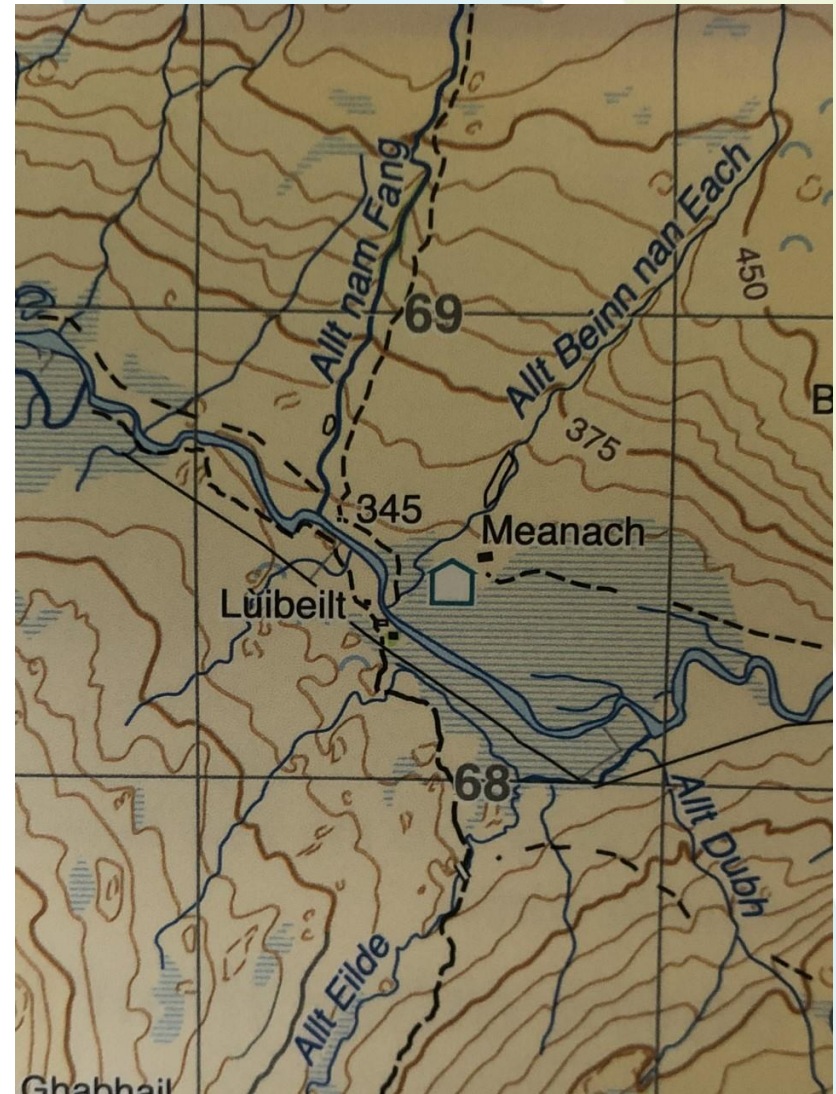
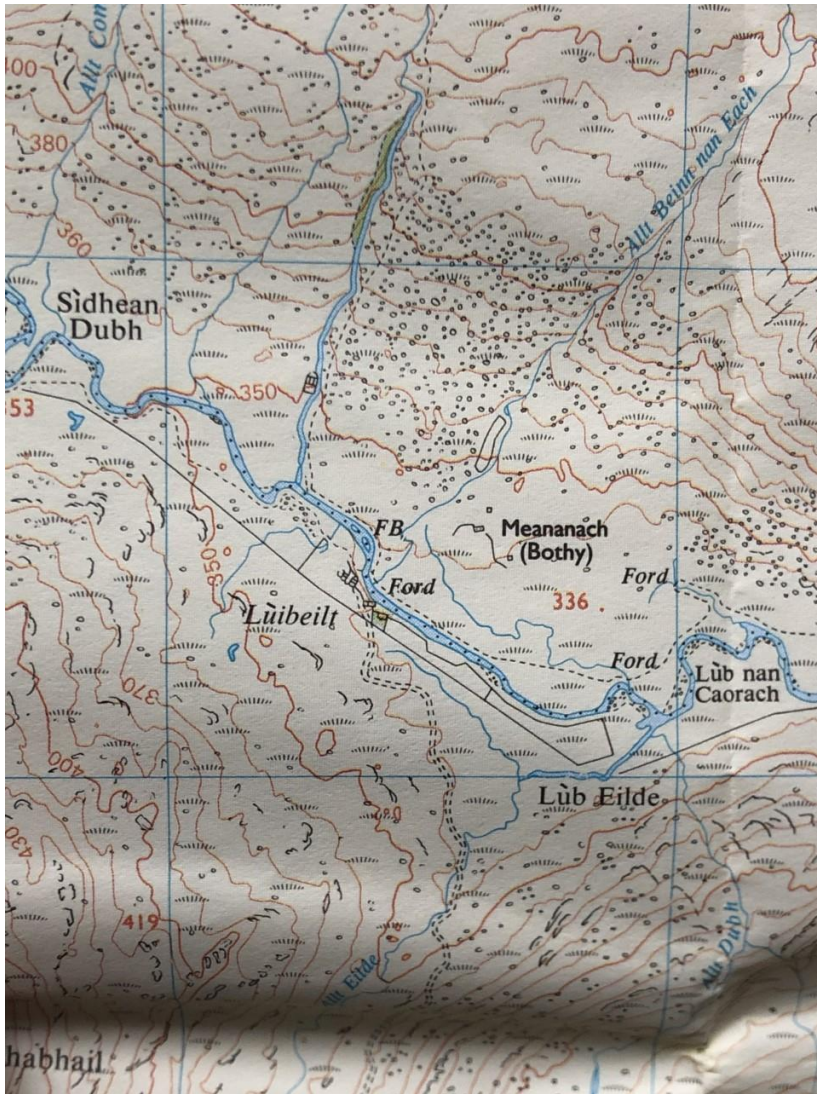




Making the Grade

JEZ BENNETT



Which is the better map? Which gives more detail? Which is clearer?



What is the purpose of assessment?

