PRIME MINISTER

1. NATIONAL CURRICULUM: WORKING GROUPS FOR ENGLISH AND FOR DESIGN AND TECHNOLOGY

2. PUBLICATION OF REPORT OF THE KINGMAN COMMITTEE ON ENGLISH

attached

1. We agreed at E(EP) on 14 April that I should circulate my proposals for memberships of the English and the Design and Technology Working Groups, revised terms of reference and supplementary guidance for the two Groups, and a draft of the statement I propose to make on publication of the Kingman Committee's Report.

2. At Annex A are the terms of reference and supplementary guidance for the English Working Group. These have been revised to reflect the Sub-Committee's view that teaching about the grammatical structure of the English language should be included in the National Curriculum, that reading should be encouraged and that the Working Group should specify the types of literature pupils should cover. The Sub-Committee's other points on guidelines and on allocations of time are also included and the terms of reference have been tightened up. Changed passages are sidelined. I have shown the terms of reference in confidence to Brian Cox, and he is well content with them.
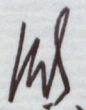
3. At Annex B is the statement I propose to make about publication of the Kingman Committee's Report, as an arranged Parliamentary Answer. It reflects the Sub-Committee's advice that we should emphasise that the Report makes an interesting contribution to discussion about the teaching of the English Language, without welcoming all its recommendations.

4. At Annex C is a list of the membership which the Secretary of State for Wales and I propose to ask to serve, as discussed with you. As the Sub-Committee recommended, we have reduced the number of members and have picked people who can contribute on teaching about the structure of the language, the spoken word and literature. Angela Rumbold and I have spoken to all those on the list of members, and they have indicated that they are willing to serve.

5. At Annex D are the revised terms of reference and supplementary guidance for the Design and Technology Working Group; changed passages are sidelined. At Annex E is the membership for the Group; I have confirmed with Lady Parkes that she will chair the Group and the other members are also willing to serve.

6. Copies of this minute go to members of E(EP) and to Sir Robin Butler. I intend to announce on 29 April the establishment of these two Working Groups and the publication of the Kingman Committee's Report. I should therefore be grateful for any comments urgently.

KB

Department of Education and Science

26 April 1988

NATIONAL CURRICULUM: WORKING GROUP ON ENGLISH

TERMS OF REFERENCE

PREAMBLE

1. The Education Reform Bill, currently before Parliament, proposes the establishment of a National Curriculum of core and other foundation subjects for pupils of compulsory school age in England and Wales. For most of these subjects, including English which is a core subject, the Government wishes to establish clear objectives - attainment targets - for the knowledge, skills and understanding which pupils of different abilities and maturities should be expected to have acquired at or near the key ages of 7, 11, 14 and 16; and, to promote them, programmes of study describing the content, skills and processes which need to be covered during each key stage of compulsory education. Taken together, the attainment targets and programmes of study will provide the basis for assessing pupils' performance - in relation both to expected attainment, and to the next steps needed for the pupils' development.

2. The Government wants attainment targets and programmes of study to reflect current good practice and achievement. Both the objectives (attainment targets) and means of achieving them (programmes of study) should leave scope for teachers to use their professional talents and skills to develop their own schemes of work, within a set framework which is known to all. It is the task of the working group to advise on that framework for English, which is a core subject. The framework should ensure, at the minimum, that all school leavers are competent in the use of English - written and spoken - whether or not it is their first language.

3. The Kingman Committee, established to advise the Secretary of State on what children should know about language, has made

recommendations for attainment targets for knowledge about
language at the ages of 7, 11 and 16. The working group should
build on these to recommend attainment targets covering the
grammatical structure of the English language. But English
comprises both language and literature, including poetry and
drama. The working group's recommendations on learning about
language and its use should draw upon the English literary
heritage; should promote the reading of great literature and
the knowledge and appreciation of literature; and should
indicate the types of literature which all pupils should cover
in the course of their studies.

THE TASK

4. The Government has made it clear that it expects most
curricular time at primary level to be taken up by the core
subjects of English, maths and science. [But it is important that
in the primary phases attainment and study in the core subjects
in particular are looked at as a whole as well as individually.] ??
The working groups on mathematics and science are well-advanced
towards their final reports. The English working group is
therefore asked to give immediate attention to recommendations on
attainment targets for ages 7 and 11 and the associated
programmes of study and to submit a report on these to the
Secretary of State by 30 September 1988.

