



Developing and accrediting personal skills and competencies

Report and ways forward

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Contact:
research@futurelab.org.uk
0117 915 8200

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Forewords

The curriculum should be treasured. There should be real pride in 'our' curriculum: the learning that the nation has decided it should set before its young. Teachers, parents, the wider education community, the employment community, the media and the public at large should all see the curriculum as something that they embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers to them.

As a key part of this we must consider how to value and celebrate areas of learning which include personal, learning and thinking skills and understand how to prove their worth. Good assessment can demonstrate to the learner the value of what is learned and the progress made. For those teaching, good assessment supports professional decision-making. The external observer, be it parent, carer, potential employer or educational provider, can see the standards reached. The problem is that one assessment tool can probably not do all the jobs... especially in the area of personal learning and thinking skills. This report helps us to tease out a way forward. It outlines the challenge, describes approaches and suggests ways forward. Enjoy the challenge of the report... how would you assess these personal, learning and thinking skills?

Mick Waters
Director of Curriculum, QCA

This report is the outcome of a review and consultation project commissioned by the Qualifications and Curriculum Authority (QCA) from Futurelab. The aims of the exercise were to:

- draw together a review of current projects and initiatives which provide insights into different approaches to developing young people's skills and competencies (broadly classified as '21st century skills') through non-subject led approaches
- identify how these different approaches might be developed and supported at a national level by QCA
- make recommendations as to assessment and accreditation practices which could be used to promote and develop personal skills and competencies.

The project ran between January and March 2007 and comprised desk research, meetings and interviews with lead practitioners. Projects, practitioners and researchers were identified through recommendation and snowball sampling.

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While we gratefully acknowledge our debt to those who were kind enough to contribute to the project, any errors and omissions in this report are, of course, our own.

Keri Facer, Jessica Pykett
Futurelab

Executive summary

The challenge

What skills and competencies do young people need to survive and flourish? How do we prepare young people for life, leisure and work today? These questions are being raised by employers, governments, parents, educators and young people themselves in response to the changing social, economic and technological landscapes of the 21st century. Increasingly, we are seeing calls for a richer conception of curriculum which nurtures the personal competencies, skills and dispositions necessary to enable young people to continue to learn and to negotiate the complex information and cultural landscapes of a globalised world.

Recent years have seen the emergence (and reinvigoration) of a wide range of initiatives to develop such skills and competencies. These approaches have emerged from diverse sectors – from institutions such as the RSA, Creative Partnerships and Oxfam, to university researchers, voluntary sector organisations, local authority teams and classroom practitioners. These diverse initiatives comprise everything from international experiments in teaching and learning to new assessment and accreditation techniques, to modest but significant reorganisation of curriculum elements.

The challenge facing policy makers is to find ways of understanding, valuing and supporting such initiatives in ways which both acknowledge their diversity and which enable children, parents, teachers, policy makers and others to develop a shared language for talking about and developing '21st century skills'.

This report was commissioned as one part of a wider QCA programme of work to address this challenge. Its purpose was to explore the commonalities between these projects, explore how these might be developed and supported at a national level by QCA, and make suggestions as to assessment and accreditation practices which might be used to promote and develop personal skills and competencies.

Defining a common language

A review of these initiatives and consultation with lead practitioners and researchers led to the identification of nine clusters of skills and competencies: learning, management, people, information, research/enquiry, creativity, citizenship, values/attributes and preparation

for work. This mapping exercise suggested that it might not be necessary to develop a new description of the skills and competencies these projects were developing, but that the National Curriculum Aims and Personal, Learning and Thinking Skills (PLTs) framework (March 2006) might act as an adequate and pragmatic starting point for developing a shared language of skills and competencies. However, it was clear that this framework would be most effective when promoted and used as an empowering and enabling device to value diverse initiatives and activities, and not as a prescriptive tool to which such projects' goals should be constrained.

Establishing principles for assessment

What emerged clearly during the review and consultation was that it was almost impossible to separate out questions of assessment, curriculum, pedagogy and school cultures in the development of personal skills and competencies. Central to many of the initiatives, for example, was a commitment by the school to debate, discuss and negotiate the curriculum goals towards which they were working. Teachers' involvement in this debate was seen as crucial and, in some cases, the concept of negotiating learning and assessment goals with learners was seen as central to the development of these skills. What is clear is that the acquisition of skills and competencies was often seen to require new relationships between teachers and students, a greater focus upon personal development and progress against individual goals, and an increased emphasis upon formative, personalised and ipsative assessment practices.

As such, a new set of principles is required to act as a prompt to consideration of what is distinctive about assessment in the context of developing personal skills and competencies. These principles suggest that such assessment should:

- be integrated into the learning process
- be sensitive to context and complexity
- promote self-worth and development
- be meaningful to and owned by learners
- act as a bridge and currency between learners and diverse communities
- enable multiple comparisons and lenses
- recognise collaboration

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- be flexible and evolutionary
- be responsive to changing contexts/knowledges and subject domains
- be manageable by students and teachers.

Mapping progress

Innovative approaches to mapping progress and development in personal skills and competencies are required to achieve these principles. These may include a move away from detailed level descriptions, and instead see an emphasis upon defining the key 'trajectories' against which students might progress. For example, this would see teachers and students discussing the degree to which students were becoming more autonomous, or specialised, or flexible in the ways they were able to demonstrate their skills and competencies. From this basis, students and teachers would develop their own detailed descriptions of goals and progress against these criteria. In providing progress frameworks at this more generative level of detail, with supporting materials and guidance, learners would be enabled to take more responsibility for their learning, develop a more holistic picture of their development, and teachers would be less inclined to 'teach to the test'.

For this process to be effective, further research and development is needed to create resources and tools to support teachers and learners in these new activities. Visual and holistic models of learner profiles which allow students to 'plot' their progress against trajectories of depth and breadth were seen to be helpful, and examples such as the Creativity Wheel, were considered a useful starting point. Portfolios were also seen as likely to play an important role in assessment of personal skills and competencies, as these would allow assessment practices to be meaningfully integrated into projects and other teaching and learning activity.

Approaches to assessment and accreditation

Throughout the review and consultation process, diametrically opposed opinions as to the most appropriate 'lens' for assessment of personal skills and competencies were articulated; the question of 'whose standards' and 'who plays a role in assessment' were heatedly debated. Our conclusion is that assessment which prioritises either one lens (external/national) or another (personal/local) is

likely to have significant weaknesses in developing and assessing personal skills and competencies. An over-emphasis on external/national standards is seen to reduce motivation and engagement with learning, while an over-emphasis on personal goals may reduce horizons and aspirations. As such, appropriate assessment tools will need to offer young people and educators the means of making connections between these different perspectives. Learners will need to be supported to engage with diverse assessment lenses, from individual reflective accounts, to expert reviews, to national standards, to community perspectives. There is, at present, little in the way of tools and resources that allow children access to these multiple perspectives in an easily accessible and usable fashion. Further research and development in this area is required.

Many of the initiatives reviewed included an extended project or personal challenge component which enables learners to engage with a substantial project or interconnected set of activities over a period of time. This seems to be because such activities are seen as a means of ensuring that learning is meaningful and coherent, enabling development of learner responsibility and enabling learners to develop skills and competencies that could not be developed through other pedagogic approaches. There are existing examples of qualifications following the personal challenge model which could be drawn upon for practical development, including the Arts Award, the Duke of Edinburgh's Award, and the International Baccalaureate. Support will be required for teachers and awarding bodies in planning, managing and assessing many different projects/challenges. Creative and innovative solutions may be required here, including more collaborative working with experts and specialists outside the school walls, the use of social software resources for collating evidence and for developing new forms of assessment, and the development of new knowledge management tools. This approach might form part of the new diploma qualifications and extended project elements of these.

An important element of other initiatives was the use of a competency framework as a basis for school, community and student negotiation and discussion of learning goals, with the framework being on occasion modified and further developed by schools. As such, another approach to assessment and accreditation that merits further research is the development of a 'participatory curriculum' which would see schools, students, teachers and communities using the National

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Curriculum Aims and PLTs as a starting point for identifying the sorts of skills and competencies valued in their communities and wider society, for developing strategies for mapping progress and for negotiating with exam boards to create qualifications related to these skills.

Ways forward

This review and consultation suggest that the UK currently has a significant opportunity to develop a world-leading programme of research, practice and assessment for the development of personal skills and competencies for the 21st century. In order for this opportunity to be realised, further research and development is required to bring together the practitioners, researchers, voluntary, educational and industry organisations included in this survey and beyond, to further develop the language, principles and tools for assessment described above. This research and development agenda would complement and draw upon the work already in progress at QCA, including learner voice and co-development network activities.

Introduction

What do we need to learn today? How do we prepare young people for life, leisure and work? What skills, competencies and capabilities might they need? How are they to be encouraged to flourish as individuals and as human beings? How might they be supported to negotiate the complexities of economic, cultural and social life successfully?

These questions have been asked since time immemorial – they go to the heart of the question of what education is for.

Over much of the last decade, however, we have seen an intensification of debate in the UK and internationally around these questions, fuelled by a sense that the economic, cultural, technological and social contexts within which education systems are operating is changing. Without repeating all of the debates here (these have been made powerfully and comprehensively elsewhere¹) a number of common themes to these arguments can be identified:

- that the nature of work and economic organisation is changing
- that our understandings of intelligence, learning and knowledge are changing
- that young people's experiences outside school and young people's rights are changing.

These arguments call for changes in the ways we educate young people in the 21st century. Fundamentally, they call for educational approaches which are focused on the development of personal skills and competencies which will allow young people to continue to learn, flourish, engage with people and knowledge and adapt after they leave formal education. These arguments can be seen to contrast with views of education as primarily concerning the acquisition of a fixed and finite body of subject knowledge, and suggest the need for richer conception of curriculum as nurturing both understanding and competency in young people. These debates are also increasingly located in concerns over students' disconnection from the formal curriculum and their seeming capacity to learn in different ways and in different locations outside school. What is needed, many commentators suggest, is an approach to curriculum which is able to value, nurture and acknowledge the learning that happens in different locations outside the formal programmes of study and outside the school walls.

Recent years have seen the flourishing of a wide range of initiatives in schools across the UK to transform curriculum, practice and assessment in ways which emphasise the development of such personal skills and competencies. These approaches have emerged from diverse sectors – from organisations such as the RSA, Creative Partnerships and Oxfam, to university researchers in sociology or psychology of education, to local authority teams, school leaders and classroom practitioners. These diverse initiatives are focused variously on the development of 'skills', of 'competencies', of 'capabilities', and comprise everything from international pedagogic experiments, to new assessment and accreditation techniques, to modest but significant reorganisation of curriculum elements. Some of these initiatives also attempt to grapple with new forms of pedagogy and assessment, including exploration of approaches such as self- and peer-assessment, portfolio techniques and holistic and micro assessment approaches; others recognise the need to nurture and reward learning which goes on outside of formal education settings. While many of these approaches are distinctive, they all attempt to address the question: what sorts of skills and competencies do young people need to develop today, and how best can we nurture these in schools? Many of these approaches have seen positive responses from teachers, children and school communities and a reinvigorated engagement with curriculum debate and education.

Our aim in this report is not to identify which of these approaches offers the 'definitive' answer to the question 'what skills and competencies do young people need for the 21st century'. Instead, our aim is to understand how best we can nurture the wide range of personal competencies and skills identified by these diverse communities as important today. As such, our objectives in this report are fourfold:

1. To provide an overview of a range of distinctive projects and initiatives currently addressing the question 'what skills and competencies do children need to learn in the 21st century?'
2. To provide a route map of the types of personal skills and competencies seen as important amongst these different approaches
3. To build on this route map to identify how these different approaches might be developed and supported at a national level by QCA.

Introduction

4. To consider assessment and accreditation practices which could be used to promote and develop personal skills and competencies.

This report intends to prompt thinking, debate and future action in order to support the current flourishing of creative and innovative models of competency and skills-based curricula, and to consider how they can best be valued, promoted and developed as part of a fully rounded curriculum for the 21st century.

1. A route map for valuing and recognising the importance of personal skills and competencies

Analysis:

Over 20 initiatives promoting the development of personal skills and competencies were reviewed in order to develop a taxonomy of the broad types of skills and competencies. Nine clusters of skills and competencies were identified: learning, management, people, information, research/enquiry, creativity, citizenship, values/attributes and preparation for the world of work. The National Curriculum Aims and Personal, Learning and Thinking Skills framework (2006) was identified as mapping flexibly onto these clusters. As such, it was suggested that the Aims and PLTs could act as a framework to value and promote these activities. However, the framework was understood as likely to be most effective when promoted and used as an empowering and enabling device to value diverse initiatives and activities, and not as a prescriptive or administrative tool.

Phase 1 of the research for this report comprised a mapping exercise reviewing and categorising the diverse descriptions of skills and competencies valued across the projects described in Appendix 2. This analysis identified nine 'clusters' of skills and competencies across these initiatives: learning, management, people, information, research/enquiry, creativity, citizenship, values/attributes and preparation for the world of work².

On completion of the review and after consulting practitioners and researchers in the field, however, it became clear that the creation of a brand new 'taxonomy' of skills was likely to be unhelpful and might be counter-productive in valuing and recognising personal skills and competencies. Some of those consulted asked what would be the benefit of producing a new 'meta-list' and whether this might trigger competition between different lists and approaches? For example, one respondent said:

"The range of classifications of skills brings home the fact that we are simply listing and categorising the same qualities in different ways. Whilst this is valuable, the question is whether or not it is relevant, usable and accessible. Since numerous committees over time have already done what we are doing I feel that there is a danger we will just be another column on next year's skill set audit. For a way forward I propose we begin to test the taxonomies in practical settings [...]"

Others suggested that the real challenge facing education was not the production of a definitive and unique wording for a list of 21st century skills, but the identification of methods that would allow us to teach these skills and to enable learners and teachers to assess them - the challenge was 'how to know these competencies when we see them'. Others again argued that it was precisely the process of debating and discussing which skills were important to learners and citizens that formed the basis underpinning such development of competencies.

Amongst many of those consulted, however, there was a sense of the importance of explicitly valuing these 'non-subject-specific' skills at a national and public level, of giving explicit permission to educators and others to explore and develop new approaches to nurturing and developing them, and of articulating them in ways that would allow due time and attention to be committed to them in schools.

How, then, might we create a shared language for explicitly valuing such skills and competencies without merely multiplying the competency or skills frameworks already in operation? How might we work in partnership with others to develop a variety of approaches and practices? How might we best communicate the value of a skills- and competency-based approach to a wider audience?

In response to these concerns, Futurelab suggested that, rather than create a new taxonomy, it might be more productive to explore the flexibilities and descriptions already present in the existing National Curriculum. Specifically, it was proposed that it might be possible to use the National Curriculum Aims and Personal, Learning and Thinking Skills (PLTs) framework (2006) as a route map in this area. At the broadest level, the National Curriculum Aims and PLTs are to develop:

(Aims)	(PLTs)
Successful learners	Independent enquirers
Confident individuals	Creative thinkers
Responsible citizens	Reflective learners
	Team workers
	Self-managers
	Effective participators

Having reviewed all the approaches outlined in the preceding section, it is possible to map the Aims and PLTs

1. A route map for valuing and recognising the importance of personal skills and competencies

against all of the competencies and skills which emerge frequently in these approaches (if Aims and PLTs are read together). Appendix 3 provides a summary of how the PLTs map on to the different descriptions of skills and competencies in each of the initiatives reviewed in Appendix 2.

In other words, these Aims and PLTs can be considered both sufficiently ambitious and sufficiently detailed to:

- act as an empowering and enabling framework for those already developing new approaches to developing personal competencies and skills
- serve as a basis for mapping out overlap and inter-relationships across existing projects, initiatives and awards
- serve as a sufficiently flexible vocabulary for getting to grips with the challenging questions of 'how we know these competencies when we see them'.

Moreover, the Aims and PLTs are sufficiently detailed to enable debate and contestation (in other words, they are not simply vague ideals) and they have already been subject to significant scrutiny from teachers, researchers and others.

In order to create a route map for valuing diverse personal skills and competencies approaches within English schools, then, one way forward might be for:

- the Aims and PLTs framework to be used as an active tool for promoting and valuing the emergence of diverse personal skills and competencies initiatives across England

- teachers, researchers and others developing competency and skills approaches to use the Aims and PLTs framework to clearly evidence how these initiatives are valued as important elements of the core goals of the curriculum.

Not all skills and competencies can be reduced to these descriptions, however, and the individuals and groups consulted in the development of this report identified a clear need for the Aims and PLTs framework to be presented in such a way as to be read as empowering and enabling, not constraining or burdensome. The expectation should be that the framework provides a rationale for the development of approaches to nurturing and developing personal skills and competencies. It could act as a basis from which to extend and develop partnership with Initial Teacher Education and Training programmes, and current policy priorities, such as citizenship and creativity. Most importantly, support for the Aims and PLTs framework gives schools a real opportunity to be confident in their curricular innovations, local initiatives and projects which are aimed at the development of young people's personal competencies and skills. Principally, though, this kind of approach signifies an important chance for young people themselves to develop skills and competencies which have hitherto been only implicitly nurtured, and to benefit from the guidance of their teachers and the recognition of a nationally valued framework.

In order to provide a context for the discussion in the next chapter, the Aims and PLTs framework is presented below (see also the Big Picture Curriculum for wider context³):

The National Curriculum aims to foster young people as:

Successful learners who:

- have the essential learning skills of literacy, numeracy and information and communication technology
- are creative, resourceful and able to solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future.

1. A route map for valuing and recognising the importance of personal skills and competencies

Confident individuals who:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs, and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements.

Responsible citizens who:

- are well prepared for life and work
- are enterprising
- are able to work cooperatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better.

Personal Learning and Thinking Skills

1. Independent enquirers

Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

2. Creative thinkers

Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

1. A route map for valuing and recognising the importance of personal skills and competencies

3. Reflective learners

Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

4. Team workers

Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

5. Self-managers

Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

6. Effective participators

Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

FIGURE 1: NATIONAL CURRICULUM AIMS AND PERSONAL, LEARNING AND THINKING SKILLS FRAMEWORK
ESTABLISHING PRINCIPLES FOR THE ASSESSMENT OF PERSONAL SKILLS AND COMPETENCIES

2. Establishing principles for the assessment of personal skills and competencies

Analysis:

What emerged very clearly during the review and consultation was that it was almost impossible to separate out questions of assessment, curriculum, pedagogy and school cultures. Central to many of the approaches identified in Appendix 2, for example, was a commitment by the school to debate, discuss and negotiate the curriculum goals towards which they were working. Teachers' involvement in this debate was seen as crucial and, in some cases, the concept of negotiating learning and assessment goals with learners was seen as central to the development of certain learners' skills. What is clear is that the acquisition of skills and competencies was often seen to require new relationships between teachers and students, a greater focus upon personal development and progress against individual goals, and an increased emphasis upon formative, personalised and ipsative assessment practices.

As such, a new set of principles is required to act as a prompt to consideration of what is distinctive about assessment in the context of developing personal skills and competencies. These principles should also, of course, be read in the context of wider debate and research on assessment, including that of the Assessment Reform Group. These principles are that assessment for personal skills and competencies should:

- be integrated into learning processes
- be sensitive to context and complexity
- promote self-worth and development
- be meaningful to and owned by learners
- act as a bridge and currency between learners and diverse communities
- enable multiple comparisons and lenses
- recognise collaboration
- be flexible and evolutionary
- be responsive to changing context/knowledges and subject domains
- be manageable by students and teachers.

In order to develop such principles further – both in ensuring that they are robust and tractable in practice, and in engaging a wider diversity of stakeholders in the debate - these principles should be used as the basis for a series of pilots of different methods of assessment of personal, learning and thinking skills such as those detailed in the subsequent sections of this report.

These principles might also be used as a basis for wider debate in the education community and more widely as to the goals and purposes of assessment in the context of 21st century skills, building on current enthusiasm for, research into, and practice regarding such approaches.

The following provides a fuller description of these principles:

Assessment should be integrated into processes

Assessment tools should be integral to the practice learners are engaged in and should serve a purpose in developing and supporting that practice. As such, the tools will need to support analysis of process as well as products, to be able to cope with practices that are sustained over a period of time and over cycles of iterative development and progress.

Assessment should be sensitive to context and complexity

Assessment tools should be sensitive to the development of personal skills and competencies in different contexts and at different levels of complexity. They will need to

take into account diverse characteristics such as: the frequency, consistency, complexity, quality, breadth and originality of process and product.

Assessment should promote self-worth and development

Assessment tools designed to support personal, learning and thinking skills should promote young people's self-worth and not reduce it. As personal motivation, self-confidence and responsibility are central elements of the Aims and PLTs framework, any assessment techniques which demonstrably harm self-worth would be counter-productive in students' personal development. A central element of this is that assessment tools should track 'journey travelled' against learners' own starting points and goals.

2. Establishing principles for the assessment of personal skills and competencies

Assessment should be meaningful to and owned by learners

Tools should be owned by learners and meaningful in informing personal development. There should be methods for young people to negotiate timely and appropriate goals for learning experiences and assessment approaches. Children should be able to elect 'external' assessments as appropriate to them and to set challenging goals for themselves. This process might form the basis for discussion with others.

Assessment should act as bridge and currency

Assessment tools should be able to act as a 'bridge' between learners' personal goals and progress and the goals and progress of others. The tools should give the learner ways of sharing and communicating their learning and progress with others. The tools should be able to act as a bridge to raise aspirations and enable the learner to reflect and act beyond the immediate context in which they are learning.

Assessment should enable multiple comparisons and lenses

Assessment tools for personal, learning and thinking skills should enable learners to reflect upon their progress against a range of different criteria – against their own goals and starting points, against their teachers' or peers' assessments of them, against the standards of nominated communities, against external standards and against expert achievements. These different 'lenses' should be accessible to all children but they should be able to elect to move between them as appropriate.

Assessment should recognise collaboration

Assessment tools should enable, develop and accredit collaboration where collaborative practice is integral to the development of personal, learning and thinking skills. Methods need to encourage learner reflection upon different elements of collaboration, including team work, participation and developing skills appropriate to a variety of team roles.

Assessment should be flexible and evolutionary

The assessment techniques and approaches should evolve all the time in response to teacher and student practice. The basis for judgements may evolve as the challenges and developments set by students and teachers evolve and change over time. The tools as well as the practice should be evolutionary (judgements may need to evolve).

Assessment should be responsive to diverse content/knowledge and subject domains

Assessment tools will need to be 'content-neutral' and usable across diverse content/knowledge and subject domains in response to the domains selected by schools and students. They will also need to take account of diverse forms of communication and evidence required and enabled by different contexts.

Assessment should be manageable

Assessment tools should be manageable, usable and comprehensible for schools, teachers and learners.

3. Mapping progress in the development of personal skills and competencies

Analysis:

The review of projects and consultation with the working party indicated that three key questions need to be addressed in translating the National Curriculum Aims and PLTs framework into a usable resource for in processes of teaching, learning and assessment in schools:

- What does progress in personal skills and competencies look like?
- How is progress communicated?
- Who is involved in assessment?

All three of these questions are necessarily inter-related and there is, clearly, no single definitive answer to any of them, as any answer given would be dependent on which specific skills and competencies one might be addressing, at which points assessment is used in the learning process, and the purpose of assessment in the learning process or for external accreditation. There are, however, a set of activities which have been identified as a useful focus for further exploration.

The consultation suggested the need to move away from pre-determined detailed level descriptors. Instead, it was suggested that a more effective strategy would be to articulate the key 'trajectories' which would constitute progress (such as increased depth/breadth or autonomy/responsibility) while allowing detailed descriptions of goals and progress to be negotiated between teachers and students. In providing frameworks at this more generative level of detail, with supporting materials and guidance for the key characteristics, teachers and learners may feel more active in pursuing their own targets and goals, generating their own more holistic exemplars and judgements of work/performances, and less inclined to 'teach to the test' or 'teach to the level descriptor'. These models offer enhanced and robust activities through which teachers and learners can develop their own rich, authentic and negotiated criteria. In doing so, both teachers and pupils stand to benefit from the discussions, from 'owning' their own targets and from mutual understanding of personally meaningful aims and objectives of assessment.

The consultation suggested the need for further development of specific resources and tools that are sensitive to the principles of assessment described in

the previous section. A number of models of learner profiles which allow students to 'plot' their progress against the trajectories identified above were seen to be helpful (with a number of different forms of visualisation possible). Portfolios were also seen as likely to play an important role in assessment of personal skills and competencies, as these would allow assessment practices to be meaningfully integrated into projects and other teaching and learning activity.

Throughout the review and consultation process diametrically opposed views as to the most appropriate 'lens' for assessment of progress and achievement were witnessed – in other words, the question of 'whose standards' and 'who plays a role in assessment' were heatedly debated. Our conclusion is that assessment which prioritises either one lens (external/national) or another (personal/local) is likely to have significant weaknesses in developing and assessing personal skills and competencies. An over-emphasis on summative, normative and external assessments has been shown to impact negatively on student progress and reduce motivation and ownership of learning; an over-reliance on formative, personal assessment runs the risk of narrowing horizons and reducing aspirations.

As such, appropriate assessment in this area will require multiple lenses and offer young people and teachers the means of making connections between the different accounts and assessments these lenses offer. The figures below are presented as a basis for discussion and as a prompt to encourage creative approaches to assessment techniques. There is at present, however, little in the way of tools and resources that allow children access to these multiple perspectives in an easily accessible and usable fashion. Further research and development in this area is required.

All of these approaches will need to be further developed and piloted through co-development groups and other mechanisms in the day-to-day contexts of schools and other learning settings and explored in collaboration with examining bodies and others, to experiment, for example, with new approaches to generating personalised and sophisticated progress routes.

3. Mapping progress in the development of personal skills and competencies

What does progress look like in personal skills and competencies?

The following is a hypothetical example of how this question might be addressed using the PLTs framework. It builds on the principles outlined in the previous section and draws on examples of assessment practice from a range of different projects identified in Appendix 2.

The first key category in the PLTs is 'independent enquiry', described as follows:

Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

FIGURE 2: INDEPENDENT ENQUIRY PLT

How might these statements of educational objectives be translated into meaningful tools for use by young people and teachers?

A traditional response might be to take each of the six detailed descriptors for 'independent enquiry' and break these down into detailed descriptions of progress at qualification Levels 1, 2 and 3 (and arguably above and below), and then to repeat this exercise for each of the other six PLTs (see, for example, Appendix 6). These 100-odd detailed descriptions of behaviour could then be used as a basis against which individual students and teachers would test their products and processes.