To find out what pupils know, understand and can do, in order to:

- monitor progress and identify next steps in learning.
- report to parents/carers, to help them understand their child's progress and what they can do to help
- provide formal recognition of a child or young person's achievements through qualifications.
- determine the quality of educational provision in a school, group of schools and the system

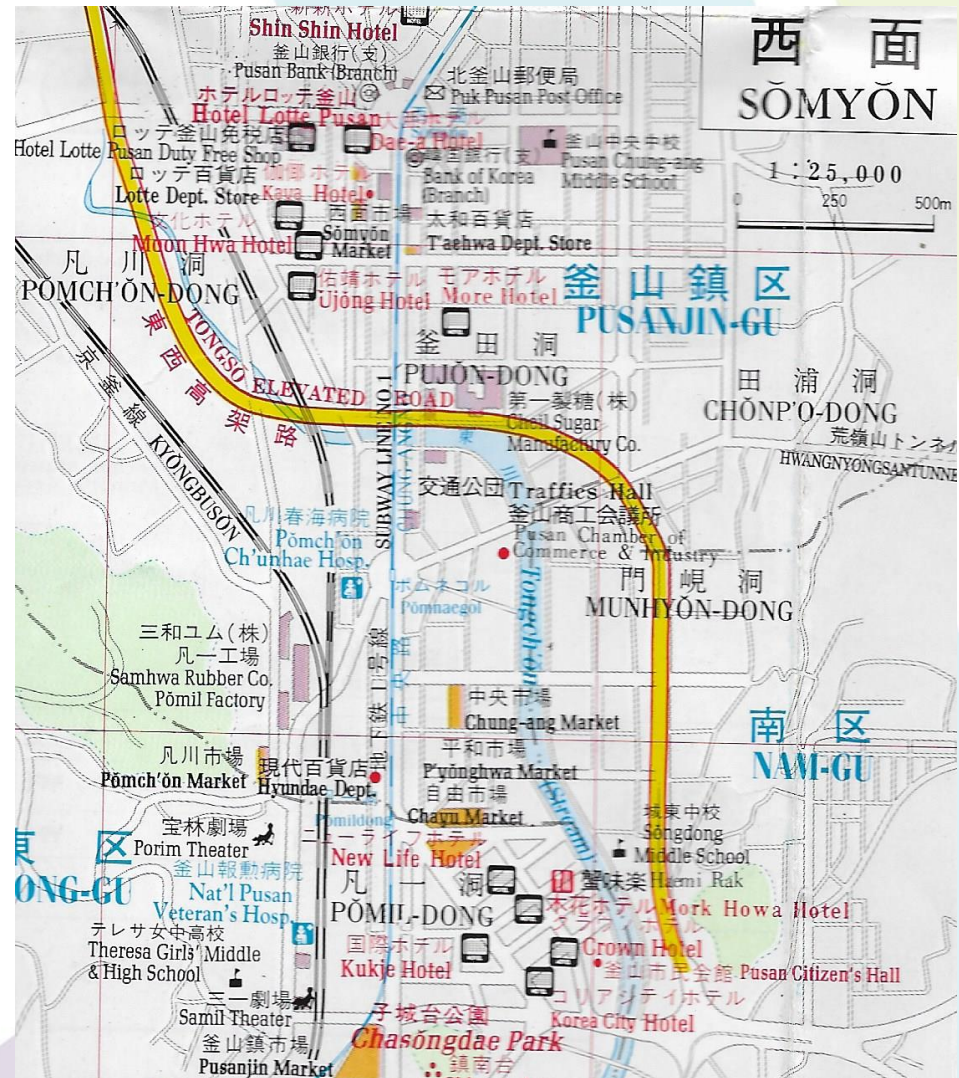


Educational provision

Mission	<i>5 Dimensions Trust believes in inspiring and empowering the growth of a vibrant community of exceptional people</i>										Vision and Values	What do we believe?	
Dimensions	Collaborating to ensure truly holistic education	Rising together to the rigour of academic challenge	Sharing to create a positive, high performing environment for staff	Creating a supportive partnership with parents, carers and families	Crafting a meaningful partnership with our wider community								
Provision	Passionate Personalised Provision										Trust Improvement Plan	How is learning organised?	
	Inspiring Curriculum			Effective Pedagogy			Purposeful Assessment						
	Broad	Deep	Relevant	Thinking <i>Metacognition</i>	Talking <i>Oracy</i>	Doing <i>Magenta</i>	Appropriate	Inclusive	Progressive				
	Transformational Professional Development												
	<i>"Golden thread"</i>					Other training and development							
ITT	ECF	NPQ	Subject specific	Skills development	Mandatory training	Leadership programmes	System and governance						
Quality Assurance	<i>Holistic metrics</i>		<i>Academic metrics</i>			<i>Staff metrics</i>		<i>Parents metrics</i>		<i>Community metrics</i>		Flightdeck	How do we know we are achieving our aims?
	Pastoral	Teaching/Learning		Progress	Staff		Transition		Community		Reflective Development Meetings		
	Safeguarding		Curriculum		Subjects		SEND		Governance		Reviews		
	Ofsted	National data		PM/R&R	Stakeholder surveys		Applications		Growth		External Metrics		

Principles of assessment

- Appropriate
- Inclusive
- Progressive



Social equality

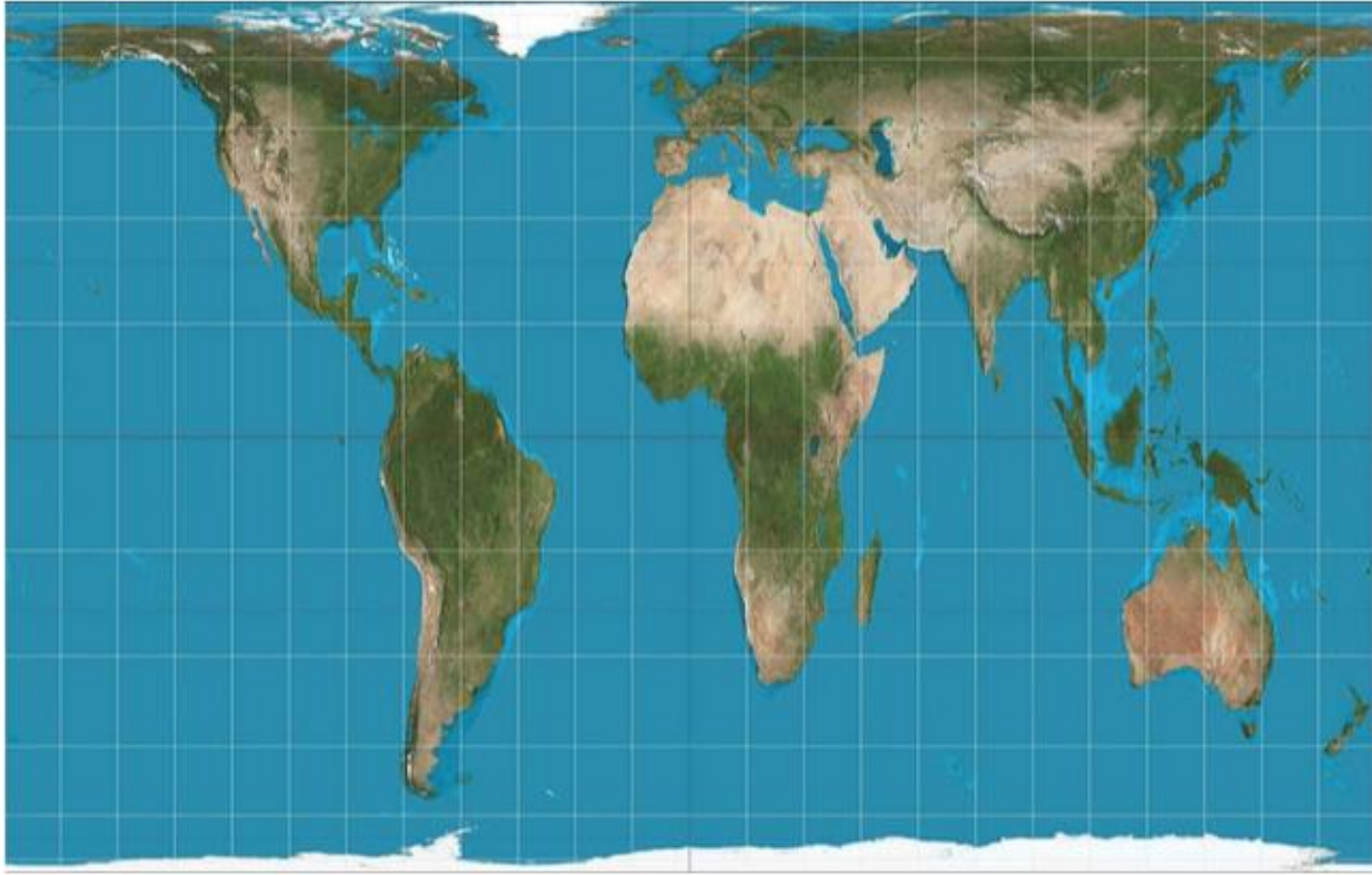
[Organisation of Cartographers for Social Equality](#)



