

The National Society covered 5 key themes in its response to the DfE's curriculum and assessment review.

All of our answers are rooted in a vision for curriculum and assessment where aspiration and equity combine to support the flourishing of all pupils.

Themes within our response were:

- The necessity to take a **long-term view of curriculum and assessment design**. Children's outcomes and developing a lifelong love of learning must be the driver of our curriculum and assessment choices, rather than the accountability frameworks or assessment trends of the day.
- Our call for **curriculum models that blend the academic, technical, and vocational**, ensuring children have the opportunity to thrive in a wide range of learning contexts (not just those externally measured). These have their roots in the EYFS, developing throughout KS1-3 into well-formed and resourced pathways from KS4 onwards.
- The need for **improved status for, and quality of, RE** within the education system. We believe this can be achieved through a legislative framework based on the National Content Standard, the removal of the EBacc or the inclusion of RE within it, redesigned GCSE Syllabi, and a new core KS4 RE offer based in oracy and worldviews. Clear accountability for SIAMS, CSI and Ofsted would be based upon the strengthened National Content Standard.
- We **advocate for an equitable and just approach to curriculum and assessment**, where the needs of groups marginalised by society (global majority learners, learners with SEND, looked after children, children experiencing socioeconomic disadvantage), as well as groups marginalised by structures within education (rural, small and isolated schools) are taken into account at the beginning of any system design rather than after its design is completed.
- **Structures and systems** are necessary to support the flourishing of learners and staff. We call for place-based cradle to career models of curriculum and assessment. We believe that dioceses, trusts and local authorities are well-placed to broker relationship and collaboration across institutions in their areas. We also draw attention for the need to fund ongoing CPD for teachers (and early career teachers in particular) in order to support the effective implementation of any change arising from this review.

You can explore a precis of our thinking within each theme or read our full submission on our website