The concept of a competence-led school curriculum was suggested by the RSA in Redefining Work (RSA, 1998) and further defined and expanded on in Opening minds: education for the 21st century (RSA, 1999). This booklet, produced in January 2002, aims to bring readers up to date with information about the practical, developmental research project the RSA is running in a number of schools. The appropriate project team member has written each section:

- Aims and strategy (page 2) by Valerie Bayliss, Education consultant and Project Director
- What the schools are doing and notes on individual schools (page 4) by Barrie Wyse, Education consultant and formerly Deputy Head of a large comprehensive school in Hull
- Assessment (page 10) by Martin Cross, Education consultant and formerly Director General of OCR and Chief Executive of RSA Examinations Board
- Evaluation (page 12) by John Bastiani, Education consultant and Visiting Professor in Education at Nottingham Trent University.

The booklet’s format loosely follows that of the RSA/SHA/TES conference held on 12 November 2001 which was featured in the RSA Journal (4|4 2001).

This booklet is also available in PDF format on the RSA website - www.rsa.org.uk/newcurriculum - the PDF version includes several sample pages from the Assessment Materials which are not included in this booklet.

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A couple of years ago the RSA set out to explore one of the most important questions in front of the country: how can we develop the education system to ensure that we educate our young people in the best way possible for the world they will inhabit, rather than the one we have been living in? It was the RSA's deliberate choice to engage with such a major issue in a policy climate that prioritises education and when education features in the media in a way that would have been unimaginable even 20 years ago. We were convinced the nation needs to look beyond the present and ask itself some key questions. How should we be educating our young people for the future? Do we have a strategy for education that will carry us well into the 21st century? Are current reforms anywhere on an implementation path that will develop an education fit for 21st century purpose?

These are the most important strategic issues for education policy-makers and practitioners and of course for the millions of young people whom society compels to spend 11 years at school. Yet there is deep concern, within schools, the teaching profession and elsewhere, about them, and a belief in particular that the educational diet provided for young people is not the one we should be offering them. Of course we have to get the basics of education right; no argument about that. But there is plenty of concern that when it comes to curriculum - one of the most powerful influences on what gets done in and by schools - the people who pull the levers of power in education are looking backwards.

The hundreds of people the RSA talked to, in education and out of it, told us that the country isn't thinking hard enough about how to prepare young people for the knowledge society, a world where information floods over us in ever-greater quantities, where change is a permanent feature. We still have a curriculum model close to the one that prepared students for the much more stable and certain society of the 50s, where we knew what a ‘subject’ was and what you ‘ought’ to know about it. Things are less straightforward now. We need a strategy for developing a different sort of curriculum that will respond better to the challenges of 21st century life. People's reasons for taking this view vary. Teachers are concerned at the weight and detail of the National Curriculum and the complexity introduced by increasing central prescription. Employers are looking for, but not finding, people who know how to manage themselves in a range of situations, who can recognise problems and how to resolve them, who know how to communicate. Young people understand this too; they want not a ‘one-size-fits all’ curriculum but one that meets their own needs and connects with their own lives.

So what do we do about it? It is part of the RSA tradition to think about the major issues facing society, to develop solutions and then to test them out. The first, solution-developing stage of this project was completed in 1999 when we published our ideas about what the curriculum of the future should be trying to do, in the shape of a new, competence-led curriculum framework. This is quite different from the curriculum teachers and students are used to. It starts from a different set of principles about curriculum: that it should be a means of expressing what students should learn from their education, not a statement of what should be taught to them. Hence it is not described in
terms of the subject material to be mastered. Nor is it organised by subject. Indeed it does not, at this stage, prescribe any particular content. Content is seen primarily as the medium through which students would develop competences (though there are important issues, which the RSA is also exploring, about how content might be specified for this kind of curriculum, and who should be responsible for specifying it). Rather, the framework sets out explicitly what students should be able to do, and understand, when they have worked through it, in terms of the competences they will need to survive and succeed not in the world of today's adults but in their own future world, which is going to be very different. The competences include, among others, those for learning throughout life, such as an understanding of how they, as individuals, learn; competences for managing information and situations; for citizenship and for relating to people. It is a big framework, and very challenging.