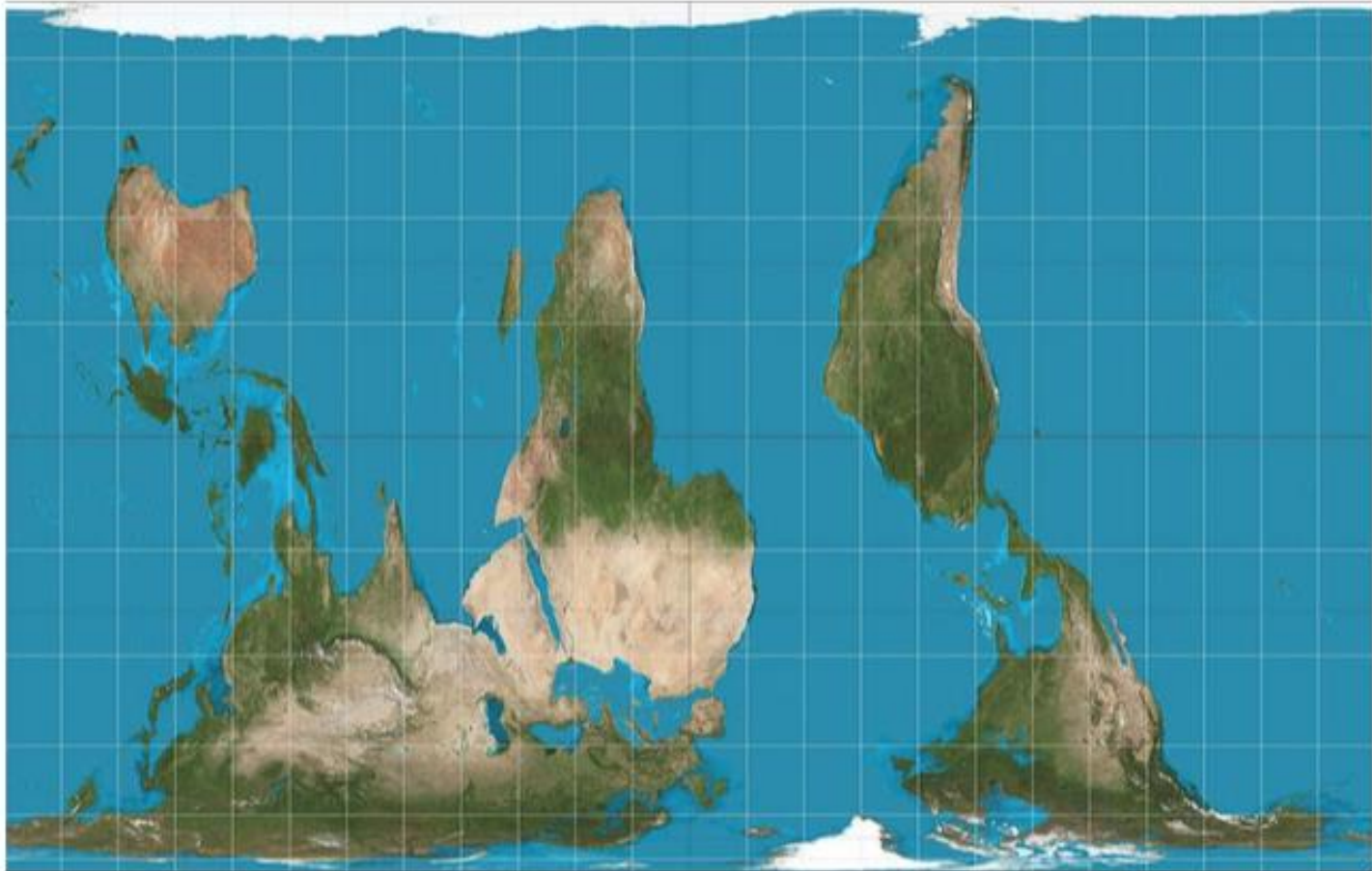
Mercator projection



Gall-Peters projection



Gall-Peters projection





A.G.



Where are we?

“Their answers, even when accurate, showed a general uniformity of expression which seemed to imply that meagre handbooks had been placed before the students to be ‘got up’ and that little attempt had been made by their instructors to excite the interest of their pupils by questionings or remarks of their own.”

Examiners' comments, 1858

Quoted in [The Times, Ben MacIntyre, 26/02/21](#)



What do the next 30 years look like for Milton Keynes?