5. By the same date, the working group is asked to submit a
progress letter to the Secretary of State on its provisional
thinking about the knowledge, skills and understanding which
pupils of different abilities and maturities should be expected
to have attained and be able to demonstrate around the end of the
academic year in which they reach the ages of 14 and 16.

6. By 30 April 1989 the working group is to submit a final
report to the Secretary of State, setting out and justifying its

final recommendations on attainment targets for the key ages of 14 and 16 and the associated programmes of study.

APPROACH

7. The working group should consult informally with relevant interests and have regard to the work of the other subject working groups, in particular that on Welsh. Additionally it should take account of:

   a. the broad framework proposed by the Task Group on Assessment and Testing for assessment and testing;

   b. the need for attainment targets which reflect the fact that in the primary stage, particularly for 7 year olds, English will support learning in all other subjects, and will be developed by how those are taught;

   c. the contribution which, more generally, English can make to learning about other subjects and the contributions which these subjects can make to learning about English, including the promotion of development of good written and spoken English in all subjects;

   d. the recommendations of the Kingman Committee on attainment targets for children's explicit and implicit knowledge about language at ages 7, 11 and 16;

   e. best practice and the results of relevant research and curriculum developments;

and the issues covered in the supplementary guidance to the Group's Chairman.

SUPPLEMENTARY GUIDANCE TO CHAIRMAN OF ENGLISH WORKING GROUP

NATIONAL CURRICULUM: ENGLISH WORKING GROUP

This note offers more detailed guidance about your task than is contained within your terms of reference.

Attainment Targets

2. By "attainment targets" I have in mind clearly specified objectives for what pupils should know, understand and be able to do, which can be related to what might be expected of pupils of different abilities and maturities at or around the end of the academic year in which they reach the ages of 7, 11, 14 and 16. It is essential that attainment targets provide specific enough objectives for pupils, teachers, parents and others to have a clear idea of what is expected and to provide a sound basis for assessment and testing. They should reflect current best practice and achievements.

Programmes of Study

3. I am expecting the programmes of study to provide a detailed description of the content, skills and processes which all pupils should be taught so that they can develop the knowledge and understanding they will need to progress through school and eventually to adult life and employment. This detailed description needs to be set within an outline or overall map of the English curriculum which takes account of what may be expected of pupils of different abilities. For English, which is a core subject, I expect close definition of the requirements. The programmes of study should certainly be detailed enough to ensure a proper balance between learning about the grammatical structure of the English language and about its use, and the study of English literature including poetry and drama. In particular they should ensure that pupils have proper exposure to the great works of our literary heritage and are able to draw upon such works in learning about language. They should also pay due regard to the importance of the spoken word, of good writing and of reading.

4. However, within the overall programme of study there must be space to accommodate the enterprise of teachers, offering them sufficient flexibility in the choice of content to adapt what they teach to the needs of the individual pupil, and scope for different teaching approaches.

5. I expect that the development of attainment targets and programmes of study will be an iterative process. In the case of knowledge about language you are able to draw on the Kingman Committee's recommendations both for attainment targets - which

need to be related to targets for other aspects of English - and for a model of language and its application, which is relevant to programmes of study. But before you are able to define the other attainment targets with the degree of specificity required, you will probably wish to stand back and consider objectives and the contribution of English to the overall school curriculum in more general terms. The precise way in which you arrive at your conclusions is for you to determine, but I would stress again the importance of specificity in the definition of attainment targets.

Differentiation

6. Attainment targets should allow scope for the very able, those of average ability, and the less able to show what they can do. In general I seek targets which may be attempted and assessed at a range of levels, as a child progresses and according to his or her ability. The targets should challenge each child to do the best that he or she can. The broad framework recommended in the Report of the Task Group on Assessment and Testing illustrates how this task may be tackled. I hope that you will give particular thought to the application of attainment targets to lower attaining pupils and those with special educational needs.

Assessment and Examinations

7. Attainment targets will provide objectives against which pupils' progress and performance can be assessed and tested. The main purpose of such assessment will be to show what a pupil has learnt and mastered, so as to enable teachers and parents to ensure that he or she is making adequate progress and to inform decisions about the next steps.