The second stage began when a number of schools said they would like to work with us to develop the framework in practice. We have two main aims for this stage. The first is to test, over three years, the practical application in ten schools, all volunteers, of aspects of the RSA's competence-led curriculum framework. The second is to publicise the outcomes of this testing, which the RSA will do in 2003 when the three years are complete; to use what we find to contribute to debate on the future of the curriculum and of approaches to schooling; and, we hope, to influence national policy on these matters.

We expect the project to tell us several things:

**First**, whether this curriculum model, which differs so much from the traditional one, can really motivate both students and teachers better than the National Curriculum does;

**Second**, whether this different way of doing things will help students improve their achievement;

**Third**, what's involved in practice - for teachers, students and parents, in introducing and developing an unfamiliar curriculum model;

**Fourth**, what kinds of assessment are right for this curriculum; and

**Fifth**, what potential it has to contribute to the management of change across the whole school.

We are working in partnership with the schools with a view to producing a clear account of what the project has done, using evidence of outcomes, benefits and, above all, a consideration of what has been learned, from the different viewpoints of those taking part - the school, the teachers, and the students. The results will be published, warts and all, in 2003.

There will also be practical outputs in terms of curriculum models that have been tested and that schools can say from their own experience really work. We hope also to be able to throw real light on the issue of assessment which perhaps more than anything else causes people to question whether this model can really work. More immediately, some of the project schools are developing curriculum materials, which should, once tested, be ready to go on the market.
It is early days to be saying much about results, but the initial signs are good. Students and teachers in our project schools are enthusiastic and can already see the difference: students can see much more clearly why they are doing what they are being asked to do, are therefore more inclined to come to school and get stuck in, and tell us they are enjoying their learning much more than they did. Teachers are also enjoying their work more, not only because they can see this greater enthusiasm from their students but also because they feel able to do a more professional job.

Of course there are problems. They include impact on teacher time, the practical problems of running two curricula side by side in a school and the apparent need for teachers to put more time and effort into communicating with each other than is usually required. And there is the big problem that while the schools have no fundamental difficulty in accepting the philosophical basis of the model, actually getting teachers to think in terms other than those of subjects is understandably quite hard.

The next two years should help us to throw light on these and other aspects of turning the RSA's ideas into practice. We look forward to continued work with the project schools. They are making great strides on an education journey the whole nation will need to undertake.

What the schools are doing

The debate continues as to whether a National Curriculum is the best answer to the country's educational needs, or whether the 13 years since the 1988 Education Reform Act have brought about the kind of changes that were seen as necessary, but no longer need to be enforced in such a uniform way.

With its list of core and foundation subjects the National Curriculum reaffirmed the need for a subject-based curriculum without revitalising it. Subject-specific Orders made teachers retreat into their subject rooms with their white files and set about the business of ensuring that they were getting their subject right.

The unsuspecting child was fed into and through the system and, according to predictions and expectations, would come out the other end a better-educated, rounder person than the system had previously produced. Lack of evidence to support this belief, despite the ‘give it time to work through’ optimism, has resulted in a series of modifications of the National Curriculum, a range of initiatives from the government, 'new' money, specialist schools, beacon schools, Education Action Zones.
Signs that a new and welcome flexibility might be creeping into government thinking have encouraged some schools to start looking at different ways of organising their teaching and learning. When Opening minds was published in 1999 a few brave schools were willing to commit themselves to trying something different. The extent of the interest shown in the 2001 RSA/SHA/TES conference is an indication of how keen schools are to explore alternative solutions and move away from a narrow and prescriptive approach to the curriculum. This does not mean abandoning the National Curriculum, but rather seeing it less as something which defines the ‘how’ of the teaching as much as the content, i.e. the ‘what’.

