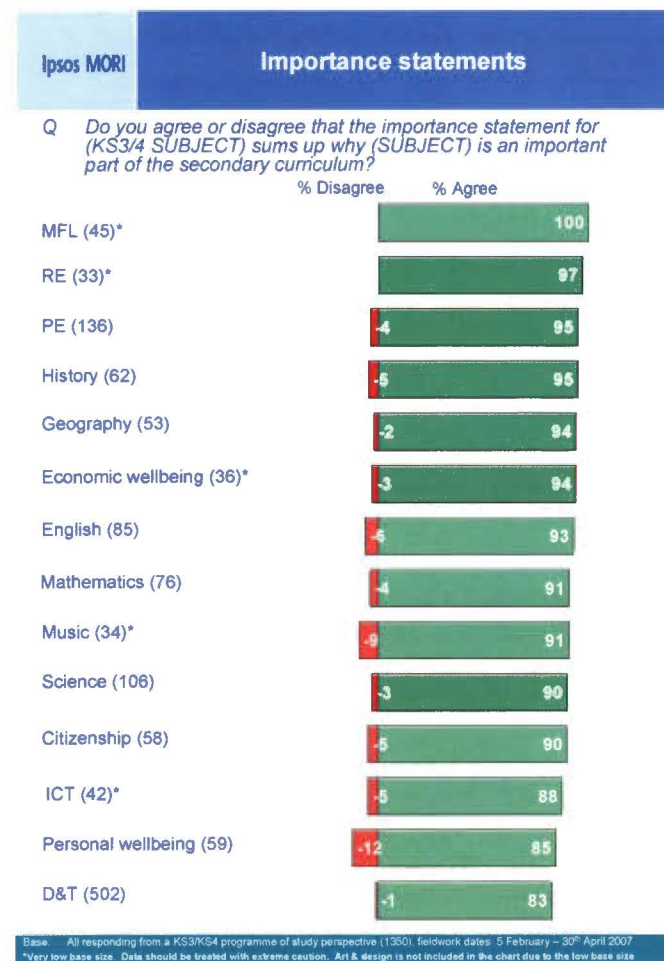
4.2.1. Top level analysis

The vast majority of respondents agree that the importance statements for the programme of study sum up why that subject is an important part of the secondary curriculum (91% in relation to key stage 3 and 92% in relation to key stage 4). A tiny minority (four per cent) disagree. This is the case at key stage 3 and key stage 4.



4.2.2. Programmes of study

The following chart shows the breakdown of opinion on the importance statements by subject, followed by a summary of significant differences between respondents for each programme of study.



As shown in the chart above, attitudes towards the importance statements are very similar across all subjects, and are overwhelmingly positive. In some

subjects, nearly all respondents agree that the importance statements sum up why a particular subject is an important part of the secondary curriculum, and no less than eight in ten respondents agree that this is the case for any subject.

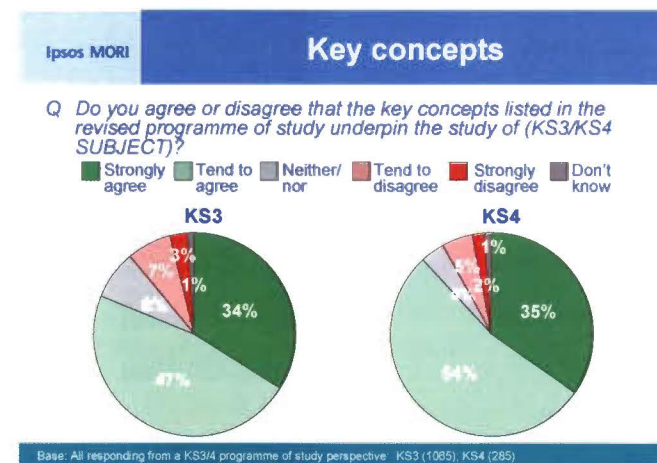
Subjects where respondents are significantly more likely than average to *strongly* agree with the importance statements are:

- RE (70% strongly agree compared with 47% overall)
- Geography (66% strongly agree compared with 47% overall)
- MFL (62% strongly agree compared with 47% overall)
- PE (58% strongly agree compared with 47% overall)

4.3. Key concepts

4.3.1. Top level analysis

Respondents were asked to read through the key concepts in the revised programme of study and say whether they agree or disagree that these key concepts underpin the study of the subject. The vast majority (88%) agree that the key concepts underpin the study of key stage 4 subjects, and only slightly fewer (81%) agree that the key concepts underpin the study of key stage 3 subjects.

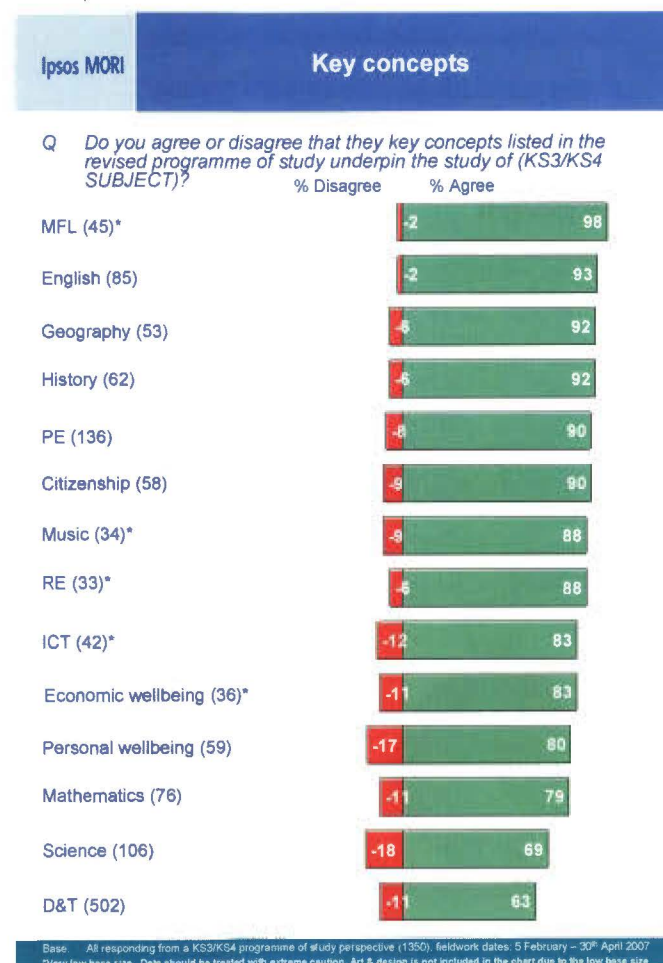


Although the level of agreement is high across all types of respondent, teachers with more than 16 years' teaching experience are more likely to agree that the key concepts underpin the study of key stage 3 subjects (91%, compared with 81%

overall). Respondents from a teachers association are also more likely to agree that this is the case (95%, compared with 81% overall).

4.3.2. Programmes of study

The following chart shows the breakdown of opinion with regard to the key concepts by programme of study. This is followed by a more detailed look at each subject.



Programmes of study with higher than average levels of agreement

For the following programmes of study, a *higher* proportion of respondents agree that the key concepts underpin the study of their subject, than the average across all programmes of study at key stage 3 and 4 (83%).⁷

MFL: Respondents answering in relation to MFL are significantly more likely than teachers of all other subjects to agree that the key concepts underpin the study their subject (98% agree, just two per cent disagree).

English: Respondents answering in relation to English at key stage 3 and 4 are the second most positive group: 93% agree, which is significantly higher than the average across all programmes of study (83%) and just two per cent disagree. The findings are similar for both key stages.

Geography: Maintaining the positive results achieved for the aims and importance statements, 92% of geography respondents agree that the key concepts underpin the study of geography, while just six per cent disagree. Almost half (49%) *strongly* agree, which is significantly higher than average (34%).

History: Respondents answering in relation to history are also in agreement that the key concepts underpin the study of their subject, with 92% agreeing and just six per cent disagreeing.

PE: A high proportion of PE respondents (90%) agree that the key concepts underpin the study of PE, which is significantly higher than average (83%), while just eight per cent disagree that this is the case. The findings are very similar for both key stages.

Citizenship: Nine in ten (90%) citizenship respondents agree that the key concepts underpin the study of their subject, while just under one in ten (nine per cent) disagree. The findings are very similar for both key stages.

Music: Overall, 88% of music teachers agree that the key concepts underpin the study of music, while nine per cent disagree.

RE: Although RE respondents are not the most positive group about the key concepts overall (88%), they are more likely than any other subject to *strongly* agree that the key concepts underpin the study of RE (70% compared to 34% overall). Just six per cent of RE teachers disagree.

Economic wellbeing: The majority of respondents answering in relation to economic wellbeing at key stage 3 and 4 agree that they underpin the study of the subject (83%) while just 11% disagree.

⁷ We have highlighted where programmes of study have statistically significant higher than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

ICT: Just over four in five (83%) ICT teachers feel that the key concepts underpin the study of ICT, while 12% hold the opposing view.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing the key concepts underpin the study of their subject, than the average across all programmes of study at key stage 3 and 4 (83%).⁸

D&T: Respondents answering in relation to the D&T programme of study are the least likely to agree that the key concepts underpin the study of their subject than respondents answering in relation to any other subject. Just under two-thirds (63%) agree that this is the case, while just over one in ten (11%) disagree, and around one in five (23%) do not have an opinion either way.

Science: Like D&T respondents, science respondents are generally quite negative about the changes to the programmes of study, and this includes their attitudes to the key concepts. Although a majority (69%) do still agree that the key concepts underpin the study of science, this is lower than for all other subjects apart from D&T. Almost one in five disagree (18%), compared with an average of just nine per cent across all subjects.

Mathematics: Almost one in eight respondents (79%) answering in relation to mathematics agree the key concepts underpin the study of their subject, and just over one in ten disagree (11%).

Personal wellbeing: Eight in ten respondents (80%) agree that the key concepts underpin the study of personal wellbeing while almost one in five (17%) disagree.

Findings for key stage 3 art & design

All respondents answering in relation to key stage 3 art & design agree that the key concepts underpin the study of this subject.

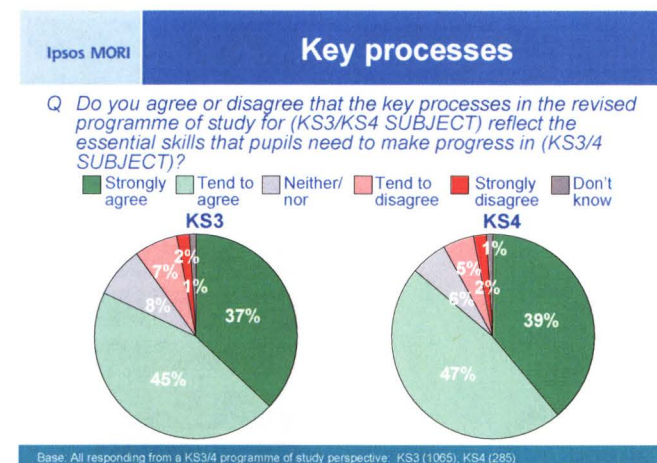
4.4. Key processes

4.4.1. Top level analysis

Just over four in five (83%) respondents agree that the key processes in the programme of study reflect the essential skills that pupils need to make progress in the subject (82% in relation to key stage 3 and 86% in relation to key stage 4).⁹ Less than one in ten respondents disagree in relation to key stage 3 (nine per cent) and key stage 4 (seven per cent).

⁸ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

⁹ Please note this difference is not statistically significant.

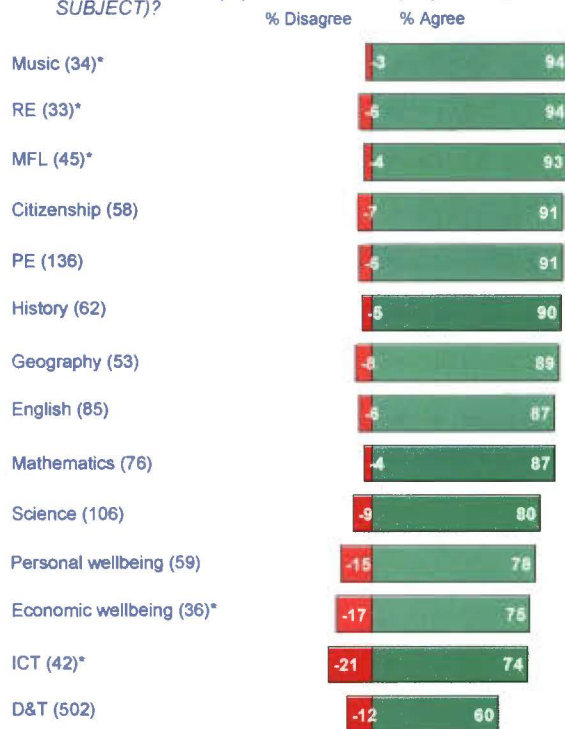


Once again, teachers with more than 16 years' teaching experience are more likely to agree that the key processes reflect the essential skills pupils need to make progress in subjects at key stage 3 (91% compared with 82% overall).