8. At present I envisage that ~~much~~ some of the assessment at ages 7, 11 and 14 will be school-based. It will be done by teachers as an integral part of normal classroom work. But ~~in addition~~ there will be nationally prescribed tests done by all pupils to supplement the individual teachers' assessments. Teachers will administer and mark these, but their marking - and their assessments overall - will be externally moderated. I may offer you further guidance later in the light of consideration of TGAT's recommendations. However, in the meantime you should be prepared to offer advice in broad terms about assessment, having regard to the TGAT report, in relation to the attainment targets recommended, particularly what might appropriately be measured by nationally prescribed tests.

as a vital part of assessment

GCSE

9. In defining attainment targets and the programme of study for 16 year olds, I suggest that you take as your starting point the GCSE National Criteria. You should not regard yourself as bound by these, however: in particular, they may not be

sufficiently specific for your purposes as regards objectives and/or content. You will want to consider the results of the trial use in 1988 of common papers in GCSE English and advise on the most effective way to achieve differentiation between candidates. You also will want to take note of the SEC's recent work to establish a more objective approach to measuring attainment through the GCSE; the report of the English grade criteria working party may be a source of ideas, and the SEC's further development work with respect to individual GCSE English syllabuses should make a useful contribution to the group's deliberations.

10. The Government expects that all pupils will take GCSE examinations in English or equivalent examinations approved against GCSE criteria. It does not, therefore, anticipate the need for alternative assessment arrangements at age 16 in English. We will look, in due course, to the newly formed School Examinations and Assessment Council (SEAC) to advise on whether, and if so how, the GCSE criteria need to be revised to reflect the national curriculum attainment targets and programmes of study for ages 14-16, and to approve syllabuses accordingly.

Special needs

11. The Government proposes that where a pupil has a statement of special needs under the 1981 Education Act, the statement should specify any national curriculum requirements which should not apply or should be modified for that individual pupil. In addition, orders may define circumstances in which the application of the national curriculum provisions to individual pupils might be modified or lifted for any foundation subject. For example, the modern languages orders might indicate that pupils with severe difficulties in English should be introduced to a foreign language later than or on a different basis from most children. I should be grateful if you would consider whether exceptions of this kind for categories of pupils can be justified in the case of English.

TVEI

12. The TVEI pilot projects are providing valuable experience in identifying the most effective ways in which the education of 14-18 year olds can be made more relevant to the demands of employment and adult life. From September 1987, authorities are progressively involved in extending the TVEI pilots into a national scheme. The objective will be to give young people aged 14-18 in all maintained schools and colleges access to a wider and richer curriculum based on the lessons emerging from the pilot TVEI projects. In drawing up their plans, LEAs are required to reflect the Government's policy for the school curriculum in England and Wales as summarised in the curricular criteria based on "Better Schools", and issued by the DES in July 1986.

13. Authorities will want to use TVEI to build on the framework
offered by the national curriculum and to take forward its
objectives. The Government intends that the legislation should
leave full scope for schools to determine how teaching is
organised and the teaching approaches used so that the curriculum
is delivered in the best way suited to their pupils. This
flexibility should enable schools to accommodate any special
emphasis within their TVEI plans, while still meeting the
requirements of the national curriculum. The group will wish to
consider developments so far under TVEI so that they inform its
deliberations.

General Principles

14. Generally in framing your recommendations, I expect you to
consider the need for

   - continuity and progression throughout the period of
   compulsory schooling and beyond

   - breadth and balance

   - relevance: the content and teaching of the various elements
   of the national curriculum should bring out their relevance to
   and links with pupils' own experience and background and their
   practical application and continuing value to adult and
   working life. This is of course especially true of core
   subjects such as English

   - all elements of the curriculum to contribute to the
   development of general personal qualities and competences in
   young people which will be of value to them in adult and
   working life - for example, self-reliance and self-discipline,
   a spirit of enterprise, a sense of social responsibility, the
   ability to work harmoniously with others, an ability to apply
   knowledge and use it to solve practical real life problems.

15. It will also be important to bear in mind that the
curriculum should provide equal opportunities for boys and girls.
The group should also take account of the ethnic diversity of the
school population and society at large, bearing in mind the
cardinal point that English should be the first language and
medium of instruction for all pupils in England.

Wales

16. You will need to bear in mind that your recommendations will
relate to the whole of England and Wales and should allow enough
flexibility for schools to give weight, where appropriate, to
local circumstances. There will be arrangements in Wales for
separate consideration of, and consultations about, the group's
report. These will take account of any particular Welsh needs.

Ages and Stages; Time Allocations

17. You should assume that all pupils other than those with statements of special need under the Education Act 1981 which specify otherwise will study English throughout their compulsory schooling and take a GCSE examination in English or equivalent examination approved against relevant GCSE criteria.