Our review and consultation, however, suggests that this might not be the most effective or appropriate approach in this context for the following reasons:

- it would focus educators' and learners' attention on the specific behaviours rather than the overarching educational goals and would lose all reference to the overarching curriculum aims
- it is very difficult for teachers and learners to work with descriptions at this level of detail without them becoming 'tick box' and reductive
- it would detach skills and competencies from contexts in which they would be meaningfully demonstrated and would fail to account for different ways of demonstrating capability
- it would not enable an evolving approach to assessment that responded to the development of both learners' and teachers' practices and skills
- assessment would become less robust as it became more specific and focused on detail rather than holistic judgement
- it would reduce ownership and negotiation of learning goals and thereby be counter-productive to the attempt to nurture skills of self-management, reflective learning, independent inquiry and creative thinking
- none of the projects and approaches used to date take this approach, it could therefore be seen as an external assessment mechanism imposed on existing successful practice.

Instead, an alternative approach is proposed to describing progress which attempts to provide a holistic mechanism for reflecting learners' achievements and to recognise the complexity of development of skills and competencies⁴.

The existing PLT 'focus' statements could be used as a broad overarching description of personal, learning and thinking skills. Underpinning the focus statements for each of the six PLTs would be:

- key questions for learners and teachers to explore progress against two key characteristics⁵
- examples of work generated by different communities, children and teachers which have been accepted as having achieved these standards against these characteristics.

3. Mapping progress in the development of personal skills and competencies

The following characteristics⁶ could be selected as prompts for assessing progress:

- depth: quality of contribution in identified context
- range: diversity of contexts.

This approach retains the emphasis on the ‘whole picture’ of the overarching competence and encourages a sensitivity to the extent to which this is sustained in a range of different contexts and different levels of complexity. It also suggests that progress is mapped across two axes rather than just one, with a learner developing across one or both of these as appropriate (this potentially opens up the possibility of success for learners in areas that are of particular interest to them, as well as success for those who do not wish to specialise). A key advantage of this approach is that teachers and learners can engage with the complexity of issues of breadth and depth of skills and competencies without having to reduce these to disaggregated descriptions which lose meaning in relation to practice. Reciprocally, the exemplars provide illustrations of diverse progression routes to ensure that learners are not left without guidance and prompts for aspiration.

Alternatively, it might be argued that these issues of breadth and depth are cyclical, and as learners move into new domains they are likely to progress through each of these stages more rapidly but not bypass them to develop competency and skills. As such, these routes of progression might look something like the Figure 3 showing a cyclical movement through phases of depth/quality of contribution⁷.

How would the examples be produced?

‘Comparative/judgemental pairs’ techniques might be used to provide a more holistic assessment of students’ work than is possible with criterion-referenced additive scores. This is where a group of assessors make a series of comparative judgements between two pieces of work on a holistic basis. These judgements are aggregated so that pieces of work have been compared to many others, and the process is rigorously monitored. This process could be used to build up examples for inclusion in the above framework and, indeed, to refine the above framework through piloting at school, local and national levels with students, teachers, parents and other relevant communities such as employers and specialist networks.

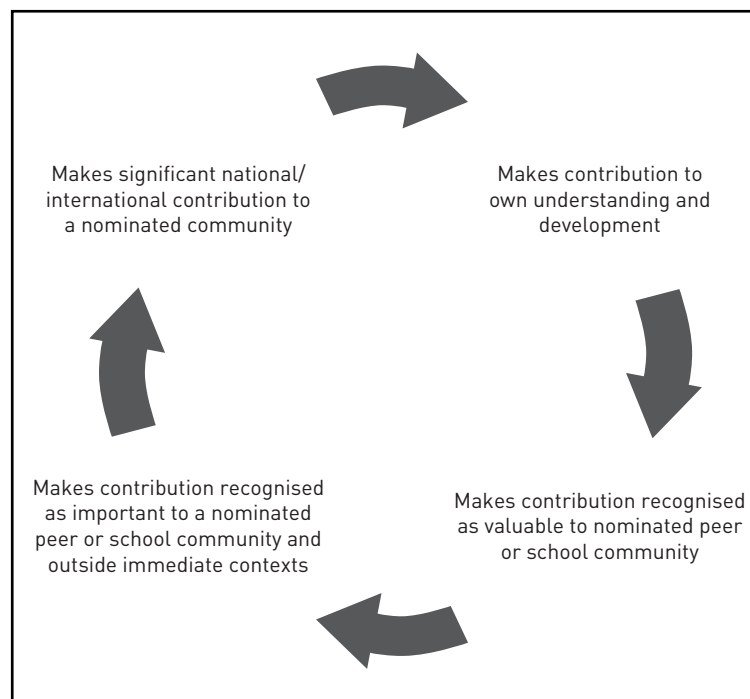


FIGURE 3: CYCLICAL PROGRESSION ROUTES

What happens to skills level descriptors?

In the approach outlined above, rather than creating 108 level descriptors to serve as external criteria, the more specific behaviours (skills) identified under each of the PLT headings can be used instead as a generative set of resources for planning or as a vocabulary for children, teachers and parents. This can then be helpfully used to support personal development, as a clear separation has been made between formative and summative assessment practices. As such, meaningful descriptions for each category and level can be generated between children and teachers (see Appendix 6 for a possible resource to support thinking in this area).

Why this would be the preferred approach

In providing frameworks at this more generative level of detail, with supporting materials and guidance for the key characteristics, teachers and learners may feel more active in pursuing their own targets and goals, generating their own more holistic exemplars and judgements of work/performances, and less inclined to ‘teach to the test’ or ‘teach to the level descriptor’. These models offer

3. Mapping progress in the development of personal skills and competencies

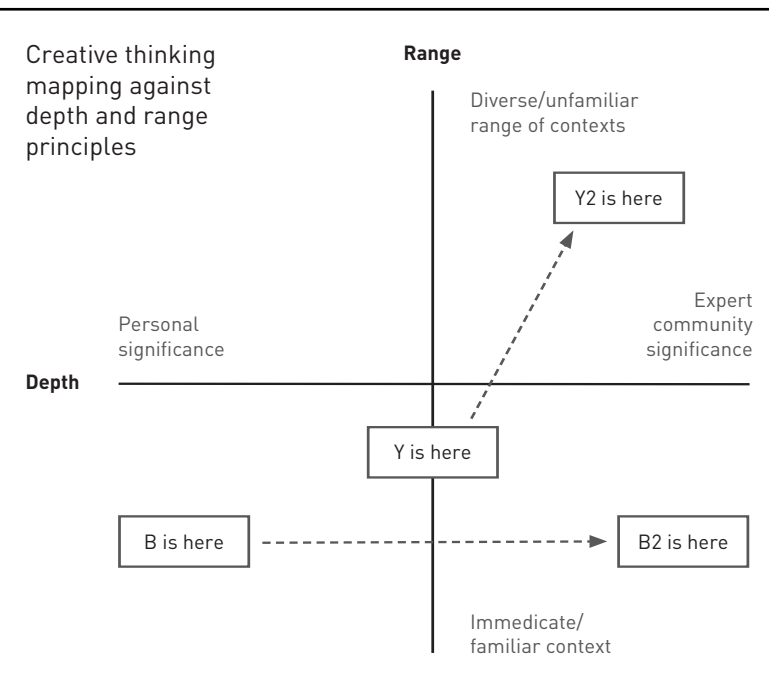


FIGURE 4: INDIVIDUAL PLT MAP AGAINST DEPTH AND RANGE

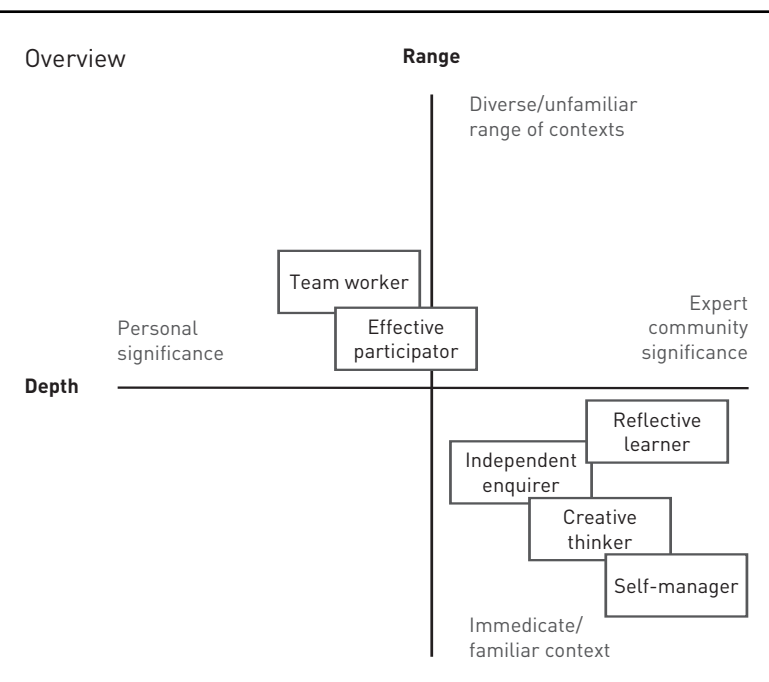


FIGURE 5: MULTIPLE PLTs FOR WHOLE LEARNER MAP

enhanced and robust activities through which teachers and learners can develop their own rich, authentic and negotiated criteria. Whilst descriptions could have been provided by the working party, by educational organisations or by examining bodies, support and guidance could better enable teachers and pupils to carry out this activity. In doing so, both teachers and pupils stand to benefit from the discussions, from 'owning' their own targets and from mutual understanding of personally meaningful aims and objectives of assessment.

How to communicate progress: exemplar practices and projects

Progression mapping: learner profiles

Developing learner profiles can be a useful way to build up a holistic visual picture of personal competencies and skills for the learner, their teachers, and their parents/carers. This should be seen as an ongoing activity as part of a mentoring conversation where learners are enabled to talk about, analyse and take action on improving their PLTs. For example, at Bristol City Academy⁸, Building Learning Power profiles are used, so pupils gain an understanding of their strengths and weaknesses. Students can achieve 'limited', 'proficient' or 'advanced' level in particular competencies. Students also progress through 'graduation stages' (Asteroid, Moon, Planet, Star), during which time they are given more independence over their learning outcomes, activities, timelines and products.

Figure 4 shows how two learners' competency as 'creative thinkers' might be visually mapped by the learner, teacher or others in relation to the principles of depth and range. This could help learners and teachers to plan and structure activities which focus on particular competencies to develop contexts in which to support thinking. For example, one learner may wish to specialise and develop competencies in a particular discipline (B), while another may wish to develop skills and competencies against a more diverse range of contexts with more gradual increase in quality and contribution (Y).

Combining these grids and comparing them against each other (which would be a relatively straightforward activity using digital technologies) may enable learners to capture some of the complexity of personal skills and

3. Mapping progress in the development of personal skills and competencies

competencies development. Figure 5, for example, shows a learner who is developing real confidence at working in teams and participating effectively with others when at a moderate level of complexity and specialism, but whose individual learning practices in familiar and specialist contexts demonstrate the ability to achieve high levels of expert contribution to a specialist community. This figure would suggest a number of different strategies for a learner and their teacher to plan goals and map out desired progress – they might decide to focus on prioritising collaboration in more specialised areas (thereby needing to find those communities for the learner to work within) or they may decide to focus on the personal thinking, enquiry and reflection skills in more unfamiliar and diverse environments.

Another approach to learner profiling is derived from the ELLI assessment framework⁹. Here, learners complete an online questionnaire which produces their learner profile ratios. A similar questionnaire could be produced for the PLTs framework to provide a general overview of strengths and weaknesses in the overarching areas of the PLTs. It is a good visual way of representing current gaps and strengths, and learners' balance of PLTs, although arguably one might also want to include the curriculum aims headings in here as well.

Creative Partnerships has been working with another approach: a Creativity Wheel. A wheel diagram indicates that progression may be non-linear, and can provide snapshots of a competency profile at different times. A new wheel could be produced for each pupil each year in order to provide a good visual representation of their strengths and weaknesses, and to compare their growth, improvement or otherwise over time.

A PLTs wheel could be used in a number of ways:

- Using the level descriptors produced by teachers and learners using Appendix 6. These could be inserted into a learner's personal wheel as they progress through the competencies. These could be linked to a portfolio of evidence.
- Using level indicators. When a learner has achieved a particular level, this could be indicated on the wheel in colour codes. This would provide a more simple representation but would lose the detail of the level descriptors. May be better to use phrases such as 'working towards', 'working at' and 'working beyond' to avoid the reductionism.

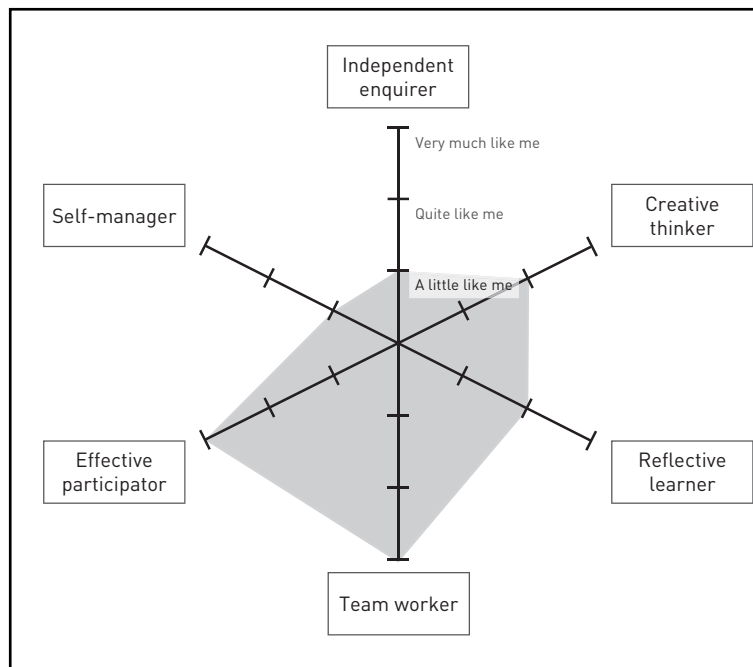


FIGURE 6: SPIDER DIAGRAM FOR ASSESSMENT AGAINST PLTs

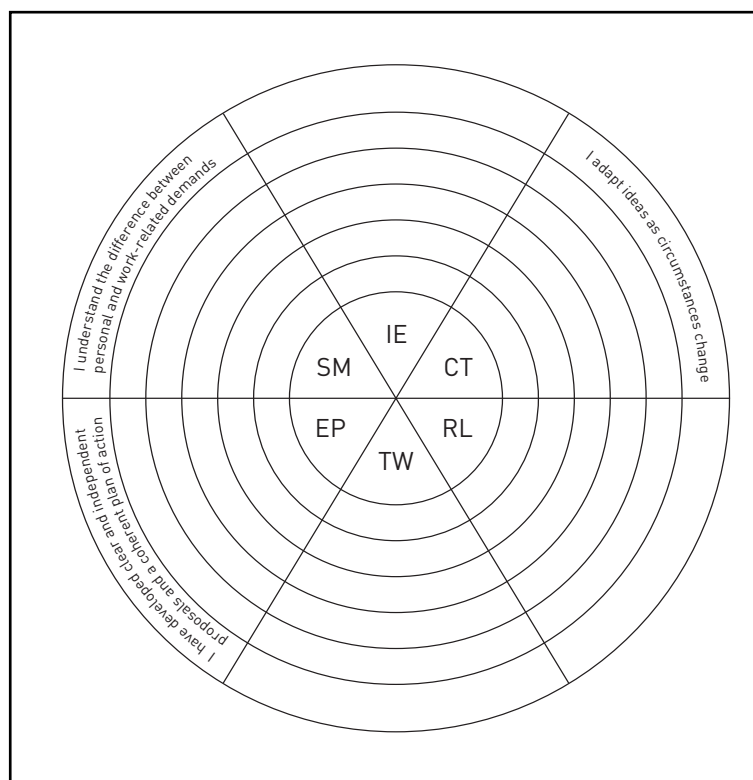


FIGURE 7: WHEEL DIAGRAM FOR ASSESSMENT AGAINST PLTs

3. Mapping progress in the development of personal skills and competencies

- The wheel could be prepared with the six descriptions of the PLTs competencies already included, and learners would be responsible with their teachers for planning in stages how to reach this target, starting from the centre of the wheel.
- All the competencies and level descriptors could be already included, and learners and teachers could use the wheel to map progress made.
- The wheel could show the six main PLTs competencies, and learners could fill in sentences that are meaningful to them, and which describe evidence or examples of each competency. These could be compared to progression prompts or level descriptors by teachers.
- Another area not discussed here but worthy of further examination is the extent to which competency profiles may already exist in the form of the detailed profile of marks and achievement across a range of skills held by examining bodies. Although these are currently amalgamated into an average for the communication of the resulting grade achieved, they might be provided as formative transcripts for learners.

Communicating learning: portfolios and evidence

Learner profiles are likely to need to be linked to or supported by a set of resources for capturing and recording learner activities and progress. Clearly, the potential of e-portfolios becomes apparent at this point. There is not space here to provide a review of all e-portfolio products and resources, instead an outline of how these are being used in some personal competencies and skills projects already in development is provided.

At John Cabot CTC¹⁰ in Bristol, in Years 8 and 9, individual subject teachers provide a 'competency passport' which records pupils' achievements. Pupils' passports are stamped when they achieve a competency, to show where they need to improve and develop. Teachers also take 'a snapshot in time' of competencies, at two intervals per term, in order to report to pupils and parents their progress in competencies and ability to transfer competencies to different contexts. Evidence may include written work or presentations, and the school is working towards developing e-portfolios which can capture video of presentations and mixed media evidence. Progress is acknowledged on the basis of teacher, peer and self-

assessment, and there are four levels: 'developing', 'satisfactory', 'good' and 'excellent'. Eggbuckland Community College in Plymouth has developed an electronic Individual Learning Plan (e-ILP) for pupils, which is 'student-friendly', and bespoke to the school. Teachers input student data into the system, including effort, achievement, attitudes and key skills. This can be used by other teachers in their planning and provision¹¹. Portfolios are also used in the assessment of the International and Welsh Baccalaureate Qualification¹², and the assessment of key skills by ASDAN and the WJEC. MAPS¹³ is a managed e-portfolio system, in which students can manage portfolios of their work, and teachers can store, monitor, assess, review and moderate students' work. Students can upload their work, send secure messages, take online tests, and transfer their portfolio to another school if they move.

Who should be involved in assessment of personal skills and competencies?

Figure 8 provides a visualisation of the multiple lenses that would need to be used in any assessment technique in order to ensure that the assessment was both relevant and meaningful to the learner and encouraged that learner to connect their personal development with a wider social and educational context.

Throughout the review and consultation process diametrically opposed views as to the most appropriate 'lens' for assessment of progress and achievement were witnessed. Our conclusion is that assessment which prioritises either one lens (external/national) or another (personal/local) is likely to have significant weaknesses in developing and assessing personal skills and competencies. An over-emphasis on summative, normative and external assessments has been shown to impact negatively on student progress and reduce motivation and ownership of learning; an over-reliance on formative, personal assessment runs the risk of narrowing horizons and reducing aspirations.

As such, appropriate assessment in this area will require multiple lenses and offer young people and teachers the means of making connections between the different accounts and assessments these lenses offer. Figure 8 is presented as a basis for discussion and as a prompt to encourage creative approaches to assessment techniques.

3. Mapping progress in the development of personal skills and competencies

Below this figure a range of different approaches currently being used or developed to engage with these multiple perspectives is identified. There is at present, however, little in the way of tools and resources that allow children access to these multiple perspectives in an easily accessible and usable fashion. Further research and development in this area is required.

Developing multiple assessment lenses in the way suggested above values the input and judgments of a range of people associated with the learner, ranging from the learner themselves, their peers, teachers, experts or nominated community. The following section provides examples of self-assessment tools and initiatives which could inform the nurturing and accreditation of personal competencies and skills as they may be reflected through the lenses of:

- integral and self-assessment
- pupil mentoring
- peer assessment
- teacher assessment
- external experts
- nominated communities.

A number of different approaches to assessment through these different lenses are presented in Appendix 6.

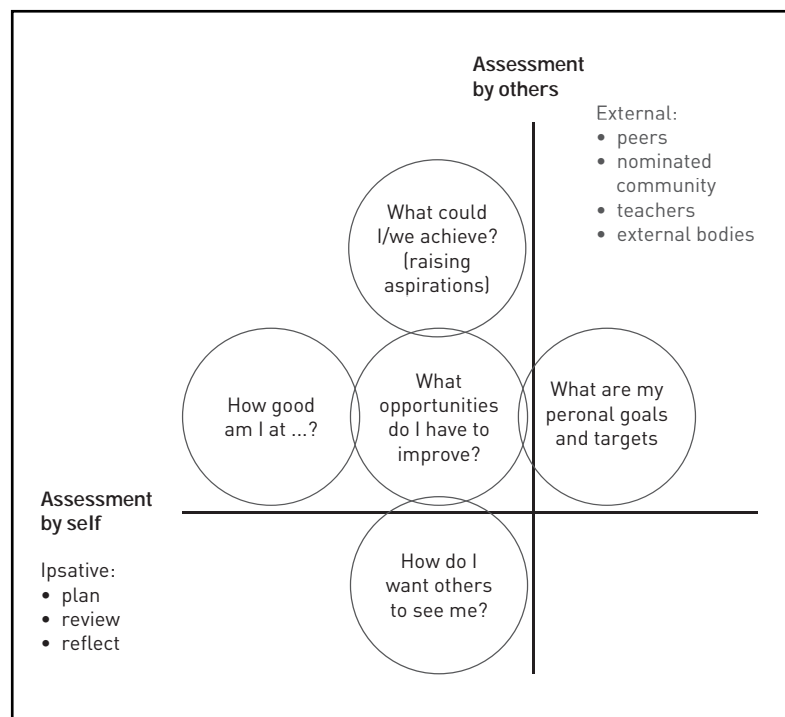


FIGURE 8: MULTIPLE LENSES FOR ASSESSMENT OF PLTS

4. Towards a personal challenge qualification

Analysis:

Many of the personal skills and competencies approaches outlined in Appendix 2 include an extended project or personal challenge component which enables learners to engage with a substantial project or interconnected set of activities over a period of time. For example, the 'rich tasks', 'personal enquiry' and 'personal challenge' offer examples of such changed teaching and learning approaches, while the Duke of Edinburgh, Arts Award and GOAL provide some examples of different forms of assessment and accreditation of such approaches.

There are a number of reasons why the 'significant project' or 'personal challenge' seems to be significant in the development of personal skills and competencies: 1) extended activities are seen as a means of ensuring that learning is meaningful to learners and is not a set of disconnected learning events; 2) extended activities enable learners to have a degree of responsibility for and control over the subject area in which they are working; and 3) extended activities enable learners to develop and demonstrate personal skills and competencies in ways that could not be evidenced through other approaches; for example skills and competencies such as personal effectiveness and team working are likely to be best developed through activities that are meaningful to the individual and in which it is possible to revise work, develop ideas, take risks, set goals, work with others and operate across different contexts. Such activities are unlikely to be completed in an afternoon or even a week.

Moreover, there are existing examples of qualifications following the personal challenge model, which put great emphasis on progression and graduation, and which could be drawn upon for practical development. For example the Arts Award, the Duke of Edinburgh's Award, Girl Guides, International Baccalaureate.

There are a number of cultural issues that need to be addressed in taking this route. First, there will

need to be support and guidance for teachers and learners in identifying sufficiently challenging and tractable 'personal challenges', since learners may have low expectations of themselves, or require extra guidance in order to set realistic steps in working towards their goals. Mechanisms for scaffolding this process will be required and support in the form of generative exemplars is likely to be required. Raising aspirations will need to be considered an integral element of the personal challenge in order to ensure that low expectations are not set for certain learners labelled as 'low ability'.

Many of these methods would require a baseline assessment of skills in order to measure distance travelled, and consideration should be given to how best to achieve this in terms of a school/class/individual level audit of skills. Some of the examples discussed in Section 3.2 may provide an initial route to achieving this.

Support will be required for teachers and awarding bodies in planning, managing and assessing many different projects/challenges in one class – creative and innovative solutions may be required here, including more collaborative working with experts and specialists outside the school walls, and the use of social software resources for collating experience and developing new forms of knowledge management.

In order to ensure that the personal challenge has credibility and value for young people and a wider audience, it will be important to work in partnership with young people, schools, employers and others to develop the accreditation. Given the number of projects already in development (as discussed in Appendix 2) it would be appropriate to explore ways of partnering with these organisations to pilot and test out any implementations of this approach.

The following discussion outlines some of the key features that might comprise a personal challenge qualification.

4. Towards a personal challenge qualification

The aims of the personal challenge

A personal challenge qualification enables students to input into the choice and design of a substantial student-led enquiry or activity in order to develop skills of independent enquiry, creative thinking, management of themselves and resources, self-review, effective participation and collaboration with others. The challenge should enable learners to enjoy learning, develop self-worth, encourage personal aspirations for careers and higher education and provide evidence of personal achievement to multiple audiences. The project/challenge provides learners with the opportunity to learn in authentic contexts and over longer periods of time within which they can track their personal progress and contribution to others' development. This could include the management of real time, money, people and resources. The project would be 'content-neutral', with young people negotiating the subject for their project with examiners to identify a challenge which is sufficiently broad and complex to enable learners to develop and evidence a wide range of increasingly complex and/or broadly applied personal skills and competencies.

This personal challenge aims to enable young people to:

- identify, in collaboration with teachers and awarding bodies, the focus for an extended project/personal challenge
- develop, demonstrate and evidence PLTs in authentic contexts over a period of time, allowing young people to work with others, take risks and take responsibility for learning goals
- reward and accredit achievement in a range of subject areas and personal activities (which may include activities outside school) through an accredited qualification
- make a contribution, through their research or activities, to communities of personal significance to them which may be inside or outside the school community
- become:
 - successful learners** who enjoy learning, make progress and achieve
 - confident individuals** who are able to lead safe and healthy lives
 - responsible citizens** who make a positive contribution to society.

Relationship between the personal challenge and other areas of study

This personal challenge should:

- be negotiated with young people in order to ensure that it provides challenging goals and clear means of progression towards these goals
- enable the development of PLTs either within specialised areas of personal interest (or subject areas) or across a range of different subject areas and interests
- enable learners to make connections across different subject areas and across in-school and out of school learning
- enable engagement with diverse communities and specialists across and outside the school community
- require up to 180 guided learning hours to be organised flexibly and to include a range of different approaches to organising time and accessing teacher or other expert support (for example, intensive specialist training or extended periods of facilitation by teachers or other experts in the development of the project/challenge).