4.4.2. Programmes of study

The following chart shows how different subject teachers feel about the key processes, and is followed by a closer look at each individual subject.

Q Do you agree or disagree that the key processes in the revised programme of study for (KS3/KS4 SUBJECT) reflect the essential skills that pupils need to make progress in (KS3/4 SUBJECT)?



Base* All responding from a KS3/KS4 programme of study perspective (1350), fieldwork dates: 5 February – 30 April 2007
 *Very low base size. Data should be treated with extreme caution. Art & design is not included in the chart due to the low base size.

Programmes of study with higher than average levels of agreement

The following programmes of study have an above-average (83%) proportion of respondents who agree that the key processes reflect the essential skills pupils need to make progress.¹⁰

RE: Respondents answering in relation to RE at key stage 3 and 4 are the most positive, along with music respondents, regarding the key processes. Overall, 94% of RE respondents agree that the key processes reflect the essential skills needed for students to make progress in RE – more than half (55%) *strongly* agree this is the case and only six per cent disagree. This is the case for both key stages.

Music: Music respondents are the most positive, along with RE respondents, about the key processes, with 94% agreeing that the key processes reflect the essential skills needed for students to do well in the subject and only three per cent disagreeing.

MFL: The majority of MFL respondents (93%) agree that the key processes reflect the essential skills that students need to progress with the subject, while only four per cent disagree.

PE: The majority of respondents answering in relation to key stage 3 and 4 PE (91%) agree that the key processes reflect the essential skills needed for students to progress in PE while just six per cent do not think this is the case.

Citizenship: Just over nine in ten citizenship respondents (91%) agree that the key processes reflect the essential skills that pupils need to make progress, with more than half *strongly* in agreement (52%). Just seven per cent of citizenship respondents disagree.

History: Nine in ten history respondents (90%) agree that the key processes reflect the essential skills needed for pupils to make progress in the subject, while just five per cent disagree with this statement.

Geography: Around nine in ten respondents (89%) answering in relation to geography agree that the key processes reflect the essential skills pupils need to make progress in geography, while eight per cent do not believe that this is the case.

English: Respondents answering in relation to key stage 3 and 4 English are also positive with 87% agreeing that the key processes reflect the essential skills pupils need to make progress, and just six per cent holding the opposing view.

¹⁰ We have highlighted where programmes of study have statistically significant higher than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Mathematics: Overall, around nine in ten (87%) respondents answering in relation to key stage 3 and 4 mathematics agree that the key processes reflect the essential skills needed for students to do well in mathematics, while only four per cent hold the opposing view.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the key processes reflect the essential skills pupils need to make progress, than the average across all programmes of study at key stage 3 and 4 (83%).¹¹

D&T: Respondents answering in relation to D&T are the least likely to agree that the key processes in the revised programme of study reflect the essential skills pupils need to make progress in D&T – just three in five (60%) agree and 12% disagree. A quarter of D&T respondents (25%) are unable to offer an opinion either way.

ICT: Nearly three-quarters of ICT respondents agree (74%) key processes reflect essential skills pupils need to progress, although a higher proportion than for any other subject disagree that this is the case (21% compared with eight per cent overall). Furthermore, a significantly higher number of ICT teachers *strongly* disagree with the statement (12% compared with just two per cent overall).

Economic wellbeing: Three-quarters of respondents answering in relation to key stage 3 and 4 economic wellbeing (75%) are in agreement that the key processes reflect the essential skills students need to make progress, and almost one in five disagree (17%).

Personal wellbeing: More than three-quarters of respondents answering in relation to key stage 3 and 4 personal wellbeing agree (78%) that the key processes reflect the essential skills needed for students to do well and 15% disagree. Eight per cent *strongly* disagree, which is significantly higher than the two per cent who strongly disagree on average.

Science: A majority of four in five (80%) agree that the key processes reflect the essential skills pupils need to make progress in science. Overall, nine per cent of science respondents disagree that this is the case.

Findings for key stage 3 art & design

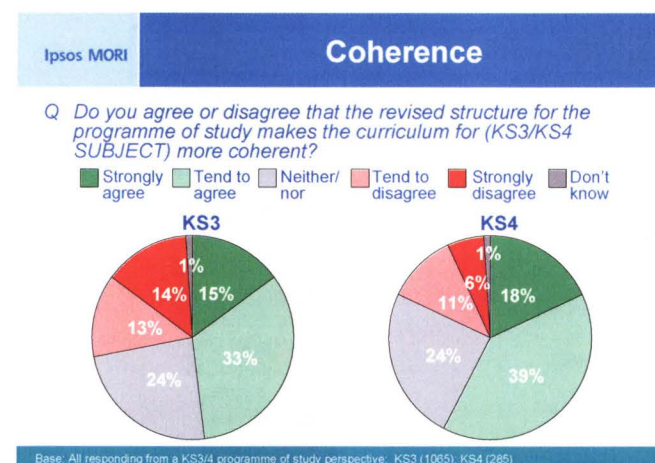
22 out of 23 respondents answering in relation to key stage 3 art & design agree that the key processes reflect the essential skills that pupils need to make progress in this subject.

¹¹ We have highlighted where programmes of study have *statistically significant lower* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

4.5. Coherence

4.5.1. Top level analysis

Whereas the majority of those responding to the consultation from a cross-curriculum perspective agree that the revised structure for the programmes of study contributes to making the curriculum as whole more coherent, this is not the case for those responding from a programme of study perspective. Those responding in relation to a key stage 3 programme of study are the most divided on their views: just under half (48%) agree, while around a quarter (27%) disagree or neither agree nor disagree (24%). Key stage 4 programmes of study seem to fare slightly better, with almost six in ten (57%) agreeing that the revised structure makes the curriculum more coherent and one in six (17%) disagreeing.



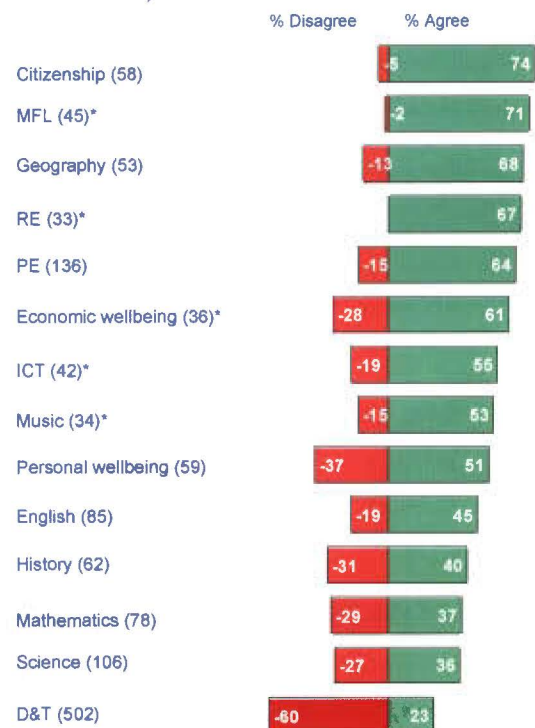
Among school-based respondents, heads of subject are more likely to disagree that the revised structure for key stage 3 subjects makes the curriculum more coherent (31% compared with 27% overall).

Respondents from a local authority or teachers association are more likely to agree that the revised structure for key stage 3 subjects makes the curriculum more coherent (57% and 61% respectively, compared with 48% overall).

4.5.2. Programmes of study

The following chart shows whether subject teachers think the revised structure of the programme of study makes the curriculum for their subject more coherent. More detailed assessments of each subject follow.

Q Do you agree or disagree that the revised structure for the programme of study makes the curriculum for (KS3/KS4 SUBJECT) more coherent?



Base: All responding from a KS3/KS4 programme of study perspective (1390), fieldwork dates: 5 February – 30 April 2007.
 *Very low base size. Data should be treated with extreme caution. Art & design is not included in the chart due to the low base size.

Programmes of study with higher than average levels of agreement

The following programmes of study have a *higher* proportion of respondents agreeing that the revised structure makes the curriculum more coherent than the average across all programmes of study at key stage 3 and 4 (50%).¹²

Citizenship: Respondents answering in relation to key stage 3 and 4 citizenship are significantly more likely than average to agree that the revised structure makes the curriculum more coherent (74% compared to 50% overall). This level of agreement is higher than for any other programme of study. Only five per cent disagree.

MFL: Respondents answering in relation to the MFL programme of study are more likely than average to agree that the revised structure makes the curriculum more coherent (71% compared to 50% overall). Just two per cent disagree.

Geography: Around seven in ten (68%) geography respondents agree that the revised structure will increase curriculum coherence and more than one in ten (13%) disagree. Geography respondents are twice as likely to *strongly* agree with this statement than average (32% compared to 16%).

RE: Around two-thirds (67%) of key stage 3 and 4 RE respondents agree that the revised structure for the programme of study makes the curriculum more coherent, and no respondents disagree (although three in ten (30%) neither agree nor disagree).

PE: Almost two-thirds of PE respondents at key stage 3 and 4 (64%) agree that the revised structure makes the curriculum more coherent, which is significantly higher than average (50%), and just 15% disagree. Three in ten (30%) PE respondents *strongly* agree that the revised structure for the programme of study makes the curriculum more coherent.

Economic wellbeing: Three in five (61%) key stage 3 and 4 economic wellbeing respondents agree that the structure for the programme of study will increase curriculum coherence, while almost three in ten disagree (28%).

ICT: Overall, 55% of ICT teachers agree that the revised structure for the programmes of study makes the curriculum for ICT more coherent. Nearly one in five (19%) disagree that this is the case.

Music: Around half of music teachers (53%) agree that the revised structure for the programme of study will increase curriculum coherence, while 15% hold the opposing view.

¹² We have highlighted where programmes of study have *statistically significant higher* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Personal wellbeing: Just over half (51%) of respondents answering in relation to key stage 3 and 4 personal wellbeing agree that the structure of the programmes of study makes the curriculum more coherent, which is in line with the average across all programmes of study of 50%. A greater proportion than average disagree (37% compared to 24%).

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the revised structure makes the curriculum more coherent, than the average across all programmes of study at key stage 3 and 4 (50%).¹³

D&T: Again, D&T teachers are the most negative group, with just under a quarter (23%) agreeing that the revised structure makes the curriculum more coherent. The majority disagree (60%) and 45% *strongly* disagree, which is significantly higher than any other programme of study.

Science: Just over a third of science respondents (36%) agree that the revised structure for the programme of study makes the curriculum more coherent. Just over a quarter (27%) disagree, while around a third do not have an opinion either way (35%).

Mathematics: Just over a third of key stage 3 and 4 mathematics respondents agree (37%) that the revised structure makes the curriculum more coherent, while almost three in ten (29%) disagree.

History: Two in five history respondents (40%) agree that the revised structure increases curriculum coherence, while around three in ten disagree, or do not offer an opinion (31% and 29% respectively).

English: Forty-five per cent of respondents answering in relation to English at key stage 3 and 4 agree, with around one in five disagreeing (19%), but a substantial minority are unable to offer an opinion either way (35%).

Findings for key stage 3 art & design

Nineteen out of 23 respondents answering in relation to key stage 3 art & design agree that the revised structure for programme of study makes the key stage 3 curriculum more coherent.

¹³ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

4.5.3. Qualitative findings

In the qualitative interviews senior teachers discussed the curriculum coherence in more depth.¹⁴

A key theme to emerge relating to curriculum coherence is that teachers feel the curriculum aims will create a more **“joined-up” curriculum, giving greater direction to all subject teachers**. It is perceived that they will help to show pupils that all subjects are relevant to them – this is seen as particularly important for subjects like mathematics which some pupils find fairly abstract and detached from everyday life. The curriculum aims help to further embed the Every Child Matters agenda within schools.