The schools involved in the current pilot scheme have all, in different ways, found the subject-based curriculum an inadequate vehicle for what they believe is the essence of the lifelong learning process of which schooling is only one part. Too much has been compartmentalised, set apart. Too much attention has been paid to learning about rather than learning how to. They have seen the Opening minds competences and the thinking behind them as a way of addressing the fractured curriculum and giving it a new impetus and meaning. Above all it has touched a chord with their thinking. Thumbnail sketches of the schools’ initiatives follow this section.

All these schools have, in different ways, begun to move away from what they have seen as the constraints imposed by the National Curriculum on schools’ willingness to be inventive and creative with the curriculum. New developments bring new challenges and calls for fresh thinking. Schools involved in the pilot share much common ground, not only in the rethinking of their curricula but also in the issues which are arising. The requirements of the National Curriculum must still be met; procedures for assessment and recording of evidence, not least evidence from ‘external’ sources, must be carefully developed and monitored; timetabling and staffing modules of projects within an otherwise ‘traditional’ timetable structure can be frustratingly difficult; time for reviewing must be built into lessons; adequate and crucial time for staff to plan together must be found, or created; staff training to develop confidence in different ways of working may be necessary - and there may be particular difficulties here for NQTs; schools must find ways of collecting evidence to show that within the terms of their own stated objectives their students are benefiting from new developments; the support of parents and governors is essential.

The evidence from the pilot schools and the interest shown in the conference are clear indications that the thinking behind Opening minds and the ideas expressed in it have given new impetus to a reappraisal of the priorities of the school curriculum and the ways in which it is taught. Let the debate continue.
At the City Technology College in Kingshurst, Birmingham, they are now in their second year of working with a curriculum centred on competences or ‘personal capabilities’. Having started with about 120 students working with 6 teachers on project-based work, the school now has over 330 students working in this way with 15 staff. Students there are articulate about their learning and have a clear understanding of its importance and its relevance to their future needs. Staff see new opportunities, welcome the lack of isolation, enjoy ‘bouncing ideas off each other’.

For the project work, Maths/Design/Science are linked for 6 lessons in Year 7; English/Business/MFL are linked for 4 lessons in Year 8. When possible, an additional member of staff who can move between groups is allocated. Work is planned and developed through project titles such as Energy and Religious Festivals. As part of the Energy project Year 7 students designed and built windmills in Design, with sail dimensions and shapes calculated in Maths. In Science the windmills were used to drive a motor and the electrical charge produced measured.

Other subjects may also contribute e.g. students cooked Jewish dishes in Food lessons as part of the Religious Festivals project.

Students use a self-evaluation grid to judge their progress in developing personal capabilities and the school is looking at ways of including supporting evidence from other sources.

A major and exciting initiative involving local primary schools is currently underway: one school has trialled a project Out of this World. Seven others joined in January 2002.

We are in the process of planning a radical change to the Year 7 curriculum using the competences of the Opening minds framework to plan a more integrated approach to learning. Having realised for some time that the transition between KS2 and 3 was unsatisfactory we were looking for a way to ‘bridge the gap’. Senior Management and the staff have given their approval to using Opening minds as a way of creating a curriculum which is more like that of a primary school. Pupils will be taught English, Maths, Science, PE and French as discreet subjects but the rest of the Year 7 curriculum will be integrated and project based. Year 7 will then be taught in ½ day blocks for their project work. This will enable pupils to build better relationships with staff and minimise the disruption caused by going to six different rooms with six different teachers each day. A team of enthusiastic teachers has volunteered to help with the project and a working party has been set up to begin curriculum planning. The project will be launched in September 2002.
At St John’s School and Community College in Marlborough, the feeling was strong that the National Curriculum was limiting the school’s scope for further improvement. After only 10 weeks of exploring new possibilities with one third of year 7, with 3 teams of 5-6 staff working on modular courses, there is already evidence of ‘dramatic changes’, with staff very highly motivated and pupils responding positively to new ways of working. The challenge is to ‘reshape the educational agenda’, to create a love of learning and a desire for lifelong learning, to ensure that students learn how to learn. If this positive response continues, the school hopes to involve all 250 of Year 7 in a similar programme next year.