Exploring The 2050 Strategy for Milton Keynes



The Big Picture

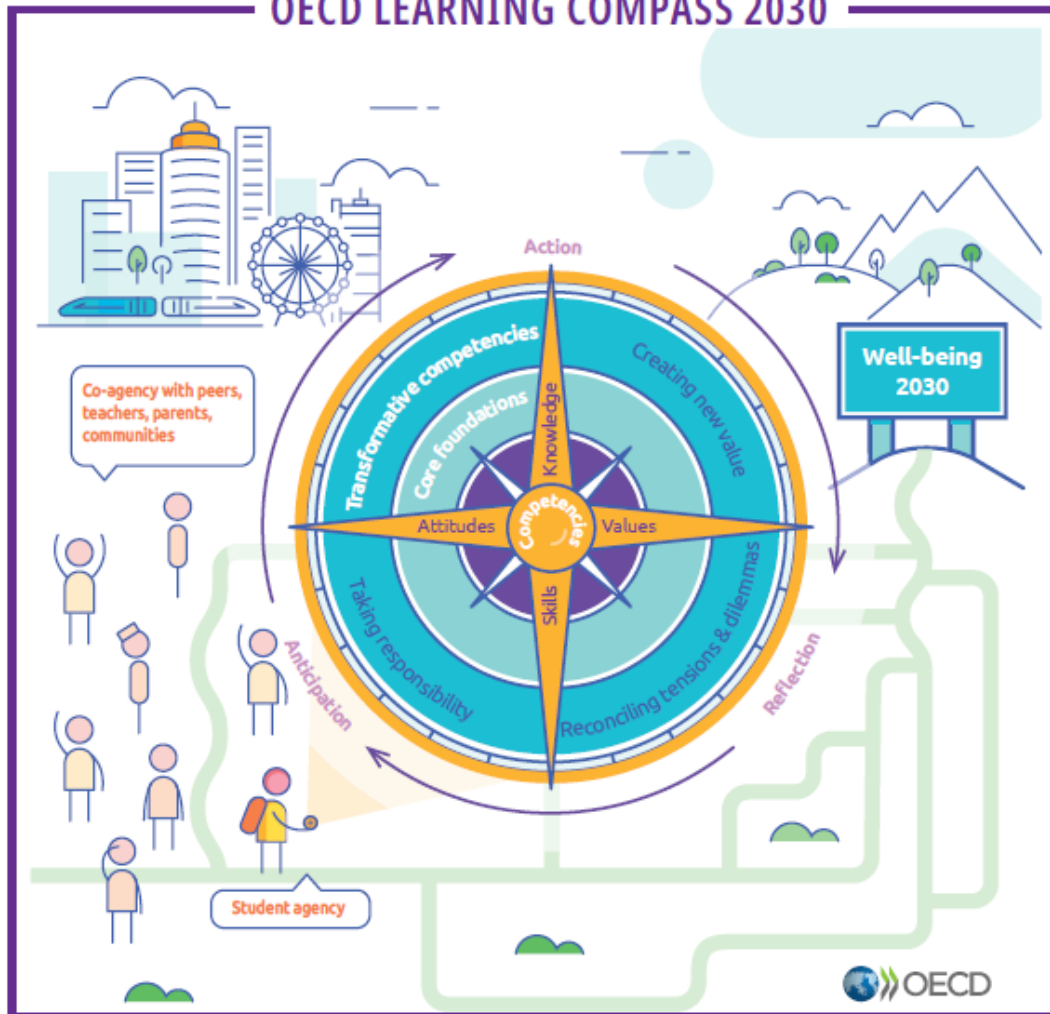
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Local scale

- **MK 2050. Project Three – Learning 2050**

'The project's core objectives are to help students be able to access future employment opportunities by developing transferable skills and knowledge; and to have a highly-skilled workforce in the city creating an environment that is attractive to knowledge-intensive business sector employers.'



OECD LEARNING COMPASS 2030



The Big Picture –

International Scale

- **OECD – Skills for 2030**

‘Knowledge, skills, and attitudes and values are not competing competencies but rather are developed interdependently.’

‘Skills are part of a holistic concept of competency, involving the mobilisation of knowledge, skills, attitudes and values to meet complex demands.’



Attitudes, Skills & Knowledge

TENSILE

Tensile

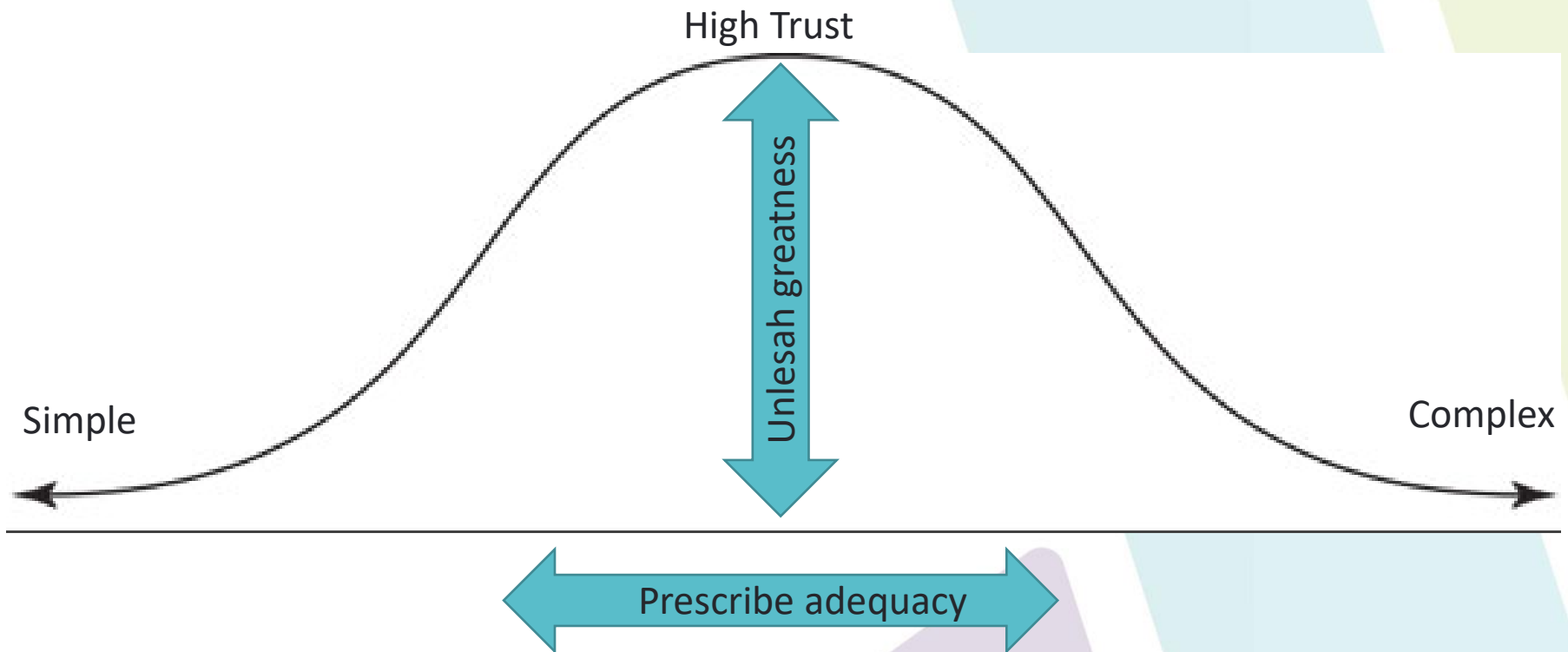
1



ASK Yourself! Attitudes Tracker

	Launching	Developing	Progressing	Mastering
A ttitudes				
Curiosity	I need to show an interest in my learning.	I am interested in my learning.	I am interested in my learning and ask questions in class.	I explore my learning, both inside and outside of school.
Creativity	I need to come up with my own ideas.	I can come up with my own ideas.	I can come up with ideas and explore different ways of doing things.	I successfully use a range of ideas, both my own and others.
Cooperation	I need to work well with others.	I only want to work with friends in order to complete a task.	I can work in different groups in order to complete a task.	I enjoy working in different groups to complete a task successfully.
Commitment	I need to commit to activities.	I ask for help when things get difficult and then will have another go.	I will continue to have a go when I find things difficult.	I am confident in trying different approaches until I succeed.
Consistency	I need to meet classwork and homework deadlines.	I meet classwork and homework deadlines most of the time.	I always meet classwork and homework deadlines.	I always meet classwork and homework deadlines working to the best of my ability.