Some geography teachers mention that they are concerned that there could be some duplication in the curriculum and guidance from QCA showing overlaps between programmes of study may be useful.

There is a danger of duplication across subjects, which schools need to avoid by ensuring good communication between departments. QCA could help by highlighting to schools where there is likely to be overlap in the curriculum

Geography respondent

It gives a school the chance to develop more links between subjects and gives learners a chance to see that the subjects aren't discrete entities that don't fit together

Geography respondent

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- The programmes of study being too wordy/unclear and not giving any practical examples (mentioned by 56 respondents)
- Systems and control should remain part of the D&T curriculum (mentioned by 40 D&T respondents)
- Concern about specialisation at key stage 3 (mentioned by 29 respondents, 27 of which are D&T respondents)
- Need to see how the revised programmes of study operate in practice before making a judgement (mentioned by 26 respondents)

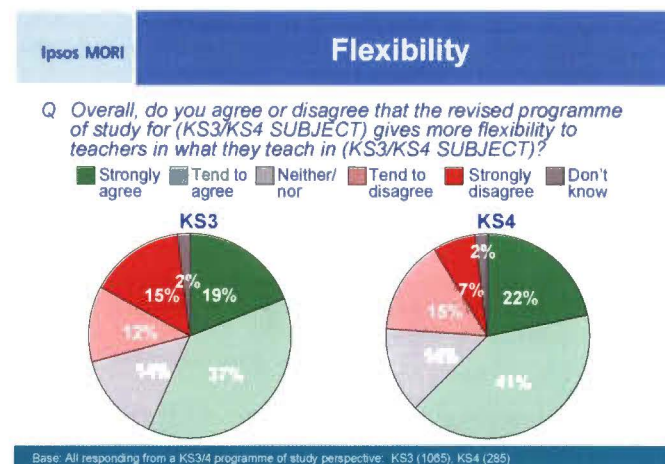
¹⁴ Please note these findings are based on just two depth interviews per subject. They should not be seen as providing statistically robust findings, but instead as giving a more detailed understanding of possible underlying issues.

- There is more flexibility in the programmes of study/the curriculum as a whole (mentioned by 22 respondents, 17 of which are D&T respondents).

4.6. Flexibility

4.6.1. Top level analysis

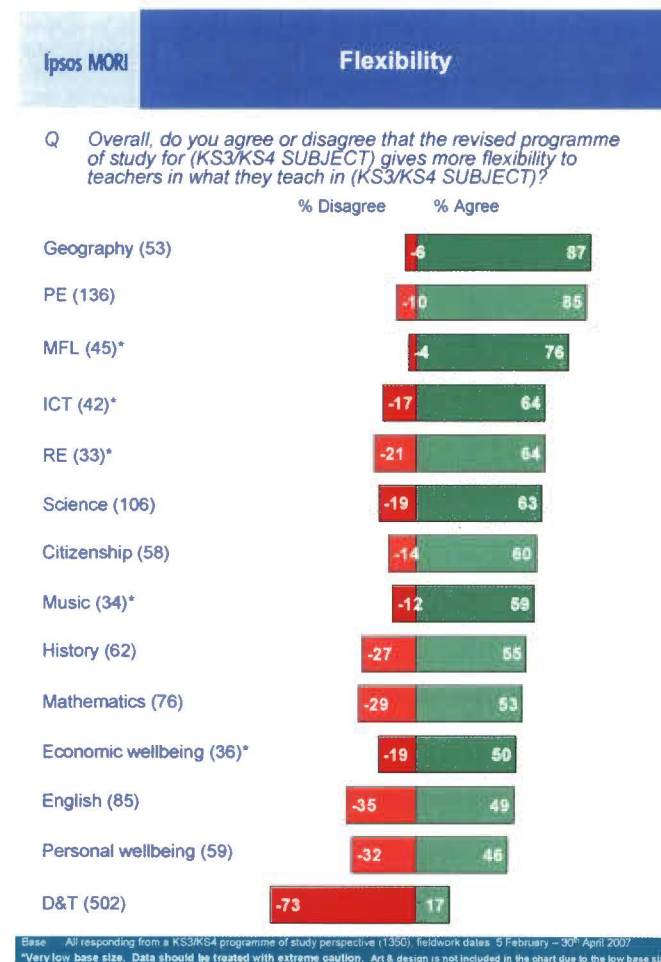
The majority of respondents agree that the programme of study will give more flexibility in what they teach at key stage 3 and key stage 4 (56% and 62% respectively). A minority disagree that that this is the case (27% in relation to key stage 3 and 21% in relation to key stage 4).



Senior management in schools are significantly more likely to agree that the revised programmes of study at key stage 3 give teachers more flexibility (75%, compared with 56% overall). Heads of subject along with teachers with less than five years' experience are more likely to disagree that this is the case (32% and 39% respectively, compared with 27% overall).

4.6.2. Programmes of study

The following chart highlights how different subjects are rated in relation to flexibility, and is followed by a more in depth look at each individual subject.



Programmes of study with higher than average levels of agreement

The following programmes of study have a *higher* proportion of respondents agreeing that the revised programmes of study give more flexibility to teachers in what they teach, than the average across all programmes of study at key stage 3 and 4 (58%¹⁵).

Geography: Respondents answering in relation to geography are the most positive that the revised programme of study will give teachers more flexibility in what they teach, with just under nine in ten (87%) agreeing and nearly three in five (58%) *strongly* agreeing which is significantly higher than average (20%). Only six per cent of geography respondents disagree.

PE: Eighty-five per cent of PE respondents at key stage 3 and 4 agree that the revised programme of study gives increased flexibility, which is significantly higher than average (58%), with just under half (48%) *strongly* agreeing. Just one in ten (10%) disagrees.

MFL: Just over three-quarters of MFL respondents (76%) agree that there is more flexibility, which is significantly higher than average, and just four per cent disagree.

RE: Around two-thirds (64%) of key stage 3 and 4 RE respondents agree that the changes to the programme of study will give more flexibility to teachers, while just over one in five (21%) disagrees that this is the case.

ICT: Around two-thirds (64%) of ICT respondents at key stage 3 and 4 agree that the revised curriculum provides more flexibility for teachers, while just under one in five (17%) do not believe this to be the case.

Science: The majority of respondents answering in relation to science agree that the revised programme of study will increase flexibility (63% agree and just 19% disagree). This is in contrast to other aspects of the revised curriculum where respondents answering in relation to science tend to be more negative.

Citizenship: Three in five respondents (60%) answering in relation to key stage 3 and 4 citizenship are positive about the opportunity for increased flexibility in the revised curriculum, while 14% hold the opposing view.

Music: Nearly three in five (59%) music respondents agree that the revised programmes of study will increase curriculum while just over one in ten (12%) disagree. A higher proportion than average do not offer an opinion either way (29% compared to 14% overall).

¹⁵ We have highlighted where programmes of study have *statistically significant higher* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the revised programmes of study give more flexibility to teachers in what they teach, than the average across all programmes of study at key stage 3 and 4 (58%¹⁶).

D&T: As with the majority of other issues, D&T teachers are the most negative about flexibility, with under one in five agreeing (17%) that the revised programme of study will offer more flexibility to teachers. Nearly three-quarters of respondents (73%) disagree, with well over half *strongly* disagreeing (59%), far higher than the average of 13% who strongly disagree across all programmes of study.

Personal wellbeing: Just under half of respondents (46%) answering in relation to key stage 3 and 4 personal wellbeing agree that the programme of study will increase curriculum flexibility, while around a third (32%) disagree.

English: Around half of respondents (49%) answering in relation to key stage 3 and 4 English agree that the revised programme of study will give more flexibility, but around a third (35%) disagree that this will be the case, which is significantly higher than average.

Economic wellbeing: Half (50%) of respondents answering in relation to key stage 3 and 4 economic wellbeing agree that the programme of study give teachers more flexibility in what they teach, while just under one in five (19%) disagrees. A higher than average proportion does not offer an opinion either way (28% compared with 14%).

Mathematics: Around half of key stage 3 and 4 mathematics respondents (53%) agree that the revised programme of study will give teachers more flexibility while just under three in ten (29%) disagree.

History: Overall, 55% of history respondents agree that the revised programme of study gives more flexibility to teachers in what they teach. Around three in ten (27%) hold the opposing view.

Findings for key stage 3 art & design

18 out of 23 respondents answering in relation to key stage 3 art & design agree that the revised programme gives more flexibility to teachers in what they teach.

¹⁶ We have highlighted where programmes of study have *statistically significant lower* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

4.6.3. Qualitative findings

In the qualitative interviews senior teachers discussed flexibility in more depth. Respondents also offered more detailed feedback on this issue in the online survey. A number of common themes emerge which are discussed below¹⁷:

- Most respondents perceive the revised structure for each programme of study as giving teachers more flexibility in what they teach. They believe that the reduction in content and prescription will **increase choice and help to foster more creativity in schools**. According to a key stage 3 English respondent, the revised programme of study will “give more ownership back to staff” meaning that teachers can teach according to their own specialist areas and interests.

I like the fact that it doesn't tell you what to teach and is based more on concepts. It gives you the freedom to think and be more creative

RE respondent

The flexibility is fantastic and means we will be able to bring the subject up to date, concentrating on topics that interest and stimulate our pupils as well as being relevant to their lives as 21st century citizens.

Geography respondent

I think the revised programme of study has brought ICT as a subject up-to-date and has given teachers much more scope when planning

ICT respondent

- However, less content and prescription is perceived by some respondents to mean **a narrowing of the curriculum**. There is some concern that important aspects of the curriculum may be neglected or dropped altogether, in particular food technology and systems and control in D&T.

[The] content is too thin. Teachers will fill the gaps but some will not be sufficiently imaginative and kids will lose out.

Science respondent

- Indeed, some respondents think a prescribed curriculum helps to ensure consistent standards across schools; schools that do not already foster an innovative and creative environment for teaching **may struggle to implement the revised programmes of study** with its renewed emphasis on flexibility. It is also felt that senior management

in schools will determine the extent to which teachers are able to operate a fully flexible curriculum.

Schools will need advice and guidance about how the concepts, processes, range, content and opportunities can fit together when they are planning their schemes of work. Although the new approach provides them with the flexibility to design their own courses, they are often inexperienced at doing this

Citizenship respondent

- As with implementing the curriculum aims, there is also some concern that the increased flexibility offered by the revised programmes of study will be **constrained by the inflexibility of examination syllabus**.

The extent to which schools take advantage of the flexibility offered will depend on the assessment regime that accompanies it

Mathematics respondent

- There is also some concern that the increases in flexibility **may not be communicated effectively** to external inspectors, particularly Ofsted

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

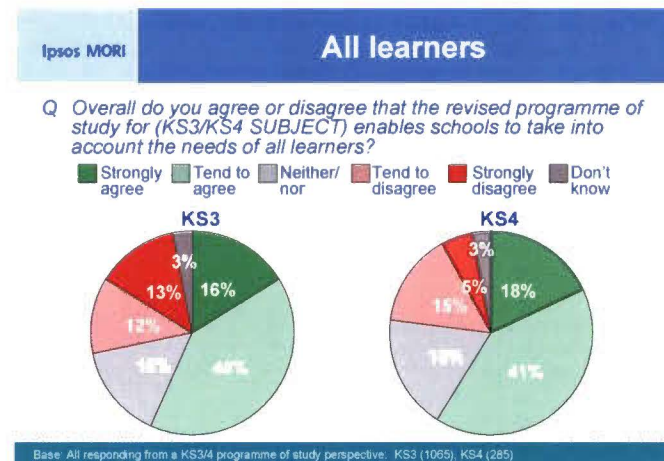
- A concern about allowing schools to offer three rather than four subject areas in D&T (mentioned by 97 D&T respondents)
- A concern that the changes to the D&T programme of study will mean schools will drop systems and control (mentioned by 69 D&T respondents)
- The belief that food should be a compulsory part of the D&T curriculum (mentioned by 66 D&T respondents)
- Agreement with the revised programme of study (mentioned by 66 respondents)
- The belief that key stage 3 D&T should be broad (mentioned by 52 D&T respondents).

¹⁷ Please note these findings are based on just two depth interviews per subject. They should not be seen as representative of the views of all teachers but instead as giving a more detailed understanding of possible underlying issues.