The integrated curriculum for Year 7 has six modules: Making the News, Forests, What Makes us Unique, Going Places, Further, Higher Stronger, and Counting the Cost. There is a detailed scheme indicating the specific contributions to be made by staff from different subject areas, appropriate teaching strategies related to multiple intelligences for each part of the input, and the related category, or categories of Opening minds competences.

St John’s is developing assessment procedures and looking for evidence of cognitive and attitudinal changes. Detailed documentation and careful monitoring will inform views of how the work will continue and develop.

The principles underpinning the Opening minds initiative are being used to guide a pilot project in Key Stage 4 at Whitley Abbey Community School in Coventry. The Focus curriculum aims to prepare students for the world of work by encouraging them to develop skills and competences which will be transferable from a school setting to the wider community. The students in the focus group have been identified as those who may experience difficulty with a standard curriculum of GCSEs/GNVQs in their final two years of statutory schooling, owing to either specific needs and/or motivation.

Monitoring, evaluation and review is an on-going part of the evolutionary development. Current indications are showing success both in terms of pupil attitude and achievement levels.
Chafford Hundred Campus, Essex

Chafford Hundred Campus in Essex, a new school, is an exciting place to be. Primary and secondary schools share the same facilities with joint headteachers, joint staffing and shared policies. The school’s facilities are also for adult and community use. In the current academic year the secondary school has only Year 7 and a relatively small staff, so in terms of timetabling and blocking subjects there are some constraints at present. The curriculum for Year 7 is set out under 6 Unit headings - Where’s the Evidence? Let’s Get Organised, Changes, One to One, Fit and Healthy, Communities - and identifies values, attitudes, and ‘21st century competences’ that are intrinsic to the learning process. Details of the contribution of subject areas are given, within a clear time scale.

Students’ planners list competences and students are asked to present evidence to support their development of particular competences. The information is to be reviewed at the end of each term and recorded via the school’s intranet. Each student has a weekly opportunity for personal or small group reviewing before the start of the main school day.

Castle Rock High School, Coalville

At Castle Rock High School in Coalville, the Citizenship programme, involving all students in Years 7-9, is seen as an ideal place to embed the Opening minds competences. The school has a peer mediation programme and this sits well with a competence-based approach to learning and is an important element in defining the school’s ethos. Students work in groups and are able to articulate an understanding of interpersonal relationships, often in a surprisingly mature way.
The Philip Morant School, Colchester

Last year The Philip Morant School and College in Colchester, saw a marked improvement in attitude, attendance and achievement amongst groups of disaffected, poorly motivated Year 10 and 11 pupils who have been given an alternative curriculum inspired by Opening minds. The project-based work, related to the ASDAN 'challenges' and the RSA competences, allowed greater autonomy and shifted the focus from single subject exam courses. It was very successful with the target group and has this year been adapted to improve its links with examination courses. For September 2002 Philip Morant plans to introduce the competences to younger students as a way of assessing their progress in extra-curricular and other activities.

The Grove School, Market Drayton

At The Grove School in Market Drayton, they are currently radically rethinking their Key Stage 3 curriculum, and developing a wide range of initiatives largely focussing on Year 7 pupils to establish a co-ordinated approach to developing active and independent learners. Progression is a key concept, focussing on developing competences for learning, thinking skills, and managing information.
Assessment

Context

Opening minds is based on a competence framework involving five categories of competence, comprising twenty-four competences in all (see inside back covers). The question for the project is to establish how best such a curriculum framework could be assessed.