The personal challenge content

The personal challenge should require young people to:

- review their own strengths and weaknesses in the areas of creative thinking, independent enquiry, self-management, effective participation, reflective learning, and team working, and to map out areas for personal development
- identify and plan a personal challenge/project in negotiation with a mentor to ensure that it will offer opportunities to identify and solve problems and explore challenging situations requiring personal advocacy and negotiation, creative thinking, research, team working, and effective resource management.
- manage budget and communicate with individuals and communities outside the school walls
- set gradually increasing levels of challenge for themselves and their collaborators in response to their supported development of personal skills, and develop the skills and competencies of others

4. Towards a personal challenge qualification

- generate outputs of interest and relevance to communities nominated by the young person or team they are working within – including presentations, reports, actions in community, research evidence.

The personal challenge should provide opportunities for young people to become successful learners, confident individuals and responsible citizens by:

Developing and applying PLTs including:

knowledge and understanding of:

- themselves and the contribution they can make to their own personal development
- the specific knowledge domains or social contexts in which they develop their project/challenge and how they (the learner) might contribute to or inform that context
- learning processes and how these might support understanding of themselves and others
- methods of research, analysis and information management and how these might support their own activity and that of others

skills by:

- creatively exploring new areas, generating questions and identifying problems and opportunities for further exploration
- examining multiple perspectives on different issues, using research, collaboration with others, feedback and other sources to develop ideas and understanding
- contributing to and communicating with communities and social contexts inside and outside the school setting, and identifying opportunities to engage with issues that affect them and those around them
- using preliminary exploration and research as a basis to negotiate and identify relevant pieces of work on chosen topic
- taking multiple roles in collaboration with others in order to ensure that goals and deadlines are set and achieved, tasks allocated and success criteria established and adapted in response to changed circumstances
- negotiating and balancing different voices and providing feedback and support to others

- developing arguments and actions on the basis of evidence, working with multiple and appropriate information resources and analysing the impact of chosen activities against personal, peer and nominated community evaluations.

Assessment principles and methods

The assessment of the personal challenge should be informed by the assessment principles outlined in section 3.1 and should fully exploit (and where necessary develop) the possibilities and opportunities exemplified in the tools for assessment discussed in section 3.2. Therefore the assessment should:

- be integrated into learning processes
- be sensitive to context and complexity
- promote self-worth and development
- be meaningful to and owned by learners
- act as bridge and currency between learners and diverse communities
- enable multiple comparisons and lenses
- recognise collaboration
- be flexible and evolutionary
- be responsive to changing content/knowledge and subject domains
- be manageable by students and teachers.

As such the assessment methods should include the use of learner profiles, negotiated level descriptors, progress prompts and the use of portfolios integrated into activity. Diverse evidence will need to be recognised including: written text, notes, journals, slides, CDs, videos/DVDs of performances and activities, audio tape, photographs, artefacts. Evidence generated outside the school setting should be easily incorporated into assessment. Assessment should take account of diverse activities, including non-linguistic evidence and presentations.

Evidence could be aimed at multiple audiences and could be presented at aggregated and disaggregated levels for different audiences and purposes, including for the learner, employers, universities etc. Multiple and inter-related 'lenses' for assessment would be particularly appropriate for extended activities such as a personal challenge including: integrated and formative assessment, self, peer, teacher, nominated community and external assessment.

4. Towards a personal challenge qualification

Assessment should include recognition of what learners set out to achieve and should include 'journey travelled' in achievement of these goals (see OCR in the late 1990s for an example of this approach). Efforts should be made to enable connections to be made between personal and peer assessment and specialist assessment.

As such, there are a variety of opportunities for assessing and recognising learning through a personal challenge, including those which can be used to form the basis of dialogue between learners, teachers and nominated experts/communities:

- at the beginning - to aid personal and team planning and appropriate competency development
- on an ongoing basis integral to the project development – to enable review, reflection and revision of interim targets, activities and goals
- on completion of project/challenge – for student

self-evaluation, the setting of long-term goals and review by relevant audiences/communities.

While these specific points of assessment can be considered standard, mechanisms should be in place to enable learners to take assessment when ready and to offer learners access to different forms of assessment by different audiences as appropriate to their development and to the benefit of their project/challenge. Teachers and learners should be encouraged to identify progress against goals of increasing complexity and breadth of activity, with guidance and exemplars offering different strategies for achieving progress.

Assessment objectives

If the personal challenge were based upon the PLTs in the context of the National Curriculum aims, the project/challenge should evaluate students' ability to:

	Level 1	Level 2	Level 3
PLTs focus	Learners and teachers focus particularly on developing learning, collaboration and management of self and resources while beginning to explore other skills	Learners demonstrate competence across all PLTs	Learners identify those clusters of skills in which they wish to specialise
Depth and breadth	All learners demonstrate increasing depth and breadth as they progress. After Level 2, learners have the opportunity to choose to prioritise demonstrating increasing depth (and complexity) or increasing breadth (and flexibility) dependent upon the areas selected for their project/challenge		
Conduct independent enquiry Process and evaluate information in their investigations, planning what to do and how to go about it. Take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.	10–20%	16–20%	5-45%
Think creatively Think creatively by generating and exploring ideas and making original connections. Try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	10–20%	16–20%	5-45%

4. Towards a personal challenge qualification

	Level 1	Level 2	Level 3
<p>Reflect upon their learning Evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. Monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	23–30%	16–20%	5-45%
<p>Work collaboratively Work confidently with others, adapting to different contexts and taking responsibility for their own part. Listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	23–30%	16–20%	5-45%
<p>Manage themselves and their resources Organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self- improvement. Actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	23–30%	16–20%	5-45%
<p>Participate effectively Actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	10–20%	16–20%	5-45%

FIGURE 9: ASSESSMENT OBJECTIVES FOR A PERSONAL CHALLENGE

5. Developing a participatory curriculum: involving teachers and learners in curriculum design and assessment

Analysis:

What was clear from the review of projects was that a central element of many school-based projects' success in developing skills and competencies was the use of a competency framework as a basis for student-, school- and community-wide negotiation and discussion of learning goals, with this framework being on occasion modified and/or further developed by schools.

As such, this section discusses proposals for a 'participatory' curriculum which would see students, teachers, school and community negotiating and discussing the sorts of skills and competencies they would value (using the Aims and PLTs as a starting point), agreeing strategies for mapping progress in the achievement of these skills, and negotiating with exam boards to create qualifications related to these skills.

The term 'participatory curriculum' is a useful shorthand to denote the involvement of teachers and learners in curriculum design and development. However, the term describes much more than involvement in the process. Instead, the participatory curriculum would be intended to achieve the following objectives:

- to discuss which skills pupils, their peers, their teachers, and society value, and to consider the curricular aims in relation to themselves, others and society
- to negotiate success criteria relevant to particular learners and teachers
- to build examples of skills and competencies in action in the context of the child, their school and wider communities in which they learn
- to demonstrate, evidence, reward and accredit personal competencies and skills in collaboration with awarding bodies.

A participatory approach allows learners and teachers (and arguably also parents and wider communities) to participate in significant curriculum and educational debate, such debate itself offering a formative learning experience. It allows the creation of assessment and accreditation practices which are seen as relevant and meaningful to young people and schools, and which may increase motivation and engagement with learning. It enables the creation of assessment practices which are in sympathy with the practices needed to develop the skills and competencies they are intending to assess. It allows teachers to develop professional skills in curriculum-making and assessment for learning, and encourages conversations between learners and teachers which could encourage them to become common stakeholders in their education. This approach to curriculum and assessment may also offer learners more responsibility for their own learning and thereby contribute to the development of personalised learning objectives.

Teachers and learners will require sufficient support for such conversations, in terms of planning time, workload flexibility and further responsibility for curriculum design and development. High levels of teacher input and practical change in school curriculum development may be required, and contributions and support will be needed from exam boards to work in partnership with schools and QCA. These approaches will require support from the highest levels of government, and should aim to bring employers and universities into the curriculum-making process. These measures will ensure that any formal accreditation arising from this process achieves equivalent status to conventional 'external' assessment of personal skills and competencies. The principles underlying the practices of a participatory curriculum are likely to be highly beneficial in terms of learning, but further institutional and statutory measures will be required to ensure that such an approach acquires sufficient recognition to benefit learners as they move on to higher education, training or employment.

5. Developing a participatory curriculum: involving teachers and learners in curriculum design and assessment

The following are two typical responses to Futurelab's consultation which have prompted us to propose this approach:

"How can the documentation prepare and assist schools and teachers in using a framework in a way that does not lead them to making tick-lists for who and where a behaviour was seen and verified, and moves away from auditing schemes of work to highlight how they 'cover' all the elements of the list, [or] counting how many times learners 'meet' the skills in their school career? We must focus on what it really means to provide quality, relevant, embedded experiences that can enhance learning in such a way that it's worth the investment of time and energy."

"We need to provide exemplars for teachers to model without being too prescriptive. We can't separate pedagogy from assessment and need to think about the detail and demands of teaching practice without providing simplistic and disempowering 'scripts' [...] We need to discourage the perception that Schemes of Work are set in stone and provided by non-teaching bodies. Instead, need to provide the impetus and support for teachers to create their own schemes of work and provide their own content."

What was clear from the review of projects was that a central element of many school-based projects' success was the use of a competency framework as a basis for student-, school- and community-wide negotiation and discussion of learning goals, with this framework being on occasion modified and/or further developed by schools.

In order to promote the development of personal skills and competencies, therefore, it may be useful to consider exploring a distinctive approach to curriculum-making and assessment which involves learners and teachers at the earliest stages of curriculum development. This might comprise the following stages:

- School leaders, parents, teachers and learners use the Aims and PLTs as a focus for debate and work together to identify the aims and personal, learning and thinking skills which they wish to prioritise.
- School leaders, teachers, parents and learners use these aims as a basis for creating level descriptors (see Appendix 6 for one approach) which would articulate progress. They could develop these descriptors in a

range of ways – through consulting employers, through working with exam boards, through building examples and descriptions by reviewing existing products and activities, through consultation with parents and teachers.

- They could translate these descriptors into 'first steps' for individual learners or small groups (or more), and discuss how best to progress from these points. This discussion could be informed by peers and learners who are described by themselves and others as 'getting there' and 'nearly there', and students who have achieved or surpassed the PLTs target could present to their peers the route they have followed and evidence they have provided.
- They could explore the principles and tools for assessment identified above, prioritising those that were most appropriate for the assessment objectives they intended.
- The aims, tools and evidence identified by the school (students and teachers) as necessary to demonstrate achievement of progress could be used as the basis for accreditation in partnership with awarding bodies.
- The aims, descriptors and evidence would be reviewed on an ongoing basis and evolve in response to the revised priorities of learners, schools and communities.

This process sees the PLTs as a starting point for dialogue and negotiation of learning and assessment goals. Such a dialogue builds on the principles of Assessment for Learning and the research of the Assessment Reform Group¹⁴. Where the detailing of level descriptors is an open and participatory discussion, as suggested here, teachers and learners are given the opportunity to debate what competencies they and others value. Their assessment is therefore integrated into their practices from the outset. Rich and meaningful statements can be derived from a teacher-student dialogue and an activity where they can provide their own descriptions of skills and competencies.

The term 'participatory curriculum' is a useful shorthand to denote the involvement of teachers and learners in curriculum design and development. However, the term describes much more than involvement in the process. Instead, the participatory curriculum would be intended to achieve the following objectives:

- to discuss which skills pupils, their peers, their teachers, and society value, and to consider the curricular aims in relation to themselves, others and society

5. Developing a participatory curriculum: involving teachers and learners in curriculum design and assessment

- to negotiate success criteria relevant to particular learners and teachers
- to build examples of skills and competencies in action in the context of the child, their school and wider communities in which they learn
- to demonstrate, evidence, reward and accredit personal competencies and skills in collaboration with awarding bodies.

There are a number of existing projects and resources that might be drawn upon to support this activity.

Exemplars and tools

RSA Opening Minds

One of the significant successes of the Opening Minds project has been to stimulate significant curriculum debate in schools and to operate with a sufficiently flexible model to enable schools, teachers and students to engage with and shape the competency framework to meet their local needs. This process of curriculum innovation provides a useful indication of how the early stages of a 'participatory curriculum' might develop.

Continuing Professional Development

It cannot be assumed that all teachers are comfortable with principles of curriculum design and modelling. The Geographical Association is running a series of Curriculum Making CPD courses in 2007-2008, and has online CPD resources¹⁵. Although this is subject-specific, a number of cross-cutting themes are tackled (ICT, citizenship, ESD). CPD in curriculum making and the PLTs could build teachers' confidence in designing a more 'participatory curriculum' for their learners. CPD in this area enables teachers to examine the aims of the curriculum, organise learning to emphasise the development of PLTs, and consider ways in which they can gauge learners' abilities in these skills. Teachers could receive training in how to run a 'learning conversation' with a whole class – where the aims of the curriculum in relation to personal aspirations and objectives are debated. Teachers would need to consider how to set targets, how to reflect on achievements, and how to relate subject content to process and PLTs. Following this, personal targets could be set and next steps identified for improving PLTs.

Curriculum modelling resources

Futurelab is currently developing a specification for a curriculum modelling tool for QCA. This tool aims to act as

a resource to support educational change and innovative thinking about curriculum planning; to support teachers and curriculum planners to manage learning; to relate formal and informal learning across the curriculum, including theme-based work; and to enable flexible curriculum development which incorporates subject knowledge, skills and competencies, projects and personal development. Such a tool could be used by teams of teachers or even as a whole-school approach to curriculum making and innovation in order to facilitate conversations around the aims and objectives of the curriculum, the organisation of learning, and the assessment and evaluation of progress.

Teacher collaboration

At Gordano School in Portishead and Ashton Park School in Bristol (schools piloting the Enquiring Minds approach), teachers were involved in drawing up assessment criteria in order to help them to judge how well their pupils were performing in the transition between directed research practices towards personalised and self-directed enquiries. Team teaching has been a useful way for teachers to reflect on how well pupils have been progressing. Teachers have also been involved in drawing up their own level descriptors at Bishops Park School in Clacton.

The GOAL Personal, Employability, Achievement and Reflection for Learning Programme (PEARL) is described as follows: "An example of this type of system in action would be a highly respected chef or footballer acknowledged by their peers as being competent and able, being invited to watch a number of learners in their field of expertise (cooking or football) demonstrate their abilities. These experts through their knowledge and experience know what a competent person in their field looks like, indeed many would say they can 'smell it'! With this knowledge, the practitioner or connoisseur can very quickly make a judgement as to how able the learner is and place this judgement within a set of scoring criteria and grades. By gathering together the views of a range of connoisseurs, a range of examples or characteristics are set out, thus giving guidance as to what one would expect to see from a learner at each grade". This principle, if widened to include students who have become more expert practitioners, might act as a basis for developing school criteria and grades that are meaningful, relevant and robust to that community and others.

The comparative/judgemental pairs approach to assessment might be a useful strategy for enabling

6. Into the future

teacher and student development of assessment criteria and exemplars (flux.futurelab.org.uk/projects/e-scape-assessing-creativity/). This approach, used successfully in the TERU/Goldsmiths e-scape project, argues that abstract assessment criteria do not help in the process of marking, as examiners inevitably convert the abstract into concrete exemplars, increasing variability and unreliability. Instead, this approach relies on direct comparison of work. If enough comparisons between two different pieces of work are made by enough judges, a very reliable rank order emerges.

There is currently strong support for this sort of activity amongst the projects reviewed and experts interviewed. It was argued for articulately and coherently by many of those who are working to make the development of personal skills and competencies a reality in schools. This report was commissioned to review and identify strategies for nurturing and encouraging the innovative curricular and pedagogic practices to develop young people's personal competencies and skills that are emerging in UK schools at the present time. As such, a set of practical recommendations outlined in the sections above and in the executive summary have been provided for ways forward in this area. The review and consultation exercise, however, also identified a range of other issues and debates which should not be ignored and which might provide the basis for longer term curriculum development in this area.

Making sense of multiple skills frameworks?

A number of researchers and teachers have asked how the National Curriculum Aims and PLTs relate to the DfES SEAL (Social and Emotional Aspects of Learning) and SEBS (Social, Emotional and Behavioural Skills) guidance. There should be due regard to avoid unnecessary overlap and the proliferation of lists. There is also a question of how these PLTs link with functional/key skills. Researchers and teachers have asked whether all these different descriptions are required and whether it would be possible to rationalise and clarify these in order to provide simple guidance and clarity for schools.

Whose language?

A key challenge raised was the question of how to make the language of the PLTs accessible to and

comprehensible by young people. The question of how these aims could be reworked and developed with young people to ensure they were easily comprehensible to all was raised and identified as an area of potential development in partnership with schools, teachers and children already working to innovate in this area. As discussed in the 'participatory curriculum', this process should also include the involvement of young people themselves in the design of the curriculum, as indicated by the UN Convention on the Rights of the Child to which educational practice in the UK is subject. This discussion also ties in closely with debates over the extent, purpose and nature of a 'personalised learning' agenda in schools. If learning is to be truly 'personal', the review and consultation exercise suggests a need to examine the relationship between the learner and the curriculum, and to build on the QCA's existing work in the area of learner voice and learning partnerships, providing strategies for enabling the learner to build their own curriculum in dialogue with informed partners in schools and their community.

Experimentation and knowledge sharing?

The process of review and consultation identified the significant numbers of researchers, individuals and institutions who are involved in developing new practice in this area. Often, however, overlaps and potentially beneficial collaborations between different projects do not seem to be occurring; at times academic research fails to build on exemplary school practice and vice versa; on other occasions individuals leading particular approaches and experiments are wary (for practical, commercial or other reasons) of sharing their experiences. As such, the field is fragmented and currently failing to build knowledge and practice in ways that might most benefit learners, schools and communities. A key question moving forward therefore needs to be: how might QCA or others work best in partnership with these organisations to effectively encourage collaboration, knowledge sharing and experimentation? Almost all researchers and practitioners in the field, for example, have identified research into new models of assessment for personal skills and competencies as a shared concern – might the QCA act as an enabling and supportive hub and collaborator for communicating such work through conferences, publications and events without seeking to take a lead and determine the outcomes of such activities?

6. Into the future

Building capacity for curriculum thinking and development

The review and consultation exercise suggested that there was concern over the extent to which many school leaders and teachers were experienced or equipped in the area of curriculum thinking and development. If new approaches to nurturing skills and competencies are to be widespread within the UK education system, support and development for educators is likely to be required in developing curriculum design practices. This is likely to build on existing collaborations between QCA, TDA, NCSL and providers of initial teacher education and continuing professional development. However, many of the projects in Appendix 2 provide powerful examples of the sorts of action research and reflective practice that are likely to be required for professional development in this area and many of these originate from outside traditional institutions and government agencies. It will be important to identify ways of building on and understanding the approaches that have been successful to date rather than relying solely on traditional providers and methods.

A sense of history: building an archive

A common refrain from teachers, researchers and others consulted in this project has been the extent to which current experimentation and development in this area would benefit from reviewing projects, initiatives and policies from previous periods of educational history. Some have recommended revisiting TVEIs and Mode 3 qualifications, others have talked about the powerful pedagogic innovations in science in the 1980s. There is a demand for an archive of curriculum innovation and practice that would allow those innovating in the area to learn lessons from history and build on those elements which still remain relevant today.

Developing the PLTs into the future

It was noted that the PLTs did not include every competency and skill identified by the review of current initiatives. Furthermore, more historically and geographically comprehensive reviews may produce additional or distinctive competencies, which may also differ from the kinds of skills and competencies which may be advanced in the future. In addition, it was felt that

some of the aims of the QCA's Big Curriculum were not explicitly reflected in the PLTs. Given that the PLTs framework is intended to inform practice in this area there were suggestions that in future review of the PLTs framework, a further category might be added. This would focus on autonomy, self-determination and agency, dispositions, attitudes and values, as well as identities in local contexts. Additional categories and nuances would be likely to emerge from a 'participatory curriculum' based on dialogue between teachers and learners. A draft description of this possible addition is included in Appendix 9 for discussion.

A principle of ongoing review of the PLTs could be established which would learn from the dialogues, debates and practices of schools and communities working with them. Opening up these kinds of questions offers opportunities for enabling teachers, parents and young people themselves to consider which competencies and skills they value, where their strengths lie, and how their informal learning experiences can contribute to their overall achievements at school. It allows teachers and pupils to re-engage with the National Curriculum and gives new impetus for them to consider curricular aims in light of their own values, and in relation to their learning experiences and intended outcomes.

Providing an entitlement for all learners

In making visible a set of personal skills hitherto largely only implicitly fostered, a competency and skills-based assessment approach potentially offers a double-edged sword in respect of social and educational inequalities. Clearly, if such skills and competencies are to be assessed, equal opportunities must be ensured for all young people to develop skills in a variety of contexts and with different resources at their disposal. This will require innovations in pedagogy as well as curriculum and assessment, and should build on partnerships between QCA, DCSF, TDA and NCSL to ensure parity of opportunity. Just as in the case of a more content-focused curriculum, the ability to develop personal skills and competencies should not be dependent upon the resources that the child brings to bear in terms of access to networks of expertise and support.

7. Glossary

ASDAN Award Scheme Development and Accreditation Network

ARG Assessment Reform Group

BLP Building Learning Power

CBET Competence Based Education and Training

CPD Continuing Professional Development

DCSF Department for Children, Schools and Families (formerly DfES)

ELLI Effective Lifelong Learning Inventory

ESD Education for Sustainable Development

formative assessment assessment which aims to develop the learner and help them progress in their learning; this could be in the form of tests or observations, but is used to identify next steps for the learner

functional skills “core elements of English, mathematics and ICT that provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work”¹⁶

GNVQ General National Vocational Qualification

GOAL Graded Qualifications Alliance

IB International Baccalaureate

ipsative assessment assessment techniques in which the learner aims to interpret their own competency according to their own experiences, progress and expectations

key skills key skills are the skills that are commonly needed for success in a range of activities in education and training, work and life in general; they are: application of number, communication, improving own learning and performance, information and communication technology, problem solving and working with others

key stages the organisation and segmentation of education into age and year groups – related to national qualifications; there are four principal Key Stages: Key Stage 1: Year 1 and 2; Key Stage 2: Year 3, 4, 5 and 6; Key Stage 3: Year 7, 8, and 9; Key Stage 4: Year 10 and 11

level 1, 2 and 3 qualifications these make up the National Qualifications Framework; Level 1 qualifications are equivalent to GCSE grades D-G; Level 2 qualifications are equivalent to GCSE grades A*-C; Level 3 qualifications are equivalent to A/AS levels

ICT Information and Communications Technologies

multiple lenses a model for assessing personal skills and competencies which values the input and judgments of a range of people associated with the learner, ranging from the learner themselves, their peers, teachers, experts or nominated community

NCSL National College of School Leadership

nominated community a community nominated by the learner and teacher to act as a ‘lens’ through which to assess personal skills and competencies based on the values and expertise of that community

participatory curriculum a model for curriculum design and development in which schools, students, teachers and communities use the National Curriculum Aims and PLTs as a starting point for identifying the sorts of skills and competencies valued in their communities and wider society, for developing strategies for mapping progress and for negotiating with exam boards to create qualifications related to these skills

PEARL Personal, Employability, Achievement and Reflection for Learning Programme

peer assessment a model of assessment in which learners are involved in assessing each other

peer mentoring a set of activities in which learners (usually identified as ‘more’ expert, experienced or older) are involved in developing and supporting other learners

personal challenge a model for accreditation of a significant project or personal challenge curriculum component which enables learners to engage with a substantial project or interconnected set of activities over an extended period of time; this may involve both informal learning activities outside school, and formal learning in school

PIVATS and P-Levels performance Indicators for Value Added Target Setting and P-levels are national assessment guidelines which are used with pupils who are performing below Level 1 or have special educational needs

portfolio a collection of evidence of the learner’s work in a variety of media and over a long time-period; this could be used to demonstrate achievements and individual development as they relate to subject knowledge as well as personal skills and competencies

7. Glossary

profile a visual representation of the learner's personal skills and competencies which demonstrates their achievements, identifies need for improvement and gives a picture of their whole learning experiences; this could be used as a basis for negotiating appropriate next steps and activities for the learner

progression the development of the learner's personal skills and competencies over time and in different contexts; this could be cyclical in nature, as the learner applies their skills and competencies to different curriculum subjects and activities

QCA Qualifications and Curriculum Authority

RSA Royal Society for the Arts

SEALS Social and Emotional Aspects of Learning

SEBS Social, Emotional and Behavioural Skills

summative assessment assessment which aims to demonstrate the sum of the learner's ability at a particular moment in time, usually in the form of final tests for which a mark is awarded

TDA Training and Development Agency for Schools (formerly TTA)

TVEI Technical and Vocational Education Initiative

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Appendix 2: A review of personal skills and competencies initiatives

This section provides a review of a diverse range of approaches to addressing the question ‘what skills and competencies do young people need to develop in the 21st century’¹⁷. This includes both in-school projects and curriculum reforms at national level, established school practices and emerging research projects, formal accreditation frameworks and informal learning awards. This diversity is intended to give a broad overview both of the sorts of skills and competencies that are increasingly valued in schools and by parents and learners, and to give an indication of diverse approaches to the organisation of curriculum, pedagogy and assessment in service of developing these skills.

For the purposes of this review, the emphasis is on the approach rather than the delivery of a particular initiative. However, for each approach, the learning objectives are outlined along with an indication of how these are achieved (including management, pedagogical and timetabling issues where relevant). The review then outlines any recommendations for assessment and accreditation (where they are given). All information here is necessarily paraphrased from the source documentation and readers are recommended to consult this for more detail. Where more detail is available concerning possible progression across Key Stages and level descriptors, these are reproduced in Appendix 4; these provide a useful insight into the diverse strategies that different organisations have adopted to address the challenges of making explicit different forms of competencies and skills, and progression within and across these.

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New Basics, Queensland, Australia	49
Northern Ireland CCEA (Council for the Curriculum, Examinations and Assessment) Thinking Skills and Personal Capabilities Framework	50
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Personal, Employability, Achievement and Reflection for Learning Programme (PEARL) – Re:solutions First/GOAL-	52
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Arts Award

Competency framework:

1. Enjoying the Arts
2. Arts Practice
3. Supervised Arts Leadership
4. Personal Arts Development
5. Arts Project Leadership

Objectives and organisation

Teachers or youth workers wanting to run this award must train as advisers, and register their institution as an Arts Award Centre. The award aims to “recognise the development of young artists and young arts leaders. The Arts Award celebrates the creative progress made by young people and not just their artistic skill”. It consists of the following units spanning three levels:

Bronze

Unit 01 - Enjoying the Arts

This single unit qualification encourages candidates to develop their enjoyment of the arts as a participant and an audience member. Candidates gain experience of at least two artforms (or genres) as participant or audience member, and record and reflect on their participation through an arts diary. Typically, candidates will take part in group activities which are led by an arts worker, teacher or youth worker.