4.7. All learners

4.7.1. Top level analysis

The majority of respondents agree that the revised programmes of study enable schools to take the needs of all learners into account (including those with SEN, disabled learners, the gifted and talented, pupils from ethnic minority groups and those with EAL). Views are very similar between respondents answering in relation to key stage 3 and key stage 4 (56% and 59% agree respectively). Respondents answering in relation to a key stage 3 programme of study are more likely to disagree (26%, compared with 20% of respondents answering in relation to key stage 4).

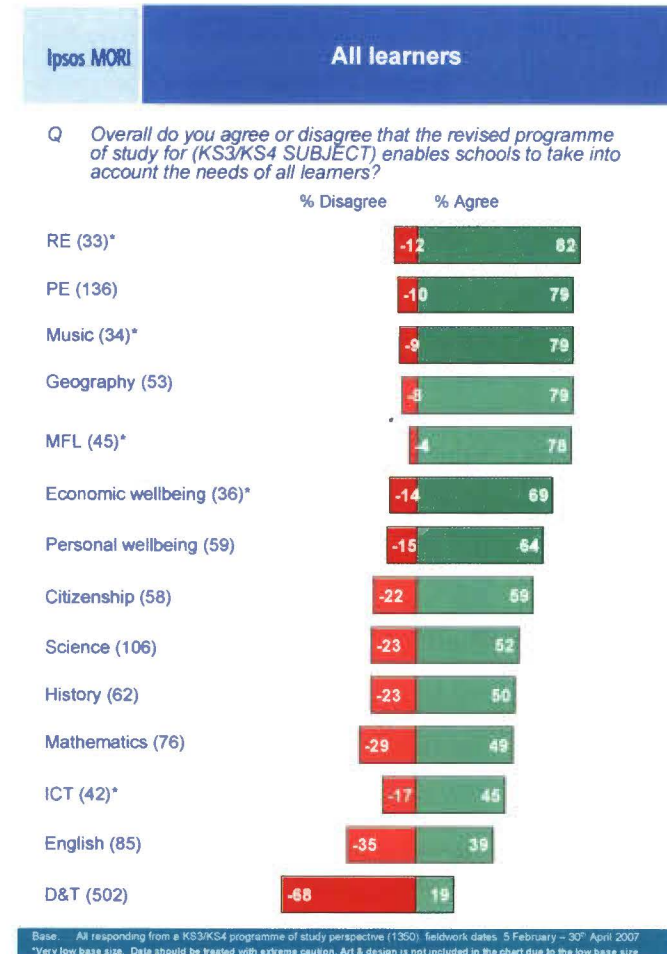


As with flexibility, teachers with senior management responsibilities are much more likely to agree that the revised programmes of study at key stage 3 take the needs of all learners into account (67%, compared with 56% overall). Heads of subject and teachers with less than five years teaching experience are less positive that this is the case (31% and 40% respectively disagree, compared with 26% overall).

Respondents from a local authority or teachers association are more likely to agree that the revised programmes of study at key stage 3 offer more flexibility (65% and 73% respectively).

4.7.2. Programmes of study

The following chart shows how different subject teachers feel about the inclusiveness of the revised programmes of study, and is followed by a closer look at each individual subject.



Programmes of study with higher than average levels of agreement

For the following programmes of study, a *higher* proportion than average (57%¹⁸) agree that the revised programmes of study will enable schools to take into account the needs of all learners.¹⁸

RE: More than eight in ten respondents answering in relation to key stage 3 and 4 RE (82%) agree that the revised programmes of study will enable schools to take into account the needs of all learners, which is significantly higher than for any other subject, and just over one in ten (12%) disagree.

Geography: Respondents answering in relation to key stage 3 geography are significantly more likely than to agree that the revised programme of study enables schools to take into account the needs of all learners (79%, compared with 57% overall). Just eight per cent of respondents disagree that this is the case.

PE: Respondents answering in relation to key stage 3 and 4 PE are among the most positive with regard to the inclusiveness of the revised programmes of study for PE. Nearly three in five (79%) agree that the revised programme of study enables schools to take into account the needs of all learners, which is significantly higher than average. One in ten (10%) respondents disagree. The high level of agreement is also apparent when looking at results for key stage 3 and 4 programmes of study individually: Just over seven in ten (71%) of key stage 3 respondents agree that the revised programme of study takes into account the needs of all learners, and more than eight in ten key stage 4 respondents (84%) agree that this is the case.

Music: Nearly four in five respondents answering in relation to key stage 3 music (79%) agree that the revised programme of study takes into account the needs of all learners, which is significantly higher than average and just nine per cent disagree.

Economic wellbeing: Around seven in ten respondents (69%) answering in relation to the economic wellbeing programme of study at key stage 3 and 4 agree that the programme of study enables schools to take into account the needs of all learners.

Personal wellbeing: The majority of respondents (64%) answering in relation to key stage 3 and 4 personal wellbeing agree that the programme of study takes into account the needs of all learners; 15% disagree.

Citizenship: Just under six in ten (59%) respondents answering in relation to the key stage 3 and 4 citizenship programmes of study agree that the revised programme of study takes into account the needs of all learners, just over one in

¹⁸ We have highlighted where programmes of study have statistically significant higher than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

five (22%) disagree. A slightly higher proportion of respondents answering in relation to the key stage 3 programme of study agree this is the case, than those answering in relation to key stage 4 (67% and 50% respectively) although given the small number of respondents answering in relation to both programmes of study this findings should be seen as indicative.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the revised programmes of study enable schools to take into account the needs of all learners, than the average across all programmes of study at key stage 3 and 4 (57%).¹⁹

D&T: Respondents answering in relation to the D&T programme of study are significantly less likely to be satisfied with the inclusiveness of the revised programme of study than respondents answering in relation to all other programmes of study. More than two-thirds *disagree* (68%) that the revised programme of study takes into account the needs of all learners, and just under one in five agree (19%).

English: Just under two in five respondents (39%) answering in relation to key stage 3 and 4 English agree that the revised programme of study enables schools to take into account the needs of all learners. Just over a third (35%) disagree that this is the case, which is significantly higher than average.

ICT: Forty-five per cent of respondents answering in relation to key stage 3 and 4 ICT agree that the revised programme of study enables schools to take into account the needs of all learners. Almost one in five (17%) disagree that this is the case.

Mathematics: Just under half (49%) of all respondents answering in relation to key stage 3 and 4 mathematics agree that the revised programme of study enables schools to take into account the needs of all learners; around three in ten (29%) disagree. Looking at each key stage separately, key stage 3 respondents are significantly more positive about the inclusiveness of the programme of study than key stage 4 respondents. Just under two-thirds (65%) of those answering in relation to key stage 3 mathematics agree that the revised programme of study takes into account the needs of all learners, compared with just over a third of those answering in relation to key stage 4 (36%).

History: Half of respondents (50%) answering in relation to key stage 3 history agree that the revised programme of study enables schools to take into account the needs of all learners. Just under a quarter disagree that this is the case (23%).

¹⁹ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Science: Just over half of respondents (52%) answering in relation to key stage 3 science agree that the revised programme of study enables schools to take into account the needs of all learners. Just under a quarter (23%) disagree, which is significantly higher than respondents answering in relation to geography and MFL.

Findings for key stage 3 art & design

18 out of 23 respondents answering in relation to key stage 3 art & design agree that the revised programme of study enables schools to take into account the needs of all learners.

4.7.3. Qualitative findings

In the qualitative interviews, senior teachers discussed the inclusiveness of the revised programmes of study in more depth. Respondents also offered more detailed feedback on this issue in the online survey. A number of common themes emerge which are discussed below²⁰:

- Most respondents believe that the revised programmes of study are more inclusive. This perception is linked closely to the belief that the programmes of study are more flexible, enabling teachers to **better tailor the curriculum** to meet the needs of all students. The revised programmes of study are seen to help **foster more personalised learning**, enabling teachers to design schemes of work to stretch the gifted and talented students and also meet the needs of those with SEN, disabled students and those with EAL.

[The revised programme of study] will allow school to choose better schemes of work for pupils with SEN and also enable them to stretch the gifted and talented pupils.

English respondent

Yes, I think so - it gives more freedom to engage learners in different ways. Some visually/physically handicapped students and a few with SEN or Aspergers at the school...[it] might make some difference with how the school copes with them. Try to concentrate on local issues for them and the programme of study allows for oral contributions to be valued, so that will help.

History respondent

- Many teachers perceive the programmes of study to be more inclusive because they give teachers more freedom to take into account their **schools' local circumstances** and the demographic profile of students when designing the curriculum.

It gives schools more flexibility to teach about cultural heritage depending on the needs of that school.

English teacher

- However, there appear to be a number of barriers to a fully inclusive curriculum, most of which do not relate to the revised programmes of study but other factors. These include a **lack of resources**, **large class sizes** which make personalised learning more difficult, a **lack of suitably trained and skilful teachers** and the **constraints imposed by exam boards** which limit the extent to which schools can tailor the curriculum to meet all students' needs. Teachers also feel that economic wellbeing and personal wellbeing need to be made statutory in order to attract the resources required to make the curriculum inclusive.

Class sizes of 32 pupils means there is less scope for differential learning than in schools with smaller class sizes

Music respondent

The broadness of the new programme of study means that schools can better tailor lessons to meet the needs of all students. But there is still a long way to go. Schools aren't given enough information on tailoring the curriculum to meet the needs to pupils with SEN, EAL etc

Personal wellbeing respondent

To an extent the increased flexibility will help us to meet needs of all learners. But as long as all students need to take exams we will never be able to meet the needs of very low ability students

RE respondent

The programmes of study [economic wellbeing and personal wellbeing] should be statutory to give them the same status as other key stage 3 subjects. This is more likely to attract the commitment and resources schools need to deliver them well for all their students

Economic wellbeing respondent

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- A feeling that the programmes of study do not relate closely enough to assessments/examinations (mentioned by 39 respondents)
- The belief schools need suitably trained staff skilled in taking into account the needs of all learners (mentioned by 33 respondents)

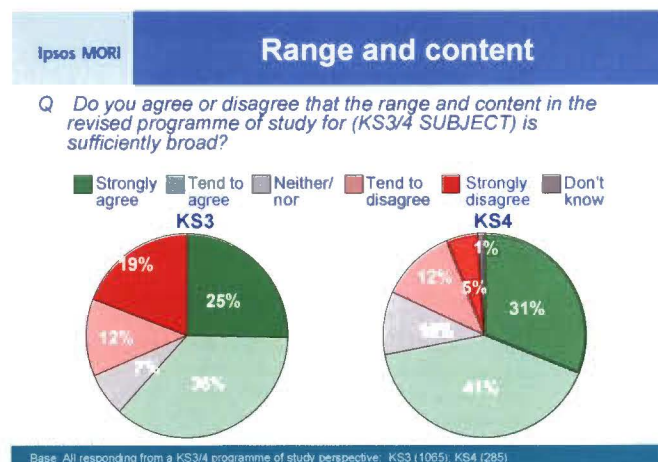
²⁰ Please note these findings are based on just two depth interviews per subject. They should not be seen representative of the views of all teachers, but instead as giving a more detailed understanding of possible underlying issues.

- A concern the programmes of study are too generic to enable teachers to take into account the needs of all learners (mentioned by 32 respondents)
- A concern the programmes of study are too prescriptive (mentioned by 26 respondents).

4.8. Range and content

4.8.1. Top level findings

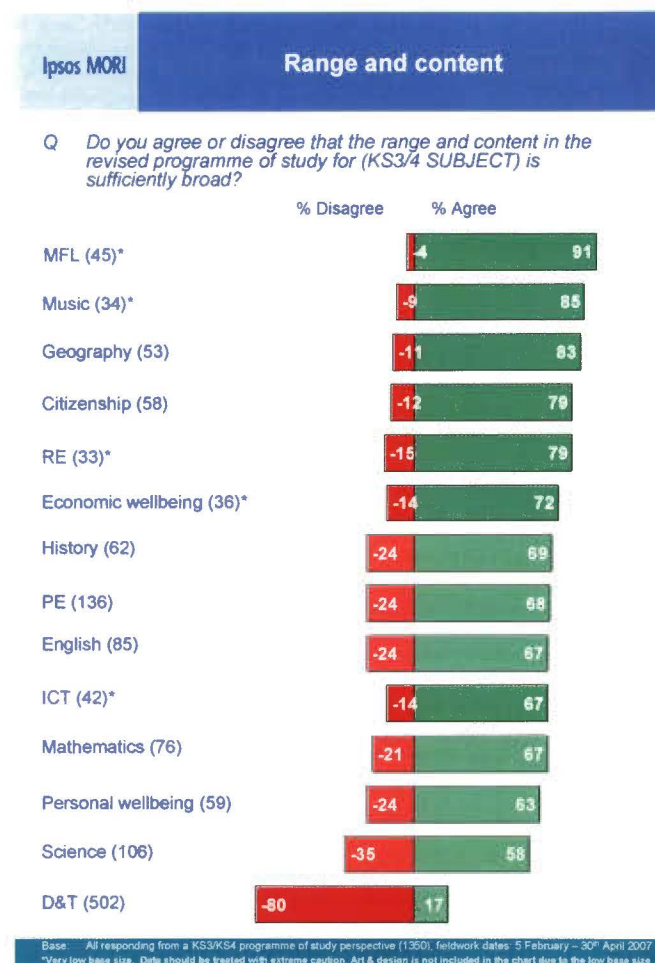
Those responding in relation to a key stage 4 programme of study are largely in agreement that the range and content is sufficiently broad. Just over seven in ten (72%) agree, and just one in six (17%) disagree. Among those responding in relation to a key stage 3 programme of study opinion is more divided. Although just over three in five agree (61%) that the range and content in the revised key stage 3 programme of study is broad enough, almost a third (32%) disagree.



