

CEC Response to Curriculum and Assessment Review November 2024

What aspects of the current a) curriculum, b) assessment system and c) qualification pathways are working well to support and recognise educational progress for children and young people?

embedded



These are free digital resources for teachers and their students in KS3 & 4 and cover four key science topics from the science curriculum. Applicable across specifications, but based on the AQA GCSE Combined Science: Trilogy (8464) Specification. There are four topics: Separating techniques, acids and bases, clinical trials and testing for purity. Each lesson has both curriculum and careers learning objectives and is accompanied by a lesson slide deck and teacher guide.

ŒChave developed My Learning My Future:

https://resources.careersandenterprise.co.uk/explore/all-resources-all-one-place?f%5B0%5D=All&search_api_fulltext=pinewood&sort_bef_combine=changed_DESC

This is a suite of resources which equips subject teachers to help students see how the knowledge and skills they learn can open doors to a variety of careers. These resources show students how their subjects connect to real-world jobs and help them become more effective in the workplace.

We have over 27,000 active users of the resources, demonstrating the appetite from curriculum leaders and teachers to bring their subjects to life.

What aspects of the current a) curriculum, b) assessment system and c) qualification pathways should be targeted for improvements to better support and recognise



At secondary and college level, reforms to the current curriculum could:

- 1. Ensure learners have access to a well-planned careers programme with progressive career-related learning outcomes. Students must be well placed to transition into and out of the identified pathways by rooting them in a broader progressive educational journey. starting from year 7 and characterised by high-quality careers education. This will mean continuing to support secondary schools and colleges to meet the Catsby Benchmarks of good careers guidance, supporting all learners to understand all options at key transition points and coordinating efficient wraparound activity, such as engagement with parents and encounters with training providers. https://www.goodcareerguidance.org.uk/
- 2. Ensure the pathways incorporate progressive employer and enrichment support to develop the skills, knowledge and behaviours that will serve young people well in life and work. In 2023/24, 85% of institutions achieved Gatsby Benchmark 5 (Encounters with employers and employees); 72% achieved Benchmark 6 (experiences of workplaces) and career readiness improved by 19% pts between Year 7 to 11 (49% to 68%, up by 1%pt), with largest increase between Years 10 and 11 (+10%pts) https://www.careersandenterprise.co.uk/our-evidence-and





In the current curriculum, assessment system and qualification pathways, are there any barriers to improving attainment, progress, access or participation (class ceilings) for



their non-FSM male peers (66%) and 9%pts lower than FSM boys (60%). Girls are also 8%pts less likely to know how to find out how much they could earn in different types of jobs.

associated with being in receipt of Free School Meals (FSM). Our previous analysis on 2022/23 data found that a student in a school providing the highest quality career provision (as measured by achieving all eight Gatsby Benchmarks) would typically have a career readiness score 3.5% pts higher than a student in a school achieving only one Gatsby Benchmark. Such provision is estimated to more than compensate for the average disadvantage associated with being in receipt of FSM (who typically have a 1.5% pts lower career readiness score than students not in receipt of FSM):

https://www.careersandenterprise.co.uk/media/14cdft1b/cec-now-next-report.pdf

Girls, regardless of their Free School Meals status, self-report being less optimistic and confident about their futures compared to boys. They also report significantly less independent interaction with sectors they are interested in. This trend is most pronounced among Year 11 F9M girls: only 35% have made contact with people who work in jobs that interest them, considerably lower than for non-F9M (45%) and F9M boys (43%).

Girls in Year 11 are also less likely to self-report feeling comfortable discussing their skills in interviews. Only 51% of FSM girls feel confident in their ability to talk about their skills during interview, 15% pts lower than their non-FSM male peers (66%) and 9% pts lower than FSM boys (60%). These disparities show the challenges girls, especially those eligible for FSM, face in developing their career readiness and understanding of sectors they might want to work in.

ŒC is working with employers to deliver workplace experiences, which can provide a range of opportunities for young people to develop and test essential skills including speaking and listening skills.

apply for a role and be interviewed by an employer, before taking part in mentoring sessions with the employer to complete a work-related project. We see positive outcomes from this innovation, with 76% of students who took part in this programme reporting that that their speaking skills had improved, and 73% felt more confident about being ready for the world of work.