Intelligent Accountability



Observer effect

- Measure what matters
- Measure when it matters
- Measure in proportion to the purpose
- Calibrate the measurement
- Triangulate the measurement





1 A British Baccalaureate, offering broader academic and vocational qualifications at 18, with parity in funding per pupil in both routes, and a slimmed-down set of exams at 16 to bring out the best in every child.



Re-assessing the future

Part 2 – the final years of secondary education

Tom Richmond and Eleanor Regan



02 CSE LEADING EDUCATION SERIES
APRIL 2021

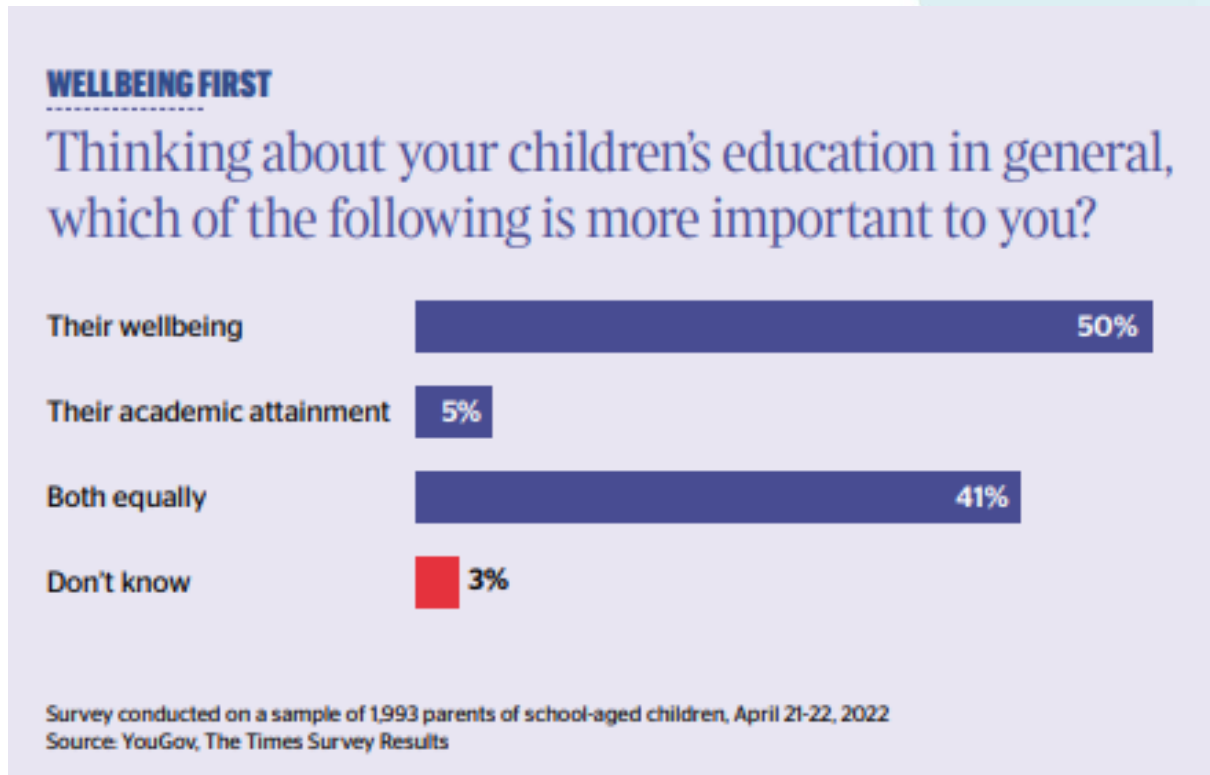
Rethinking assessment in education: The case for change

BILL LUCAS



British Baccalaureate

- A British Baccalaureate, offering broader academic and vocational qualifications at 18, with parity in funding per pupil in both routes, and a slimmed-down set of exams at 16 to bring out the best in every child

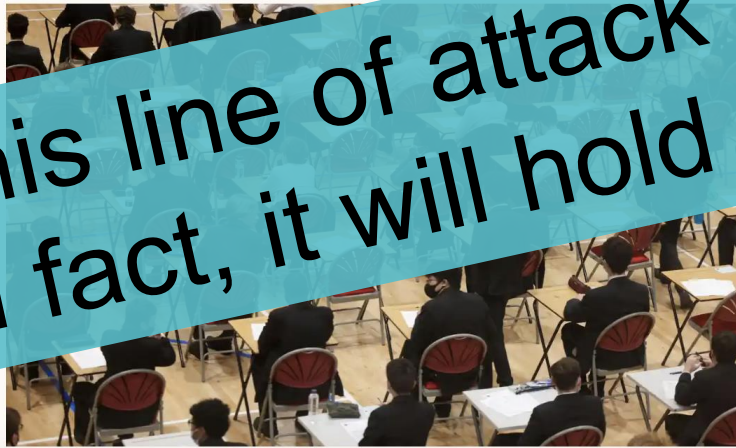


England's punitive exam system is only good at one thing: preserving privilege

George Monbiot



Rather than give every child a chance, these narrow tests have contributed to some of the poorest mental health outcomes in the world



An exam hall at a secondary school in London, January 2022. Photograph: Kevin

Wasteful, costly and cruel: it's time to bin GCSEs for good

Simon Jenkins



The London School of Economics has called for a radical rethink of our education system. So why do we still insist on the GCSE? Do we really persist with this pointless ritual?



"The exam hall has become the high temple – or torture chamber – of schooling." Photograph: Keith Morris/Alamy

This line of attack isn't helping.....
In fact, it will hold us back.





Harriet Smith

I am a Year 13 student who has a passion for science and is looking to study engineering at university...

[My Portfolio](#)



[My Interests](#)

Science

Photography

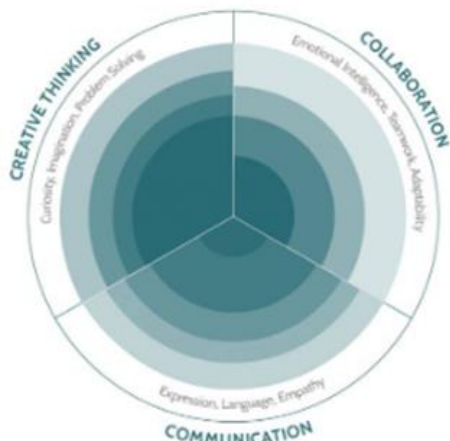
Digital

Running

Psychology

Nature

THE 3Cs OF SUCCESS



ME AS A LEARNER

What are my strengths?

I like to play with things - to break them down and build them up. Whether that's ideas or physical things. So I like taking apart mobile phones and seeing how they work. I think my real strength is being able to see the detail and how it links to the big picture.

What do I want to change about my community / the world?

Girls in my area have very little sport they can do. There are plenty of sports aimed at boys but far less for girls. In the last five months I have got together with my friends to campaign for change and to make the case to the local council.

What do I need to work on?

I find it hard sometimes to work in a team. I am so keen to get on with things I get frustrated with those who want to slow things down. So I am working hard and making sure everyone including me has a defined role that they can get on with.

What motivates me?