Among respondents answering in relation to a key stage 3 programme of study, teachers with more than 16 years teaching experience are more likely to agree that the range and content is sufficiently broad (70%, compared with 61% overall). Those with less than five years' teaching experience are more likely to disagree that this is the case (43%, compared with 32% overall).

4.8.2. Programmes of study

The following chart shows the breakdown by subject for the issue of range and content and is followed by a more detailed look at each subject.



Programmes of study with higher than average levels of agreement

The following programmes of study have a *higher* proportion of respondents agreeing that the range and content is sufficiently broad, than the average across all programmes of study at key stage 3 and 4 (64%²¹).

MFL: MFL respondents are the most positive, with just over nine in ten (91%) agreeing that the range and content is sufficiently broad, which is significantly higher than the average across all other key stage 3 programmes of study (61%). A small minority of four per cent disagree.

Music: Music respondents are also very positive about the range and content in the revised programme of study, with 85% agreeing that it is sufficiently broad, which is significantly higher than average. Music respondents are also more likely than average to *strongly* agree (47% compared to 27% overall). Only nine per cent disagree.

Geography: Just over four in five (83%) geography respondents agree there is sufficient breadth in the revised programme of study, significantly more than the 61% who feel this way across all key stage 3 programmes of study as a whole. Just over one in ten (11%) disagree that this is the case.

Citizenship: Just under eight in ten respondents (79%) answering in relation to key stage 3 and 4 citizenship agree that the range and content is sufficiently broad – significantly higher than average. In contrast, just over one in ten disagree (12%).

RE: Just under four in five respondents (79%) answering in relation to key stage 3 and 4 RE agree that the range and content is sufficiently broad. A higher proportion than average *strongly* agree – 67% compared with 27% overall. A minority of 15% disagree.

Economic wellbeing: Around seven in ten (72%) economic wellbeing respondents at key stage 3 and 4 agree that the range and content in the programme of study is sufficiently broad, while 14% disagree that this is the case.

History: Just under seven in ten (69%) history respondents agree that the range and content provides sufficient breadth, while a quarter (24%) disagree.

PE: Just under seven in ten (68%) respondents answering in relation to key stage 3 and 4 PE agree that the range and content in the revised programme of study is sufficiently broad, while almost quarter (24%) disagree that this is the case.

²¹ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the range and content is sufficiently broad, than the average across all programmes of study at key stage 3 and 4 (64%²²).

D&T: Once again, D&T respondents are the most negative of all respondents. Just under one in five (17%) agree that the range and content is sufficiently broad, while the vast majority (80%) disagree, which is significantly higher than for any other programme of study. Nearly three-quarters (72%) *strongly* disagree, compared with just 15% overall across all subjects. The findings in the open-ended comments indicate that this dissatisfaction relates to the decision to reduce the number of compulsory product areas from four to three, which respondents fear may lead to specialisation in the subject too early.

Science: Nearly three in five science respondents (58%) agree that the range and content is sufficiently broad and around a third (35%) disagree that this is the case.

Personal wellbeing: The majority of respondents answering in relation to key stage 3 and 4 personal wellbeing (63%) agree that the range and content in the programme of study is sufficiently broad. Almost a quarter (24%) disagree.

English: Around two-thirds of respondents answering in relation to key stage 3 and 4 English (67%) agree that the range and content is sufficiently broad and nearly a quarter (24%) disagree.

ICT: Around two-thirds of respondents answering in relation to key stage 3 and 4 ICT (67%) agree that there is sufficient breadth in the range and content while 14% disagree.

Mathematics: Around two-thirds of respondents answering in relation to key stage 3 and 4 (67%) agree that the range and content in the revised programme of study is sufficiently broad, but just over one in five (21%) disagree.

Findings for key stage 3 art & design

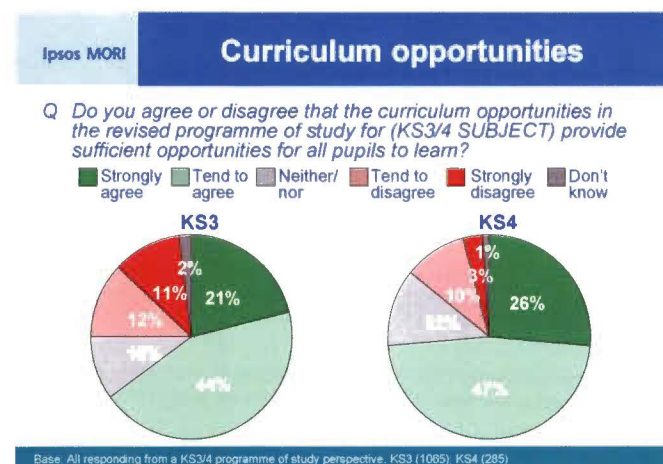
20 out of 23 respondents answering in relation to key stage 3 art & design agree that the range and content in the revised programme of study is sufficiently broad.

²² We have highlighted where programmes of study have statistically significant lower than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

4.9. Curriculum opportunities

4.9.1. Top level findings

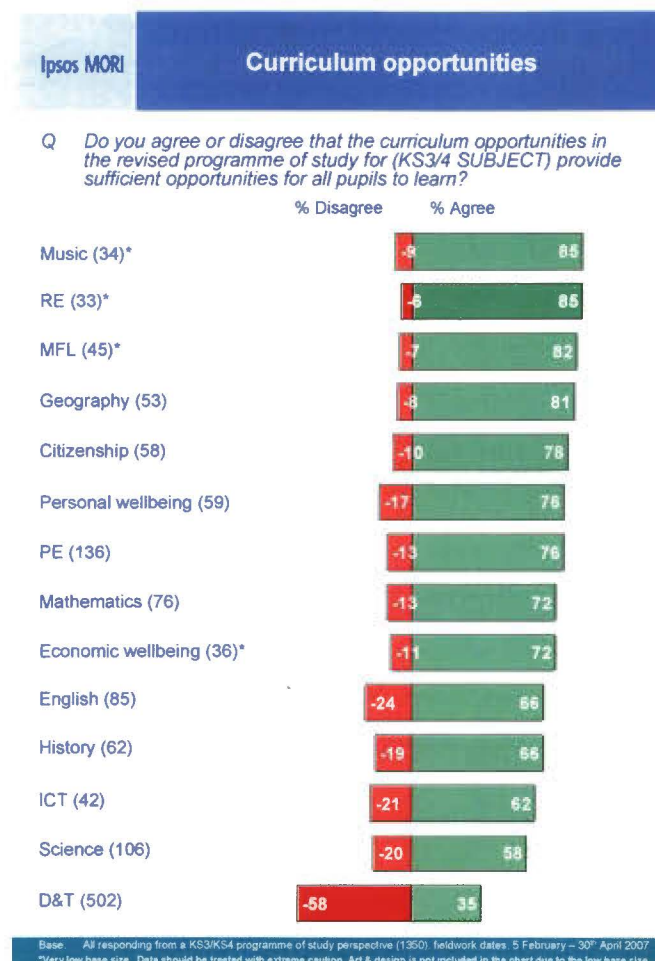
When asked whether the curriculum opportunities in the revised programme of study provide sufficient opportunities for all pupils to learn (including those with SEN, disabled learners, the gifted and talented, pupils from minority groups and those with EAL) the majority of respondents agree. For key stage 4, three-quarters of respondents agree (74%) that the curriculum provides sufficient opportunities for all pupils to learn. For key stage 3, two-thirds agree (66%) and one quarter (23%) disagree that the curriculum opportunities in the revised key stage 3 programmes of study provide all learners with sufficient opportunities.



Among respondents answering in relation to a key stage 3 programme of study, teachers with more than 16 years' experience are more likely to agree that the curriculum opportunities provide sufficient opportunities for all pupils (76%, compared with 66% overall). Heads of subject and teachers with less than five years teaching experience are more likely to disagree that this is the case (27% and 35% respectively, compared with 23% overall).

4.9.2. Programmes of study

The chart below shows the breakdown of opinion on curriculum opportunities by subject area, and is followed by a more detailed assessment of each individual subject.



Programmes of study with higher than average levels of agreement

The following programmes of study have a *higher* proportion of respondents agreeing that the curriculum opportunities provide sufficient opportunities for all pupils to learn, than the average across all programmes of study at key stage 3 and 4 (68%).²³

Music: Respondents answering in relation to music are significantly more likely to agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn (85%) than for any other programme of study. More than a third (38%) *strongly* agree and just nine per cent disagree.

RE: A very high proportion of respondents answering in relation to RE at key stage 3 and 4 agree (85%) that the curriculum opportunities provide sufficient opportunities for all pupils to learn. Almost half (45%) *strongly* agree that this is the case, which is significantly higher than average (23%) and only six per cent disagree.

MFL: A high proportion of respondents answering in relation to MFL agree (82%) that the curriculum opportunities provide sufficient opportunities for all pupils to learn and a very small minority of seven per cent disagree.

Geography: Just over four in five (81%) respondents answering in relation to geography agree that the opportunities are sufficient for all pupils to learn, which is significantly higher than average and only eight per cent disagree.

Citizenship: Around four in five (78%) citizenship respondents at key stage 3 and 4 agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, while just 10% disagree.

Personal wellbeing: Just over three-quarters (76%) of respondents answering in relation to key stage 3 and 4 personal wellbeing agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, compared with almost one in five (17%) who disagree that this is the case.

PE: Just over three-quarters of respondents answering in relation to key stage 3 and 4 PE (76%) agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, which is significantly higher than average. Just over one in ten (13%) disagree.

Economic wellbeing: Just over seven in ten (72%) economic wellbeing respondents at key stage 3 and 4 agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, and just over one in ten (11%) holding the opposing view.

²³ We have highlighted where programmes of study have *statistically significant higher* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

Mathematics: The same proportion of mathematics respondents at key stage 3 and 4 (72%) are in agreement that the curriculum opportunities provide sufficient opportunities for all pupils to learn while over one in ten (13%) disagree that this is the case.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the curriculum opportunities provide sufficient opportunities for all pupils to learn, than the average across all programmes of study at key stage 3 and 4 (68%).²⁴

D&T: D&T respondents are the least positive of all respondents about the curriculum opportunities. Just over a third (35%) agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn. Nearly three in five respondents disagree that this is the case (58%) and almost half (48%) say they *strongly* disagree, which is significantly higher than any other programme of study.

Science: Nearly three in five respondents answering in relation to science (58%) agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, while one in five (20%) disagree that this is the case.

ICT: Around three in five respondents answering in relation to key stage 3 and 4 ICT (62%) agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn and just over one in five disagree (21%).

English: Two-thirds of respondents answering in relation to key stage 3 and 4 English (66%) are in agreement that the curriculum opportunities provide sufficient opportunities for all pupils to learn, but almost a quarter disagree that this is the case (24%).

History: Two-thirds of history respondents (66%) agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, while nearly one in five (19%) disagree.