18. In framing your recommendations, you should assume that on average 8 periods a week are available for English in the primary phase, 6 periods a week in years 1-3 of secondary school and 5 periods in years 4 and 5.

Links with other subjects

19. There are a number of important subjects, themes and skills which can be taught and developed through the foundation subjects. You are expected to consider the place of these aspects within the English curriculum and to cover them within your consideration of attainment targets and programmes of study. English will provide one appropriate context for the development of drama across the curriculum, for an introduction to the classical world through its literature, for developing information handling skills such as the use of libraries and reference books, and for media studies. Time for covering such aspects within English will need to be found within the overall time available for English as indicated above. The links between English literature and drama and the other expressive arts subjects are (particularly important] The practical use of word processors in developing writing provides an introduction to information technology. You may have further suggestions for links with other subjects, and about the contributions which these subjects can make to learning English.

Implementation

20. The Government aims to make the Orders relating to attainment targets and programmes of study for English for the primary stages early in the first half of 1989, and for the secondary stages towards the end of 1989, following wide consultation through the proposed National Curriculum Council. On this timetable, schools may expect to begin implementing the primary Orders at the start of the academic year 1989-90 and the secondary Orders at the start of the academic year 1990-91.

Conclusion

21. As a starting point you will have the report of the Kingman Committee, HM Inspectorate's discussion paper "English from 5 to 16" and the responses to that paper, and the series of publications on language by the Assessment of Performance Unit. Additionally you may find it useful to take account of good practice in those LEAs that have developed effective and well-founded policies for English. I hope that you will draw on the collective wisdom and experience of the appropriate professional bodies.

STATEMENT ON PUBLICATION OF KINGMAN AND SETTING UP THE WORKING
GROUP

To ask the Secretary of State for Education and Science, if he
has received the report of the Committee established to advise on
what children should know about language; and if he will make a
statement.

DRAFT REPLY

I am publishing today the report of the Committee chaired by Sir
John Kingman. I asked the Committee to advise what, in general
terms, children need to know about the English language, and in
consequence what they should have been taught and be expected to
understand on this score at ages 7, 11 and 16. I am grateful to
the Committee for its hard work. It has produced an interesting
report which will contribute to discussion about the teaching of
the English language and about the importance of the grammatical
structure of the language and of the correct use of the spoken
word.

English is one of the core subjects in the National Curriculum as
proposed in the Education Reform Bill now before Parliament. I
am now appointing a working group on English to make
recommendations for attainment targets and programmes of study
for English as a whole. The working group's terms of reference
are below. I am specifically asking the English working group to
take account of the relevant recommendations of the Kingman
Committee in its work on attainment targets and programmes of
study.

The working group will be chaired by Professor Brian Cox, John
Edward Taylor Professor of English Literature at Manchester
University. Its membership will be : [to be added]. I expect the
Group to begin work in early May.

I shall be considering the Kingman Committee's other detailed
recommendations in due course in the light of public comment on
its report and of the English working group's recommendations.

TEMPORARILY
RETAINED
J. Gray
12/3/2016

ANNEX C

ENGLISH WORKING GROUP: MEMBERS

CHAIRMAN

Professor Brian Cox: Age late 50s. John Edward Taylor Professor
of English Literature, University of Manchester. Previously
Professor of English Literature, University of Manchester and
lecturer, University of Hull. President, National Council for
Educational Standards, 1984. Publications mainly literary
criticism. Member of Kingman Committee.

MEMBERS

Professor Michael Stubbs: Age 37. Professor of English and Media
Studies, University of London Institute of Education.
Distinguished career in the field of linguistics; much of
research of relevance to schools (eg spelling).

Professor David Skilton: Head of English at merged institution
of University College/UWIST, Cardiff. Previously at Lampeter
College. Victorian specialist - has written extensively on
nineteenth-century fiction. Has an interest in advancing the
application of modern technology to study and research in English
and in teaching English as a foreign language.

Mrs Diane Billups: Age late 30s/early 40s. Head of Broughton
Junior School, South Humberside. Previously with West Riding.
School. Exceptional in most areas, including language. Used much
by LEA on in-service and curriculum development work.

Mr Brian Slough: Age 40s. Head of English, Kettering Boys'
School. Previously worked in independent sector.

Mr Roger Samways: Secondary English adviser, Dorset LEA.
Previously Head of English in Dorset comprehensive school.

Ms Linda Cookson: Senior Tutor, Central School of Speech and
Drama. Previously English teacher and A level Chief Examiner.