Girls are also 8%pts less likely to know how to find out how much they could earn in different types of jobs. In 2023, the UK average gender pay gap was 14.3%, increasing to 18.9% for female employees of private sector companies. If girls enter the workforce less aware of how much they can earn, they may well be less likely to aim for careers in higher-paying sectors. The enduring, corrosive effect could contribute to maintaining the wage disparity over time.

interests. Analysis of student data shows that improved career readiness is strongly linked to improved alignment with the labour market. Students with the highest career readiness (responding positively to all questions) were more than twice as likely to have ideas about the industries they want to work in. These interests were both less likely to be influenced by gender-bias (e.g. girls were keener to choose engineering) and less likely to be in over-subscribed sectors:

https://www.careersandenterprise.co.uk/media/14cdft1b/cec-now-next-report.pdf

(these findings are due to be published by CEC towards the end of November)



In the current curriculum, assessment system and qualification pathways, are there any barriers in continuing to improve attainment, progress, access or participation for learners with SEND?

Through our networks and our Inclusion Community of Improvement we understand there are a range of challenges that young people with SEND face. These include:

The lack of available supported apprenticeships which young people can access, and the effects of undertaking a supported apprenticeship on their benefits entitlement.

Non-achievement of English and Maths, particularly for those young people without an EHCP means non-completion of their apprenticeship or study programme which can be a barrier to progression.

Lack of appropriate progression routes due to lack of funding for Entry level quals in Post 16; young people end up in a cycle of entry level or level 1 courses with no real progression routes.

Parental engagement and their sometimes-limited aspirations for their young person

Travel can be a barrier to access suitable provision that meets the needs of the young person.

A limited curriculum offer for SEND young people in mainstream provision and support available e.g. access to a teaching assessment



secondary education. The data, aggregated across schools, provides national



he National Literacy Trust (NLT) on their

(WfW) programme demonstrated an increase in pupil awareness of the link between the school curriculum and the wider world and positive steps to tackling gender equality or other social barriers in the classroom. Impact of a current pilot to



Carberry, former attitudes and attributes in people such as resilience, respect, enthusiasm and creativity are

To what extent does the content of the a) English and b) maths national curriculum at secondary level (key stages 3 and 4) equip pupils with the knowledge and skills they need for life and further study? Are there ways in which the content could change to better support this aim?

Maths and English are not just subjects but important tools to understand and interpret the world accordingly. Practical application of maths and English linked to real world challenges, for example through oracy, is a powerful way of supporting the development of competence. There is opportunity for teachers to work with employers to co-design curriculum content so young people can understand the up-to-date application of the Maths and English they study. This could be accompanied by student site visits to consolidate learning.

https://resources.careersandenterprise.co.uk/resources/aet-and-pinewood-careers-maths-resource

As mentioned



Contextual oracy is one way, but this does not always require a qualification -



https://www.careersandenterprise.co.uk/equalex/

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

The path a young person takes into post-18 education or study (or not) is informed by many factors. Paths into further technical study or apprenticeships in particular are complicated and require a sets out eight factors that are needed for a young person to take up vocational study. They are:

Employer need
Employer willingness to offer opportunity
Access to relevant training options
Conversion rate of interest to take up
Promotion of options



continued training and support for primary teachers to balance the curriculum with careers learning and skills development through the Careers Hubs and teacher encounters with employers.



On Benchmark 5 (Encounters with employers and employees) 86% of institutions in a careers hub fully achieved, compared to 59% not in a hub.



Are there additional skills, subjects, or experiences that all learners should develop or study during 16-



https://www.skillsbuilder.org/universal-framework) could be a transformative mechanism to boost equity in transitions and both actual and perceived career readiness.

For example, employers as active partners in the learning journey could identify which essential skills

existing digital systems of Compass and the Future Skills Questionnaire have the potential to be built

a model of quality assurance for these activities ensuring the currency value of these wider activities is high for businesses, young people and wider influencers such as parents. However, such a tool can only be effective if there is dedicated time baked into the curriculum for the development of and reflection on skills and attributes.

The Careers & Enterprise Company created the Future Skills Questionnaire (FSQ) to measure the career readiness of students at points of transition across secondary education. It is a student self-completion digital

across secondary education. The data, aggregated across schools, provides national insight into student perceptions and how they compare according to stage of learning, student background and school characteristics.

During the 2022/23 academic year, over 100,000 students from 574 institutions completed the Future Skills Questionnaire (FSQ), making it one of the most extensive surveys of its kind in the country. This is an opportunity to mobilise the collective voice of students and use their insights to point to areas of progress and to where more support is needed to drive positive careers outcomes.

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



This work could include an emphasis on skills pathways like higher technical qualifications and apprenticeships where awareness may be lower a teacher Tapp survey in 2022 found only 26% of teachers felt confident advising students about how to find an apprenticeship. https://plmr.co.uk/2022/08/new-plmr-education-report-teachers-experiences-of