Findings for key stage 3 art & design

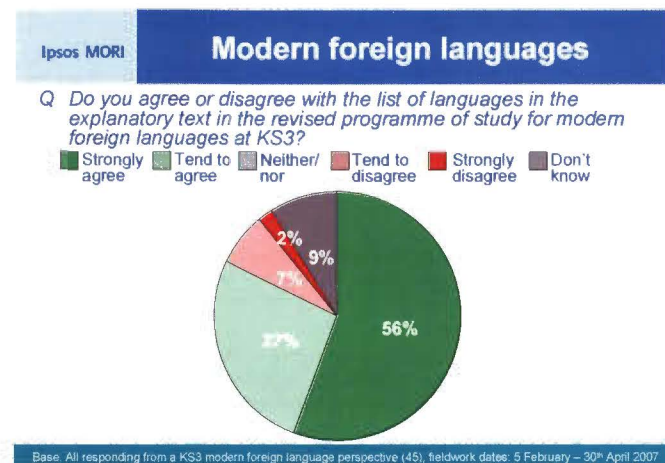
21 out of 23 respondents answering in relation to key stage 3 art & design agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn.

²⁴ We have highlighted where programmes of study have *statistically significant lower* than average levels of agreement. For subjects included at both key stage 3 and 4 in the consultation, we have discussed findings for these subjects together and only for each key stage individually where the base size is more than 30 for each subject.

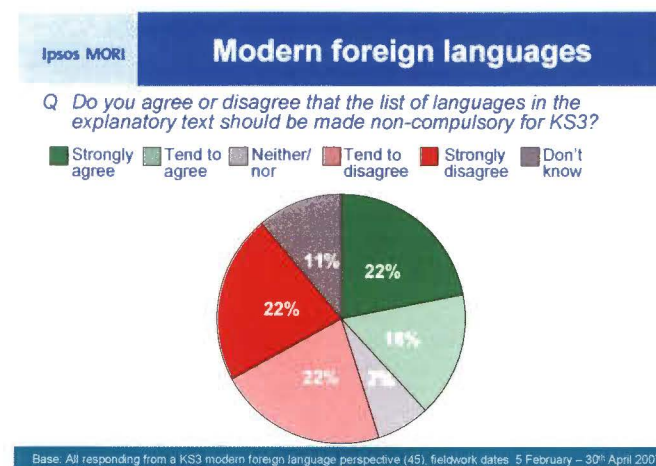
4.10. Modern foreign languages

Those responding to the consultation in relation to the key stage 3 MFL programme of study were asked whether they agreed or disagreed with the list of languages in the explanatory text.

Among the 45 respondents, 82% agree that schools should be allowed to offer the languages listed in the explanatory text and just nine per cent disagree.



A higher proportion of respondents disagree that the languages in the explanatory text should be made non-statutory: 44% disagree, and just 38% agree that this should be the case.



Given that such a small number of respondents answered in relation to the key stage 3 MFL programme of study, these findings should be treated with caution and should be seen as indicative only.

4.11. Level descriptions

Finally, respondents were asked to comment on the modified level descriptions for programmes of study at key stage 3.²⁵

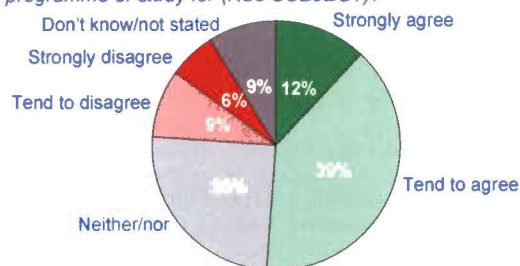
4.11.1. Do they complement the programmes of study?

Just over half of respondents (51%) agree that the modified level descriptions complement the revised programmes of study and a relatively small minority (15%) disagree. Around a third of respondents are not able to comment on whether the modified level descriptions complement the revised programmes of study (34% “neither agree nor disagree” or answered “don’t know”).

²⁵ These questions were not asked of respondents answering in relation to key stage 3 economic and personal wellbeing.

Modified level descriptions

Q To what extent do you agree or disagree that the modified level descriptions for (KS3 SUBJECT) complement the revised programme of study for (KS3 SUBJECT)?



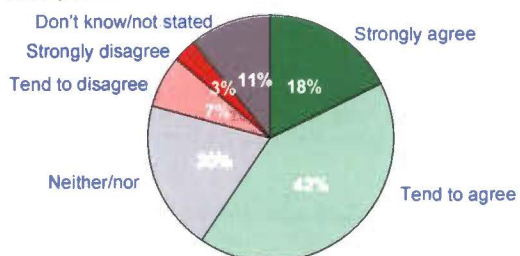
Base: All responding from a KS3 programme perspective apart from economic and personal well-being (1015)

4.11.2. Do they maintain standards?

When asked whether the modified level descriptions maintain the standards as set out in the current level descriptions, the majority (60%) of respondents who are able to give an opinion agree, and only one in ten (10%) disagree.

Modified level descriptions

Q Do you agree or disagree that the modified level descriptions maintain the standards as set out in the current level descriptions?



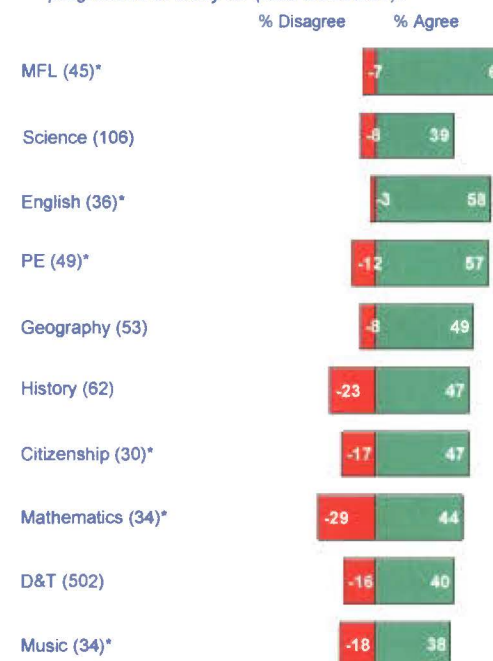
Base: All responding from a KS3 programme of study perspective except citizenship and economic and personal well-being (1035)

4.11.3. Subject views on modified level descriptions

The following charts show how different subject teachers feel about the level descriptions, and is followed by a closer look at each individual subject.

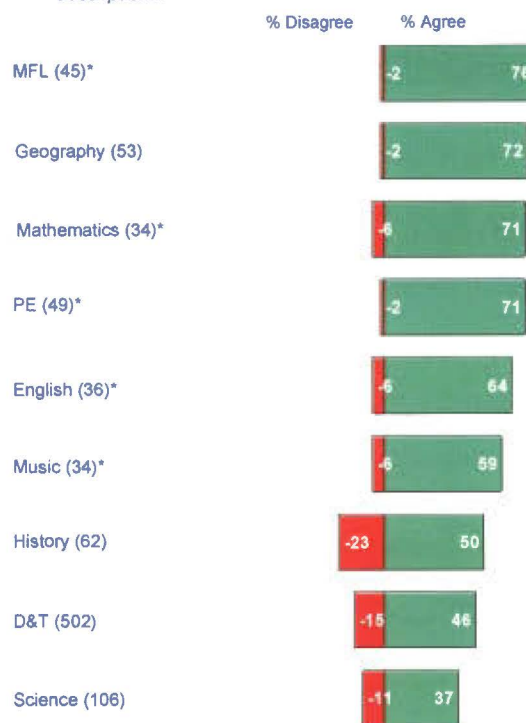
Modified level descriptions

Q To what extent do you agree or disagree that the modified level descriptions for (KS3 SUBJECT) complement the revised programme of study for (KS3 SUBJECT)?



Base: All responding from a KS3 programme of study perspective apart from economic and personal well-being (1015). *Very low base size. Data should be treated with extreme caution. Art & design, RE and ICT are not included in the chart due to the low base size

Q Do you agree or disagree that the modified level descriptions maintain the standards as set out in the current level descriptions?



Base: All responding from a KS3 programme of study perspective except citizenship and economic and personal well-being (905).
 *Very low base size. Art & design, RE and ICT are not included in the chart due to the low base size.

Programmes of study with higher than average levels of agreement

The following programmes of study have a *higher* proportion of respondents agreeing that the modified level descriptions complement the revised programmes of study, than the average across all programmes of study at key stage 3 (56%).²⁶

MFL: Nearly seven in ten (69%) of those answering in relation to the MFL programme of study agree that the revised level descriptions compliment the revised programme of study for MFL – which is significantly higher than for any other programme of study. Only seven per cent disagree that this is the case.

An even higher proportion of MFL respondents (76%) agree that the modified level descriptions maintain the standards as set out in the current level descriptions. This is also significantly higher than for any other programme of study. Only two per cent of respondents disagree.

English: The majority (58%) of those responding in relation to the key stage 3 English programme of study agree that the revised level descriptions compliment the revised programme of study for English: Just three per cent of respondents disagree.

The majority of respondents for English also agree that the modified level descriptions maintain the standards as set out in the current level descriptions (64%). Very few respondents disagree (six per cent).

PE: Over half (57%) of those responding in relation to the key stage 3 PE programme of study agree that the revised level descriptions compliment the revised programme of study for PE: Just 12% disagree.

A higher proportion of PE respondents (71%) agree that modified level descriptions maintain the standards as set out in the current level descriptions. Only two per cent of respondents disagree, although one in five (20%) neither agree nor disagree.

Geography: Almost half (49%) of those responding in relation to the key stage 3 geography programme of study agree that the revised level descriptions compliment the revised programme of study for geography: Just eight per cent disagree.

A significantly higher proportion of those answering in relation to the geography programme of study (72%) agree that the modified level descriptions maintain the standards as set out in the current level descriptions. This is significantly higher than the average across all programmes of study. Very few respondents disagree (two per cent).

²⁶ We have highlighted where programmes of study have statistically significant higher than average levels of agreement. Questions relating to the modified level descriptions were only asked of respondents answering in relation to a key stage 3 programme of study.

Programmes of study with lower than average levels of agreement

The following programmes of study have a *lower* proportion of respondents agreeing that the modified level descriptions complement the revised programmes of study, than the average across all programmes of study at key stage 3 (56%).²⁷

Music: Just over a third (38%) of respondents answering in relation to the key stage 3 music programme of study agree that the revised level descriptions complement the revised programme of study for music. Almost one in five respondents disagree (18%), although just over a third neither agree nor disagree (35%).

A higher proportion of music respondents (59%) agree that the modified level descriptions maintain the standards as set out in the current level descriptions and just six per cent disagree. Around three in ten respondents neither agree nor disagree (29%).

Science: Just under two in five (39%) of those responding in relation to the key stage 3 science programme of study agree that the level descriptions complement the revised programme of study for science: Just eight per cent disagree.

Just over a third of science respondents (37%) agree that the modified level descriptions maintain the standards as set out in the current level descriptions, around one in ten (11%) disagree.

D&T: Two in five (40%) of those responding in relation to the D&T programme of study agree that the revised level descriptions complement the revised programme of study for D&T - one in six disagree (16%).

A similar proportion of D&T respondents agree that the modified level descriptions maintain the standards as set out in the current level descriptions: Just 15% disagree, although this is higher than the average across all programmes of study.

Mathematics: Just over two in five (44%) of those responding in relation to the mathematics programme of study agree that the revised level descriptions complement the revised programme of study for mathematics. Nearly three in ten disagree (29%), which is significantly higher than average. Respondents answering in relation to mathematics are also more likely to *strongly* disagree than respondents answering in relation to other programmes of study (15% compared with six per cent overall).

Respondents answering in relation to key stage 3 mathematics are much more positive that the modified level descriptions maintain standards (71%). Just six per cent of respondents disagree that this is the case.

²⁷ We have highlighted where programmes of study have statistically significant lower than average levels of agreement. Questions relating to the modified level descriptions were only asked of respondents answering in relation to a key stage 3 programme of study.

History: Just under half (47%) of those responding in relation to the key stage 3 history programme of study agree that the revised level descriptions complement the revised programme of study for history. Almost a quarter disagree (23%) that this is the case, which is significantly higher than any other programme of study except mathematics. A similar proportion neither agree nor disagree (26%).

Half of respondents (50%) answering in relation to key stage 3 history agree that the modified level descriptions maintain the standards as set out in the current level descriptions. Almost a quarter disagree (23%) which is significantly higher than the average across all programmes of study (10%).

Citizenship: Fourteen out of the 30 respondents who answered in relation to the key stage 3 citizenship programme of study agree that the level descriptions complement the revised programme of study for citizenship. Just five out of the 30 disagree that this is the case.