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Silver

Unit 01 - Arts Practice

Candidates demonstrate progress in their own arts practice, appropriate to their understanding and ability, through a personal challenge which is defined according to guidance provided by Trinity College London. Alongside this, they develop their critical understanding of their chosen artform and its role within their community and explore their options for future development in the arts.

Unit 02 - Supervised Arts Leadership

Candidates plan and deliver an arts project which involves individual leadership responsibility for a specific area of activity, working under professional supervision. Examples might include organising an arts event as part of a team (exhibition, concert, performance, screening, website launch), running clubs, workshops or rehearsals (as a one-off or a series), or working one-to-one to assist skills development. Candidates are supervised in their leadership work.

Gold

Unit 01 - Personal Arts Development

This unit encourages candidates to broaden and extend their arts activity and to understand their own abilities in relation to the sector as a whole. Typically they will work with an artist or peer from another artform or genre and produce new or original artwork that either integrates or is influenced by the new genre/artform. For example, a photographer might gain experience of web design and construct an internet showcase of work. A dancer might work with a musician and choreograph a new piece. A classical musician might work with a rock band and produce a new composition.

Unit 02 - Arts Project Leadership

Candidates take individual responsibility (within legal and health and safety guidelines) for developing and running an arts project, including participant and audience research, sharing skills with others, organisation, promotion and delivery of the project to a public audience, and the evaluation of the success of the project for all concerned.

Assessment and accreditation

Qualifications certified by Trinity College London, age 14-19+. See Appendix 4 for further details.

Sources

www.artsaward.org.uk

www.openquals.org.uk

ASDAN – Certificate of Personal

Effectiveness (CoPE Qualification) Award

Competency framework:

1. Unit WO Introduction to working with others
2. Unit LP Introduction to improving own learning and performance
3. Unit PS Introduction to problem solving
4. Unit R Planning and carrying out research
5. Unit D Communicating through discussion
6. Unit OP Planning and giving an oral presentation

Objectives and organisation

ASDAN is an educational awarding body which offers a number of programmes for all abilities. The programmes blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of independent, life and key/core skills, with emphasis on negotiation, cooperation and rewarding achievement. The aims of the CoPE qualification are to enable candidates to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness; to broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges; to receive formal recognition and accreditation for the above. The curriculum is based on a series of topics at three different levels. These include: information handling; information transmission; active citizenship; sport and leisure; work-related activities; home management; independent living; the environment; economic and consumer issues; career planning; number handling; health and survival; healthy living; global awareness; world of work; global awareness; technology science and technology development; wider world; international links; leisure pursuits; expressive arts; research and presentation skills; beliefs and values; beliefs and ethics.

Assessment and accreditation

Accreditation is based on the completion of 'challenges' and the collection of evidence of skill development in the above six competency areas. ASDAN bases its recording documents on a Plan/Do and Review framework. Students are also expected to develop and evidence three additional skills of planning and carrying out research; communicating through discussion; and planning and giving an oral presentation. This is done in a portfolio, and students' work is judged according to the skill standard reached. The ASDAN CoPE framework spans four Key Stages and is used also in FE. Starting with 'Stepping Stones' (KS2), pupils can progress through the following

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stages: 'Key Steps' (KS3); Level Up Award/Bronze Award (KS3/4); FE Award Level 1/Silver Award Level 1; Short Course Awards; FE Award Level 2/Gold Award Level 2 (KS4); Universities Award/FE Level 3 (KS5).

Source

ASDAN (2005) CoPE Levels 1-3 Information Booklet.
Bristol: ASDAN
See Appendix 4

Building Learning Power

Dispositions/habits of mind:

1. Resilience

Being ready, willing and able to lock on to learning:

- absorption - flow; the pleasure of being rapt in learning
- managing distractions - recognising and reducing interruptions
- noticing – really sensing what's out there
- perseverance – stickability; tolerating the feelings of learning

2. Resourcefulness

Being ready, willing and able to learn in different ways:

- questioning – getting below the surface; playing with situations
- making links – seeking coherence, relevance and meaning
- imagining – using the mind's eye as learning theatre
- reasoning – thinking rigorously and methodically
- capitalising – making good use of resources

3. Reflectiveness

Being ready, willing and able to become more strategic about learning:

- planning – working learning out in advance
- revising - monitoring and adapting along the way
- distilling – drawing out the lessons from experience
- meta-learning – understanding learning, and yourself as a learner

4. Reciprocity

Being ready, willing and able to learn alone and with others:

- interdependence – balancing self-reliance and sociability
- collaboration – the skills of learning with others
- empathy and listening – getting inside others' minds
- imitation – picking up others' habits and values

Objectives and organisation

Building Learning Power (BLP) is based on the principle of "expanding [students'] learning capacity" as opposed to just supporting their learning. This is based on the idea that students always have the potential to change their habits and develop their 'learning fitness'. The emphasis is therefore on progress, development and capability, which means that the approach is intended also as a means by which to organise and plan pedagogic activities which can nurture particular 'habits of mind' for particular students. Such activities, Claxton (2006: 11) states, should be rich, challenging, extended, relevant, responsible, real, unknown (open) and collaborative. This kind of framework needs to be part of a broader culture change in schools, in which developing learning capacity is as important as gaining qualifications. It should be 'infused' into the curriculum and used to frame all learning and in activity planning rather than as a stand-alone approach. In this sense, 'failure' will not be possible, and all learners will be given the opportunity to improve and succeed in many unpredictable situations.

Assessment and accreditation

The Building Learning Power approach can be evaluated using the tool recommended on the BLP website, 'TrackingLearning: On-line'. This is a set of online quizzes which offer formative feedback to students to diagnose their 'learning fitness', including strengths and weaknesses. This can be tracked over time to show progress made and journey travelled. Teachers can use the tool to compare students with each other, as well as to compare their perceptions of students' 'learning power' with the students' own. This can provide a common language for talking about 'learning power' and help teachers to plan activities which develop dispositions and capabilities where they are lacking. This kind of information can also be used in school reports and student data management. Self-assessment is at the heart of the BLP approach, and though feedback is a necessary part of this, the long-term aim is to "help students develop the ability and the inclination to become their own self-marker", and to "make transparent the relevant criteria and processes" (Claxton 2002: 81). Discussing the aims and intentions of a piece of work as groups or pairs is an important activity, as is students creating their own short-term, achievable targets, or "what the student is on the brink of being able to do". Claxton suggests principles of target-setting, 'commentating', 'tracking' (cumulative/ipsative assessment), and the use of the ELLI inventory.

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Sources

BLP website – www.buildinglearningpower.co.uk

TrackingLearning On-line:

www.buildinglearningpower.co.uk/blp/

[TrackingLearning:On-line.html](http://www.buildinglearningpower.co.uk/blp/TrackingLearning:On-line.html)

Claxton, G (2002). Building Learning Power. Helping Young People Become Better Learners. TLO limited, Bristol

Claxton, G (2006). Expanding the capacity to learn: a new end for education? Opening Keynote Address, British Educational Research Association Annual Conference September 6 2006

Cabot Competency Curriculum (CCC)

Competency framework:

Adapted from the RSA Opening Minds curriculum, John Cabot CTC works around competencies for:

1. Learning:
 - Learning styles (SMART model)
 - Thinking matters (de Bono model)
 - Creativity
2. Managing information:
 - Finding and using information (research)
 - Reflecting and improving
3. Managing people:
 - Team work
 - Behaviour (conflict resolution and stress management)
4. Managing situations:
 - Time and resource management
 - Flexibility and risk taking
 - Initiative

Objectives and organisation

John Cabot City Technology College is a state school in Bristol. It is currently shifting to Academy status. The school has adapted the competencies from the RSA Opening Minds curriculum. It has developed new school management and timetabling structures in order to deliver more personalised learning for its pupils, more parental involvement, and better staff development opportunities. The school has been employing the curriculum in Year 7 since 2004-5. The rationale behind it is to equip pupils in Year 7 with 'skills for life' which will help them to achieve their potential as they enter Year 8 and beyond. The school hopes that this approach will allow pupils to develop as independent, confident learners, able to cope with the demands of an IT society. The school is confident that the CCC will raise standards, provide an individual learning experience, challenge traditional

school agendas and create a 'personalised culture', with more opportunities for students to have a voice. They have omitted citizenship from the competency curriculum because they already provide an e-citizenship curriculum integrated across subject areas.

Assessment and accreditation

The competencies are developed through Year 7 work on two cross-curricular projects based around the following themes: learning to learn; community and environment; communications; lifestyles and health; finance and enterprise. Pupils spend their Year 7 with fewer teachers, and one teacher as personal mentor. In Year 8 and 9, individual subjects provide a 'competency passport' which continues the entitlement – pupils' passports are stamped when they achieve a competency, to show where they need to improve and develop. Teachers also take 'a snapshot in time' of competencies, at two intervals per term, in order to report to pupils and parents their progress in competencies and ability to transfer competencies to different contexts. Evidence may include written work or presentations, and the school is working towards developing e-portfolios which can capture video of presentations and mixed media evidence. This may be passed on teacher, peer and self-assessment, and there are four levels: 'developing', 'satisfactory', 'good' and 'excellent'. Throughout KS4, the curriculum has been made more flexible, and pupils take pathways through awards and assessment at different stages. Extension activities replace homework – pupils work on projects of interest to them out of a wide range of assignments.

Sources

www.cabotcompetence.co.uk

Telephone interview with Dan Thomas, John Cabot School (16/02/07)

Centre for Science Education – Sheffield Hallam University

This section was written by:

Dr Lynne Bianchi, Senior Research Fellow

Centre for Science Education, Sheffield Hallam University

The Personal Capabilities (PCs) framework:

- | | |
|----------------|--|
| Teamwork: | Working well in groups and teams |
| Creativity: | Thinking of, sharing and playing with new or unusual ideas |
| Communication: | Communicating opinions and feelings appropriately |

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- Tenacity: Sticking at a task in order to meet deadlines
- Self-management: Taking charge of one's learning
- Positive self image: Valuing oneself and one's achievements
- Self-motivation: Being motivated to do what needs to be done
- Critical thinking: Critically reviewing and evaluating what you do and how you do it
- Problem solving: Working towards a solution by analysing a problem and forming strategies
- Social intelligence: Responding appropriately to different people and situations

Objectives and organisation

The Personal Capabilities Programme, born in 1999 at the Centre for Science Education at Sheffield Hallam University, encourages opportunities for children to develop a range of generic personal skills and capabilities, such as teamwork, self-management, creativity, communication, problem solving, tenacity and a positive self image.

Our research has involved teachers to help us learn about the different strategies that can help develop children's knowledge and understanding of personal capabilities. We know that by being explicit about the skills and capabilities we're developing, using active teaching and learning strategies to truthfully embed the skills through core subjects like science can have a really positive effect. We also believe that encouraging children to actively self- and peer-review using verbal, visual and written forms of self- and peer-assessment, allows them to become more responsible for their learning.

Implementation - a progressive approach
 The early development of these capabilities starts in the Foundation Stage and permeates the primary school curriculum. Learning outcomes for each capability are defined, made explicit, infused and progress monitored and assessed on a cross-curricular platform.

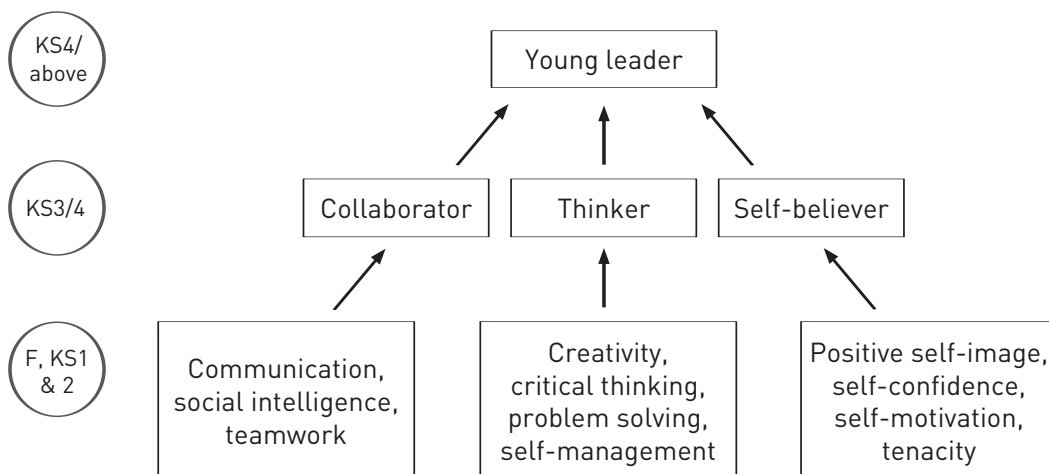
Children working at KS1 will encounter short objective statements to enable them to explore, develop knowledge and understanding of an area of the PCs. Often a cross-cutting approach is taken at this age not to present children with an overwhelming number of objectives. Examples are, for instance for Year 1:

- Year 1:
- | | |
|------------------------------|---------------------|
| 1. To talk about your ideas | Working with others |
| 2. To be kind to others | Communication |
| 3. To try to sort things out | Problem solving |
| 4. To ask questions | Creativity |

By upper KS2, the capabilities are progressed to more challenging statements, for instance for Year 5 teachers may use:

- Year 5:
- | | |
|--|-----------------|
| 1. To share opinions and new ideas with others | Communication |
| 2. To be an active listener | Tenacity |
| 3. To seek advice and stay motivated | Teamwork |
| 4. To co-operate with others | Problem solving |
| 5. To keep track of what I am doing | Self-motivation |
| 6. To organise and plan how to go about a task | Self-image |
| 7. To help reach agreements with others | |
| 8. To know what I do well in | |

The Personal Capability research programme has found most success where teachers and schools have used the



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suggested frameworks and adapted and tailored them to their own needs, however maintaining the overall process and principles of a PC approach to learning.

Research has shown us that by KS3 and KS4 pupils are ready to explore the interrelationships and links between the PC areas. At this point in their learning career we look towards encouraging learning in the areas of collaboration, thinking and self-belief, and at KS4 and above the exploration of young leadership and personal responsibility.

Newest developments

Smart Science (2006, Key Stage 2)

This pack is for teachers working with children of 9-11 years of age. It introduces 'Smart Science' - a way of developing children's personal capabilities. It embeds the personal capabilities of teamwork, self-management, creativity, problem solving and communication into science learning activities and reinforces work in thinking skills and personal, social and emotional development. For more information visit

www.personalcapabilities.co.uk/smartsience.

STEM Leaders Qualification (Key Stage 3, 4 and beyond)

This qualification is intended for young people of all ages from 11-25 years. It will offer opportunities to develop their STEM skills alongside personal and leadership capabilities through a broad range of contemporary and creative STEM activities and contexts.

In development by the Centre for Science Education and the Specialist Schools and Academies Trust, the qualification focuses on fostering and channeling youngsters' personal interests in science, technology, engineering and maths and activating these through engaging and inspiring self-driven opportunities which develop, test and challenge their leadership capability.

Assessment and accreditation

Our research and development has found that monitored self-assessment is the best way to get a true impression of pupils' personal capability development. The key feature for all assessments in this area relates to youngsters initiating the assessment or evaluation from a self-driven perspective – the youngsters' self-assessment. From there, they are supported by peers, teachers, parents and carers. Use of 'traffic light' or 'thumbs up' approaches help to support this rounded judgement of progress.

Smart Grids have recently been developed to further extend this approach, linking self, peer and teacher assessments with identified success criteria. These enhance this metacognitive process and provide teachers with written evidence if required.

In addition, a Personal Capability Profile (PCP) has been developed, in the style of self-report questionnaire. This enables learners' to find out what they think of themselves with regard to the range of skills and capabilities encompassed in the Personal Capability framework. It encourages learners to make honest judgments about their personal capabilities based on how often they demonstrate them. The profile provides reliable assessment information validated against teacher and tutor assessment, thus being useful in supporting teacher-pupil reviews and personal assessments.

The profile provides the learners with an understanding of how they perceive themselves in the 12 areas of personal capability. It also provides them with four further scores based on the discovered relationships between the 12 personal capabilities. The PCP has been used within pilot schools and colleges for KS2 and KS3 pupils.

Author: Lynne Bianchi, Centre for Science Education

www.personalcapabilities.co.uk

City Academy, Bristol – Project Based Learning

Core values:

1. Learning comes first:
 - All learning experiences are relevant and interesting
 - All students have individual targets for their learning
 - All learners develop high personal aspirations
 - All achievement is recognised
 - All assessment supports future learning
 - All learning is supported by high quality learning resources
 - High levels of student engagement
2. Learning about learning:
 - Developing and enhancing skills for independent learning
 - Developing the quality of thinking skills
 - Developing literacy and numeracy
3. Learning to live together:
 - Respect for others, self, environment
 - Pride in achievement, the academy, the community
 - Responsibility for self, others
 - Emotional intelligence

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4. Learning today for tomorrow:

- Prioritising information
- Synthesising information
- Applying information
- Applying critical judgement

Objectives and organisation

The City Academy in Bristol has implemented a new learning strategy based on these core values, which are structured around Learning Villages, encompassing subject groupings (research; heritage and design; communications and enterprise; expression; sport). They aim to enable learners to know and understand their preferred learning style, to develop other learning styles and understand how they learn best. The academy seeks to encourage and develop team players, active participation in the life of the academy and community, personal growth and fulfilment of all members of the wider community, including collaboration and communication. The learning model also aims to create embracers of innovation, confident, critical and creative users of ICT, and lifelong learners who are adaptable and flexible, where information is currency and problem-solving necessary. There is guidance for lesson planning, including the principle of 4Phase Learning: The Big Picture (starter), New Information (developing new ideas), Making Sense (practical application) and Review (conclusions/evaluation). The content of the programme is based on projects – a study of the students' own lives; a design and marketing project; a news report; a mystery/problem-solving task; an open research/enquiry project.

Assessment and accreditation

Assessment and accreditation is achieved by academic mentoring for students, effective monitoring and feedback procedures, data analysis and student tracking systems, effective performance management processes, a professional development programme, and a high quality learning environment. Assessment for learning is based on the '4Rs' (after Claxton 2002), of Resilience, Resourcefulness, Responsibility (Reflectiveness) and Respect (Reciprocity). Recording of Learning Power ratios is done on school report cards. Attitudes to learning (ATL) are measured by the following categories: absorption, perseverance, managing distractions and noticing in an ATL grid. Learning outcomes are in the form of products: presentations, reports, essays, exhibits, models, e-portfolios/journal, witness statements. Assessment takes place at the beginning, during and end of the project (and

is part of the learning process). Assessment is of the following: (beginning) project proposal, planning, team organisation, identification and selection of appropriate information, initial design, effective questioning, thinking skills; (during) team work, effective communication, teaching/coaching others, leadership, interim reporting, revising skills, using information, storing information, problem solving, creativity; (end) presentation, written, media, technological products, literacy/numeracy, understanding of content, review/evaluation skills. Students can achieve 'limited', 'proficient' or 'advanced' level in particular competencies. Students also progress through 'graduation stages' (Asteroid, Moon, Planet, Star) during which time they achieve more independence over their learning outcomes, activities, timelines and products.

Sources

www.cityacademybristol.co.uk/learning.htm;
Armando DiFinizio (Vice Principal)'s blog:
www.armandod.typepad.com

Creative Partnerships – Assessing Creative Development

The Creativity Wheel:

1. Imagination with a purpose:
 - Looks at things from different points of view
 - Sees things in 'mind's eye'
 - Asks 'why?', 'how?' and 'what if?'
 - Open to new ideas
 - Uses intuition
 - Explores alternatives
 - Makes comparisons and connections
2. Originality:
 - Interested in discovery
 - Takes risks
 - Unexpected and surprising responses
 - Original responses and ideas
 - Challenges assumptions
3. Value:
 - Makes observations about value of others' work
 - Makes observations about value of own work
 - Overcomes problems
 - Reviews progress
 - Uses and transfers previous knowledge

Objectives and organisation

This creative development teacher resource provides a framework for developing creative teaching and learning, and is part of a whole school approach to creativity at

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primary (KS2) level. It is derived from definitions of creativity explored in 'All Our Futures' (NACCCE 1999). Its aims are three-fold. First, it aims to enable whole-school review of creative development. This is to be achieved through developing a sense of vision for creative development in learning, contributing to assessment for learning and personalised learning process, creating a climate for reflective practice by both teachers and pupils, celebrating innovation, identifying areas of curriculum strengths and weaknesses in creative development, identifying staff development needs, promoting creative development to staff, pupils, governors and external partners. Second, it aims to improve learning by identifying and celebrating success in pupils' creative development, offering a structure for self-evaluation and assessment, enhancing the personalised learning profile for each pupil. Third, the framework aims to improve teaching by enabling teachers to track creative development opportunities offered to pupils, to identify strong and weak curriculum areas for creative development, and to create opportunities to develop partnerships with other teachers, schools and creative and cultural partners.

Assessment and accreditation

See discussion of the Creative Partnerships Creativity Wheel in Section 4.

Sources

Redmond, C (Creative Partnerships Durham Sunderland). Assessing Creative Development. Teacher resource. Sunderland: Creative Partnerships
NACCCE (National Advisory Committee on Cultural and Creative Education) (1999). All Our Futures: Creativity, Culture and Education. London: DfEE and DCMS

Duke of Edinburgh's Award

1. Service

Provides opportunities for young people to:

- make a personal contribution by dedicating free time to giving service to the community
- appreciate the needs of others and contribute to their well-being by working with and for people with whom young people would not normally come into contact
- trust and be trusted
- understand personal strengths and weaknesses by reviewing their performance in briefing and training sessions
- increase self-esteem by receiving positive feedback

and learning to appreciate the value of making a personal contribution

- overcome prejudice and fears through building new relationships and developing an empathy with others
- generate positive action in the community by identifying and undertaking worthwhile service projects which benefit the local or wider community or the environment
- accept responsibility through a personal commitment to an individual, organisation, group or community

2. Skills

Provides opportunities for young people to:

- develop practical and social skills by trying something new or by setting a new challenge in an existing interest
- meet new people
- organise and manage time
- discover how to research information
- set and respond to a challenge
- work with others
- enjoy sharing
- discover new talents

3. Physical recreation

Provides opportunities for young people to:

- enjoy keeping fit by choosing an activity which is in itself enjoyable, and which leads to the establishment of a lasting, active lifestyle
- improve fitness by taking part in a physical activity on a regular basis
- discover new abilities
- raise self-esteem through improvement of performance and reaching the minimum requirements
- extend personal goals by involvement and sustained interest
- set and respond to a challenge by extending physical fitness and performance
- experience a sense of achievement from meeting a physical challenge

4. Expeditions

Provides opportunities for young people to:

- plan and execute a journey - requiring attention to detail and organisational ability
- demonstrate enterprise and imagination - by the team organising their own venture
- work as a member of a team - all ventures must be a team effort
- respond to a challenge - either planned or unforeseen

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- develop self-reliance - by carrying out an unaccompanied journey
- develop leadership skills - members of the team should have opportunities to take a leading role during different aspects of the venture
- recognise the needs and strengths of others - by involving team members in mutually supporting each other to ensure the success of the venture
- make decisions and accept the consequences - by the team making real decisions affecting their well-being
- reflect on personal performance - through reviewing progress during training and at the end of the Qualifying Venture
- enjoy and appreciate the environment - by developing an awareness of the areas visited and issues affecting the environment

5. Residential project

Provides opportunities for young people to:

- meet new people
- experience an unfamiliar environment
- build new relationships and show concern for others
- work as part of a team towards shared goals
- accept responsibility for self and others
- develop communication skills
- show initiative
- enjoy living and working with others

The Duke of Edinburgh's Award does not have a competency framework as such. Instead it is a well-established programme of self-directed learning and is based on a personal challenge. Activities fall into four Sections – service, skills, physical recreation and expeditions, with an additional residential project at Gold.

Objectives and organisation

"The Duke of Edinburgh's Award is a programme of personal and social development for young people aged between 14 and 25 years". It has three progressive levels (Bronze, Silver and Gold). "The aim of the skills section is to encourage the discovery and development of practical and social skills and personal interests. The chosen activity should be progressive and allow achievement to be demonstrated over a period of time. The Award is based on individual improvement and achievement, it is not a competitive programme". Participants are encouraged to set their own goals or targets - if they aim for those goals and show improvement, they will achieve their Award.

The key principles on which all Duke of Edinburgh activities are based are that such activities should be:

non-competitive; available to all; voluntary; flexible; balanced; progressive; achievement-focused; a marathon not a sprint; aimed at personal development; enjoyable.

Assessment and accreditation

Progression through the award scheme from Bronze to Gold is achieved largely through evidence of time commitment to activities undertaken. Participants work with an adult mentor who helps them to set their own goals and plan activities of interest aligned with the key principles outlined above. They must then spend certain periods of time building up records or log books to fulfil the requirements of each award, including the age requirements. For the 'skills' section, assessment is part of the process of development, and judgements are made throughout the required period on the basis of "effort, perseverance and achievement". "Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion" and review is built into the process, where participants review the "quality of their experience". The process includes:

Initial briefing:

The period of involvement should start with an initial briefing with an appropriate instructor/mentor/supervisor.

Monitoring progress:

Goals and progress should be monitored at periodic intervals throughout the duration of the activity and revised accordingly.

Final review:

When the skill, progress and quality of experience are reviewed prior to both the assessor and participant completing the Record Book.

Sources

Duke of Edinburgh's Award (2004). Programme and Principles. Over to You. Update Pack. Available at:

www.theaward.org/downloads

Skills Section Guide for Volunteers Leaflet. Available at:

www.theaward.org/involved/downloads/leaflet_skills.pdf

Effective Lifelong Learning Inventory (ELLI)

Competency framework:

1. Changing and learning:

- I know that learning is learnable
- I know that my mind can get bigger and stronger just as my body can
- I feel good about my capacity to learn
- I expect to change as time goes by
- I celebrate my learning

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2. Critical curiosity:
 - I want to delve deeper and to find out what is going on
 - I don't accept things at face value
 - I want to know how, why, what and where
 - I don't accept information without questioning it for myself
 - I enjoy finding things out
3. Meaning making:
 - I like to fit new bits of information
 - I like to make connections between subjects
 - I love learning about what really matters to me
 - I draw on my own story in my learning as well as the stories of my community
 - I learn at home, in my community and at school
4. Creativity:
 - I like to play with ideas and possibilities
 - I trust my intuition and follow hunches
 - I use my imagination in learning
 - I like to be challenged and stretched
5. Learning relationships:
 - I like sharing thoughts and ideas with people
 - I like learning on my own as well
 - I learn from adults and people at home
 - I like learning with and from other people
 - I know how to help others learn
6. Strategic awareness:
 - I know how I learn
 - I can manage my feelings of learning
 - I plan my learning carefully
 - I think about thinking and learning
 - I am aware of myself as a learner
 - I know what I like and dislike
 - I can estimate how long tasks will take
7. Resilience:
 - I know that making mistakes is a natural part of learning
 - I am not afraid of having a go
 - I tend to keep going at a task until it is completed
 - I don't fall apart when I fail
 - I keep going at my own pace – I know I will get there in the end
 - I know that struggling is an important part of learning

Objectives and organisation

The ELLI framework is derived from work by Ruth Deakin-Crick, Patricia Broadfoot and Guy Claxton on Building Learning Power, which is described as “a complex mix of

dispositions, lived experiences, social relations, values, attitudes and beliefs that coalesce to shape the nature of an individual's engagement with any particular learning opportunity”. Researchers on the ELLI project identified the above dimensions as necessary competencies for learning. They aimed to enable people to become resilient and independent learners, and had found that formal schooling actually made people more fragile and dependent as learners. An appropriate “ecology of learning” is required, which involves: “teacher professional vision and values, the creation of positive interpersonal relationships which involved trust, affirmation and challenge, quality of dialogue, use of learning language, modelling and imitation and teacher professional judgement”.