My younger brother has learning difficulties and from a young age I've supported him. I can see how he struggles and that he is not always understood. This has given me a passion for doing something meaningful in my life that helps others overcome difficulties.

BUILDING BLOCKS

Literacy

Numeracy

Digital Skills

Oracy

COURSES

MAJOR COURSES

- > Biology
- > Physics
- > Design

MINOR COURSES

- > French
- > Coding

APPLIED COURSES

- > Cooking
- > Football coaching
- > Real world project at advertising company

INTERDISCIPLINARY COURSES

- > Climate change
- > Migration

PERSONAL PROJECT

My Extended Project Qualification (EPQ) was to build a drone that could deliver medicines to those who need emergency supplies.

[Read more](#)



TESTIMONIALS

"Harriet did a real world learning placement with us for 6 months and showed what a great problem solver she is. She was so skilled at breaking down a project into the parts that really mattered and working systematically through them to achieve a high quality outcome."

Jenny Tibor, head of product development



MY BEAUTIFUL WORK



MY ACHIEVEMENTS

Duke of Edinburgh Bronze

Lambda Drama Award

Church Youth Leader

Key Features of the MTC Mastery Transcript®

Currently previewing Juliet Guastella's Transcript Export full transcript as PDF

Juliet Guastella

1 Main Street
Burlington, VT 05401

Juliet believes in the principle of choosing one's own path. Driven by the notion of making the world a better place, her strengths lie within places she can help others succeed and realize their importance

CREDITS

COURSES

Enosburg Falls High School - SAMPLE (460130)
65 Dickinson Ave
Enosburg Falls, VT 05450
[Link to school profile](#)

AUTHORIZED BY
John Smith

DATE
4/7/2020

Credit Profile

Distribution of credits earned by student.

Filter by Advanced Foundational

Credit Distribution

— Foundational Credit (FC) — Advanced Credit (AC)
- - - - In progress FC - - - - In progress AC

49

Transferable Skills 0 12

- Self-direction
- Generate solutions
- Evaluate information i
- Synthesize information
- Apply knowledge
- Making a difference
- Respecting diversity
- Practicing responsible digital citizenship
- Use technology effectively
- Taking responsibility
- Collaboration
- Identify and define problems

The Arts 0 4

- Performing
- Connecting
- Creating
- Responding

Health & Physical Education 1 3

- Physical health
- Social emotional health
- Sexual health
- Leadership Advanced

Evidence

Featured work selected by the student.

Synthesize information

Unethical Medical Research During the Holocaust
An extensive research paper outlining the research atrocities conducted by Nazis onto p...

Scientific experimental design

Physics in Movies: Batman's High Dive
A physics report that unravels the possibility of performing the famous Batman High Div...

Geography

Cult Museum Project: Exploring Cults in Fiction
A deep dive into a specific cult from HBO's Game of Thrones known as the Faceless Men. ...

Research

Gorilla Project: "Youthful Offenders"
My Gorilla Project about the state of Vermont's law change regarding who is considered ...



**Proposals for
A National Bacculaureate for England
National Bacculaureate Trust**

March 2022



What problems are we trying to solve?

- Huge disparities in offer between best schools and colleges which enhance disadvantage gap - postcode lottery/north/south divide
- Insufficient breadth in curriculum pathways
- Insufficient diversity of assessment modes
- Persistence of the technical-academic divide
- No formal recognition for personal development – even though the outcomes are highly valued in society.
- Too much summative assessment in Year 11.
- Inertia in the reform of assessment and qualifications

What is the National Baccalaureate for England?

- **A national, overarching post-18 certificate**
- **An umbrella award and transcript**
- **Universal for all learners**
- **A structured framework:**
 - It is likely to need to embrace a two-stage element
 - It comprises formally assessed components - alongside a record of the student's personal development and research projects.
- **A tiered framework**
- **Internationally comparable**

National Baccalaureate

1. **Inclusion:** Every young person is a valued member of our diverse society on an equal basis and is entitled to be equipped with the knowledge, skills and attributes required to allow them to make the maximum contribution possible. The NBfE is a universal framework providing paths to success and fulfilment for all young people in all educational contexts, including those with special educational needs.
2. **Aspiration:** Every young person is capable of significant achievements and successes in multiple domains, each of which deserves recognition as part of a broad and deep holistic education where the whole is greater than the sum of its parts.
3. **Challenge:** The NBfE should support provision of a rigorous and demanding set of learning experiences that provide appropriate levels of challenge for all learners in their context.
4. **Breadth:** The NBfE is a framework that encompasses traditional subject disciplines in addition to an entitlement to personal development opportunities that are physical, creative and cultural and include elements of community service and extended enquiry².
5. **Balance:** A framework that embraces an appropriate degree of specialisation in technical and academic subject disciplines alongside wider personal development and extended enquiry.
6. **Coherence:** A framework that ensures every young person receives a multi-faceted education which is deeper and richer for the value given to each component and the connections made between them.



National Baccalaureate

Four key capacities:

- ambitious, knowledgeable, inquiring learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- responsible, principled and informed citizens of their community, England and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



The NBT's Provider-based model.

The National Baccalaureate Trust has supported schools over the last 5 years to develop a Baccalaureate framework built around existing provision.

The provider-based model has ***three key elements***:

Core Learning	Personal Project	Personal Development Programme
Subject-based learning Including, but not exclusively, the National Curriculum subjects. Formal vocational and academic qualifications from national awarding bodies.	An opportunity to engage in an extended enquiry leading to a significant final product demonstrating a range of skills, knowledge and personal attributes.	A formal programme recording each learner's engagement in a range of activities that complement their core learning. To include an element of service, creativity, physical activity and cultural activity.

Personal Development:

A central feature of the National Baccalaureate is that all learners must complete a minimum number of Credits of personal development courses in both Part 1 and Part 2. Across the full Baccalaureate programme, this should include:

- An Independent Extended Project
- A minimum of 10 Credits in each of:
 - Physical/Sport/Outdoor Education
 - Creative/Arts
 - Community Service
 - Work Experience
 - Leadership/Mentoring

It would be possible for some of these units to be completed via established external providers - such as the Duke of Edinburgh Award or National Citizen Service schemes.

Multiple Assessment Modes

- National Exams
 - End of Course
 - Unit assessments
 - When-Ready / Adaptive
- Centre-Assessed Portfolios with moderation.
- Extended Projects
- Completion Requirements
- Participation Requirements

The Transcript

The digital transcript for each learner would capture the details of their Baccalaureate Programme.

- The list of Core Learning Units, their unit Credit size and their assessed scores.
- The list of Personal Development units completed.
- The Independent Extended Project title and score.
- Total Scores for Part 1 and Part 2 and overall Baccalaureate Score.
- The Final Level of Award.

The common format and digital record would allow learners to transfer between institutions between Part One and Part Two, passporting their achievements so that they can continue to work towards the full National Baccalaureate. This also allows 11-16 institutions to celebrate - and be accountable for - achievement at the end of Part One. It supports all institutions to work within a common framework.

