

# Responses to the Primary Curriculum Reform Proposals

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## Building on Interim Response

- GTC welcomes:
- the adoption of a set and aims and values as derived from the Children’s Plan
- national entitlement for all children
- greater flexibility for teachers to design and adapt the curriculum to meet their local context and their children’s needs
- greater scope for informed professional judgement

The GTC supports a regular review of the curriculum across the whole 0-19 continuum

## Areas of learning

- Areas of learning offer an opportunity to develop and strengthen cross-curricular teaching and learning
- The GTC welcomes the reintroduction of History and Geography, which now becomes ‘Historical, geographical and social understanding’
- ‘Scientific and technological understanding’ will enable stronger links between science and Design and Technology

## ICT

- GTC recognises the importance of ‘digital literacy’ to be able to participate fully in society and therefore ICT as part of the core curriculum
- Raising expectations in the quality of ICT provision should be accompanied by an entitlement to equal access to resources which continues to be a challenge for some groups of primary aged children

## ICT

- CPD for teachers in order to maximise the benefits of ICT in enhancing and deepening learning
- Children need to be aware of the broad range of risks, rights and responsibilities that accompany the opportunities presented by new technologies, in order to make safe and effective use of them.

## Transition

- The three two-year phases of progression will support smoother transition from early years, throughout the primary phase and into secondary
- Further work is needed to clarify how the five transition bridges will work
- Logistical issues around the feasibility of an extended study which runs across Years 6 and 7

## Pupil Voice

The GTC argues for greater recognition of pupil voice within the proposed curriculum:

- A participative and dialogic climate between teacher and pupil, rather than a series of one-off events
- The use of the curriculum itself provides rich opportunities to maximise pupil participation by involving pupils in curriculum planning, incorporating ‘learning to learn’ as a dimension of curriculum

Cont...

## Pupil Voice cont.

- Enabling pupils to carry out research is a powerful way of supporting their agency particularly where it focuses on learning and the contexts for learning.
- The process of transition from the primary to the secondary school needs to be informed by insights into ways in which pupils have already learnt how to exercise influence and how to play an active role in their learning and that of their peers.

***(The Influence and Participation of Children and Young People in their Learning (IPiL) project)***

## Teacher Training and Learning

- The new proposals will put increased emphasis on teacher training and teacher learning to enable teachers to become curriculum designers and planners.
- There should be more opportunities for teachers' to advance their understanding and use of strategies for personalised learning, curriculum design, assessment for learning, the use of new technologies and ways to enhance the influence and participation of children in their learning.