Assessment in schools tends to be used for three different purposes:

- As a direct aid to teaching and learning, for formative purposes
- As a means of recognising achievements of individuals, for certification purposes
- As a means of providing public accountability of institutions and teachers, judging their effectiveness not that of the student.

In practice it is very difficult for any one assessment to serve all three purposes, as the design requirements are different. The early years of National Curriculum assessment were in fact bedevilled by attempts to do just that. The third purpose in particular needs a separate approach.

In the Opening minds project it is the first of these purposes that is the focus of attention. We want to emphasise the importance of assessment as an aid to learning, for providing information about individual progress, and for assisting young people to make realistic judgements about themselves and how they need to develop. We are also conscious that, in assessing capabilities and competences that are not necessarily amenable to written examination, teachers will also be facing new challenges. But this will also give them the opportunity to reassert the importance of their own professional judgement.

A New Approach

So what will be different about assessment in Opening minds? First of all, as explained above, the emphasis will be on assessment as an aid to teaching and learning (although summative information can also be provided at stages where this is felt to be necessary). Secondly, the Opening minds competences are not specific to a particular subject, so this will present challenges to teachers and students who are used to a subject approach only. This will often require working across subjects and in a variety of teams. Thus, methodologies for this type of assessment will need to be developed. Another aspect of this that merits attention is that most conventional assessment involves teachers assessing the “unaided” work of the pupil. Many of the Opening minds competences on the other hand require pupils to work with others. What approach or approaches are best suited to this, and how do you assess differing contributions to the joint effort?

The project should therefore also produce some interesting suggestions as to how professional teacher development - both initial and continuing - could best be supported. In addition, we want to produce a system which the students themselves can understand and use, and which brings home to them the fundamental importance of those competences which are not necessarily addressed by the documentation available to them about National Curriculum subjects.
Assessment in Practice

In order to test out assessment in the context of Opening minds, the project schools have agreed to work with just one category of competences in the first instance: competences for Relating to People. This category was chosen because of its clear importance in life, and because of its potential applicability to almost all school activity. Furthermore, it was thought to be a particularly interesting category to start with because it will assist teachers to develop the capacity to assess interpersonal skills of pupils, rather than individual skills with which they are more familiar.

Working with the teachers from the project schools, a single statement for Relating to People has been prepared for each of Key Stage 3 and 4. This has meant that the language used, as well as the level of demand, can be varied according to the age of the learners. We have also tried to make the approach compatible with, and providing progression to, the post-16 Key Skill “Working With Others”.

Starting in September 2001, a number of schools are trying out these statements and the associated guidance and materials provided. The success or otherwise of this trial will be judged against a number of criteria:

- Can the methodology be used with any curriculum approach? We already have examples of it being used across the whole curriculum, within a group of cognate subjects (Maths, Science and Technology), and within the context of a Citizenship and PSHE programme.
- Can it be used in relation to extra-curricular activity, such as work experience and school sports teams?
- Is it valid and reliable?
- Is the approach, manageable, and understandable, by teachers?
- Is the approach understandable by, and helpful to, students themselves?
- Is the approach cost-effective and low on bureaucracy?

We are interested in other desirable features too:

- Does the approach foster learner autonomy, through the use of peer- and self-assessment?
- Does it contribute to professional development, through moderation across the curriculum and across schools, improving teacher confidence in making professional judgements themselves?
- Can quality information about student progress and performance be generated, linked to other processes such as Progress File?

The Future

Initial feedback is encouraging, but it is still too early in the life of the project to draw any firm conclusions. There are a number of interesting areas for possible further work at some time in the future, including applying the approach to cover other areas of competence, and analysing any adjustments to the approach that might be needed if it were extended to the full age range of school pupils.