Dr Charles Suckling: Age 67. FRS and FRCS. Non-executive
director of Albright & Wilson, Chairman of his own company, ex-
Chairman of ICI Paints Division, Ex-General manager of research,
ICI; member of Royal Commission on Environmental Pollution.
(Semi-retired). Served on Kingman Committee, where made very
positive contribution, especially in chairing the Committee in
Sir John Kingman's absences.

Mr Roald Dahl: Age 71. Writer. Publications: short stories,
novels, autobiography, children's books, screen plays.
Recreation: picking wild mushrooms.

NATIONAL CURRICULUM DESIGN AND TECHNOLOGY WORKING GROUP

TERMS OF REFERENCE

Background

1.   The Education Reform Bill currently before Parliament
provides for the establishment of a National Curriculum of core
and other foundation subjects for pupils of compulsory school age
in England and Wales. For most subjects, including technology,
the Government wishes to establish clear objectives - attainment
targets - for the knowledge, skills, and understanding which
pupils of different abilities and maturities should be expected
to have acquired by the end of the academic year in which they
reach the ages of 7, 11, 14 and 16; and to promote them,
programmes of study describing the content, skills and processes
which need to be covered during each key stage of compulsory
education. Taken together, the attainment targets and programmes
of study will provide the basis for assessing a pupil's
performance, in relation both to expected attainment and to the
next steps needed for the pupil's development.

2. The Government wants attainment targets and programmes of
study to reflect current good practice and achievement. Both the
objectives (attainment targets) and means of achieving them
(programmes of study) should leave scope for teachers to use
their professional talents and skills to develop their own
schemes of work, within a set framework which is known to all.
It is the task of the Working Group on Design and Technology to
advise on that framework for design and technology.

The Task

3. The science working group is already looking at attainment
targets and programmes of study for primary technology. The

Reordered

Design and Technology group should focus on the final two key stages, as defined in the Education Reform Bill - ie the secondary phase - building on the work of the science group for the primary phase.

4. The Working Group is asked to submit an interim report to the Secretaries of State by 31 October 1988 outlining:

   i) the contribution which design and technology should make to the overall school curriculum and how that will inform the Group's thinking about attainment targets and programmes of study;

   ii) its provisional thinking about the knowledge, skills and understanding which pupils of different abilities and maturities should be expected to have attained and be able to demonstrate at key ages;

   iii) its thinking about the programmes of study which would be consistent with the attainment targets provisionally identified.

5. By 30 April 1989 the working group is to submit a final report to the Secretaries of State setting out and justifying its final recommendations on attainment targets and the programmes of study for design and technology. In addition, the Working Group should recommend attainment targets and programmes of study for design and for information technology in the first two key stages, for primary pupils, to supplement the recommendations of the science working group.

Approach

6. In approaching its task the working group is to view technology as that area of the curriculum in which pupils design and make useful objects or systems, thus developing their ability

to solve practical problems. The working group should assume that pupils will draw on knowledge and skills from a range of subject areas, but always involving science or mathematics. They should be taught the principles and practice of good design, the application of theoretical knowledge, and within that context the practical craft skills needed for realising their designs in wood, metal, plastics, textiles and other materials. They should also learn about the variety of modern materials and technologies in use in the industrial and commercial world. Pupils should prepare for the world of work by learning how to work in teams as well as by themselves; by understanding the importance of functional efficiency, quality, appearance and marketability; and about the importance of working within financial and technical constraints. Modern business practice increasingly involves the use of IT. Technological education should equip pupils with basic IT skills and develop an awareness of the potential use of IT and computer technology whether in the business office, or manufacturing or commerce.

7.   Technology as described above is an activity which goes "across the curriculum", drawing on and linking in with a wide range of subjects. The group should start from the basis that technology is an area of study in its own right, with its own distinctive objectives and content. This does not necessarily mean that technology must be a separately timetabled subject: schools will be free to teach technology how they choose, provided that the activity is coordinated as a clear programme and directed towards the distinctive objectives of technology. By the end of the third key stage of their compulsory education pupils should have acquired a firm basis of skills, knowledge and understanding in technology. This will provide a broad foundation on which pupils can build in undertaking technological work as defined in paragraph 6 in more specialised contexts, including other subject areas during the fourth key stage, whether for GCSE or otherwise.

