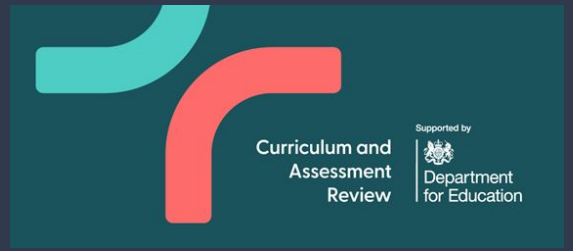
The Curriculum and Assessment Review - a co-ordinated response from the classics community



What is the review?

The CAR has been set up to review the national curriculum and statutory assessment system in England, including qualification pathways. It will consider children and young people's education and experiences from ages 5 to 19.

What is the review?

The review consists of the following 9 sections:

Section 1: About you

Section 2: General views on curriculum, assessment and qualifications pathways

Section 3: Social justice and inclusion

Section 4: Ensuring an excellent foundation in maths and English

Section 5: Curriculum and qualification content

Section 6: A broad and balanced curriculum

Section 7: Assessment and accountability

Section 8: Qualification pathways 16-19

Section 9: Other issues on which we would welcome views

THE CLASSICAL ASSOCIATION

Headlines – Primary curriculum

- Latin is now the 4th most popular Language taught in primary schools, but there ought to be some national strategic guidance provided for the teaching of ancient languages at KS2, rather than a reliance on charities to deliver training.
- BEd programmes could provide opportunities for student teachers to engage with ancient languages. E.g. successful elective for Latin as part of the BEd at UWE.
- Policy support for ancient languages should continue to have parity with MFL at KS2.
- Non-statutory cross-curricular guidance should promote the inclusion of classical subjects in the classroom
- Research (Holmes-Henderson 2023) demonstrates that Latin supports English literacy development for disadvantaged students.

Headlines - Secondary curriculum

- There is policy support for classical subjects at KS2, and again at KS4. The lack of policy support at KS3 has a detrimental impact on the growth of the subject, prevents transition across the transition phase and creates barriers to accessing the subject at KS4.
- Access to classical subjects is limited in state schools - there are geographical gaps where students do not have the same access to a broad and balanced curriculum (Hunt and Holmes-Henderson 2021).
- The Latin Excellence Programme has exceeded some of its targets to widen access to Latin to state schools beyond London and the South East, but renewed funding is needed to ensure sustainability, and the programme could widen to incorporate opportunities for the study of non-linguistic classical subjects.
- The EBaac has been beneficial for Latin, Greek and Ancient History. Classical Civilisation should be given equal status in this policy framework.
- The entries for non-linguistic subjects have increased year on year at both GCSE and A Level, with the majority of these entries coming from the state sector. (E.g. A Level CC had the biggest increase in entries in June 2023 across all of OCR's subjects, and their top 10 centres are all state 6th forms)

Headlines – curriculum – Class Civ/Anc Hist

- Classical Civilisation and Ancient History are overloaded with content - particularly at GCSE.
- In places, the content of these specifications is out of date - e.g. Roman Britain.
- Both subjects lack enough diversity - there are some big successes (Persia in GCSE AH, Invention of the Barbarian, Love & Relationships in A Level CC, which prove there are opportunities.)
- Specifications ought to provide a 360 of the human experience, and source material ought to be broad and balanced.
- The Subject Criteria framework for Classical Civilisation currently restricts the study to that of the Greco-Roman world from 300 BCE to 500 CE - this limits the opportunity to explore civilisations beyond the mediterranean, and a review of the framework ought to consider how source material is used, and the inclusion of classical reception.
- There are currently no opportunities within the specifications to meaningfully consider environmentalism & sustainability. Ancient History is the obvious place to reintroduce the study of archaeology. This could be addressed through a change to the Subject Criteria and a reduction in content of the specifications.

Headlines - curriculum - Languages

- Classical Greek at GCSE and A Level has too much content, and is particularly difficult at both key stages. The specifications should seek to reduce the amount of syntax and accidence required.
- Both Latin and Greek should consider diversifying the content of the unseen material for translation and set texts for literature to incorporate a greater range of voices and experiences, and to better reflect the issues and diversities of our society.
- The study of literature needs to allow for greater flexibility, and create opportunities for students to explore authors in their wider context.
- Specifications should provide opportunities for critical engagement with cultural context, including comparisons with the modern world, and the legacies of the ancient past. This would enable students to positively engage with and be knowledgeable about others.

Headlines – Assessment & qualification pathways

- Some examinations do not adequately support SEND learners - e.g. GCSE Classical Civilisation examinations frequently include low-tariff questions that focus on obscure parts of the (overloaded) specification, and the phrasing of questions is often difficult to interpret.
- Entry level/alternative qualification pathways could better support those subjects not included in the national curriculum, whilst providing access to a broad and balanced curriculum - e.g. Classical Greek.
- Alternative qualification pathways at 16-19 could also improve access to classical subjects - students in state-maintained schools do not have the same opportunities as those in the private sector. Similarly, access to classical languages is prohibited from an early age - ab initio at A Level?
- Decoupling of AS and A2 has had detrimental impact on minority subjects, and has narrowed the curriculum at KS5.
- Exam boards ought to be encouraged to enter public consultation before ending a qualification to protect student access to minority subjects.

Key questions to target

Section 2: General views on curriculum, assessment and qualifications pathways - Q 11

Section 3: Social justice and inclusion - Qs 12, 14

Section 5: Curriculum and qualification content - Qs 22-23

Section 6: A broad and balanced curriculum - Qs 28-30

Section 7: Assessment and accountability - Q41

Section 8: Qualification pathways 16-19 - Q48

Section 9: Other issues on which we would welcome views - *technology, further views*

N.b. those working on the survey data are not classicists - be as explicit as possible.

Key phrases to mention: 'breaking down barriers to opportunities', 'disadvantaged learners', and 'broad and balanced curriculum'.

CAR Roadshow

Online and in-person Regional Roadshow happening throughout October and November.

https://orcula.com/curriculum-and-assessment-review-regional-roadshow/register/Site/Register

South West - Future Skills Centre, Exeter College, Exeter - Monday 21st October - 1pm – 4pm

East of England - Cambourne Village College, Cambridge - Wednesday 23rd October - 1pm – 4pm

East Midlands - Malcolm Arnold Academy, Northampton - Thursday 24th October - 1pm – 4pm

London - Westminster Kingsway College, London - Monday 4th November - 4pm – 7pm Full

Online Webinar - Tuesday 5th November - 4pm start

West Midlands - Ormiston George Salter Academy, West Bromwich - Monday 11th November - 1pm – 4pm

South East - Folkestone Academy, Folkestone - Tuesday 19th November - 1pm – 4pm

Yorkshire and Humber - Doncaster College, Doncaster - Thursday 21st November - 4pm – 7pm

North East - Wyvern Academy, Darlington - Tuesday 26th November - 1pm – 4pm

North West - The Oldham Academy North, Oldham - Wednesday 27th November - 4pm – 7pm

Online Webinar - Thursday 28th November - 1pm start