Assessment and accreditation

This is based on learners completing a self-assessment questionnaire using ‘learning power’ profiles. The researchers found summative assessment to have a negative impact on the “quality and quantity of learner motivation” (Harlen and Deakin-Crick 2002). Their assessment model is based on individual learning profiles which “are automatically generated in the form of a spider diagram. These locate the individual's average score on each learning dimension along a ‘leg’ of the spider. This form of feedback suggests a profile of the whole person with many parts, rather than a summative set of scores that imply a ‘pass or fail’”. For this reason too, no numbers are given to the scores. Furthermore the spider diagram makes it easier to visualise the learner as a whole, with a dynamic set of learning dimensions, thus supporting diagnosis and action planning”.

Sources

www.ellionline.co.uk/introduction.php

Deakin-Crick, R (2006). Learning Power in Practice. A Guide for Teachers. London: Paul Chapman Publishing

Enquiring Minds

Enquiry objectives:

1. Self-reflexive skills (mosaics of young peoples' lives):
 - To observe and describe the world around them
 - To ask questions about the nature of their experiences
 - To compare, group and classify events, experiences and objects
 - To begin to make public what is private
 - To become critical/reflective about own experiences, ideas and knowledge compared to others'

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- To develop a less ego-centric view of the world
 - To be able to work together with others (interpersonal skills)
 - To generate problems
 - To participate in discussions and presentations
 - To begin to develop understanding of the process of enquiry (TASC): gathering, organising, and generating ideas and data
2. Research and ICT skills (closed enquiry):
- To identify ideas and issues to pursue as research questions
 - To understand and appreciate diversity of opinion and perspective
 - To be able to compare new data to past experiences
 - To understand importance of task allocation, roles and responsibilities
 - To begin to develop specific research skills appropriate from multiple subject domains, eg surveys, experiments
 - To search for and gather data from multiple sources in multiple media
 - To evaluate the usefulness and appropriateness of data and sources
 - To present data in appropriate ways and media
 - To use ICT as appropriate to tasks
 - To be able to communicate effectively in multiple media and forms
 - To be able to evaluate own and others' contributions to tasks
 - To be able to identify the unique contribution of outcomes
3. Autonomy and interpersonal skills (negotiated enquiry 1):
- To take more responsibility for planning and agreeing aims, processes and proposed outcomes of study
 - To be able to select and agree course of action in groups
 - To be able to prioritise tasks
 - To be able to allocate and agree roles
 - To be able to manage own time and work plans
 - To be able to collect data from multiple sources and understand importance and usefulness of each
 - To develop specific research skills, including surveying, statistical analysis, textual analysis, visual analysis, experimentation
 - To begin to analyse data according to specific questions
 - To be able to select and agree appropriate modes
4. Critical and reflective skills (negotiated enquiry 2):
- To be able to analyse and reflect on enquiry process
 - To be able to think logically, systematically, creatively, critically and analytically
 - To be able to understand the role of ICT in education and society
 - To be able to identify the uniqueness and importance of knowledge discovered and/or created to themselves and to others
 - To be able to identify strengths and weaknesses of particular approaches, and to change these where necessary
 - To be able to compare present and past performance
 - To be able to revise the process completed
 - To develop understanding of generalisability or transferability of knowledge and processes to other activities and contexts
 - To be able to identify personal strengths and weaknesses, and to act on these
5. Personalised enquiry (1 and 2):
- To be able to take full, collaborative responsibility for all levels of planning, implementing, reporting, and evaluating research and its outcomes
 - To manage contingency in data and results
 - To be precise and accurate
 - To be reflective and critical about processes and results of research, including how ICT was used
 - To provide appropriate mentoring to peers, and accept instruction from peers
 - To use logical evidence to prove things and defend opinions or perspectives
 - To be able to communicate to relevant external groups in appropriate media
 - To participate in active forms of citizenship, including consultation and decision-making with teachers, governors, SMTs, and/or agencies outside school
 - To be critical of the role of ICT in society
 - To be able to compare results of own work with others'
 - To be able to review hypotheses and research questions, and to revise these in light of findings
 - To become able to generalise and transfer knowledge created and processes used to other activities and contexts
- Objectives and organisation**
- The Enquiring Minds model has the following aims:
- to develop knowledge related to relevant contemporary themes

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- to develop and nurture attitudes, motivation and engagement for learning
- to develop the skills of successful enquiry, interpersonal relations, and communication
- to develop critical and reflective skills related to own performance and experiences.

The curriculum is organised around the idea of 'enquiry'. Students progress from first developing self-reflexive skills by exploring their own lives with their teacher; second, learning research skills through a 'closed enquiry' led by the teacher; third, developing autonomy, interpersonal, critical and reflective skills through a 'negotiated enquiry' agreed with their teacher; finally to a 'personalised enquiry' in which they consolidate these learnt skills through their own self-directed project. This curriculum aims to develop students and teachers as co-researchers, innovators and knowledge creators. The curriculum aims to enable young people to engage with the world around them, to go beyond instinct and instead to research its potential, problems, patterns and opportunities, and to turn research into ideas and solutions for changing the world through collaboration and action. It also aims to allow young people to test, refine and explore ideas and solutions, to celebrate success and learn from failure and to empower young people to share ideas, make them a reality and to gain a 'voice' and respect from adults.

Assessment and accreditation

Assessment for the Enquiring Minds model follows principles of formative assessment, concerned with "clear statements for students regarding the achievements they have made, as well as what they need to do next". This includes making "explicit to students what they were learning, how well they had progressed with it, what next steps they needed to take to advance their understanding, and providing guidance about how to improve." The Enquiring Minds guidebook provides practical recommendations by which teachers can help students take action to improve their attainment. These include baseline questionnaires, observation by teachers on skills, knowledge, understanding, attitudes, engagement and outcomes, pupil self-assessment and reports, peer-reports on strengths and weaknesses and critical thinking skills, teacher reviews, portfolios and final baseline questionnaires.

Source

www.enquiringminds.org.uk - draft guidebook

See Appendix 4

Girl Guiding

Competency framework:

1. Emotional:
 - Develop self-confidence
 - Give respect to others and themselves
 - Develop self-esteem
 - Recognise and manage emotional experiences
2. Intellectual:
 - Challenge appropriately opinions, injustice and inequality
 - Process information
 - Negotiate
 - Make decisions
 - Evaluate
3. Moral codes:
 - See progression table for more detail
4. Physical:
 - Recognise the importance of a balanced diet
 - Encourage participation in physical activity
 - Make informed choices about drugs and alcohol
 - Make informed choices about sexual health
 - Take responsibility for personal safety
 - Challenge themselves to expand own experience
5. Social:
 - Respect others
 - Take responsibility for themselves and others
 - Be a team member
 - Take and accept leadership roles
 - Participate actively in the community
 - Effect change
6. Spiritual:
 - Make own spiritual choices
 - Respect for spiritual choices of others
 - Achieve spiritual inner peace

Objectives and organisation

The overall aim of the World Association of Girl Guides and Girl Scouts' is "to enable girls and young women to develop their fullest potential as responsible citizens of the world". They aim to "take into account the needs and aspirations of girls and young women; have appropriate learning objectives; be based on the values of guiding (including the Promise); be carried out through 'learning by doing'". The organisation has the following values and approaches as guidelines:

- working together in small groups
- decision-making as individuals and groups
- a balanced and varied programme which is girl-led

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- care for individual girls and their fulfilment
- a shared commitment to a common standard.

The organisation's educational framework is therefore focused on human development, and girls can progress from ages 5 to 25 from Rainbows, through Brownies, Guides and finally, the Senior Section. They cover topics such as healthy lifestyles, global awareness, celebrating diversity, discovery, and skills and relationships, including: communication skills; conflict resolution; rights and responsibilities; faith and personal values; teamwork; self-reliance; self-esteem.

Assessment and accreditation

From the Rainbows through to the Senior Section, achievement is recognised by 'interest badges', rewards and graduation through the sections at the required age.

Sources

www.girlguiding.org.uk

The Guide Association (2001). The Educational Framework for Guiding. London: Girlguiding UK

See Appendix 4

This Educational Framework for Girlguiding UK was produced in 2000 and is currently being updated. The revised Framework will be available on our website www.girlguiding.org.uk during 2008

International Baccalaureate

IB learners strive to be:

1. Enquirers:
They develop their natural curiosity. They acquire the skills necessary to conduct enquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
2. Knowledgeable:
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
3. Thinkers:
They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

4. Communicators:
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
5. Principled:
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
6. Open-minded:
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
7. Caring:
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
8. Risk-takers:
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
9. Balanced:
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
10. Reflective:
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Organisation and objectives

The three main IB programmes include the Primary Years Programme (since 1997), the Middle Years Programme (since 1994), and the Diploma Programme (since 1968). The 'competencies' outlined above are integrated through "the major traditions of learning in languages, humanities, sciences, mathematics and the arts". The overall aim of

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the IB programmes “is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”. The mission statement of the IBO, available on its website, reads: “The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Assessment and accreditation

In the Middle Years Programme, there is a principle of formative and “continuous assessment”, as well as practices of peer- and self-assessment. “Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection.”

For the Diploma Programme, assessment has been planned and developed with regards to a thorough review of academic debates concerning psychometric and performance testing; formative and summative assessment; bias, reliability and validity; norm- and criterion-referenced assessment. It is “high-stakes, criterion-related performance assessment” and is organised to support the curricular goals of the programme; provide reliable results for “a high-stakes university entrance qualification”; reflect the international-mindedness of the programme; accredit higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application); “include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed”. The aims also state that “the principal means of assessing student achievement and determining subject grades should be the professional

judgment of experienced senior examiners, supported by statistical information”. For the specific demands of assessing high order cognitive skills, the IBO states that “assessment must include substantial tasks that require students to reflect on their knowledge and construct extended pieces of work in response to the task set”. The extended essay and independent study are therefore important components of the IB Diploma programme.

Sources

International Baccalaureate Organization - www.ibo.org
IB Learner Profile Booklet (2006) available at: www.ibo.org/programmes/documents/learner_profile_en.pdf
Diploma programme assessment principles and practice (2004) available at: www.ibo.org/diploma/assessment/documents/d_x_dpypy_ass_0409_1_e.pdf

Lancashire Grid For Learning

Competency framework:

Skills:

1. Enquiry:

Pupils are able to:

- Investigate objects and materials by using all senses
- Ask relevant questions about why things happen and how things work
- Explore materials to test their ideas about cause and effect
- Ask different types of question and decide how to find answers
- Use techniques to collect and organise information
- Ask and answer questions, select and record relevant information
- Use a range of data-gathering techniques
- Plan the steps and strategies for an enquiry
- Draw conclusions and evaluate outcomes

2. Problem solving:

Pupils are able to:

- Understand the concept of cause and effect
- Apply prior learning to a problem
- Recognise and talk about a problem
- Consider a range of possible solutions
- Ask questions and select and record information relevant to the problem
- Plan the steps and strategies they will use
- Predict possible effects of different solutions or modifications
- Respond to a problem or task using trial and error
- Use a cycle of trial, error and improvement
- Review what has been done and recognise the outcome

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3. Creative thinking:

Pupils are able to:

- Generate imaginative ideas in response to stimuli
- Discover and make connections through play and experimentation
- Explore and experiment with resources and materials
- Ask 'why', 'how', 'what if' or unusual questions
- Try alternatives or different approaches
- Respond to ideas, tasks and problems in surprising ways
- Apply imaginative thinking to achieve an objective
- Make connections and see relationships
- Reflect critically on ideas, actions and outcomes

4. Information processing:

Pupils are able to:

- Use first-hand experiences and simple information sources to answer questions
- Know where to find information
- Understand what is relevant information and locate this within sources
- Use strategies such as scanning, skimming and using an index to locate information
- Sort and classify information using a given structure
- Talk about and recognise patterns, similarities, differences and time sequences
- Summarise information
- Record information using a given format
- Record information using formats they have devised

5. Reasoning:

Pupils are able to:

- Predict and anticipate events
- Communicate about actions and their consequences based on practical activities and experiences
- Explain what they have done and why and the conclusions they have reached as a result
- Use the language of sequence
- Use the language of similarity and difference
- Use the language of cause and effect
- Recognise that conclusions can be tentative or definitive and that judgements reflect this
- Offer evidence to support reasoning
- Recognise that conclusions can draw on explicit and implicit evidence
- Recognise and challenge assumptions

6. Evaluation:

Pupils are able to:

- Express their own views, opinions and preferences
- Justify their own views, opinions and preferences
- Use given criteria to make judgements
- Develop their own criteria and use them to make judgements

- Support judgements with their own evidence
- Draw on a range of evidence sources to support evaluation
- Use more than one criterion when making judgements
- Evaluate the quality of an outcome
- Develop criteria to evaluate the quality of an outcome or support an argument

7. Communication :

- (see objectives in the 'National Literacy Strategy Framework for teaching', 'Curriculum Guidance for the Foundation Stage', 'Speaking, listening, learning: working with children in Key Stages 1 and 2' and 'Planning teaching and assessing the curriculum for pupils with learning difficulties')

Attributes:

1. Self-awareness:

Do we nurture pupils' abilities to:

- Identify what they know and can do
- Identify how they feel and identify when to communicate this to others
- Identify ways in which they are influenced by others
- Work and learn independently knowing when to seek help, when they have completed a task and when to change activity
- Anticipate how they will respond and feel in a situation by referring to past experience
- Identify situations in which they learn best and feel most at ease
- Reflect on the outcome of their behaviour or learning and use this self-awareness to modify their future behaviour or approach to learning
- Reflect on their successes as a learner and identify how this might be improved
- Identify any particular barriers to their learning, including emotional and social barriers and seek to overcome them

2. Managing feelings:

Do we nurture pupils' abilities to:

- Express emotions through facial expressions and their behaviour
- Recognise, label and think about their feelings
- Identify triggers to feelings
- Stop and think before acting
- Manage feelings (including anxiety, anger and fear) by using appropriate strategies
- Recognise that managing some feelings requires short-term and long-term strategies
- Reflect on their past feelings and experience
- Learn from past experience and reflection to manage their future feelings, learning and behaviour

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3. Motivation:

Do we nurture pupils' abilities to:

- Sustain an activity for the intrinsic pleasure it provides
- Carry out an activity to achieve an anticipated outcome
- Plan, execute and finish an activity for the satisfaction of having created or learned something
- Work for a reward
- Set their own rewards
- Recognise their achievements and celebrate them
- Focus, shift and sustain their attention, resisting distractions where appropriate
- Organise the resources they need to complete a task
- Recognise how different learning opportunities or contexts affect their motivation

4. Empathy:

Do we nurture pupils' abilities to:

- Recognise similarities and differences between themselves and other people
- Take an interest in, watch and listen to other people
- Recognise and label the feelings and behaviours of others
- Understand the perspectives of another person
- Recognise and anticipate the thoughts and feelings of others in different situations, basing this on their own experience
- Identify triggers or causes of other people's emotions and actions, taking account of their knowledge of the person involved

5. Social skills:

Do we nurture pupils' abilities to:

- Listen to, respond to and interact with others
- Participate in shared activities with an adult or another child, taking turns and sharing when appropriate
- Direct others or follow the directions of others
- Play and learn cooperatively, sharing roles, responsibilities and tasks
- Recognise when a situation is unfair and suggest how to make it fair
- Recognise when there is conflict and suggest possible solutions
- State their own views and needs
- Respond to others' views when these are different from their own

Objectives and organisation

The Lancashire Grid for Learning has carried out a curriculum design project as part of its Primary Strategy and provided guidance for schools including the following

strands: developing more creative teaching and learning (the above skills and attributes, and guidance for creating an appropriate learning environment); creative development of the school curriculum and timetable to better use time, provide excitement, cross-subject project work; an emphasis on the creative arts.

Assessment and accreditation

This detailed table of descriptors of skills and attributes is used for self, teacher or institutional assessment. This is provided in Appendix 4 as it is available.

Source

www.lancsngfl.ac.uk/creativelearning

New Basics, Queensland, Australia

Competency framework:

1. Life pathways and social futures:
(Who am I and where am I going?)
 - Living and preparing for diverse family relationships
 - Collaborating with peers and others
 - Maintaining health and care of self
 - Learning about and preparing for new worlds of work
 - Developing initiative and enterprise
2. Multiliteracies and communications media:
(How do I make sense of and communicate with the world?)
 - Blending traditional and new communications media
 - Making creative judgements and engaging in performance
 - Communicating using languages and intercultural understandings
 - Mastering literacy and numeracy
3. Active citizenship:
(What are my rights and responsibilities in communities, cultures and economies?)
 - Interacting within local and global communities
 - Operating within shifting cultural identities
 - Understanding local and global economic forces
 - Understanding the historical foundations of social movements and civic institutions
4. Environments and technologies:
(How do I describe, analyse and shape the world around me?)
 - Developing a scientific understanding of the world
 - Working with design and engineering technologies
 - Building and sustaining environments

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Objectives and organisation

The New Basics (in Queensland, Australia) project aimed to plan a curriculum suited to the rapidly changing world, including new student identities, new economies and workplaces, new technologies, diverse communities, and complex cultures. This project aimed to make these 'new times' the object of study, debate, data analysis and collection, higher order thinking and basic skills building. The project sought to put teachers' professionalism at the heart of education, and to focus on the basics of curriculum, pedagogy and assessment. The competencies outlined above are part of a triad, including the 'New Basics' (competencies), 'Productive Pedagogies' and 'Rich Tasks' (see below). The New Basics follow the principle of transdisciplinary learning, seek to counter a crowded curriculum, provide opportunities for deep intellectual engagement and make learning relevant to issues affecting students' lives.

'Valued performance' skills include:

- researching and consulting
- analysing, synthesising, relating and selecting
- negotiating and personalising
- planning, designing and creating
- judging and deciding
- operating and making and acting
- evaluating and revising
- presenting, performing, explaining and communicating.

Intellectual activities include:

- enquiry and expression
- reflection and thoughtfulness
- persistence
- organisation and time management
- reading efficiently and accurately
- using both written and spoken English clearly, economically and with grace
- understanding, appreciating and expressing ideas in other languages
- receiving nonverbal communication accurately and delivering it with sensitivity and colour
- organising, sifting through, arranging wisely and making sense of ideas and data
- using computers (including word processing), with an emphasis on the capabilities of the computer for communicating and expressing in multiple media
- studying and memorising
- civic behaviour
- applying knowledge well beyond the confines of the school
- figuring out how to think and act in unpredictable situations.

Productive pedagogies are a framework under which teachers can select strategies for teaching. These include:

- intellectual quality – students can manipulate information and ideas to transform their meanings, understand that knowledge is not fixed, coherently communicate ideas, concepts, arguments and explanations in rich detail
- connectedness – students should engage with real, practical or hypothetical problems connecting with the world beyond the classroom, unrestricted by subject boundaries and linked to prior knowledge
- supportive classroom environment – students should influence the nature of the activities they undertake, engage seriously in their studies, regulate their behaviour, and recognise the explicit criteria and high expectations of what they are to achieve.
- recognition of difference – students should know and value diverse cultures, create positive human relationships, respect individuals, and help create a sense of community.

Rich tasks are long-term (three-year) tasks that demonstrate expertise that is assessable, reportable and authentic, meaningful and valuable to students and their communities. They:

- call for rigorous intellectual focus for student work
- require intellectual engagement on relevant work
- present substantive, real problems to solve
- engage learners in pragmatic social action that has real value in the world
- provide problems that require identification, analysis and resolution
- require learners to analyse, theorise and engage intellectually with the world.

Assessment and accreditation

'Portraits of achievement' are detailed and related to the individual in their community. Attainment is often based on the same five-point scale as the 'Essential Learnings and Standards' of the Queensland Curriculum, Assessment and Reporting Framework. These include the focus for learning based on Key Learning Areas (KLAs) of English, maths, science, health and physical education, languages, the arts, studies of society and environment and technology. The expected knowledge and understanding, and the skills of enquiring, responding and reflecting. The New Basics Project has provided a number of curriculum 'blueprints' and 'grading master' tables which aim to help with assessment and reporting.

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Source

Queensland State Education. The New Basics Project. Queensland State Education 2010. Development Draft. Available at:

www.education.qld.gov.au/corporate/newbasics

Northern Ireland CCEA (Council for the Curriculum, Examinations and Assessment) Thinking Skills and Personal Capabilities Framework

Capabilities framework:

1. Thinking, problem solving and decision making:
Searching for meaning, deepening understanding, coping with challenges.
You should help your pupils discover how to:
 - sequence, order, classify and make comparisons
 - make predictions, examine evidence and distinguish fact from opinion
 - make links between cause and effect
 - justify methods, opinions and conclusions
 - generate possible solutions, try out alternative approaches, and evaluate outcomes
 - examine options and weigh up pros and cons
 - use different types of questions
 - make connections between learning in different contexts
2. Being creative:
Imagining, generating, inventing, taking risks for learning.
You should help your pupils discover how to:
 - seek out questions to explore and problems to solve
 - experiment with ideas and questions
 - make new connections between ideas/information
 - learn from and value other people's ideas
 - make ideas real by experimenting with different designs, actions and outcomes
 - challenge the routine method
 - value the unexpected or surprising
 - see opportunities in mistakes and failures
 - take risks for learning
3. Working with others:
Being collaborative, being sensitive to others' feelings, being fair and responsible.
You should help your pupils discover how to:
 - listen actively and share opinions
 - develop routines of turn-taking, sharing and cooperating
 - give and respond to feedback
 - understand how actions and words affect others

- adapt their behaviour and language to suit different people and situations
 - take personal responsibility for work with others and evaluate their own contribution to the group
 - be fair
 - respect the views and opinions of others and reach agreements using negotiation and compromise
 - suggest ways of improving their approach to working collaboratively
4. Self-management:
Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self. To help foster your pupils' self-management skills, you should help them discover how to:
 - be aware of their personal strengths, limitations and interests
 - set personal targets and review them
 - manage their behaviour in a range of situations
 - organise and plan how to go about a task
 - focus, sustain attention and persist with tasks
 - review learning and some aspect that might be improved
 - learn ways to manage their own time
 - seek advice when necessary
 - compare their own approach with others' and in different contexts

Objectives and organisation

The Thinking Skills and Personal Capabilities Framework of the Northern Ireland curriculum review resulted from a collaboration between Carol McGuinness, Lynne Bianchi and the CCEA, who provided advice on how to 'infuse' skills and capabilities into everyday teaching. This includes "building the relevant personal, inter personal and thinking skills into lesson objectives and learning outcomes; infusing and sharing the vocabulary of skills; modelling and drawing attention to skills in classroom management; providing pupils with the time and space to think and express opinions, thoughts and feelings; encouraging a range of points of view or alternative suggestions; negotiating elements of the curriculum; negotiating with pupils ways of working or how they may wish to be assessed; praising and rewarding the development of these skills as they are observed, and in the assessment process; building in time for evaluation and reflection on the process of learning". These skills and competencies are built into the 'Big Picture' of the Northern Ireland curriculum at Key Stage 3 which aims to "empower young people to achieve their potential and to

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make informed and responsible decisions throughout their lives as individuals, contributors to society and contributors to economy and environment". It therefore promotes "learning for life and work", including "education for employability, local and global citizenship and personal development". It aims to make learning more relevant, draws on research from neuroscience on learning itself, and solve the problem of an overcrowded curriculum.

Assessment and accreditation

Assessment is based on the principles of Assessment for Learning and 'the feedback loop', with the following principles: clear learning objectives shared with pupils; shared assessment criteria; choice of tasks and ways to demonstrate learning, eg oral, written, ICT, drama etc; constructive feedback; advice on how to improve...next steps; encouragement of reflection and self- and peer-assessment; encouragement of risk; mistakes and failure acknowledged as an important part of the learning process. This is a model of formative or ipsative assessment, which is "concerned with the progress of the individual learner over time", ie referenced to the learner, not to external criteria. The proposals recommend the replacement of KS3 tests with teacher assessment "which is fit for purpose", and an annual report for each pupil based on a) achievement in learning for life and work; b) attainment in the general learning areas/subject strands; c) pupil attitudes, aptitudes and interests. This could include pupil and parent input into the annual report. These capabilities would be assessed through pupil reflection and self-evaluation and integrated into teaching practice. Pupils could follow a 'Plan-Do-Review' process where self-assessment and improvement is integrated into the learning process and activities. The document shows how the work of the Assessment Reform Group and Black and William (1998) can inform classroom practice, including "use of questioning", "peer and self assessment", "feedback strategies", "formative use of summative tests", and teacher "commitment to assessment for learning". Useful descriptors of possible progression in KS1, 2 and 3 are provided, though it is pointed out that these are not necessarily linear.

Sources

www.ccea.org.uk/ks3/pdf/book2/bk2sect2.pdf

Partnership Management Board (2007). Thinking Skills and Personal Capabilities for Key Stage 3. Belfast: CCEA (also available at: www.nicurriculum.org.uk)

See Appendix 4

Oxfam - Global Citizenship Curriculum

Competency framework:

1. Knowledge and understanding:
 - Social justice and equity
 - Diversity
 - Globalisation and interdependence
 - Sustainable development
 - Peace and conflict
 - Skills
2. Critical thinking:
 - Ability to argue effectively
 - Ability to challenge injustice and inequalities
 - Respect for people and things
 - Cooperation and conflict resolution
3. Values and attitudes:
 - Sense of identity and self-esteem
 - Empathy
 - Commitment to social justice and equality
 - Value and respect for diversity
 - Concern for the environment and commitment to sustainable development
 - Belief that people can make a difference

Objectives and organisation

The Oxfam curriculum for global citizenship builds on the traditions of multicultural, anti-racist development and environmental education in order "to offer a specific – and unique – response to the challenges facing us in the 21st century" (2006: 3). It is designed to be used flexibly by teachers and pupils and to educate students to be global citizens who are aware of the wider world and have a sense of their own role as a world citizen; respect and value diversity; have an understanding of how the world works; are outraged by social injustice; participate in the community at a range of levels, from the local to the global; are willing to act to make the world a more equitable and sustainable place; take responsibility for their actions. This definition, they state, is open to question. The accompanying pedagogy is based on using the "safe space of the classroom" to "develop critical thinking about complex global issues". This includes participatory teaching and learning methods including discussion and debate, role-play, ranking exercises and communities of enquiry. These are cross-curricular methods and competencies, which "help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others" (ibid:2).