8. Design will be an essential part of technology as defined above, but will also draw on and contribute to other areas of the curriculum. The Working Group is asked to consider design in all its aspects throughout the period of compulsory education, identifying and recommending attainment targets for those of particular importance in technology and recommending a framework within which other aspects will need to be developed in other subjects. The group should work on the basis that the distinctive objectives of design and technology are that a pupil at the end of his or her compulsory education, should:

i)   be able to design and make artefacts and systems, applying scientific or mathematical and other knowledge and skills;

ii) be familiar with designing processes and have had experience of applying them to real life tasks within typical constraints (time, money etc) with due regard to cost, marketability, social, environmental and other relevant factors;

iii) appreciate the importance of design and technology in society, historically and present day, particularly as it affects the economy.

9. The use of computer and information technology and other advance technologies in control, simulation and data storage and retrieval is becoming increasingly important in our society. This fact should be reflected in the use of computer and information technology across the school curriculum. Each subject group as it is set up is being asked to consider the scope for using computer and information technology in its subject and to frame appropriate attainment targets. However, the design and technology group is asked to provide within the national curriculum a focus for the development of computer and

IT awareness, and skills such as keyboard skills and basic programming, by recommending appropriate attainment targets at the four key stages together with a supporting programme of study related to IT and basic computer skills and to awareness of the uses of advanced technology.

10.   In carrying out its work the group should consult informally and selectively with relevant interests including industry and have regard to the work of other subject groups, particularly the work of the science group on primary technology. Additionally the group should take account of

i)   the broad framework proposed by TGAT for assessment and testing;

ii)   the contributions which design and technology can make to learning about other subjects, and other subjects can make to learning about design and technology.

iii)   best practice and the results of any relevant research and development, and in particular developments under TVEI.

and the issues covered in the supplementary guidance to the Group's Chairman.

SUPPLEMENTARY GUIDANCE TO THE CHAIRMAN OF THE DESIGN AND
TECHNOLOGY WORKING GROUP

1.   This note amplifies some of the points outlined in your
terms of reference.

Attainment Targets and differentiation

2.   The attainment targets are expected to provide specific
enough objectives for pupils, teachers, parents and others to
have a clear idea of what is expected and to provide a sound
basis for assessment and testing. They should allow scope for
the very able, those of average ability, and the less able to
show what they know and can do. It should not be necessary to
have different attainment targets for children of different
abilities. The targets should be capable of assessment at a
range of levels and challenge each child to do the best that he
or she can. Attainment targets should be sufficiently
challenging at all levels to raise expectations, particularly of
pupils of middling achievement, as well as stretching and
stimulating the most able. The working group should give
particular thought to the application of attainment targets to
lower attaining pupils and those with special educational needs.
In advising on attainment targets in design and technology, the
working group should attempt to cover all areas of the subject
and justify fully any recommendation that specific targets are
not appropriate for particular aspects.

Programmes of Study

3.   The programmes of study should provide a detailed
description of the content, skills and processes which all
pupils need to be taught so that they can develop the knowledge
and understanding they will need to progress through school and
eventually to adult life and employment. This detailed
description needs to be set within an outline or overall map of

the design and technology curriculum which takes account of what
may be expected of pupils of different abilities.

4.   Within the overall programme of study, however, there
should be space to accommodate the enterprise of teachers,
offering them sufficient flexibility in the choice of content to
adapt what they teach to the needs of the individual pupil.

5.   The development of attainment targets and programmes of
study is likely to be an iterative process. Some consideration
of content will probably come into the working group's thinking
about attainment targets. It will also be necessary to take into
account the general objectives and the contribution of design and
technology to the overall curriculum.

Special Needs

6.   The Government proposes that where a pupil has a
statement of special needs under the 1981 Education Act, the
statement should specify any national curriculum requirements
which should not apply or should be modified for that individual
pupil. In addition, orders will define the circumstances in
which the application of the national curriculum provisions to
individual pupils might be modified or disapplied for any
foundation subject. For example, the modern language
orders might indicate that pupils with severe difficulties in
English should be introduced to a foreign language later than or
on a different basis for most children. Any comparable
adaptations which could be justified in the case of design and
technology should be considered by the working group.

Links with other subjects

7.   By its nature technology has links with subjects across
the curriculum. Science and technology are intimately linked at
secondary as well as primary level and their teaching needs to be

properly coordinated. Scientific concepts and knowledge relating to materials, energy and power are particularly relevant to technology. The working group should where appropriate link its recommendations with those of the science working group so that they complement rather than duplicate one another.