Our mission statement

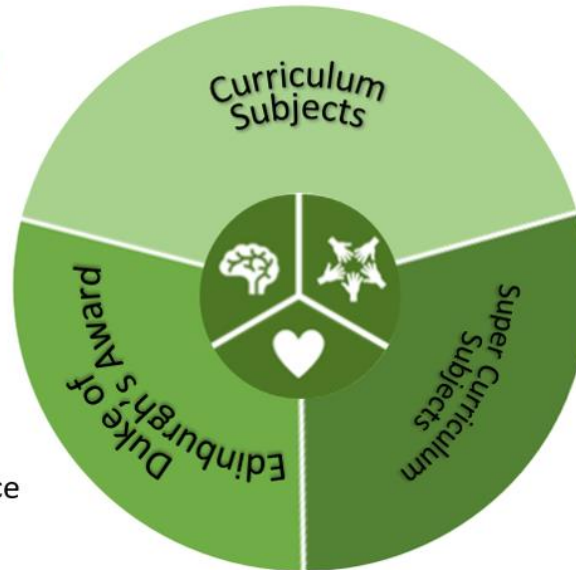
“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



The Wood Green Baccalaureate

The full curriculum, encouraging wider learning through Subject Awards and Attitudes to Learning



- Skill
- Physical
- Community Service



Additional curriculum experiences that develop key learning and personal attributes

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing

Our 14 'Head, Hands and Heart' Attributes

Learner Development

1. Showing great attitudes to learning and making progress in your subjects

2. Literacy
3. Numeracy
4. Oracy
5. Research skills
6. Self-management, including revision skills
7. Digital Literacy
8. Extending your learning independently



Personal Development

9. Preparedness for the world of work
10. Emotional Literacy
11. Community and social activism
12. Personal wellbeing and safety
13. Real life skills
14. Leadership skills (from 2022)



Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



Linking to Self-evaluation

- Completing various elements of our Baccalaureate Curriculum becomes a proxy measure for the effectiveness of our education, even in Ofsted terms:
 - Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life
 - Pupils consistently have highly positive attitudes and commitment to their education.
 - Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.
 - The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character

If 100% of students have 'got the Bacc' at each key stage – job done!

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



An example Priory Baccalaureate Transcript

Priory City of Lincoln Academy

Candidate details

Name: John Biggs UPN: 1234567
 Date of birth: 1/1/2000
 School/College: PCLA 9/2011 - 7/2017

Core Learning

Level 3	A2: Maths B A2: Computer Science B BTEC: Applied Art (Single) D* AS: Geography C	June 2017 June 2017 June 2017 June 2016
Level 2	GCSE: Maths A, English Lang B, English Lit B, Double Science A, IT A, Art A, Geography B, Spanish C	June 2015

Entry/Level 1 n/a

Individual Project

Design, programming & evaluation of android app for Lincolnshire Air Ambulance information service
 AQA EPQ. Level 3 Grade B
 June 2017

Personal Development Programme

Learning & Leadership	Completed DoF	June 2016
Physical/Wellbeing	Swimming, House Football Outward Bound Course	
Creative	Art Award Silver	
Cultural	MUN, Art Leader, Sixth Form band (Drums)	
Community	Swimming Coach, Volunteer for Age Concern	
Centre Validation: Verified:	120 hour programme completed March 2017	

Additional Credits

A log of online badges, accredited awards and certificates

Baccalaureate Award

Final Award: **Advanced Baccalaureate** July 2017



The National Baccalaureate Trust (NBT) is an educational charity formed to support the introduction of a baccalaureate for the English context.

Comprising a range of organisations and individuals involved in 14-19 education and training, the NBT seeks to create a broad alliance that brings together educational practitioners, employers, universities, policy-makers and parents to establish a baccalaureate-type curriculum in schools, colleges and in the apprenticeship system and to persuade government to take the important step to create an education, curriculum and qualifications system fit for modern times.

The National Baccalaureate Trust has received help and support since its foundation in 2014 from a range of institutions, including the Institute of Education, London, the Universities of Reading, York and UCL, and UCAS. A range of schools from around the country have collaborated to develop Baccalaureate models. The Priory Trust has worked closely with Highbury Grove School in London and Wood Green School in Witney to refine The Priory Baccalaureate.

A wide range of other organisations, including the awarding bodies AQA, OCR, Pearson UK and SSAT, NAHT, ASCL and Ofqual have been involved in discussions which have resulted in the formation of the National Baccalaureate Trust.



More information please contact:



The Priory Federation of Academies Trust is developing the Priory Baccalaureate in order to help meet the aims of the Trust Mission Statement:

To improve the life chances of our students.

To ensure that all students appreciate the excitement of learning, the rewards of personal challenge and the importance of helping others – and so become true citizens of the world.



The Trust is working with the National Baccalaureate Trust to develop a baccalaureate model which embodies this Mission. The Priory Baccalaureate will contain the core elements of a baccalaureate, as agreed by the NBT.

Core Values and Objectives

Core Learning

Individual Project

Personal Development Programme

Additional Qualifications & Achievements

Common Transcript



Baccalaureate education

A baccalaureate education, with its emphasis on breadth, specialisation, balance and informed by human and societal values will encourage young people to develop an inquiring, critical and reflective approach to thinking; to act in an honest, open-minded, caring and moral way; to develop the habits of perseverance and risk-taking and be prepared not only to pursue their interests and passions, but also to tackle forms of learning that they find challenging. The Trust fully supports these aims and feels that establishing a baccalaureate approach to education will help teachers, pupils and parents to value the wide range of benefits which our Academies offer, including but extending far beyond those recognised in examination performance.

Pupils need to be given opportunities to develop their ideas in extended project work so that they are prepared for the demands of university and work. We are building this into our Baccalaureate planning at each key stage with incrementally increased demands so that pupils gradually get used to the rigour, independence and organisation required for extensive assignments. These will either be formal, externally assessed projects (FPQ, HPQ or EPQ) or internally assessed Priory Projects.

EPQ

- 30 taught hours
- Individual or group
- Individual tutor
- 5,000 word essay or practical project or artefact (could be linked to Eistedfodd) and 1,000 word research-based report
- Presentation
- Assessment - externally graded A*-E at 1/2 AS UCAS points

The Priory Project

- Research and reading linked to but extending current course requirements
- Can be artefact-based - less emphasis on research
- Presentation and QA
- Reflective writing - What did I learn? Next steps? 500 words
- Individual or group
- Internally validated - no UCAS points

Personal Development Programme (120 hours, over Yrs 12/13)

The Trust also wants to add value and rigour to its enrichment programme by developing the idea of the Personal Development Programme. In KS5 students will track their involvement in a wide range of activities that help develop them as rounded, responsible young people. At KS3 and KS2, Academies use their own internal systems to record and reward an extensive variety of positive behaviour and experiences from personal reading to involvement in running health related activities.

Some possible PDP activities are shown below.