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Assessment and accreditation

In its skills-based approach to active global citizenship, Get Global, a consortium of NGOs including Oxfam, provides assessment and evaluation worksheets. The curriculum progression routes are provided in Appendix 4.

Sources

Oxfam (2006). Education for Global Citizenship. A Guide for Schools

ActionAid (2003). Get Global. Available at: www.oxfam.org.uk/coolplanet

Personal, Employability, Achievement and Reflection for Learning Programme (PEARL) - Re:solutions First/GOAL
Competency framework:

1. Social and personal development:
 - Self-awareness
 - Social skills
 - Managing feelings
 - Empathy
 - Motivation
2. Organisational and creative development:
 - Investigation
 - Time and resource management
 - Planning and prioritising
 - Creative problem solving
 - Managing change
3. Cultural development:
 - To be confirmed

Objectives and organisation

The GOAL (Graded Qualifications Alliance) consists of Manchester College of Arts and Technology, Exeter University and the British Theatre and Dance Association. They are instigating a “performance-based assessment system for measuring and awarding learners’ social, emotional and behaviour skills”. This is achieved through empowering “skilled observers to quickly and efficiently screen and profile learners against standardised criteria”. This will be fed back to learners to enable self-improvement. It draws on the expertise of teachers, youth workers or managers (‘involved assessors’), and their long-standing knowledge of the learners, including how far they have progressed. Assessment takes place when the learner is ready. The programme has been cross-referenced with the DfES SEBS (Social, Emotional and Behavioural Skills) and SEAL (Social and Emotional Aspects of Learning) and the QCA Personal, Learning and Thinking Skills.

Assessment and accreditation

“The assessment framework is based on a series of ‘show and tell’ snapshots, perhaps as many as ten, but centred upon three clear formal assessments where learners perform and are assessed against the criteria set out by the community practicing in this field. In the first two formal cases it is the teacher or tutor who has had assessor training that will undertake the assessment, the final assessment is performed in front of an independent assessor.” The performances are based on “group work, team challenges, tutor, learner and peer feedback, group discussion, practical activities, creativity and project work in a variety of settings (classroom, workplace, social settings).” They are currently working with the QCA to ensure that PEARL gains recognised qualification status.

Source

Briefing paper from Carl Emery at Re:solutions First, January 2007 www.resolutionsfirst.com

RSA Opening Minds curriculum

Competency framework:

1. Learning:
 - How to learn
 - Thinking systematically
 - Exploring and understanding creative talents
 - Enjoy and love learning
 - Standards in literacy, numeracy and spatial understanding
 - Handling ICT and understand underlying processes
2. Citizenship:
 - Ethics and values; personal behaviour and contribution to society
 - How society, government and business work; active citizenship
 - Cultural and community diversity
 - Understand the social implications of technology
 - Managing own lives
3. Relating to people:
 - How to relate to other people in different contexts; how to manage and be managed and get things done
 - Team work
 - Develop other people
 - Communication
 - Personal and emotional relationships
 - Managing stress and conflict
4. Managing situations:
 - Time management
 - Change management:

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- Celebrating success and managing disappointment
 - Be entrepreneurial and initiative taking
 - Manage risk and uncertainty
5. Managing information:
- Accessing, evaluating, differentiating, analysing, synthesising and applying information
 - Reflecting and applying critical judgement

Objectives and organisation

The RSA Opening Minds curriculum developed out of a pilot initiative from the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) intended to develop a competencies-based curriculum which would engage young people, improve achievement and promote whole-school change in ways that would make the curriculum more suited to a changing world. As such, the initiative has also explored the kind of changes in teacher, pupil and parental involvement required for such change and examined the forms of assessment necessary to employ such a flexible curriculum. The Opening Minds curriculum has been adopted and adapted by a wide range of schools and has intentionally been presented as a tool for debate and ownership by teachers rather than a new orthodoxy.

Assessment and accreditation

The RSA has recognised that assessment is an important consideration for the success and usability of the Opening Minds curriculum. The RSA has intentionally avoided being prescriptive, having instead emphasised the developmental purpose of the curriculum. Important assessment principles include the absence of absolutes, development of reflective learners, quality of the process, consistency of approach, professional judgement of teachers, involvement and greater ownership of the curriculum by pupils, peer review, and recording of evidence (RSA 2005: 33). The RSA states the importance of a shared vocabulary for teachers and pupils to enable them to judge, analyse and think critically about competencies explicitly, together and in a sufficiently complex manner. Video, tape, statements or certification could be used to record achievement, and this is an important part of pupils managing their own information and providing evidence. Recording tools include a log book, learning journal, an intranet competence profile, student planner, review sheets and one-to-one review meetings with a personal tutor. These should be revisited constantly as part of the learning process.

The Opening Minds curriculum has been implemented and adopted in a range of secondary and primary schools, and adapted by these schools to meet local needs. For example, at the Grange Primary School in Nottingham, head teacher Richard Gerver has developed the 'Grange University'. These are Friday morning workshops which are focused on children's own learning interests, and used to develop and accredit a portfolio of skills, using the RSA Opening Minds curriculum as a framework. "Workshops will be run by school staff, parents and local organisations and businesses. Every child will keep a record of their workshops and will be given a certificate at the end of each workshop block. They will be awarded up to five accreditation points depending on the level of skill they demonstrate. At the end of their time at Grange the children will 'graduate' from the university".

It is worth identifying distinctive approaches to the development of the RSA competency curriculum in two schools. The first – Bishops Park School – evidences the way in which such a curriculum can be used as a basis for supporting whole-school change. The second – John Cabot Competencies Curriculum – evidences the way in which such a curriculum can be incorporated into and across existing school practices.

Source

RSA (2005) Opening Minds. Giving young people a better chance. London: RSA (www.rsa.org.uk)
www.grangeton.com

RSA Opening Minds Curriculum at Bishops Park School, Clacton

Bishops Park School makes the following statements:

1. There should be opportunities for young people to:
 - Pursue independent study
 - Work in small groups
 - Negotiate, with their tutor, an appropriate theme for a class project
 - Feel the passion and power of teacher-as-expert/enthusiast for a specialist branch of learning
 - Work within a broad, cross-curricular theme with a group of teachers
 - Ensure that the latent and overt talents of every student are able to thrive
2. Each student should also have an entitlement to:
 - Two contrasting residential activities
 - At least one work placement (two weeks) and a community project placement

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- Supported private study on two evenings per week
 - Curriculum online, accessible to parents and students
3. Student entitlement needs to extend ways of supporting the student and their families:
- Close tutorial support, academic monitoring and advice
 - Personal mentor who will forge a strong link with home
 - Multi-agency support and coordination of targeted intervention

The 'schools-within-schools' approach implemented at Bishops Park College in Clacton is derived from the principles of human-scale education. It is not simply a new curriculum, but involves the restructuring of the whole school. This approach aims at a holistic development of the child, at preparing the child for a 'just-in-time', flexible and team-working economic environment, and at adapting rigid educational institutions to the needs of the future. The school aims to make use of the techniques of Assessment for Learning and competencies-based curricula for lifelong learning in order to release talent and transform learning (Davies 2005: 107). The school as a community is based upon the guiding assumptions of respect for all; shared participation and responsibility; opportunities to develop skills and abilities; recognition and celebration of successes with a wide range of audiences (not just national examinations).

In practice, this has meant changing the organisational structure of the school into three interlocking communities, named Lighthouses, Towers and Windmills. Each community has five teachers, four assistants and four classes, so students are in contact with fewer teachers. Learning is structured around the National Curriculum programmes of study and the RSA Opening Minds curriculum. Teachers are enabled to undertake some team planning, and the subject timetable is made more flexible. Leadership is distributed and students' work is aimed at diverse audiences. The learning process is recorded in a log book. Flexibility in the curriculum allows learning to be centred on inter-connected contemporary topics, community sources and authentic contexts. The experiences of the college point to the need for radical organisational changes to support competency-based curricula.

Source

Davies, M (2005). Less is more: the move to person-centred human scale education. FORUM 47: 2and3, 97-118

Wales – Proposed Skills Framework ages 3-19 (Children, Education, Lifelong Learning and Skills, Welsh Assembly Government)

Skills framework (as of March 2007):

1. Developing thinking across the curriculum:
 - Plan
 - Develop
 - Reflect
2. Developing communication across the curriculum:
 - Oracy
 - Reading
 - Writing
 - Wider communication skills
3. Developing ICT across the curriculum:
 - Finding and developing information and ideas
 - Creating and presenting information and ideas
4. Developing number across the curriculum:
 - Using information
 - Calculating
 - Interpreting and presenting

(For the most recently revised framework please see www.wales.gov.uk)

Objectives and organisation

The Welsh Assembly proposed skills framework states that: "The Education Act of 2002 stipulates that one requirement for a balanced and broadly based curriculum is that it 'prepares... pupils for the opportunities, responsibilities and experiences of later life.' There is strong consensus that the current subject Orders cannot alone adequately fulfil this requirement since many place an emphasis on detailed subject knowledge rather than skills development. Whilst it is important to retain a common entitlement, there is also a need to offer different pathways through learning in order to suit the aptitudes and interests of learners and to meet the aspirations of parents, employers and others". The Assembly aims to create a curriculum which "focuses on and meets learners' needs; is inclusive; provides equality of opportunity; equips learners with transferable skills; is relevant, challenging, interesting and enjoyable for all learners; transforms learning to produce resourceful, resilient and reflective lifelong learners; is achievable and adequately resourced". The skills framework is for learners aged 3-19 and provides a detailed framework for progression. It aims to address a perceived skills shortage in Wales. The framework takes into account the Key Skills,

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Functional Skills and Thinking Skills, and has an emphasis on the learning process rather than outcomes or subject knowledge. It is not proposed to be a statutory framework, but it is intended to be implemented in September 2008. This proposed framework is being developed as part of an ongoing consultation and is part of a much bigger picture, which it is hoped will fundamentally change classroom practice in Wales over the next five years and beyond.

Assessment and accreditation

The Welsh Assembly Government undertook a review of assessment (5-16) in 2004 in order to “establish a curriculum for the 21st century that meets the needs of learners whilst taking account of the broader needs of Wales”, whilst retaining the National Curriculum principles of “entitlement, breadth and balance”. It sought to give more recognition to the development of skills, and to motivate disengaged pupils. The Assembly also sought to address the “negative impacts of statutory testing, particularly at Key Stage 2”, and to “recognise a wider range of abilities and intelligences, while retaining rigour”. The report recommends that more emphasis is placed on teacher assessment rather than external tests, and that the Assembly should consider the long-term aim of

developing a learner-centred, skills-focused curriculum which is not necessarily subject-based. The report also recommends that the Assembly consider online learning and assessment, including ‘rich tasks’ (long-term project-based learning), a programme to develop assessment for learning, and possible participation in the Programme for International Student Assessment (PISA). They took advice from Richard Daugherty, University of Wales, Aberystwyth and the Daugherty Assessment Review Group on the “purposes of assessment”, including the principles of assessment to “contribute to each pupil’s learning; to identify future learning needs; to measure each pupil’s achievements; to monitor attainment patterns and trends; to evaluate performance” (of teachers, schools, LEAs, the education system).

Source

Welsh Assembly Government (2007) Skills Framework. Consultation Document. Accessed March 2007.
ACCAC (Qualifications, Curriculum and Assessment Authority for Wales) (2004). Review of the school curriculum and assessment arrangements 5-16. A report to the Welsh Assembly Government. Cardiff: ACCAC Publications

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Appendix 3: Mapping the projects reviewed against PLTs

In order to compare, contrast and analyse the Personal, Learning and Thinking Skills in relation to the competency curricula and approaches reviewed, the latter were mapped against the PLTs. This was aimed at identifying commonalities and gaps in existing provision of competency-based curricula. This exercise was based on two levels of detail from each of the competency curricula, in order to ensure some equivalence with the two-level PLTs. The tables below are indicative of the scope, detail and emphasis of each competency curriculum as it has been articulated in available documentation. This helps to give some indication of what information and detail is required in order to provide a useful and meaningful competencies framework. The exercise raises a number of issues. Some approaches have a clear focus which is not articulated in the same detail as the PLTs, and are not broken down into key activities or tenets of effective participation which have the potential to make these values operational, explicit and achievable. The exercise also brought out some nuances implied in different expressions of competencies – for example, raising questions of whether there is a substantive difference

between ‘generating problems’ (Enquiring Minds) and ‘identifying questions to answer and problems to resolve’ (PLTs), or between ‘review progress, acting on outcomes’ and ‘evaluate experiences and learning to inform future progress’.

Few of the curricula reviewed emphasised the PLTs of ‘assessing others’, ‘inviting feedback’, ‘providing constructive support of feedback to others’ or ‘communicate their learning in relevant ways to different audiences’. These are arguably some important principles in assessment for learning or participatory curricula. Other skills which were rare (appeared six or fewer times) across the board, are carrying out research whilst ‘appreciating the consequences of decisions’, ‘support conclusions, using reasoned arguments and evidence’, ‘respond positively to change, seeking advice and support when needed’, ‘deal with competing pressures, including personal and work-related demands’, ‘anticipate, take and manage risks’. Many of the detailed skills associated with being ‘effective participators’ were missing, including most notably ‘act as an advocate for views and beliefs that may differ from their own’ and ‘propose practical ways forward, breaking these down into manageable steps’.

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Frequency of PLTs competencies across reviewed curricula

OCA Personal Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DoE	ELLI	EM	GG	IB	LGL	NB	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
1. Independent enquirers																				
Identify questions to answer and problems to resolve																				
Plan and carry out research, appreciating the consequences of decisions																				
Explore issues, events or problems from different perspectives																				
Analyse and evaluate information, judging its relevance and value																				
Consider the influence of circumstances, beliefs and feelings on decisions and events																				
Support conclusions, using reasoned arguments and evidence																				

OCA Personal Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DoE	ELLI	EM	GG	IB	LGL	NB	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
2. Creative thinkers																				
Generate ideas and explore possibilities																				
Ask questions to extend their thinking																				
Connect their own and others' ideas and experiences in inventive ways																				
Question their own and others' assumptions																				
Try out alternatives or new solutions and follow ideas through																				
Adapt ideas as circumstances change																				

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QCA Personal, Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DoE	ELLI	EM	GG	IB	L.GfL	NB	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
3. Reflective learners																				
Assess themselves and others, identifying opportunities and achievements																				
Set goals with success criteria for their development and work																				
Review progress, acting on the outcomes																				
Invite feedback and deal positively with praise, setbacks and criticism																				
Evaluate experiences and learning to inform future progress																				
Communicate their learning in relevant ways for different audiences																				

QCA Personal, Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DoE	ELLI	EM	GG	IB	L.GfL	NB	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
4. Team workers																				
Collaborate with others to work towards common goals																				
Reach agreements, managing discussions to achieve results																				
Adapt behaviour to suit different roles and situations																				
Show fairness and consideration to others																				
Take responsibility, showing confidence in themselves and their contribution																				
Provide constructive support and feedback to others																				

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OCA Personal, Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DofE	ELLI	EM	GG	IB	LGFL	NR	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
5. Self-managers																				
Seek out challenges or new responsibilities and show flexibility when priorities change																				
Work towards goals, showing initiative, commitment and perseverance																				
Organise time and resources, prioritising actions																				
Anticipate, take and manage risks																				
Deal with competing pressures, including personal and work-related demands																				
Respond positively to change, seeking advice and support when needed																				

OCA Personal, Learning and Thinking Skills Framework	AA	ASD AN	BLP	CCC	CSE	CAB	CP	DofE	ELLI	EM	GG	IB	LGFL	NB	NI	OXF AM	PEA RL	RSA	RSA (BP)	WAL ES
6. Effective participators																				
Discuss issues of concern, seeking resolution where needed																				
Present a persuasive case for action																				
Propose practical ways forward, breaking these down into manageable steps																				
Identify improvements that would benefit others as well as themselves																				
Try to influence others, negotiating and balancing diverse views to reach workable solutions																				
Act as an advocate for views and beliefs that may differ from their own																				

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Appendix 4: Detailed level descriptors from rapid review examples

Arts Award

The Arts Award is a national qualification which supports young people to develop as artists and arts leaders. Young people aged 11-25 of all abilities and interests can gain awards at NQF levels 1, 2 and 3 through any art form. There are four assessment criteria - Art Form Knowledge and Understanding; Creativity; Planning and Review; Communication. The table below outlines the structure of the Arts Award programme.

Bronze (Level 1)	Silver (Level 2)	Gold (Level 3)
<p>UNIT 01: Enjoying the Arts Candidates should be able to create an Arts folder which records:</p> <ul style="list-style-type: none"> • their active participation in any artform • their attendance and appreciation of at least one arts event • their research into the work of an artist they admire • their experience of sharing an arts skill 	<p>UNIT 01: Arts Practice Candidates should be able to:</p> <ul style="list-style-type: none"> • Identify a personal arts challenge and implement an action plan to achieve it, taking some responsibility for their own learning and drawing on appropriate support and guidance • Demonstrate their own arts practice to others, demonstrating practical skills appropriate to the challenge • Demonstrate an understanding of relevant arts practice and provision in their community, including reviews and responses to the work of artists and arts organisations • Demonstrate an understanding of relevant pathways in the arts • Review their action plan and achievements 	<p>Unit 01: Personal Arts Development Candidates should be able to:</p> <ul style="list-style-type: none"> • Design a personal arts development plan that includes developing skills in a new art form or genre • work with professional artists and arts organisations through training opportunities, volunteering or work placements • record a portfolio which tracks their growth as an artist and organise a public sharing of new art work produced • attend events, exhibitions and interact with more advanced practitioners in their own and related artforms • will develop an understanding of their own arts practice in relation to the sector as a whole • have clear views of how they would like their arts practice to develop in the future • investigate some issues of concern within the arts and form a personal view
	<p>UNIT 02: Supervised Arts Leadership Candidates should be able to:</p> <ul style="list-style-type: none"> • operate as an arts leader under supervision in their chosen project - operate safely, under supervision, through a general knowledge of health and safety procedures • create an action plan • communicate effectively, using appropriate strategies and media in a range of situations • collect and respond to feedback, review their action plan and achievements 	<p>UNIT 02: Arts Project Leadership Candidates should be able to:</p> <ul style="list-style-type: none"> • lead arts project development and delivery with participants, managing the work effectively • work within an action plan • exercise initiative and independence in planning and carrying out an arts project, taking responsibility for the nature and quality of the outcome • gather information to support planning and organisation • manage an arts project effectively • operate safely and legally through specific knowledge of aspects pertaining to arts work, finances, health and safety etc • collect and respond to a variety of feedback and review the project as a whole

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ASDAN CoPE Qualification Units

	LEVEL 1	LEVEL 2	LEVEL 3
UNIT WO	<p>Introduction to working with others (in a team)</p> <p>WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements</p> <p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities</p> <p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives</p>	<p>Introduction to working with others (in a team)</p> <p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements</p> <p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities</p> <p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives</p>	<p>Introduction to working with others (in a team)</p> <p>WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements</p> <p>WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future</p>
UNIT LP	<p>Introduction to improving own learning and performance</p> <p>LP1.1 Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them</p> <p>LP1.2 Follow your plan, using support given by others to help meet targets. Improve your performance by:</p> <ul style="list-style-type: none"> - studying a straightforward subject - learning through a straightforward practical activity <p>LP 1.3 Review our progress and achievements in meeting targets with an appropriate person</p>	<p>Introduction to improving own learning and performance</p> <p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met</p> <p>LP2.2 Take responsibility for some decisions about your learning using your plan and support from others to help meet targets. Improve your performance by:</p> <ul style="list-style-type: none"> - studying a straightforward subject - learning through a straightforward practical activity <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task</p>	<p>Introduction to improving own learning and performance</p> <p>LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people</p> <p>LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets. Improve your performance by:</p> <ul style="list-style-type: none"> - studying a complex subject - learning through a complex practical activity - further study or practical activity that involves independent learning <p>LP3.3 Review progress on TWO occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands</p>
UNIT PS	<p>Introduction to problem solving</p> <p>PS 1.1 Confirm your understanding of the given problem with an appropriate person and identify TWO options for solving it</p> <p>PS 1.2 Plan and try out at least ONE option for solving the problem, using advice and support given by others</p> <p>PS 1.3 Check whether the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving</p>	<p>Introduction to problem solving</p> <p>PS2.1 Identify a problem and come up with TWO options for solving it</p> <p>PS2.2 Plan and try out at least ONE option for solving the problem, obtaining support and making changes to your plan when needed.</p> <p>PS2.3 Check whether the problem has been solved by applying given methods, describe results and explain your approach to problem solving</p>	<p>Introduction to problem solving</p> <p>PS3.1 Explore a complex problem, come up with THREE options for solving it and justify the option selected for taking forward</p> <p>PS3.2 Plan and implement at least ONE option for solving the problem, review progress and revise your approach as necessary</p> <p>PS3.3 Apply agreed methods to check whether the problem has been solved, describe the results and review your approach to problem solving</p>
UNIT R	<p>Planning and carrying out research</p> <p>R1.1 Plan, with help from an appropriate person, to undertake research into an area that is of special interest</p> <p>R1.2 Carry out the study using help as required</p> <p>R1.3 Present work to others in an appropriate way</p>	<p>Planning and carrying out research</p> <p>R1.2 Plan to undertake research into an area that is of special interest</p> <p>R2.2 Carry out the research study, largely independently, using appropriate information and data</p> <p>R2.3 Present the findings of the research study in an appropriate way, and evaluate</p>	<p>Planning and carrying out research</p> <p>R3.1 Plan and undertake a thorough piece of research into an area that is of special interest</p> <p>R3.2 Carry out the research study, independently, using primary and secondary sources</p> <p>R3.3 Present the findings of the research study to others in a sequential and logical way and evaluate</p>
UNIT D	<p>Communicating through discussion</p> <p>D1.1 Provide information that is relevant to the subject and purpose of the discussion</p> <p>D1.2 Speak clearly in a way that suits the situation</p> <p>D1.3 Listen and respond appropriately to what others say</p>	<p>Communicating through discussion</p> <p>D2.1 Make clear and relevant contributions in a way that suits the purpose and situation</p> <p>D2.2 Listen carefully and respond appropriately to what others say</p> <p>D2.3 Help move the discussion forward</p>	<p>Communicating through discussion</p> <p>D3.1 Make clear and relevant contributions in a way that suits the purpose and situation</p> <p>D3.2 Listen and respond sensitively to others, and develop points and ideas</p> <p>D3.3 Create opportunities for others to contribute when appropriate</p>
UNIT OP	<p>Planning and giving an oral presentation</p> <p>OP1.1 Prepare for the talk</p> <p>OP1.2 Speak clearly in a way and using a language that suits the situation</p> <p>OP1.3 Use at least one image to support the main points of the talk</p>	<p>Planning and giving an oral presentation</p> <p>OP2.1 Prepare for the talk</p> <p>OP2.2 Speak clearly in a way and using a language that suits the subject, purpose and situation</p> <p>OP2.3 Use appropriate ways, such as images, to support the main points of the talk</p>	<p>Planning and giving an oral presentation</p> <p>OP3.1 Prepare the talk to suit the purpose</p> <p>OP3.2 Match the language and style to suit the complexity of the subject, formality of the situation and the needs of the audience</p> <p>OP3.3 Use techniques to engage the audience, including images</p>

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Enquiring Minds Enquiry Objectives

Term	Measures	Mechanisms
1. Mosaics of children's lives - self-reflexive skills	<p>Engagement as participants whose views are heard and taken into account</p> <p>Able to say what interests them and why</p> <p>Able to describe own lives to others</p> <p>Able to compare aspects of own lives with others'</p> <p>Able to be creative in making visible ideas, understandings, experiences and events</p>	<p>Initial baseline questionnaire (JR)</p> <p>Teacher identifies attitudes, engagement and confidence in discussion and group work</p> <p>Observation of time spent on task</p> <p>Teacher marks outputs for knowledge, understanding and clarity</p>
2. Closed Enquiry - research and ICT skills	<p>Able to understand and identify appropriate uses of research techniques</p> <p>Able to use ICT effectively to gather, organise and store information</p>	<p>Teacher formative assessment of research and ICT attitudes, skills and knowledge from outputs produced</p> <p>Pupil self-assessment questionnaire on research and ICT skills (JR/BECTa)</p> <p>Pupil self-report on progress and engagement</p>
3. Negotiated Enquiry (1) - autonomy and interpersonal skills	<p>Able to pose questions and problems for investigation</p> <p>Able to plan work in groups, including objectives, roles and responsibilities, and proposed outcomes</p> <p>Able to use a range of research and ICT skills to gather, organise and analyse information in multiple forms, including statistics, text, graphical displays, and images</p>	<p>Teacher and pupils develop a "negotiated contract" of agreement</p> <p>Teacher identifies support necessary to individuals and/or groups</p> <p>Pupil self-assessment questionnaire on interpersonal skills (JR/ELLI)</p>
4. Negotiated Enquiry (2) - critical and reflective skills	<p>Able to review, evaluate and revise own and others' contributions</p> <p>Able to communicate clearly using a variety of media and information presented in different forms</p> <p>Able to justify and critique different ideas, opinions and perspectives</p>	<p>Pupil self- and peer-reports on strengths and weaknesses of processes and outcomes of research</p> <p>Pupil self-assessment questionnaire on critical thinking skills (JR/ELLI)</p> <p>Teacher ipsative assessment of pupil progress in attitudes, skills, and knowledge, and recommendations for areas of further development</p>
5. Personalised Enquiry (1)	<p>Able to take responsibility individually and in groups for all aspects of planning, organising, implementing, and reporting research</p> <p>Able to identify patterns and draw conclusions from synthesising and analysing range of data</p>	<p>Pupils and teacher agree "negotiated contract" for scope of work, individual and group responsibility, and proposed outcomes</p> <p>Pupils and teachers review and update/amend contract as appropriate to scope of work</p>
6. Personalised Enquiry (2)	<p>Able to communicate clearly, precisely and accurately the processes, conclusions and implications of own and others' work</p> <p>Able to identify own limitations and strengths, and take action based on this</p> <p>Able to identify limitations and strengths of research, analysis, and representational methods used in own and others' work, and to make recommendations for improvement</p> <p>Able to identify opportunities to take action based on own and others' conclusion</p>	<p>Able to communicate clearly, precisely and accurately the processes, conclusions and implications of own and others' work</p> <p>Able to identify own limitations and strengths, and take action based on this</p> <p>Able to identify limitations and strengths of research, analysis, and representational methods used in own and others' work, and to make recommendations for improvement</p> <p>Able to identify opportunities to take action based on own and others' conclusions</p>