8.   The working group should also take account of the possibilities of links with other relevant subjects such as art, home economics and business studies. It should consider how and to what extent the design and technology programmes of study should draw on these subject areas. For the fourth key stage the working group should advise on central design and technology attainment targets which might be pursued either on a single subject basis or through other subjects, and which could form the basis of more developed technological work in those subject areas.

9.   There are a number of important subjects, themes and skills which can be taught and developed through foundation subjects. The working group has a specific remit in relation to design. It should also consider the contribution of technology to other themes such as economic awareness and environmental awareness. The working group should also cover the technological aspects of health and safety education both in the workshop and outside the school. All subjects should promote the development of good written English and numeracy.

Ages and Stages; Time Allocations

10.   The working group should assume that all pupils, other than those with statements of special need under the Education Act 1981 which specify otherwise, will study technology throughout their compulsory schooling and the majority are likely to take a GCSE in technology or a subject which will involve a substantial element of technology approved against relevant GCSE criteria.

11.   In framing its recommendations the working group should
assume that on average the equivalent of some 2-4 periods of a 40
period timetable is available for technology for years 1-3 of
secondary school. Beyond that stage the amount of time required
will depend upon the extent to which the attainment targets and
programmes of study are pursued through other subjects. The group
should assume that, for a pupil in years 4 and 5 of secondary
school, the technology core element, and any technological
component developed in other subject areas, would each take up on
average 2 timetable periods.

Assessment and Examinations

12.   Attainment targets will provide objectives against which
pupils' progress and performance can be assessed. The main
purpose of such assessment will be to show what a pupil has
learnt and mastered, so as to enable teachers and parents to
ensure that he or she is making adequate progress and to inform
decisions about the next step.

13.   The main focus of the group's work will be on attainment
targets and programmes of study. However, it should take account
of the broad framework of the Report of the Task Group on
Assessment and Testing which included recommendations for the
work of subject groups, and in particular should offer advice in
broad terms about assessment and testing in relation to the
attainment targets recommended, and what might appropriately be
measured by nationally prescribed tests.

GCSE

14.   Not all pupils will take GCSE examinations in technology
as such. However, in defining attainment targets and programmes
of study the working group should take account of the GCSE
National Criteria for CDT and other subjects with a technological

element so far as these are consistent with the approach in the terms of reference. It will want also to take note of the Secondary Examination Council's work on making GCSE grades more objective: the report of the grade criteria working parties may be a source of ideas as may the individual GCSE syllabuses developed under the CDT, General or other Subject Criteria where there is a technological element. The School Examinations and Assessment Council will be asked to advise on revised GCSE criteria to reflect the national curriculum attainment targets and programmes of study for ages 14-16 and to approve syllabuses accordingly.

General Principles
15.   Generally in framing recommendations, the Group should consider the need for

- continuity and progression throughout the period of compulsory schooling and beyond

- breadth and balance

- relevance: the content and teaching of the various elements of the national curriculum should bring out their relevance to and links with pupils' own experience and background and their practical application and continuing value to adult and working life

- all elements of the curriculum to contribute to the development of general personal qualities and competences in young people which will be of value to them in adult and working life - for example, self-reliance, self-discipline, a spirit of enterprise, a sense of social responsibility, the ability to work harmoniously with others, an ability to apply knowledge and use it to solve practical real life problems.

16.   It will also be important to bear in mind that the
curriculum should provide equal opportunities for boys and
girls; and to consider, in this context, the expectations and
attitudes of girls to design and technology. The Group should
also take account of the ethnic and cultural diversity of the
school population and society at large.

Implementation

17.   The Government intends to make an Order relating to
attainment targets and programmes of study in design and
technology for secondary pupils by the end of 1989 following
wide consultation through the proposed National Curriculum
Council. On this timetable, schools may expect to begin
implementing this Order at the start of the academic year 1990-
91. The working group should advise whether the Order should be
brought in on a phased basis rather than for all children at
once.

18.   In carrying forward its work the group may find it
useful to take account of good practice in technological
education as defined in the terms of reference and developed in
individual schools and by LEAs. It may also wish to draw on the
collective wisdom of the professional bodies and those
organisations outside the world of education who have an
interest in design and technology in schools.