Findings for key stage 3 art & design

12 out of 23 respondents answering in relation to key stage 3 art & design agree that the modified level descriptions complement the revised programme of study. Six out of 23 respondents disagree that this is the case. 17 out of 23 respondents agree that the modified level descriptions maintain the standards as set out in the current level descriptions.

4.11.4. Qualitative findings

Respondents offered more detailed feedback on the modified level descriptions in the online survey. A number of common themes emerge which are discussed below²⁸:

- Many respondents praise the modified level descriptions for being **simpler and clearer**, meaning that teachers more easily understand the assessment criteria.

The language is much clearer and closer to the NC in action statements - these are a good guide to establishing standardised work to use within the D&T department. There is less room for misinterpretation or lack of understanding as they are clearer in my view about what the students at a particular level need to be doing in order to attain it, or to move on to the next level

D&T respondent

- However, some respondents associate what they perceive as the increased simplicity of the modified level descriptions, with **a drop in standards**.

²⁸ Please note these findings are based respondents who gave additional comments in the online survey and should not be seen as representing the views of all teachers, but instead as giving a more detailed understanding of possible underlying issues.

There would seem to be a simplification of the descriptors that could seem to be a 'dumbing down' of standards.

Art & design respondent

- Some respondents hold the opposing view and feel that the level descriptions remain **too complex and inaccessible for teachers**. The language is seen as too difficult and some teachers would like more practical guidance on implementing the modified levels.

Level descriptors need to have a practical application for both teachers and pupils, and this is still not evident here. Too wordy!

English respondent

- A common perception is that the level descriptions **should be designed to be understood by pupils** as well as teachers. This would help create a more transparent assessment process, whereby students would have a better understanding of the standards they are expected to achieve. The levels need to be made more “pupil friendly”.

The level descriptors are unhelpful and do not assist pupils or teachers in their attempt to improve pupil understanding.

History respondent

- In music and PE in particular, respondents feel that there is **very little change between the old and new level descriptions**. There is some feeling that the modified level descriptions do not take into account the increased flexibility available in the programme of study.

I don't feel the modified level descriptors have been modified enough to take into account a less structured and more creative approach to the curriculum.

Music respondent

There is no great difference or revolutionary change. Might be hard to get these small differences across to teachers and the value of these changes.

PE respondent

- There are some concerns about the implementation of the modified level descriptions. Some teachers feel that **extra staff and time resources** will be required to develop new schemes of work that take into account the modified level descriptions.

It is not possible for schools to adjust the many schemes of work, support sheets and data collecting aids that they have currently in place in the near or mid term. The hours that staff have to do this in is extremely limited.

D&T respondent

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- The level descriptions are too difficult to understand/too complex/can be easily misinterpreted (mentioned by 87 respondents)
- The modified level descriptions are more specific/clearer/detailed (mentioned by 32 respondents)
- There is no difference between the old and new level descriptions (mentioned by 28 respondents).

Appendices

Online questionnaire

QCA's Secondary Curriculum Review Statutory Consultation Questionnaire

QCA wishes to consult widely on the proposed revisions to the key stage 3 and 4 curriculum and is seeking the views of all those involved in educating our young people, including learners, governors, parents and employers. The feedback you provide will be used by QCA to inform the advice it submits to Ministers on proposed revisions to the overall development of the curriculum.

We would be very grateful if you could fill in a short online survey at www.qca.org.uk/reviewsurvey

However, if you would prefer to respond on paper then please complete this questionnaire and return it to the address given on the last page of the questionnaire to arrive no later than 30 April 2007.

Throughout the questionnaire you will be asked to read excerpts from the relevant revised programmes of study. You will be asked a number of short questions and will get the opportunity to provide more detailed feedback if you wish. The revised programmes of study and level descriptions are available at www.qca.org.uk/secondarycurriculumreview

If you have any queries regarding this questionnaire please contact Ali Ziff at Ipsos MORI on 020 7347 3957 or email the helpdesk at QCAconsultation@ipsos-mori.com. For more information on the secondary curriculum consultation please contact Crichton Casbon on 0207 509 5568 or Emma Davies at QCA on 020 7509 5584.

Ipsos MORI's confidentiality protocol: The data collected in this survey will be treated in the strictest confidence and reported in a way that cannot identify you. Ipsos MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (<http://www.mrs.org.uk>).

Thank you very much for participating in this consultation.

About You

EVERYONE TO ANSWER QA AND QB PLEASE

QA	From which of the following perspectives are you responding to this consultation? PLEASE TICK ONE BOX ONLY
	School..... <input type="checkbox"/>
	Local authority <input type="checkbox"/>
	Teacher/professional association <input type="checkbox"/>
	Subject association/subject advisor/subject lecturer/subject inspector <input type="checkbox"/>
	An organisation representing aspects of inclusion <input type="checkbox"/>
	An organisation representing aspects of diversity <input type="checkbox"/>
	National youth organisation <input type="checkbox"/>
	National parents association..... <input type="checkbox"/>
	Governing body at a school/National Associations for school governors..... <input type="checkbox"/>
	Further education institution <input type="checkbox"/>
	Higher education institution <input type="checkbox"/>
	Parent <input type="checkbox"/>
	Employer <input type="checkbox"/>
	Pupil <input type="checkbox"/>
	Other (PLEASE TICK BOX AND WRITE IN BELOW) <input type="checkbox"/>
.....	

QB	Are you responding to this consultation on your own or as a group? PLEASE TICK ONE BOX ONLY
	On my own <input type="checkbox"/>
	As a group <input type="checkbox"/>

IF YOU ARE RESPONDING FROM A SCHOOL PLEASE ANSWER QC TO QE

QC.	Which of the following responsibilities do you hold? PLEASE TICK ONE BOX ONLY
	Headteacher/principal..... <input type="checkbox"/>
	Classroom or subject teacher/lecturer..... <input type="checkbox"/>
	Course leader..... <input type="checkbox"/>
	Curriculum co-ordinator/manager..... <input type="checkbox"/>
	Head of year..... <input type="checkbox"/>
	Member of the senior management or leadership team..... <input type="checkbox"/>
	Programme manager..... <input type="checkbox"/>
	Subject manager..... <input type="checkbox"/>
	EAL teacher..... <input type="checkbox"/>
	SEN teacher..... <input type="checkbox"/>
	School governor..... <input type="checkbox"/>
	Other (PLEASE TICK BOX AND WRITE IN BELOW)..... <input type="checkbox"/>

QD.	Which of the following subjects, if any, do you teach at key stage 3? PLEASE TICK AS MANY BOXES AS APPLY
	Art & design..... <input type="checkbox"/>
	Citizenship..... <input type="checkbox"/>
	Design & technology..... <input type="checkbox"/>
	Economic well-being - Personal, social, health and economic education..... <input type="checkbox"/>
	English..... <input type="checkbox"/>
	Geography..... <input type="checkbox"/>
	History..... <input type="checkbox"/>
	Information and communications technology..... <input type="checkbox"/>
	Mathematics..... <input type="checkbox"/>
	Modern foreign languages..... <input type="checkbox"/>
	Music..... <input type="checkbox"/>
	Personal well-being - Personal, social, health and economic education..... <input type="checkbox"/>
	Physical education..... <input type="checkbox"/>
	Religious education..... <input type="checkbox"/>
	Science..... <input type="checkbox"/>
	None of these..... <input type="checkbox"/>

QE.	Which of the following subjects, if any, do you teach at key stage 4? PLEASE TICK AS MANY BOXES AS APPLY
	Citizenship..... <input type="checkbox"/>
	Economic wellbeing - Personal, social, health and economic education..... <input type="checkbox"/>
	English..... <input type="checkbox"/>
	Information and communications technology..... <input type="checkbox"/>
	Mathematics..... <input type="checkbox"/>
	Personal well-being - Personal, social, health and economic education..... <input type="checkbox"/>
	Physical education..... <input type="checkbox"/>
	Religious education..... <input type="checkbox"/>
	None of these..... <input type="checkbox"/>

This questionnaire is divided into two sections.

Section A: Questions on one of the revised programmes of study
 Section B: Questions on the curriculum as a whole

You can choose which section you answer.

If you would like to answer questions on one of the revised programmes of study at key stage 3 or key stage 4, please go to Q1 in section A.

If you would like to answer questions about the curriculum as a whole please go to Q20 in section B.

Section A: Questions on the revised programmes of study

IF YOU WOULD LIKE TO ANSWER QUESTIONS ABOUT A REVISED PROGRAMME OF STUDY AT KEY STAGE 3 OR KEY STAGE 4 PLEASE ANSWER THE FOLLOWING QUESTIONS.

YOU CAN ONLY ANSWER THE FOLLOWING QUESTIONS IN RELATION TO ONE REVISED PROGRAMME OF STUDY AT KEY STAGE 3 OR KEY STAGE 4

IF YOU WANT TO ANSWER QUESTIONS IN RELATION TO MORE THAN ONE PROGRAMME OF STUDY, PLEASE USE A SEPARATE QUESTIONNAIRE FOR EACH PROGRAMME OF STUDY

Q1 - 2. Please indicate which revised programme of study at key stage 3 or key stage 4 you would like to answer questions about below. PLEASE TICK ONE BOX ONLY

KEY STAGE 3:

- Art & design ☐
- Citizenship ☐
- Design & technology ☐
- Economic well-being - Personal, social, health and economic education ☐
- English ☐
- Geography ☐
- History ☐
- Information and communications technology ☐
- Mathematics ☐
- Modern foreign languages ☐
- Music ☐
- Personal well-being - Personal, social, health and economic education ☐
- Physical education ☐
- Religious education ☐
- Science ☐
- None of these ☐

KEY STAGE 4:

- Citizenship ☐
- Economic wellbeing – Personal, social, health and economic education ☐
- English..... ☐
- Information and communications technology..... ☐
- Mathematics ☐
- Personal well-being – Personal, social, health and economic education ☐
- Physical education ☐
- Religious education ☐
- None of these ☐

PLEASE ANSWER Q3 TO Q19 ABOUT THE PROGRAMME OF STUDY YOU HAVE CHOSEN AT Q1 - Q2.

IF YOU ARE REFERRING TO A PROGRAMME OF STUDY (AVAILABLE TO DOWNLOAD ON www.qca.org.uk/secondaryreview) PLEASE NOTE THAT THE TEXT ON THE LEFT IS WHAT CONSTITUTES THE PROPOSED STATUTORY PROGRAMME OF STUDY AND THE BLUE TEXT ON THE RIGHT IS THE NON-STATUTORY EXPLANATORY TEXT

FIRST OF ALL PLEASE READ THROUGH THE IMPORTANCE STATEMENT IN THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN

Q3. Do you agree or disagree that the importance statement in the programme of study sums up why this subject is an important part of the secondary curriculum? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree..... ☐
- Strongly disagree..... ☐
- Don't know ☐

NOW PLEASE READ THROUGH THE KEY CONCEPTS IN THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN

Q4 Do you agree or disagree that the key concepts listed in the revised programme of study underpin the study of this subject? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree..... ☐
- Strongly disagree..... ☐
- Don't know ☐

PLEASE ANSWER Q5 AND Q6 IF YOU ARE ANSWERING QUESTIONS ABOUT THE REVISED PROGRAMME OF STUDY FOR MODERN FOREIGN LANGUAGES AT KEY STAGE 3. EVERYONE ELSE PLEASE GO TO Q7

Q5 Do you agree or disagree with the list of languages in the explanatory text in the revised programme of study for modern foreign languages at key stage 3? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree..... ☐
- Strongly disagree..... ☐
- Don't know ☐

Q6 Do you agree or disagree that the list of languages in the explanatory text should be made non-statutory for key stage 3? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree..... ☐
- Strongly disagree..... ☐
- Don't know ☐

EVERYONE TO ANSWER Q7 ONWARDS

NOW PLEASE READ THE KEY PROCESSES IN THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN

Q7 Do you agree or disagree that the key processes in the revised programme of study reflect the essential skills that pupils need to make progress in this subject? PLEASE TICK ONE BOX ONLY

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

NOW PLEASE REFER TO THE RANGE AND CONTENT STATEMENT IN THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN

Q8 Do you agree or disagree that the range and content in the revised programme of study for this subject is sufficiently broad? PLEASE TICK ONE BOX ONLY

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

NOW PLEASE REFER TO THE CURRICULUM OPPORTUNITIES LISTED IN THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN

Q9 To what extent do you agree or disagree that the curriculum opportunities in the revised programme of study for this subject provide sufficient opportunities for all pupils to learn? Please think about all learners including those with SEN, disabled learners, the gifted and talented, pupils from minority ethnic groups, those with EAL. PLEASE TICK ONE BOX ONLY

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

NOW PLEASE READ THROUGH THE CURRICULUM AIMS AT THE START OF THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN. THE CURRICULUM AIMS ARE THE SAME FOR EVERY PROGRAMME OF STUDY

Q10 Having read through the revised curriculum aims do you agree or disagree that the revised programme of study makes it clear how this subject contributes to these aims? PLEASE TICK ONE BOX ONLY.