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Girl Guiding Competency Framework

This Educational Framework for Girlguiding UK was produced in 2000 and is currently being updated. The revised Framework will be available on our website www.girlguiding.org.uk during 2008

Emotional – anticipated outcomes

	Rainbow	Brownie	Guide	Senior Section
Develop self confidence	<p>can ask questions of known adults</p> <p>starts to participate in group activities</p> <p>able to make a choice between a range of options</p>	<p>can ask questions of a wider range of adults</p> <p>participates well in group activities</p> <p>expresses her own opinion when included in choosing</p>	<p>engages in active discussion</p> <p>demonstrates organisational and leadership skills within the group situation</p> <p>expresses a preference and is able to justify it</p>	<p>initiates and may lead discussions</p> <p>helps to organise more complex projects and may actively seek out leadership roles</p> <p>expresses a preference and is able to justify it</p> <p>exhibits confidence in new situations</p>
Give respect to others and themselves	<p>learning to share with others</p> <p>demonstrates caring feelings towards others</p> <p>can express basic feelings</p> <p>begins to develop an emotional relationship with others</p>	<p>shares without prompting</p> <p>demonstrates caring feelings towards others</p> <p>can express basic feelings</p> <p>begins to develop stronger emotional relationships with some individuals</p> <p>begins to act in response to others' emotional cues in a positive way</p>	<p>shares without prompting</p> <p>begins to recognise and value their own feelings and feelings of others</p> <p>able to express and understand her own feelings</p> <p>has sustained 'emotional' relationships within her peer group</p> <p>anticipates how their actions impact upon the emotions of others</p>	<p>shares without prompting</p> <p>develops active listening skills and facilitates the expression of feelings by others</p> <p>begins to articulate reasons behind complex feelings</p> <p>has sustained 'emotional' relationships with others</p> <p>accepts the consequences of how their reactions affect others</p> <p>offers mutual respect to others, not dependent upon emotions</p>
Develop self-esteem	<p>proud to show and tell</p> <p>starts to recognise and value their right to choose</p> <p>has own opinions, but is emotionally dependent on the opinions of others</p> <p>able to say 'no' to unwanted situations</p>	<p>proud of her own visible abilities and achievements</p> <p>starts to recognise and value her right to choose</p> <p>has own opinions, but is emotionally dependent on the opinions of others</p> <p>able to say 'no' to unwanted situations</p>	<p>identifies her own inner strengths</p> <p>recognises and values the right to choose</p> <p>has own opinions, but is emotionally dependent on the opinions of others</p> <p>able to say 'no' to unwanted situations</p>	<p>identifies her own inner strengths and uses them for the benefit of herself and others</p> <p>recognises and values her right to choose</p> <p>has own opinions and is not emotionally dependent on the opinions of others</p> <p>able to say 'no' to unwanted situations</p>
Recognise and manage emotional experiences	<p>starts to explain feelings or emotional reactions</p> <p>begins to understand appropriate reactions to emotional feelings</p> <p>can communicate emotions arising from difficult situations and experiences</p>	<p>recognises a wider range of emotions and can present simple arguments to explain them</p> <p>begins to understand that different emotional reactions are appropriate in different social situations</p> <p>begins to look to peers for emotional support</p>	<p>actively participates in activities which explore feelings</p> <p>chooses appropriate emotional reactions to situations and experiences</p> <p>begins to find ways to cope with difficult situations and experiences</p> <p>begins to develop intimate emotional relationships with peers of both sexes</p>	<p>initiates activities which explore feelings</p> <p>chooses appropriate emotional reactions to situations and experiences</p> <p>exhibits a range of coping strategies</p> <p>begins to develop intimate emotional relationships with individuals of both sexes</p>

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Intellectual

	Rainbow	Brownie	Guide	Senior Section
Challenge appropriately opinions, injustice and inequality	able to question accepts challenges regarding her own behaviour able to challenge the languages and behaviour of her peers	identifies situations where injustice and inequality exists accepts challenges regarding her own behaviour and adjusts own position able to challenge the language and behaviour of her peers	identifies and seeks information on situations of injustice and inequality and will apply life experience accepts challenges regarding her own behaviour and adjusts own position able to challenge the language and behaviour of her peers	discusses injustice and inequality in depth, seeks other views and expert opinions, and will intervene or challenge situations of injustice and inequality accepts challenges regarding her own behaviour and adjusts own position able to challenge the language and behaviour of others
Process information	remembers given information able to question decisions and statements understands instructions	able to gather information able to question and seeks reasoning for decisions and statements starts to apply reason	searches for information engages in active questioning and discussion able to apply reason	searches for information questions and may lead discussions able to apply reasoning to other situations
Negotiate	able to negotiate	uses group power as a tool for negotiation	negotiates directly with peers and adults	uses a range of negotiation strategies
Make decisions	able to make a choice between a range of options expresses opinions about activities	expresses her own opinion when making choices can participate in discussions on how to achieve the 'what'	expresses a preference and able to justify it as a group can conduct discussions on how to achieve tasks and take responsibility for meeting set goals	expresses a preference and able to justify it an individual can decide on how to achieve tasks or goals
Evaluate	learns from mistakes and changes behaviour	learns from mistakes and begins to take measures to avoid repetition	learns from mistakes and begins to consider the consequences of her actions before taking them	learns from mistakes and evaluates the consequences which result in longer term changes in behaviour

Moral

	Rainbow	Brownie	Guide	Senior Section
Moral codes	understand the difference between right and wrong considers the needs and wants of other people accepts conventional moral codes and owns up to doing 'wrong' avoids making hurtful or unkind remarks and doesn't leave people out understands what a promise is	understand the difference between right and wrong considers her own needs and wants in relation to the needs and wants of others - can resolve a basic 'dilemma' eager to please and owns up to doing 'wrong' - prepared to make amends avoids making hurtful or unkind remarks and doesn't leave people out understand that if she makes a promise it must be kept	understand the difference between right and wrong considers her own needs and wants in relation to the needs and wants of others. Able to imagine herself in relation to another person's situation and may change own behaviour or lifestyle as a result has a growing sense of justice or injustice understand the consequences of her words and actions and tries to avoid doing wrong or cause offence - willing to make amends understands the consequences of not keeping a promise	understands the difference between right and wrong has developed a set of moral codes which govern behaviour or lifestyle choices strives to do the 'right thing' having considered the likely outcomes has a set of principles governing justice or injustice, avoids prejudice and does not discriminate against others understand and keeps promises

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Physical

	Rainbow	Brownie	Guide	Senior Section
Recognise the importance of a balanced diet	can identify healthy foods	can explain why certain foods are healthy and express a preference	understands the importance of eating a healthy and balanced diet, and may change own diet as a result	can plan a balanced diet and can respond appropriately to the special dietary requirements of others
Encourage participation in physical activity	enjoys physical activities	can choose own range of games or physical activities understands the importance of sleep, rest and food	can organise own range of games and physical activities and understands the importance of physical activity understands the effects and physical consequences of drugs, alcohol, smoking, food, unprotected sex	creates own programme of physical activity which complements her lifestyle choices is able to discuss many issues openly and freely regarding body images and health, both individually and in a group
Make informed choices about drugs and alcohol	has an awareness of medicines and their safe use	has an awareness of the dangers of smoking, alcohol and drug abuse	understands the consequences of smoking, alcohol and drug abuse	applies her knowledge and understanding of smoking, alcohol and drugs to make informed decision, and to create a safe and healthy lifestyle
Make informed choices about sexual health	aware of her own body	aware of the changes the body goes through during puberty	has factual knowledge and understands the consequences of sexual activity	applies her knowledge and understanding of sexual health to create a safe and healthy lifestyle
Take responsibility for personal safety	can follow safety rules at home and outdoors, eg road safety, fire safety, don't accept lifts from strangers	understand the consequences if safety rules are not followed	aware of own personal safety and the safety of others in a range of environments	can implement safety rules at home and outdoors
Challenge themselves to expand own experience	tries new things that she's never done before	tries new things that she's never done before	feels a need to extend the bounds of her experience	can make a judgement about whether a risk is worth taking or will be detrimental to her own and others' health and well-being

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Social

	Rainbow	Brownie	Guide	Senior Section
Respect others	<p>recognises others' needs, and responds to them</p> <p>understands that there are cultures other than her own</p> <p>avoids making hurtful or unkind remarks and doesn't leave people out</p>	<p>respects different skills and abilities and includes others</p> <p>aware of different cultures, wants to know more about people</p> <p>understand the consequences of words and actions, begins to 'manage' emotional responses in social situations</p>	<p>shows respect for different skills and abilities by including others in groups</p> <p>knows and understands more about different cultures</p> <p>develops the appropriate responses in social situations</p>	<p>is inclusive (not patronising or giving special treatment)</p> <p>understands other cultures and applies this understanding to interaction with others</p> <p>responds appropriately in social situations</p>
Take responsibility for themselves and others	<p>looks after belongings and can carry out simple physical tasks for self</p> <p>makes simple decisions about her programme</p>	<p>takes some responsibility for jobs in the group</p> <p>participates in making decisions about her programme</p>	<p>seeks opportunities for and takes responsibility for a wider range of personal and group activities or tasks</p> <p>willing and able to participate in changing her own programme</p>	<p>responsible for her own actions and acts responsibility towards others</p> <p>willing and able to participate in directing or changing the organisation</p>
Be a team member	<p>needs encouragement to share time, materials, affection</p> <p>makes friends</p> <p>takes turns during play and plays games fairly and co-operatively</p> <p>supports team members with praise and encouragement</p> <p>accepts different skills and abilities</p> <p>laughs with friends</p>	<p>offers to share time, materials and affection</p> <p>enjoys working in varied groups</p> <p>plays fair and encourages others to play fair</p> <p>supports her team members with praise and encouragement</p> <p>values different skills and abilities</p> <p>shares a sense of humour with friends</p>	<p>naturally shares time, materials and affection</p> <p>forms groups based around a context or interest</p> <p>plays and uses competition to promote self-esteem but not at the expense of others</p> <p>generous with praise and encouragement, and accepts praise graciously</p> <p>recognises everyone's role in the team</p> <p>experiments with a range of humour</p>	<p>takes pleasure in sharing time, materials, affection</p> <p>sustained participation in various diverse groups which reflect identity and continuing development or growth</p> <p>displays 'sportsmanship' and accepts new challenges</p> <p>generous with praise and encouragement and accepts praise graciously</p> <p>has awareness of skills and strengths within the team situation and uses her own abilities to the benefit of the team</p> <p>uses humour in a non-oppressive way</p>
Take and accept leadership roles	<p>joins in</p> <p>responsible for simple tasks</p> <p>begins to learn how to make requests</p> <p>accepts instructions</p>	<p>participates in teams</p> <p>willing to be responsible for organising simple tasks</p> <p>begins to learn how to make requests, negotiate and compromise</p> <p>accepts instructions for which reasons or rationales are given</p>	<p>participates in, plans and organises teams and groups</p> <p>willing to take leading roles within peer groups</p> <p>can make requests of others, negotiate and compromise</p> <p>has a greater understanding of instructions, but still questions</p>	<p>effectively plans, organises, monitors and evaluates</p> <p>takes leading roles and willing to develop necessary skills</p> <p>able to delegate and uses negotiation to achieve compromise</p> <p>understands instructions but still questions</p>
Participate actively in the community	<p>develops an awareness of who others are in her local community</p> <p>seeks to help</p>	<p>willingly participates in her community</p> <p>identifies projects in the wider community (including internationally) and is able to suggest possible options</p> <p>has awareness of global issues</p>	<p>willingly participates in her community</p> <p>able to identify needs in her community, considers possible courses of action and works with others to meet those needs</p> <p>develops critical opinion on global issues and debates them</p>	<p>actively participates within her community</p> <p>takes proactive and direct action to help in the wider community</p> <p>expresses critical opinions on issues but is prepared to accept different views</p>
Effect change	<p>recognises fairness</p> <p>has an opinion about change</p> <p>participates in choosing</p>	<p>has a basic sense of justice</p> <p>rationalises why change is needed in simple terms</p> <p>works to tackle issues</p>	<p>developing a stronger sense of justice</p> <p>participates in debates (not always logically) and presents arguments for change</p> <p>able to enlist support and willing to campaign in community and wider world</p> <p>adjusts personal behaviour to fit belief system (subject to peer group identity)</p>	<p>has a personal understanding and possibly experience of justice or injustice</p> <p>able to debate issues in considered way and rationalise arguments for change</p> <p>proactive in initiating issue-based campaigns</p> <p>acts independently according to belief system</p>

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Spiritual

	Rainbow	Brownie	Guide	Senior Section
Make own spiritual choices	<p>displays a sense of wonder and awe of the natural environment</p> <p>displays an awareness at a simple level of the concept of a higher being</p> <p>shows enjoyment of special moments</p> <p>shares interest in her own faith (if any)</p>	<p>seeks an explanation for the natural world</p> <p>questions why things happen in life, eg why God allows people to die</p> <p>develops a sense of wonderment at 'mountain top moments'</p> <p>displays natural curiosity about her own faith (if any) and the faiths of others</p>	<p>engages in open discussion about the existence of the natural world</p> <p>questions and seeks understanding about the meaning of being</p> <p>develops a sense of wonderment at 'mountain top moments'</p> <p>questions her own faith (if any) in order to understand it more</p>	<p>continues a personal exploration of her relationship with the natural world</p> <p>reaches a more defined personal understanding of the purpose and meaning of human existence</p> <p>develops a sense of wonderment at 'mountain top moments'</p> <p>questions own beliefs as a result of new information and experience and able to explain own actions by reference to own belief system</p>
Respect for spiritual choices of others	<p>listens to others</p>	<p>understand others have different or no religious holy days or ways of worshipping</p> <p>shares faiths of others eg by sharing festivals</p>	<p>aware of a range of beliefs and is able to compare her beliefs with those of others</p> <p>shares faiths of others eg by sharing festivals</p> <p>may want to share her faith with others</p>	<p>accepts what others believe, validates the beliefs of others, and may integrate these into own beliefs or share own faith with others</p> <p>shares faiths of others eg by sharing festivals</p> <p>may want to share her faith with others</p>
Achieve spiritual inner peace	<p>sits quietly on own for short periods of time and is able to pray</p>	<p>able to spend short periods of time in prayer, reading or contemplation</p>	<p>suggests different ways of reflecting on important issues or spending quiet time</p>	<p>seeks out opportunities to meditate or reflect</p>

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Lancashire Grid for Learning Competency Framework

SKILLS	PUPILS ARE ABLE TO:	😊	😐	☹️	Priority?
Enquiry	<ul style="list-style-type: none"> Investigate objects and materials by using all senses Ask relevant questions about why things happen and how things work Explore materials to test their ideas about cause and effect Ask different types of question and decide how to find answers Use techniques to collect and organise information Ask and answer questions, select and record relevant information Use a range of data gathering techniques Plan the steps and strategies for an enquiry Draw conclusions and evaluate outcomes 				
Problem-solving	<ul style="list-style-type: none"> Understand the concept of cause and effect Apply prior learning to a problem Recognise and talk about a problem Consider a range of possible solutions Ask questions and select and record information relevant to the problem Plan the steps and strategies they will use Predict possible effects of different solutions or modifications Respond to a problem or task using trial and error Use a cycle of trial, error and improvement Review what has been done and recognise the outcome 				
Creative thinking	<ul style="list-style-type: none"> Generate imaginative ideas in response to stimuli Discover and make connections through play and experimentation Explore and experiment with resources and materials Ask 'why', 'how', 'what if' or unusual questions Try alternatives or different approaches Respond to ideas, tasks and problems in surprising ways Apply imaginative thinking to achieve an objective Make connections and see relationships Reflect critically on ideas, actions and outcomes 				
Information processing	<ul style="list-style-type: none"> Use first-hand experiences and simple information sources to answer questions Know where to find information Understand what is relevant information and locate this within sources Use strategies such as scanning, skimming and using an index to locate information Sort and classify information using a given structure Talk about and recognise patterns, similarities, differences and time sequences Summarise information Record information using a given format Record information using formats they have devised 				

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SKILLS	PUPILS ARE ABLE TO:	😊	😐	😞	Priority?
Reasoning	<ul style="list-style-type: none"> • Predict and anticipate events • Communicate about actions and their consequences based on practical activities and experiences • Explain what they have done and why and the conclusions they have reached as a result • Use the language of sequence • Use the language of similarity and difference • Use the language of cause and effect • Recognise that conclusions can be tentative or definitive and that judgements reflect this • Offer evidence to support reasoning • Recognise that conclusions can draw on explicit and implicit evidence • Recognise and challenge assumptions 				
Evaluation	<ul style="list-style-type: none"> • Express their own views, opinions and preferences • Justify their own views, opinions and preferences • Use given criteria to make judgements • Develop their own criteria and use them to make judgements • Support judgements with their own evidence • Draw on a range of evidence sources to support evaluation • Use more than one criterion when making judgements • Evaluate the quality of an outcome • Develop criteria to evaluate the quality of an outcome or support an argument 				
Communication	<ul style="list-style-type: none"> • (see objectives in the 'National Literacy Strategy Framework for teaching', 'Curriculum Guidance for the Foundation Stage', 'Speaking, Listening, Learning: Working with children in Key Stages 1 & 2' and 'Planning Teaching and Assessing the Curriculum for Pupils with Learning Difficulties') 				

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ATTRIBUTES	DO WE NURTURE PUPILS' ABILITIES TO:	😊	😐	☹️	Priority?
Self-awareness	<ul style="list-style-type: none"> • Identify what they know and can do • Identify how they feel and identify when to communicate this to others • Identify ways in which they are influenced by others • Work and learn independently knowing when to seek help, when they have completed a task and when to change activity • Anticipate how they will respond and feel in a situation by referring to past experience • Identify situations in which they learn best and feel most at ease • Reflect on the outcome of their behaviour or learning and use this self-awareness to modify their future behaviour or approach to learning • Reflect on their successes as a learner and identify how this might be improved • Identify any particular barriers to their learning, including emotional and social barriers and seek to overcome them 				
Managing feelings	<ul style="list-style-type: none"> • Express emotions through facial expressions and their behaviour • Recognise, label and think about their feelings • Identify triggers to feelings • Stop and think before acting • Manage feelings (including anxiety, anger and fear) by using appropriate strategies • Recognise that managing some feelings requires short-term and long-term strategies • Reflect on their past feelings and experience • Learn from past experience and reflection to manage their future feelings, learning and behaviour 				
Motivation	<ul style="list-style-type: none"> • Sustain an activity for the intrinsic pleasure it provides • Carry out an activity to achieve an anticipated outcome • Plan, execute and finish an activity for the satisfaction of having created or learned something • Work for a reward • Set their own rewards • Recognise their achievements and celebrate them • Focus, shift and sustain their attention, resisting distractions where appropriate • Organise the resources they need to complete a task • Recognise how different learning opportunities or contexts affect their motivation 				

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ATTRIBUTES	DO WE NURTURE PUPILS' ABILITIES TO:	😊	😐	☹️	Priority?
Empathy	<ul style="list-style-type: none"> • Recognise similarities and differences between themselves and other people • Take an interest in, watch and listen to other people • Recognise and label the feelings and behaviours of others • Understand the perspectives of another person • Recognise and anticipate the thoughts and feelings and others in different situations, basing this on their own experience • Identify triggers or causes of other people's emotions and actions, taking account of their knowledge of the person involved 				
Social skills	<ul style="list-style-type: none"> • Listen to, respond to and interact with others • Participate in shared activities with an adult or another child, taking turns and sharing when appropriate • Direct others or follow the directions of others • Play and learn co-operatively, sharing roles, responsibilities and tasks • Recognise when a situation is unfair and suggest how to make it fair • Recognise when there is conflict and suggest possible solutions • State their own views and needs • Respond to others' views when these are different from their own 				

Lancashire Grid for Learning

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Oxfam Global Citizenship Curriculum Competency Framework

Skills	Foundation Stage Early years Under 5s	Key Stage 1 Stages P1-P3 Ages 5-7	Key Stage 2 Stages P4-P6 Ages 7-11	Key Stage 3 stages P7-S2 Ages 11-14	Key Stage 4 S3 Standard grade Ages 14-16	Ages 16-19
Critical thinking	listening to others asking questions	looking at different viewpoints developing an enquiring mind	detecting bias, opinion and stereotypes assessing different viewpoints	media literacy making informed decisions	critically analysing information making ethical judgements	handling contentious and complex issues
Ability to argue effectively	expressing a view	beginning to state an opinion based on evidence	finding and selecting evidence beginning to present a reasoned case	learning to develop/change position through reasoned arguments	arguing rationally and persuasively from an informed position	political literacy participating in relevant political processes
Ability to challenge injustice and inequalities	beginning to identify unfairness and take appropriate action	beginning to identify unfairness and take appropriate action	recognising and starting to challenge unfairness	starting to challenge viewpoints which perpetuate inequality	selecting appropriate action to take against inequality	campaigning for a more just and equitable world
Respect for people and things	starting to take care of things - animate and inanimate starting to think of others	emphasising and responding to the needs of others making links between our lives and the lives of others	making choices and recognising the consequences of choices	growing ability to take care of things - animate and inanimate	following a personal lifestyle for a sustainable world	following a personal lifestyle for a sustainable world
Co-operation and conflict resolution	co-operating sharing starting to look at resolving arguments peacefully starting to participate	tact and diplomacy involving/including society and others	accepting and acting on group decisions compromising	negotiation	negotiation mediation	negotiation conflict resolution

Oxfam GB 2006

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Northern Ireland CCEA (Council for the Curriculum, Examinations and Assessment)

Thinking Skills and Personal Capabilities Framework

Council for the Curriculum, Examinations and Assessment.

www.nicurriculum.org.uk/docs/skills_and_capabilities/training/TSPC-Guidance-KS3.pdf

Please read in conjunction with www.ccea.org.uk/ks3/pdf/book2/bk2sect2.pdf

Progress map from Foundation to KS 1

Pupils begin working on structured tasks, involving only a small number of steps and aspects, relating to familiar and concrete contexts, and move towards less structured tasks with more steps relating to contexts beyond their immediate experience. From an early stage, pupils should be given opportunities to work independently and to take initiatives.

	From Foundation Stage	Towards the end of Key Stage 1
Managing Information	Work with a focus, ask and respond to questions to clarify the task. Select, with help, information from materials and resources provided and suggest ways to obtain information. Follow directions in relation to a task. Begin to plan. Identify and use simple methods to record information.	Ask more focused questions about the task, clarify purpose and what needs to be done. Recognise where similar tasks have been done in the past. Use their own and others' ideas to identify, locate and select various sources of information. Set goals for their work, break tasks into smaller parts and plans the next steps. Record information in a variety of formats. Begin to identify audience and purpose when communicating.
Thinking, Problem-Solving and Decision-Making	Show their ability to memorise by recalling and restructuring experiences and stories. Make close observations and provide descriptions of what they notice. Show the ability to sequence and order events and information, and to see wholes and parts. Identify and name objects and events as same/different, sort and put objects into groups. Make simple predictions and see possibilities. Give opinions and reasons. Ask different types of questions.	Show their understanding by organising and summarising. Sequence, order and rank along different dimensions. Identify similarities and differences by making simple comparisons and connections. Begin to test predictions and to look for evidence. Make decisions and generate options. Suggest possible solutions to problems. Be systematic and work through the stages in a task. Explain their methods and opinions, and the reasons for choices and actions. Recognise the differences between why, what, where, when, and how questions.
Being Creative	Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli. Talk about their memories and experiences. Play for pleasure and as a form of creative expression. Show excitement, enjoyment and surprise in learning. Be willing to take on new challenges. Experiment with ideas through writing, drawing, mark making, model making.	Show curiosity when approaching new tasks and challenges. Have experiences with all the senses. Listen to and share ideas and experiences. Generate as many ideas and options as possible, building and combining ideas. Take time to use imagination for enjoyment. Enjoy the unexpected, unusual and surprising. Experiment and investigate real life issues.
Working with Others	Be willing to join in. Learn to work and play cooperatively. Develop routines of listening, turn-taking, sharing, cooperating, and reaching agreement. Be able to learn from demonstration and modelling. Be aware of how their actions can affect others. Learn to behave and to use words to suit different purposes. Develop confidence at being with adults and other pupils in a variety of contexts.	Develop further the habits of collaborative learning. Become more adept at turn-taking, sharing and cooperating when working in a group or team. Decide what needs to be done in a group and take responsibility for aspects of the work. Show the ability to learn from shared and modelled activities. Adapt behaviour and language to suit different situations. Show fairness to others. Recognise and respect other people's feelings and ideas.
Self-Management	Talk about what they are doing and what they have learned. Develop the ability to focus, sustain attention and persist with tasks. Develop awareness of emotions about learning, their likes and dislikes. Be able to make choices and decisions. Ask an adult or friend for help.	Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved. Check their work routinely for accuracy and precision. Persist with tasks until an appropriate endpoint, with teacher prompting. Seek help from other people. Work towards personal targets identified by teacher. Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.

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Progress map from KS 1 to KS 2

Pupils work on tasks that involve a number of steps or aspects and require pupils to deal with more wide ranging information. The learning opportunities will increasingly deal with contexts beyond the immediate and observable. Pupils should have opportunities to demonstrate more independence and consistency in their work throughout the key stage.