DESIGN AND TECHNOLOGY WORKING GROUP :   MEMBERSHIP

CHAIRMAN

LADY MARGARET PARKES JP   AGE 62
                                 EDUCATION   Perse School for
                                 Girls, Cambridge
                                 Leicester University (at age 40)
                                 Homerton College   M Ed

                                 POSITIONS HELD

                                 Governor, BBC since 1984
                                 Member, Secondary Education
                                 Council since 1983 where she
                                 chairs CDT 16+ and 18+
                                 committees
                                 Member, Voluntary Sector
                                 Consultative Council since
                                 1984
                                 Chairman, London and Southwark
                                 Board of Education Committee
                                 for Personal Relationships
                                 (1976-81)
                                 Member, London Diocesan Board of
                                 Education (1976-80)
                                 Member, London Diocesan Family
                                 Education Committee (1981-83)
                                 Member, Colleges Advisory
                                 Committee, General Synod Board
                                 of Education (1982-)
                                 Member, Radio London Advisory
                                 Council (1879-83)
                                 Member, Press Council (1978-84)
                                 Chairman of Governors,
                                 Whitelands College (part of
                                 Roehampton Institute) (1981-)

File

be: BG

10 DOWNING STREET

LONDON SW1A 2AA

From the Private Secretary   28 April 1988

NATIONAL CURRICULUM ISSUES

The Prime Minister has seen your Secretary of State's
minute of 26 April. She is content with the proposed terms
of reference and supplementary guidance for the English and
the Design and Technology Working Groups, subject to the
detailed drafting comments we discussed on the telephone.
The Prime Minister is also content with the proposed membership
of the two Groups, subject to the points we discussed, and
for announcements to be made as proposed on 29 April.

I am sending copies of this letter to the Private Secretaries
to members of E(EP) and to Trevor Woolley (Cabinet Office).

Paul Gray

Tom Jeffery, Esq.,
Department of Education and Science.

<u>PRIME MINISTER</u>

NATIONAL CURRICULUM: WORKING GROUPS FOR ENGLISH
AND TECHNOLOGY

Mr. Baker's minute of 26 April attached seeks your agreement
to:

<u>Annex A</u>:   The terms of reference and supplementary
guidance for the English Working Group.

<u>Annex B</u>:   The arranged PQ about publication of the Kingman
Report.

<u>Annex C</u>:   The proposed members of the English Working
Group.

<u>Annex D</u>:   The terms of reference and supplementary guidance
for the Design and Technology Working Group.

<u>Annex E</u>:   The membership of that group.

I also attach some detailed comments by Brian Griffiths on the
terms of reference and supplementary guidance for the English
Group .   I have transcribed these comments on to Annex A of
Mr. Baker's note.   I have also marked on Annex D of Brian's
one comment on the proposed supplementary guidance to the
Technology Group.

Brian has no comments on the other proposals, including the
membership of the English and Technology Groups.   These
proposals do of course follow your recent meeting with
Mr. Baker and Mrs. Rumbold.   The DES will be putting forward
next week the proposed membership of the NCC and SEAC, and
Brian is in touch with them about that.

Content with the proposed membership of the two groups
(Annexes C and E), and with the proposed remits for the two
groups subject to Brian's comments?

PRCG.

PG

<u>27 April, 1988.</u>

PRIME MINISTER   27 April 1988

National Curriculum : English

Working Group on English : Terms of Reference

Suggested changes

Para 2 :   omit first sentence as this begs the question of
           who decides current good practices and
           achievement. If it were to be HMI it could be a
           disaster.

Terms of Reference ✓

Para 4 :   omit second sentence as it is expanded in
           para 7.

✓

Para 5 :   omit - it seems pure mumbo-jumbo.

Supplementary Guidance ✓

Para 8 :   this starts by giving a false impression of the
           balance between internal and external assessment:
           "much" should be changed to "some" and in line 3
           "in addition" should be replaced by "as a vital
           part of assessment".

✓

Para 9 :   the Committee is asked to take as its starting
           point the GCSE National Criteria in the next
           sentence however it says these are inadequate.

GCSE in English has come in for substantial
criticism. It embodies much of what we are trying
to change. Para 9 is best be deleted.

Para 14 : the expansion after "relevance" is unnecessary and
dangerous and it could well detract from the
rigour we wish to introduce.

Para 19 : lines 12-14 : are the links between English
literature and drama etc "particularly important"?
I doubt if we need to give that much emphasis.

Para 21 : this should be omitted - much of what is mentioned
in it is precisely what we are trying to change :
see Marenbon's monograph.

Supplementary Guidance to the Chairman of the Design and

Technology Working Group

Para 11 : do we need to be so precise with respect to the
allocation of time: in particular do all children
in year 4 and 5 need to take 2 timetable periods?
This should be more flexible.

BRIAN GRIFFITHS