Creative

- Arts Award
- Eistedfodd
- Dance
- Show
- Creative Writing/Poetry
- Event Management
- Performance/Musical Theatre

Min 15hrs



Cultural

- Eistedfodd
- Arts Award
- British Values/Radicalisation & Extremism
- International Academy Award
- Academy Trip
- Debating
- Languages/Exchanges, Theatre/Film/ Galleries/Museums/Concerts
- Attendance at Talks
- PD Programme x3

Min 15hrs



Community

- Senior Sixth Form Team
- Prefect
- Mentoring
- Volunteering
- Charity Work
- House Captain/Vice
- Work Experience
- National Citizen Service (NCS)
- Academy Events

Min 15hrs



Learning & Leadership

- ASPIRE Legacy
- Personal Statement (UCAS/Letter of Application)
- Online Courses
- Careers Academy
- Rooted in Reading Award
- Pathways to Law
- Driving Lessons (10)
- CV (Proforma/Personal)

Min 15hrs

Physical/Wellbeing

- Sports Leadership (CSLA/HSLA)
- Primary Competition/Coaching
- D of E Award
- Core PE
- Academy Sports Team/House Activity
- Life Saving/Life Guard
- Gym Membership
- 10k/Fun Runs/Marathon
- Multi Sports Day

Min 15hrs

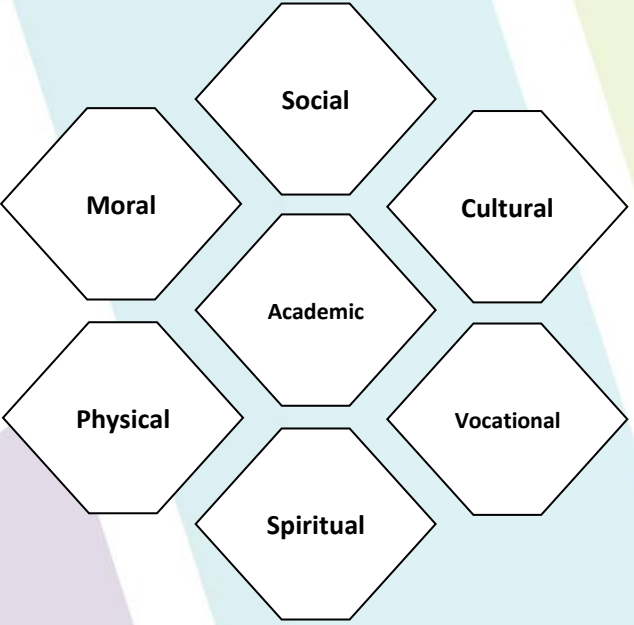
At the end of each key stage, pupils will receive a Priory Baccalaureate Certificate, summarising their achievements. On completion of the KS5 Baccalaureate they will also be given an official NBT on line transcript that they will be able to use to quickly and effectively communicate with potential employers through a url or QR code link.



AES Baccalaureate Curriculum

Core Learning	Personal Development	Personal project
<ul style="list-style-type: none"> • International Curriculum • English Language and Literature • Mathematics • Sciences • 2 Languages or MEP (from choice of 8) • Humanities • Technology • Arts • PE • Citizenship • RSHE 	<ul style="list-style-type: none"> • Diplome du Citoyen • Extra-curricular leadership • Active Citizenship/CAS • Enterprise Education challenges • Work Experience • Visits and Exchanges • International Enterprise Academy • Leadership/Student Forums • Model United Nations • Duke of Edinburgh • Arts Award/Artsmark Platinum • Sports Leaders Award • Eisteddfod/School Productions • Charities Week and G Nation 	<ul style="list-style-type: none"> Approaches to Learning Planned curriculum projects Ethical Industries research G Nation Work Experience Reflective project
<ul style="list-style-type: none"> International Baccalaureate Diploma IB Careers Programme 4 A Levels 3 A levels + IBS/EPQ Languages for all 	<ul style="list-style-type: none"> International work experience International Challenge: Lesotho Local Community Projects: Re-wilding Visits and exchanges: UN Geneva visit CAS for all International Enterprise Academy 	<ul style="list-style-type: none"> Extended Essay (IBD) Reflective project (IBCP) TOK Exhibition EPQ (AIB) Subject Research Projects





What could this look like?

	Strand 1 Core Learning	Strand 2 Project Based Learning	Strand 3 Personal Development
KS3	National Curriculum	CLPs (Arts Award in year 7, other subject based CLP's) CREST Award (year 8) Ambition Projects (year 7) Self-decided research project (year 8)	Engagement in extra – curricular activities Volunteering Well-being (food, PE) Physical exercise
KS4	GCSEs BTECs CNATs	Ambition Projects (year 9) English speaking component (year 10/11)	Work Experience Placement Arts Award Bronze and Silver Duke of Edinburgh Bronze and Silver Volunteering Engagement in extra-curricular activities
KS5	A Levels BTECs CNATs	EPQ Arts Award Gold Sports Leader Award Princes Trust	Enrichment (physical, work related, community or creative) Volunteering Work Experience Duke of Edinburgh Gold



Educational provision

Mission	5 Dimensions Trust believes in inspiring and empowering the growth of a vibrant community of exceptional people										Vision and Values	What do we believe?		
Dimensions	Collaborating to ensure truly holistic education	Rising together to the rigour of academic challenge	Sharing to create a positive, high performing environment for staff	Creating a supportive partnership with parents, <u>carers</u> and families	Crafting a meaningful partnership with our wider community									
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	Inspiring Curriculum			Effective Pedagogy			Purposeful Assessment							
	Broad	Deep	Relevant	Thinking <i>Metacognition</i>	Talking <i>Oracy</i>	Doing <i>Magenta</i>	Appropriate	Inclusive	Progressive					
	Transformational Professional Development													
	"Golden thread"					Other training and development								
ITT	ECF	NPQ	Subject specific	Skills development	Mandatory training	Leadership programmes	System and governance							
Quality Assurance	Holistic metrics		Academic metrics		Staff metrics		Parents metrics		Community metrics		Flightdeck	How do we know we are achieving our aims?		
	Pastoral	Teaching/Learning		Progress	Staff		Transition		Community		Reflective Development Meetings			
	Safeguarding		Curriculum		Subjects		SEND		Governance		Reviews			
	Ofsted	National data		PM/R&R	Stakeholder surveys		Applications		Growth		External Metrics			

Have we solved the problems?

- Structurally balanced system focused on completion at 18 ✓
- Breadth and coherence in curriculum pathways ✓
- Subject-appropriate diversity of assessment modes ✓
- Bridging the Technical-Academic divide ✓
- Formal recognition for personal development ✓
- A vehicle for gradual reform of assessment and qualifications ✓

Problems with change

1. Parental confidence
2. Political capital
3. Professional capacity
4. Pounds cash
5. Private concern
6. Public ac-countability

- Ambitious
- Achievable
- Affordable
- Accountable



Recommendations

- Start from where you are, with credible qualifications
- Emphasise equity over equivalence
- Encourage student agency and independence
- Shape the curriculum to the context
- Enable students to tell their story of progression



Using the map

- No map is perfect – no assessment system is perfect
- Complex processes (learning) are complex to measure
- Our systems must serve our disadvantaged and vulnerable
- Challenging journeys take planning and preparation



**"When the
terrain disagrees
with the map,
trust the terrain."**

**~ Swiss Army
Proverb**





@ltc5d

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