	From the end of Key Stage 1	Towards the end of Key Stage 2
Managing Information	Ask more focused questions about the task, clarify purpose and what needs to be done. Recognise where similar tasks have been done in the past. Use their own and others' ideas to identify, locate and select various sources of information. Set goals for their work, break tasks into smaller parts and plan the next steps. Record information in a variety of formats. Begin to identify audience and purpose when communicating.	Be able to ask deeper and wider questions to clarify the task, to plan and to set goals. Begin to challenge conventions and assumptions. Be able to classify, compare and evaluate information, and to select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose.
Thinking, Problem-Solving and Decision-Making	Show their understanding by organising and summarising. Sequence, order and rank along different dimensions. Identify similarities and differences by making simple comparisons and connections. Begin to test predictions and to look for evidence. Make decisions and generate options. Suggest possible solutions to problems. Be systematic and work through the stages in a task. Explain their methods and opinions, and the reasons for choices and actions. Recognise the differences between why, what, where, when, and how questions.	Show the ability to use memory strategies to deepen understanding and comprehension. Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting. Make and test predictions, examine evidence and make links between possible causes and effects. Discriminate between fact and opinion and question the reliability of evidence. Explain and justify methods, opinions and conclusions. Understand more than one point of view. Examine options and weigh up pros and cons. Try alternative problem-solving solutions and approaches. Use different types of questions systematically and with purpose.
Being Creative	Show curiosity when approaching new tasks and challenges. Have experiences with all the senses. Listen to and share ideas and experiences. Generate as many ideas and options as possible, building and combining ideas. Take time to use imagination for enjoyment. Enjoy the unexpected, unusual and surprising. Experiment and investigate real life issues.	Pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method. See opportunities in mistakes and failures. Use all the senses to stimulate and contribute to ideas. Experiment with different modes of thinking (e.g., visualisation). Learn from and build on own and others' ideas and experiences. Value other people's ideas. Experiment with objects and ideas in a playful way. Make ideas real by experimenting with different designs, actions and outcomes. Begin to develop their own value judgements about the merits of their work.
Working with Others	Develop further the habits of collaborative learning. Become more adept at turn-taking, sharing and cooperating when working in a group or team. Decide what needs to be done in a group and take responsibility for aspects of the work. Show the ability to learn from shared and modelled activities. Adapt behaviour and language to suit different situations. Show fairness to others. Recognise and respect other people's feelings and ideas.	Become more independent in their social and interpersonal skills. Show that they can work in different roles in a group and take responsibility for appropriate tasks. Be willing to help others with their learning. Understand and learn to respond to feedback. Work with their peers to reach agreements and begin to manage disagreements.
Self-Management	Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved. Check their work routinely for accuracy and precision. Persist with tasks until an appropriate endpoint, with teacher prompting. Seek help from other people. Work towards personal targets identified by teacher. Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.	Evaluate what they have learned and compare their approaches with others. Make links between their learning in different contexts. Become self-directed by working on their own or with a group. Learn ways to manage their own time. Seek help from a variety of sources. Work towards personal targets identified by themselves, or jointly with the teacher. Be more confident in their knowledge of personal strengths and weaknesses.

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Progress map from KS 2 to KS 3

Pupils engage in increasingly multi-dimensional and multi-step tasks. They deal with an increasingly wide range of information and work on more open-ended tasks. Pupils should have opportunities to demonstrate more independence and consistency in their work throughout the key stage, to identify their own learning needs and to set their own learning goals.

	From the end of Key Stage 2	Towards the end of Key Stage 3
Managing Information	Be able to ask deeper and wider questions to clarify the task, to plan and to set goals. Begin to challenge conventions and assumptions. Be able to classify, compare and evaluate information, and to select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose.	Be able to identify challenging questions to ask and problems to solve. Evaluate the appropriateness of information/resources thus showing increased critical ability. Select, combine and synthesise information to meet the needs of the situation. Be able to use and adapt a range of methods for collating and recording information. Communicate confidently with a sense of audience and purpose and in a range of situations.
Thinking, Problem-Solving and Decision-Making	Show the ability to use memory strategies to deepen understanding and comprehension. Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting. Make and test predictions, examine evidence and make links between possible causes and effects. Discriminate between fact and opinion and question the reliability of evidence. Explain and justify methods, opinions and conclusions. Understand more than one point of view. Examine options and weigh up pros and cons. Try alternative problem-solving solutions and approaches. Use different types of questions systematically and with purpose.	Generate new interpretations and ideas through comparing and classifying. Pose questions about the reliability of evidence and the consequences for reaching conclusions. Develop an argument and decide to what extent conclusions support a prediction. Draw generalisations and recognise their limitations. Analyse a range of viewpoints. Spot biases and errors in arguments. Be able to examine the pros and cons of a decision, predict likely consequences and evaluate the outcomes from a range of perspectives. Be able to engage with a range of problem-solving methods and to evaluate solutions. Refine and modify methods and ideas in new situations and in a range of contexts. Apply understanding and make connections across the curriculum.
Being Creative	Pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method. See opportunities in mistakes and failures. Use all the senses to stimulate and contribute to ideas. Experiment with different modes of thinking (e.g., visualisation). Learn from and build on own and others' ideas and experiences. Value other people's ideas. Experiment with objects and ideas in a playful way. Make ideas real by experimenting with different designs, actions and outcomes. Begin to develop their own value judgements about the merits of their work.	Recognise and identify new problems to solve. Regularly challenge conventions and assumptions. Experiment and build on different modes of thinking (e.g., visualisation, role-play, simulation). Make new connections between ideas and information. Follow intuition and take risks for success and originality. Actively learn from mistakes and setbacks. Value the unexpected or surprising. Make value judgements about both the process and outcome of their work. Make connections between creativity in the classroom and in other contexts.
Working with Others	Become more independent in their social and interpersonal skills. Show that they can work in different roles in a group and take responsibility for appropriate tasks. Be willing to help others with their learning. Understand and learn to respond to feedback. Work with their peers to reach agreements and begin to manage disagreements.	Become capable of harnessing social and interpersonal resources for the purpose of learning. Take increasing responsibility for work assigned in teams. Be willing to critically evaluate and change the approach in a group if necessary. Be willing to take the lead in demonstrating learning to others. Be able to give and respond to feedback from peers and adults. Be willing and able to reach agreement through compromise.
Self-Management	Evaluate what they have learned and compare their approaches with others. Make links between their learning in different contexts. Become self-directed by working on their own or with a group. Learn ways to manage their own time. Seek help from a variety of sources. Work towards personal targets identified by themselves, or jointly with the teacher. Be more confident in their knowledge of personal strengths and weaknesses.	Identify the types of thinking and learning engaged in and see what might be useful in new contexts. Seek out and act on guidance and feedback. Identify and prioritise own learning needs. Show greater independence in setting personal goals and targets and working towards them. Prioritise the most important things to do. Use time effectively and persist with tasks in the face of frustrations. Be aware of where learning fits into the 'big picture' and be prepared to comment on the originality and value of work.

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Appendix 5: Draft Futurelab taxonomy

Competency	Code		
Learning	L	Creativity	CR
• How to learn	L1	• Imagination	CR1
• Thinking skills	L2	• Explore alternatives	CR2
• Enjoying learning	L3	• Innovate/produce knowledge/construct/perform	CR3
• Literacy/numeracy	L4		
• Using ICT	L5	Citizenship	C
• Informal learning/learning from own interests	L6	• Ethics/values/behaviour	C1
• Self-directed learning	L7	• Diversity	C3
• Being challenged/stretched	L8	• Ability to challenge...	C5
• Assessment for learning and self-assessment	LA		
• Mobilising people/resources for own learning	LR	Values/attributes	V
• Management	M	• Aspirations, sense of identity, self-esteem	V1
• Managing time	M1	• Tenacity, perseverance, personal effectiveness	V2
• Managing change	M2	• Respect for... (people and things)	V3
• Managing success and disappointment	M3	• Commitment to...	V4
• Being entrepreneurial and using initiative	M4	• Belief in...	V5
• Managing risk and uncertainty	M5	• Self-awareness	V6
• Self-management	M6	• Care of self	V7
		• Openness	V8
People	P	• Responsibility to... (self and others and things)	V9
• Being managed and managing others (leadership)	P1	• Interest in.../concern for...	V10
• Team work	P2		
• Develop others	P3	Prepare for world of work	W
• Communication	P4		
• Personal/emotional relationships	P5		
• Arguing effectively	P6		
Information	I		
• Accessing, evaluating, analysing, synthesising, applying, classifying	I1		
• Reflecting and applying critical judgment	I2		
• Using different approaches and problem solving	I3		
• Prioritising tasks and being pragmatic	I4		
• Ability to abstract, generalise, and transfer learning to different contexts	I5		
Research/enquiry	R		
• Ask questions	R1		
• Question assumptions	R2		
• Think about research process	R3		
• Generate problems/questions	R4		

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Appendix 6: Exemplar draft level descriptors for 'independent enquiry' PLT

QCA Personal, Learning and Thinking Skills Framework	Level 1	Level 2	Level 3
1. Independent enquirers:			
Identify questions to answer and problems to resolve	<ul style="list-style-type: none"> I can identify, with guidance, questions and problems which interest me 	<ul style="list-style-type: none"> I can identify, with some guidance, questions and problems and justify my interest in them 	<ul style="list-style-type: none"> I can independently identify questions and problems, justify my interest in them and consider whether they are worth asking and solving
Plan and carry out research, appreciating the consequences of decisions	<ul style="list-style-type: none"> I plan, with guidance, to undertake research I collect, organise and store information relevant to the research 	<ul style="list-style-type: none"> I plan and carry out research, with some guidance I identify appropriate research techniques, with some guidance I collect, organise and store information relevant to the research 	<ul style="list-style-type: none"> I plan and carry out research independently, including appropriate steps and strategies I identify appropriate research techniques and refine and modify methods I collect, classify and compare information relevant to the research
Explore issues, events or problems from different perspectives	<ul style="list-style-type: none"> I find out different viewpoints on issues, events or problems 	<ul style="list-style-type: none"> I consider why there are different viewpoints on issues, events or problems 	<ul style="list-style-type: none"> I justify and critique different ideas, opinions and perspectives on issues, events or problems I make connections across the curriculum
Analyse and evaluate information, judging its relevance and value	<ul style="list-style-type: none"> I understand, with guidance, the difference between facts, beliefs and opinions I identify the strengths and weaknesses of information and whether it is relevant for my enquiry, with guidance I communicate information in an appropriate way, with guidance 	<ul style="list-style-type: none"> I can identify bias and reliability of information, with some guidance I know what information is useful and relevant for my enquiry, with some guidance I communicate my analysis in an appropriate way, with some guidance 	<ul style="list-style-type: none"> I can identify bias and reliability of information I know what information is useful and relevant for my enquiry I draw conclusions from information and use it in forming a justified argument I communicate my argument to others
Consider the influence of circumstances, beliefs and feelings on decisions and events	<ul style="list-style-type: none"> I consider why different people make different decisions at different times and in different places 	<ul style="list-style-type: none"> I understand why different circumstances, beliefs, and feelings influence decisions and events 	<ul style="list-style-type: none"> I analyse how different circumstances, belief systems and emotions influence decisions and events

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Appendix 7: Prompt sheets for teachers and learners to generate shared descriptions of desired progress and evidence

First steps	Getting there	Nearly there	Target Personal, Learning and Thinking Skill	Even better
			1. Independent enquirers	
			Identify questions to answer and problems to resolve	
			Plan and carry out research, appreciating the consequences of decisions	
			Explore issues, events or problems from different perspectives	
			Analyse and evaluate information, judging its relevance and value	
			Consider the influence of circumstances, beliefs and feelings on decisions and events	

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A set of 'progress prompts' in this approach might look something like the following. The prompts are presented with question marks as these would need to be further

refined and validated with practitioners through a pilot phase. An idea of 'achievement' may be more meaningful to students than a predetermined level.

Progress prompts for Depth: quality/contribution

First steps	Getting there	Nearly there	PLTs	Going beyond
How is the learner progressing in the depth and quality of his/her independent enquiry? To what extent are they becoming more sophisticated in their independent enquiry? To what extent are they making more of a contribution to their nominated specialism or community through their independent enquiry?			Independent enquirers: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.	Enquires in depth in an area, to make significant national/international contributions to a nominated community?
Examples: Student 1 Teacher Parent Student 2	Examples: Student 4 Teacher 3 Parent 5 Student 8	Examples: Community member 3 Student 3 Teacher 6		Examples: Specialist 5 Employer 1 Student 3
How is the learner progressing in the depth and quality of his/her creative thinking? To what extent are they becoming more sophisticated in their creative thinking? To what extent are they making more of a contribution to their nominated specialism or community through their creative thinking?			Creative thinkers: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	Thinks creatively in depth in an area, to make significant national/international contributions to a nominated community?
Examples Etc				
Etc				

Progress prompts for Range: diversity of contexts

First steps	Getting there	Nearly there	PLTs	Going beyond
How is the learner progressing in terms of the diversity of settings and context in which they can demonstrate enquiry skills? To what extent are their enquiry skills developing in familiar and unfamiliar settings?			Independent enquirers: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.	Enquires fluently across a wide range of different contexts from familiar, to completely unfamiliar; from local to national?
Examples: Student 1 Teacher Parent Student 2	Examples: Student 4 Teacher 3 Parent 5 Student 8	Examples: Community member 3 Student 3 Teacher 6		Examples: Specialist 5 Employer 1 Student 3
How is the learner progressing in terms of the diversity of settings and context in which they can demonstrate creative thinking skills? To what extent are their creative thinking skills developing in familiar and unfamiliar settings?			Creative thinkers: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	Thinks creatively fluently across a range of different contexts from familiar, to completely unfamiliar; from local to national?
Examples etc				
Etc				

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Appendix 8: Projects demonstrating examples of different assessment 'lenses'

Integral and self-assessment

Re-Engineering Assessment Practices in higher education (REAP) is a project "piloting innovative assessment models of assessment" across three universities - the University of Strathclyde, Glasgow Caledonian University and the University of Glasgow. "Students should develop their own capacity to self-assess, reflect on, and manage their own learning. New technologies can help support the development of learner self-regulation. The REAP project draws on current research on assessment and on learning technology applications. In REAP, assessment is defined broadly to include tutor, peer and self-assessment processes. The goal is to redesign assessments so that they enhance the development of lifelong learning skills"¹⁸.

The TERU/Goldsmiths e-scape project¹⁹ (e-solutions for creative assessment in portfolio environments) has developed a dynamic portfolio system which allows learners to take timed examinations which assess a number of competencies, skills and performances, such as teamwork and innovation. This kind of portfolio is based on the principle of dynamic reflection, which enables learners to develop their learning during the assessment of an activity. This approach avoids treating portfolio-making and competency recording as a post-hoc activity, or a mere collection of data. For example, in a design and technology examination, students use a PDA to take pictures of their ongoing designing, modelling and making activities. They use the audio recording function to evaluate their own work, and are linked to other team members' PDAs in order to give peer feedback on others' designs.

The Learning Journey is a project developed by Dudley LEA (in partnership with TAG learning and Futurelab) which aims to develop reflective learners who can solve problems, innovate, work collaboratively and develop key 21st century competencies through their work. It is based on a "virtual balloon journey around the world" which represents the learner's journey from "naive to confident to expert learner". It aims to track the journey travelled and progress that learners make in developing intrapersonal, reflective and active skills²⁰. Assessment and learning are one and the same activity.

Pupil mentoring

At John Cabot CTC in Bristol, pupils have regular meetings with a personal mentor to discuss their 'competency passports', including how well they have achieved a competency, whether they can sustain this in different contexts and how they can improve in competencies they have not yet achieved. These kind of formal conversations could be used to develop personalised assessment criteria. Such a system can allow teachers and pupils to have regular learning conversations where assessment criteria are constantly reviewed and individual progress recorded in an ipsative manner, where pupils are given feedback which helps them to identify ways to improve.

Peer assessment

The Personalisation by Pieces (PbyP) toolkit from Cambridge Education²¹ facilitates peer assessment of a student's portfolio of work. This allows pupils to submit their best work to an online community as evidence of a particular skill or competency. These are built up through skills ladders, and students have mentors who check their progress. Assessors are fellow students who have reached a higher level of skill or competency themselves. This system allows learners to provide evidence from their out of school interests as well as in school, as long as such work adequately exemplifies the skill or competency claimed. Research in this area has indicated that pupils value the judgements of their peers (Atkinson 2003)²².

Teacher assessment

Performance Indicators for Value Added Target Setting (PIVATS) and P-levels are national assessment guidelines which are used with pupils who are performing below Level 1 or have special educational needs. This approach could equally be used for assessing a range of performances, personal and social development and skills. It is based on the principle of accrediting small steps and micro-observations of classroom interactions as part of a portfolio of evidence which aims to help pupils progress from P1 through to P8. It has been used extensively in Lancashire, where the local authority has online guidance for teachers employing PIVATS²³. QCA guidance states that: "Assessments and judgements about attainment should always be supported by evidence, but that evidence can take a number of different forms. Evidence for making judgements in relation to the P scales can include:

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- staff records based on observations
- witness statements from other people, for example parents or professionals
- pupils' written work
- comments or commentaries from pupils
- artwork and artefacts created by pupils
- photographs, video and audio tapes." ²⁴

External experts

The study of Architecture in higher education is often assessed by portfolio and oral examination, commonly known as 'the Crit', where visiting critics, fellow students and tutors are invited to assess students' visual and verbal presentation of their work. The students receive feedback and discuss their work, and this is intended to be a formative learning experience in itself. Whilst this has potential as a method of assessment, some drawbacks, including an 'adversarial' atmosphere, and a lack of student engagement in the dialogues, have been noted by Doidge et al (2000)²⁵. Similarly, the Re:solutions First PEARL programme assessment framework is based on "a series of 'show and tell' snapshots, perhaps as many as ten, but centred upon three clear formal assessments where learners perform and are assessed against the criteria set out by the community practicing in this field. In the first two formal cases it is the teacher or tutor who has had assessor training that will undertake the assessment, the final assessment is performed in front of an independent assessor". This could create opportunities for diverse audiences/judges/reflectors – and create links with outside world (employers, parents, community, and/or university). This approach could also serve to raise aspirations by showing to learners what is possible, and by allowing their achievements to be recognised and validated outside school.

Nominated communities

A range of social software, which encourages collaboration and social interaction online, is freely available for the purposes of compiling personalised portfolios. This provides the means by which to collate a variety of evidence about a person's competencies, from teachers, peers and the learner themselves. It also enables learners to provide such evidence in a variety of media, including text, photo, voice, video – and which may include diaries, blogs, group wikis, finished essays, activity logs, testimonies from appropriate adults and participants, performances projects and presentations. As Bobby Elliot²⁶ has recently noted, tagging and social bookmarking can be used to create folksonomies' (user-

created taxonomies). These kind of participatory rating systems could be put to good use in a community-assessed portfolio system.

Editable web pages, online community spaces, document sharing and collaborative work spaces - such as thinkature.com, www.imaginationcubed.com, www.writeboard.com, writer.zoho.com and www.wikispaces.com – could be linked with assessment. These can be used to share and work together on word documents, audio, drawings, spreadsheets and more. Social networking sites popular with young people, such as www.myspace.com, could be used in formative assessment based on learner profiles and 'when ready' assessment, where the space is 'owned' by the learner, and assessors could be invited in to judge portfolios and work. Rating and trust mechanisms could be used for learners to 'graduate' into assessors, such as those used on www.ebay.co.uk.

This software could be used internally within schools and between peers, but could also be used to enable learners to be assessed according to the standards of distributed communities of nominated specialists. The child who has decided, with other fans of Jane Austen, to research and develop new knowledge in that area may be more appropriately assessed by Jane Austen scholars in terms of contribution than by her peers or traditional examiners for example. As such, the emergence of social software offers the potential for a learner wishing to specialise in a subject or activity which is unfamiliar to the school, to nominate a particular specialist community or network within which their progress might be assessed using such distributed ratings and assessment tools.

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Appendix 9: Possible additional 'autonomous citizens' PLT

7. Autonomous citizens

Focus: Young people enjoy learning, reflect on their own aspirations and want to enrich life. They draw on their own stories and the stories of their communities and diverse others in making sense of the world. They are given opportunities to actively engage in determining their own identities, meanings and activities and are involved in making choices to change things for the better, based on a critical understanding of their values and the values of others.

Young people:

- enjoy learning, reflect on their own aspirations and want to enrich life
- develop positive identities, including knowledge of self, self-worth, self-confidence and responsibility towards others
- make their own sense of the world by drawing on their own stories, the stories of their communities and diverse others
- determine their own identities, meanings and activities
- are involved in making choices to change things for the better
- along with teachers and peers, negotiate their own assessment criteria and debate what is valued and how to improve

Acknowledgements

The Arts Award is a national qualification which supports young people to develop as artists and arts leaders. Young people aged 11-25 of all abilities and interests can gain awards at NQF levels 1, 2 and 3 through any art form. There are four assessment criteria - Art Form Knowledge and Understanding; Creativity; Planning and Review; Communication. The table below outlines the structure of the Arts Award programme.

The Arts Award is run by Arts Council England and Trinity Guildhall. For more information, please visit the Arts Award website at www.artsaward.org.uk.

References

¹ For a more detailed discussion of these arguments see, for example:

- RSA (2005). *Opening Minds: Giving young people a better chance*. London: RSA
- *Enquiring Minds Guidebook* (available at www.enquiringminds.org.uk/programme/guidebook/index.html)
- QCA Futures. *Meeting the challenge* (available at: www.qca.org.uk/10969.html)
- Claxton, G (1997). *Hare Brain, Tortoise Mind*. London: Fourth Estate
- Bentley (1998). *Learning Beyond the Classroom: Education for a changing world*. London: Routledge
- Greenfield, S (2003). *Tomorrow's People: How 21st century technology is changing the way we think and feel*. London: Allen Lane
- Harlen, W and Deakin-Crick, R (2002). A systematic review of the evidence of the impact on students, teachers and the curriculum of the process of using assessment by teachers for summative purposes. In: *Research Evidence in Education Library*. London: EPPI-Centre
- See also Appendix 1: Further reading.

² This draft taxonomy was derived from a coding exercise, in which each element of the reviewed competency curricula was categorised according to the codes below. We began with the RSA curriculum and each new or distinctive element was given a different code. These were then collated under the sub-headings. The draft taxonomy (see Appendix 5) is therefore an amalgamation of all the approaches reviewed. Elements which were considered to be subject knowledge were removed. These included 'How society, government and business work', and 'The role of technology in society'. The real difficulty in this exercise was to reach an adequate level of generality without losing some of the nuances of the distinctive competencies. Whilst there remains overlap, there were also judged to be important distinctions between competencies which warranted their own categories. This difficulty raises important questions about the level of detail required in such a taxonomy/framework in order to render it meaningful. All projects were identified through snowball sampling, with recommendations from expert practitioners, researchers and curriculum developers informing the projects included for selection.

³ www.qca.org.uk/libraryAssets/media/Big_Picture_Sep_Dec_07.pdf

⁴ Readers might also review Appendix 4 to explore approaches to 'progression' offered by some of the projects reviewed in Appendix 2. It is also worth flagging up the recent seminars and research by the RSA and ELLI teams, which attempt to tackle some of these questions, including identifying potential sequential and staged progression between competencies. This research has not yet been published but participants inform us that there are useful recommendations to emerge from this work.

⁵ The levels discussed here refer to Levels 1, 2 and 3 of National Qualifications. These could be extended if there were commitments to teach and develop such skills in primary and Key Stage 3.

⁶ These characteristics draw on the approaches suggested by Claxton and by McGuinness but do not use the same categorisations. We have focused on these two characteristics specifically because they should provide guidance to educators to create a diverse range of learning contexts necessary to supporting such competency and skills development. Claxton and McGuinness both reference independence/autonomy/robustness as key characteristics of skills development, however, we feel that these characteristics are covered in the PLTs of team working and self-management, and also would not be convinced that a linear progression towards autonomy rather than selective inter/independence is necessarily appropriate in relation to skills development.

⁷ See also Yuri Engestrom for a cyclical model of enquiry and development – this suggests a gradually increasing cycle which would be represented as a spiral.

⁸ www.cityacademybristol.co.uk

⁹ www.ellionline.co.uk

¹⁰ www.cabot.ac.uk

¹¹ www.egguckland.com; www.futurelab.org.uk/resources/publications_reports_articles/vision_magazine/VISION_Article256

¹² www.ib.org; www.wbq.org.uk

¹³ www.maps-ict.com

¹⁴ www.qca.org.uk/4031.html

¹⁵ www.geographyteachingtoday.org.uk/curriculum-making/introduction

¹⁶ DfES (2005) 14-19 Implementation Plan available at www.dcsf.gov.uk/publications/14-19implementationplan/

References

¹⁷ The remit of the project was to review current approaches to developing personal competencies and skills and as such we were not asked to conduct a thorough historical or literature review of the field. Through our enquiries, however, it is clear that there are lessons to be learnt from projects, policies and research from different times in the last 30 years. We would suggest, therefore, that anyone wishing to further explore these approaches might also consider exploring initiatives such as:

- TVEI - see Yeomans, D (no date). Constructing Vocational Education: from TVEI to GNVQ. Available at: www.leeds.ac.uk/educol/documents/00002214.htm
- Mode 3 assessment
- CBET - see Lum, G (1999). Where's the competence in competence-based education and training? *Journal of Philosophy of Education* 33: 3, pp403-18
- The Humanities Curriculum project - see Elliot, J (2006). Research-based Teaching. Available at: www.uea.ac.uk/care/Research-basedteaching_ESRC.htm
- Ashworth, A and Saxton, J (1990). On competence. *Journal of Further and Higher Education* 14: 2, pp3-25
- Barnett, R (1994). *The Limits of Competence: Knowledge, Higher Education and Society*. Buckingham, Open University Press
- Broadfoot, P (ed) (1986). *Profiles and Records of Achievement. A Review of Issues and Practice*. London: Holt, Rinehart and Winston
- Burke, J (ed) (1989). *Competency Based Education and Training*. London: Falmer Press
- Ecclestone, K. Democratic values and purposes: the overlooked challenge of competence. *Educational Studies* 20: 2, pp155-166
- Hyland, T (1994). *Competence Education and NVQs: Dissenting Perspectives*. London: Cassell

¹⁸ www.reap.ac.uk

¹⁹ For more information, see:

www.goldsmiths.ac.uk/teru/projects/e-scape.htm
Nuffield 'Capability Tasks' in Design and Technology have been used in a similar way. See:
www.nuffieldcurriculumcentre.org/fileLibrary/pdf/Teaching_a_CT.pdf

²⁰ www.tlj.org.uk

²¹ www.camb-ed.com/personalisation-web-toolkit.asp

²² Other peer assessment projects include the Access Manager Scheme and laptop peer teaching scheme at Egguckland Community College – see:
www.ofsted.gov.uk/assets/3704.pdf

²³ www.lancashire.gov.uk/education/pivats

²⁴ www.qca.org.uk/downloads/pscales_guidance_bklet.pdf

²⁵ Doidge, C, Sara, R, Parnell, R and Parsons, M (2000). *The Crit. An Architecture Students Handbook*. Oxford: Architectural Press

²⁶ Elliot, B. (2007) "Viewpoint Article. Assessment 2.0", available from www.futurelab.org.uk

This publication is available to download from the Futurelab website – www.futurelab.org.uk/projects/qca/research.

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Futurelab

1 Canons Road
Harbourside
Bristol BS1 5UH
United Kingdom

tel: +44 (0)117 915 8200
fax: +44 (0)117 915 8201
e-mail: info@futurelab.org.uk
blog: flux.futurelab.org.uk
www.futurelab.org.uk