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

Q11 Do you agree or disagree that having a single set of aims for the whole secondary curriculum contributes to making the curriculum more coherent? PLEASE TICK ONE BOX ONLY.

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

PLEASE NOW THINK ABOUT THE REVISED PROGRAMME OF STUDY YOU HAVE CHOSEN AS A WHOLE

Q12 Overall, do you agree or disagree that the revised programme of study gives more flexibility to teachers in what they teach in this subject? PLEASE TICK ONE BOX ONLY.

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree ☐
- Strongly disagree ☐
- Don't know ☐

Q13 Overall do you agree or disagree that the revised programme of study for this subject enables schools to take into account the needs of all learners? Please think about all learners including those with SEN, disabled learners, the gifted and talented, pupils from minority ethnic groups, those with EAL. PLEASE TICK ONE BOX ONLY.

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree ☐
- Strongly disagree ☐
- Don't know ☐

Q14 Please provide any further feedback you may have on whether the revised programme of study as a whole for your chosen subject provides schools with more flexibility and takes into account the needs of all learners.

Q15 Do you agree or disagree that the revised structure for the programme of study makes the curriculum for this subject more coherent? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree ☐
- Strongly disagree ☐
- Don't know ☐

Q16 Please provide any further feedback you may have on the coherence of the revised programme of study for this subject

NOW PLEASE LOOK AT THE CURRENT AND MODIFIED LEVEL DESCRIPTIONS FOR YOUR CHOSEN SUBJECT

Q17 To what extent do you agree or disagree that the modified level descriptions for this subject complement the revised programme of study for this subject? PLEASE TICK ONE BOX ONLY

- Strongly agree ☐
- Tend to agree ☐
- Neither agree nor disagree ☐
- Tend to disagree ☐
- Strongly disagree ☐
- Don't know ☐

PLEASE DO NOT ANSWER Q18 AND Q19 IF YOU ARE ANSWERING QUESTIONS ABOUT THE REVISED PROGRAMME OF STUDY FOR CITIZENSHIP AT KEY STAGE 3 OR KEY STAGE 4

Q18	Do you agree or disagree that the modified level descriptions maintain the standards as set out in the current level descriptions? PLEASE TICK ONE BOX ONLY
Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q19	Please provide any further feedback you may have on the modified level descriptions in the box below.
-----	--

IF YOU WOULD LIKE TO ANSWER QUESTIONS ABOUT THE REVISED CURRICULUM PLEASE GO TO Q20. OTHERWISE PLEASE GO TO QF ON PAGE 17

Section B: Questions on the curriculum as a whole

IF YOU WOULD LIKE TO ANSWER QUESTIONS ABOUT THE REVISED CURRICULUM AT KEY STAGE 3 OR KEY STAGE 4 AS A WHOLE, PLEASE ANSWER Q20 TO Q27

Q20	Would you like to answer questions about the revised key stage 3 or revised key stage 4 curriculum? PLEASE TICK ONE BOX ONLY
Key stage 3 curriculum	<input type="checkbox"/>
key stage 4 curriculum	<input type="checkbox"/>

WE WOULD LIKE YOU TO THINK ABOUT THE REVISED CURRICULUM OVERALL AT KEY STAGE 3 OR KEY STAGE 4 WHEN ANSWERING THE FOLLOWING QUESTIONS

Q21	To what extent do you agree or disagree that having a single set of aims for the secondary curriculum that covers all subject programmes of study at key stage 3 and 4 contributes to making the curriculum more coherent? PLEASE TICK ONE BOX ONLY.
Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

Q22	To what extent do you agree or disagree that, overall, the revised programmes of study give more flexibility to schools in the way they manage their curriculum? PLEASE TICK ONE BOX ONLY.
Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Tend to disagree.....	<input type="checkbox"/>
Strongly disagree.....	<input type="checkbox"/>
Don't know.....	<input type="checkbox"/>

Q23 Please provide any further feedback on whether the revised programmes of study give more flexibility to schools in how they manage the whole curriculum.

Q24 Do you agree or disagree that, overall, the revised programmes of study enable schools to take into account the needs of all learners? Please think about all learners including those with SEN, disabled learners, the gifted and talented, pupils from minority ethnic groups, those with EAL. PLEASE TICK ONE BOX ONLY.

Strongly agree ☐

Tend to agree ☐

Neither agree nor disagree ☐

Tend to disagree ☐

Strongly disagree ☐

Don't know ☐

PLEASE ANSWER Q25 IF YOU STRONGLY/TEND TO AGREE OR STRONGLY/TEND TO DISAGREE AT Q24

Q25 Why do you agree/disagree that the revised programmes of study enable schools to take into account the needs of all learners?

EVERYONE TO ANSWER Q26

Q26 To what extent do you agree or disagree that the revised structure for the programmes of study contributes to making the curriculum as a whole more coherent? PLEASE TICK ONE BOX ONLY

Strongly agree ☐

Tend to agree ☐

Neither agree nor disagree ☐

Tend to disagree ☐

Strongly disagree ☐

Don't know ☐

PLEASE ANSWER Q27 IF YOU STRONGLY/TEND TO AGREE OR STRONGLY/TEND TO DISAGREE AT Q26

Q27 Why do you agree/disagree that the revised structure for the programmes of study contributes to making the curriculum as a whole more coherent?

About You (2)

EVERYONE TO ANSWER QF ONWARDS

QF Please write in the name of the school/organisation you are representing in relation to this consultation in the box below.

This information is needed to ensure that the consultation is representative of a range of schools and organisations and will not be used to identify you, your school or organisation and will not be attributed to your responses. This information will be kept strictly confidential.

PLEASE ANSWER QG IF YOU ARE RESPONDING FROM A SCHOOL. EVERYONE ELSE PLEASE GO TO QH.

QG How many years' teaching experience do you have? PLEASE TICK ONE BOX ONLY

- NQT/first year of teaching ☐
- 1-5 years ☐
- 6-10 years ☐
- 11-15 years ☐
- 16-25 years ☐
- Over 25 years ☐

QH We may be conducting further research into the proposed revisions to the key stage 3 and 4 curriculum in the next few months. Would you be happy to be re-contacted in relation to this research only? PLEASE TICK ONE BOX ONLY

- Yes ☐
- No ☐

QI If you are willing to be re-contacted please provide your name, the address of you school or organisation and a contact telephone number in the box below.

Name:

School/organisation:

Address:

Contact telephone number:

Thank you for taking part in this consultation.

Please return this questionnaire to:

Ali Ziff
Ipsos MORI
79-81 Borough Road
London
SE1 1FY

Topic guide

Background

QCA (Qualifications and Curriculum Authority) has commissioned Ipsos MORI to conduct 30 telephone depth interviews with teachers. QCA is a public body, which administers and oversees the national curriculum.

The research aims to explore teachers' opinions of the revised programmes of study for the national curriculum at Key Stage 3 (yrs 7-9/age 11-14) and Key Stage 4 (yrs 10-11/age 15-16) curriculum, which aim to increase curriculum flexibility to enable schools to better meet individual students' strengths and needs.

These interviews are the second step in a research process which has also involved an online consultation open to anyone with an interest in the plans for the revised curriculum (e.g. teachers, key stakeholders and members of parents associations etc).

The consultation is very high profile.

Who are we interviewing?

Teachers/heads of subject/department in each of the following subjects/key stages:

Subject	Key Stage 3	Key Stage 4
Art & Design	2	
Citizenship	1	1
Design & Technology	2	
Economic wellbeing (PSHEE)	1	1
English	1	1
Geography	2	
History	2	
ICT	1	1
Mathematics	1	1
MFL	2	
Music	2	
Personal wellbeing (PSHEE)	1	1
PE	1	1
Religious Education	1	1
Science	2	
Total	22	8

Interview length will be approximately 20-30 minutes. Approx timings below:

Section	Approx. timing
Introduction	2 mins
Curriculum coherence	5
Flexibility	5
All learners	5
Implementation	5
Other comments	1

Introduction (2 mins)

Introduce self and Ipsos MORI.

The research is on behalf of QCA and is part of a statutory consultation on the secondary national curriculum.

We are speaking to a range of senior teachers and heads of subject/department to further explore views on the proposed changes to the secondary national curriculum.

Remind the participant which programme of study (subject & key stage) is going to be discussed during the interview, and check that they are familiar with the relevant revised Programme of Study. They should have downloaded a copy of this from the QCA website and/or have been sent a copy by email (by Ali Ziff). If the respondent is not familiar with the PoS then ask them to read through it before continuing with the interview.

Confidentiality assurances: Answers will remain entirely confidential and will not be reported in any way that could identify you or your school/organisation.

The interview should take 20-30 minutes. Check how long the participant has for the interview.

Ask for permission to tape record.

Participant introduction: Can I just check what your roles and responsibilities are? What subject(s) and key stage(s) to do you teach?

Curriculum coherence (5 mins)

READ OUT: The overall aim of the revised secondary national curriculum is that, in learning and undertaking activities in all subjects, all young people should become:

- *successful learners who enjoy learning, make progress and achieve*
- *confident individuals who are able to live safe, healthy and fulfilling lives*
- *responsible citizens who make a positive contribution to society.*

In your opinion, does having a single set of aims for the secondary curriculum make it more coherent? Why / why not? PROBE: Will this enable you to make better connections across subjects?

How might these aims affect the way you plan [your subject & key stage]? PROBE: How, if at all, will these aims bring *coherence* to your planning in [subject & key stage]?

Thinking about the revised *curriculum opportunities* for [subject & key stage], how (if at all) do these provide ways for learners to make connections with what they learn:

- In other subjects? PROBE: In what way?
- Beyond school? PROBE: In what way?

Flexibility (5 mins)

READ OUT: One of the aims of the revisions to the secondary national curriculum is to *increase curriculum flexibility*.

In what way, if at all, do you think the revised programme of study for [subject & key stage] gives more flexibility to what you teach in the curriculum? Why/why not?

PROBE: What parts of the PoS provide the greatest flexibility? Does it provide you with the opportunity to do something innovative/different? Why / why not? What might be done that is new/different? (ELICIT EXAMPLES IF POSSIBLE)

Does the revised programme of study for [subject & key stage] provide enough/too much flexibility? Why/why not?

How do you think the revised programme of study for [subject] affect priorities at [key stage 3 or 4] in your department? PROBE: are there areas of the curriculum that will be given greater emphasis in your teaching as a result of the revision? Why/why not?

All learners (5 mins)

READ OUT: Another aim of the revisions to the secondary national curriculum is to enable schools to better meet the needs of *all learners*.

To what extent do you think that the revised programme of study for [subject & key stage] enables schools to take account of the needs of all learners? Why/why not?

PROBE: Those with SEN/disabled learners/gifted & talented/pupils with English as an additional language?

Does the revised programme of study for [subject & key stage] provide you with greater flexibility to customise your curriculum to meet the needs of your pupils?

PROBE: In what way/ways might you meet the needs of these learners as a result of the revised programme of study? PROBE FOR SPECIFIC EXAMPLES

Does the revised programme of study for [subject & key stage] create any additional barriers for any groups of learners? PROBE: Which group(s) and in what way?

Do you think the revised programme of study for [subject & key stage] provides opportunities to develop different cultural perspectives? Why/why not?

Implementation (5 mins)

Overall, how easy or difficult do you think it will be to implement the revised programme of study for [your subject & key stage] in your school? Why?

What, if anything, will motivate you to implement the revised programme of study for [subject & key stage]?

What kinds of changes, if any, are you likely to make as a result of the revised programme of study for [subject & key stage]?

What do you think the barriers will be to implementing the revised programme of study for [your subject & key stage]? PROBE: Assessment/testing, resources, time, staff expertise, staff training, anything else?

FOR EACH BARRIER: How do you think these barriers can be overcome?

Other comments (1 min)

Do you have any other comments on the proposed revisions to the secondary national curriculum?

Thank you very much for your help. Check whether willing to be attributed/named.