The PDF version of this booklet, available on the RSA’s website, includes sample pages from the Assessment Materials currently being trialled in several of the schools.
Evaluation

Evaluation has an important contribution to make to the work of the project, at all stages of its development. This applies to both the introduction, implementation and further development of initiatives in project schools themselves and to the task of making this experience accessible to a wider audience. To do this, the evaluation has several main purposes. Firstly, it sets out to tell the story of what has happened - to provide an account of what has been attempted, what has been done and what has been achieved. Secondly, it will identify, from a combination of different kinds of evidence, the outcomes and benefits that stem from the work of project schools, individually and collectively. Finally the evaluation will make explicit what has been learned about the experience of curriculum change and its contribution to professional development and school improvement.

A practical approach

The overriding concern of the project’s approach to evaluation is that it should be productive, manageable and useful. To make this feasible, its main strategy needs to grow out of, and be responsive to, existing practice, especially where this is believed to be working well. The key here is ‘Minimal disruption: maximum usefulness’. The overall strategy is based upon:

- the collection and combination of different kinds of information and data;
- bringing together the different views of staff, pupils and parents;
- case study approaches and methods, showing particular curriculum areas and new topics;
- the impact upon individuals and groups in context;
- a series of systematic comparisons involving different elements of the initiative, over time;
- a picture of the wider impact of the innovations upon the life and work of the school as a whole.

Varieties of evidence

The project schools have been encouraged to collect and record their evaluation information in a variety of formats including:

- Documentary materials:
  e.g. curriculum plans and materials; minutes of key meetings; information for parents
- The voices of staff, pupils and parents:
  e.g. surveys, discussion and focus groups; staff and pupil comments and records
- Observational data:
  e.g. Use of digital cameras/video; structured observation
- The use of tests, instruments and measures: e.g. existing SATs and CATs; in-house instruments; scales and records of attitude, behaviour and achievement
- Other evidence of wider outcomes, achievements and benefits, in areas like timetable and staffing change, staff collaboration and (family) homework activities.
As it is based upon shared principles and an agreed approach, the evaluation strategy provides both scope and encouragement for project schools to work together, in a variety of ways, where this is thought to be useful. It also recognises the importance of providing opportunities for schools to tailor their approach to their own particular needs and circumstances according, for example, to the age, background and capabilities of their pupils, the nature of the curriculum areas in which they are working and their existing teacher resources and experience. A number of project schools are using the evaluation framework to collect information and evidence of early outcomes that will enable them to make informed decisions about, for example, the wider adoption of the programme in the following school year and the shape and continuing development of the initiative in other ways.

Where there are opportunities to do so, systematic attempts will be made to compare the progress and achievement of pupils in more traditionally organised subject areas and classrooms and also, where this is possible, with matched cohorts of pupils not taking part in the initiative. Within the overall picture, project schools have also shown an active concern in looking at the differential impact of the new schemes and approaches on different groups of pupils such as very able pupils, disaffected (older) pupils and those with special educational needs, as well as established gender concerns.

The assessment, recording and reporting of pupil progress are, of course, an established part of the work of all teachers. Whilst the evaluation strategy draws upon this work, it also recognises the importance of establishing imaginative and practicable ways in which new approaches to teaching and learning and new ways of working also need to be reflected in parallel approaches to the collection and handling of data.

Practical examples of this development in project schools include

- The growing use of ICT to support the use of digital pupil records, to record and exemplify pupils’ work and progress.

- The developing use of video (by staff and students) to record classroom activity, for subsequent discussion and as a record of work done.

- The use of a standardised, (self) rating scale, ‘Myself As A Learner’, which allows project schools to assess important shifts of motivation, attitudes to learning and pupil identity, that result from different curriculum experiences, over time. (In one school the staff have completed the scale for themselves.)

- The production of professional logs, journals and diaries, which provide the basis of both a critical commentary and a reflective record.

To encourage and consolidate this, the RSA has provided a number of teacher bursaries. These complement the significant number of project school staff who have registered for research based, advanced studies in university departments, which require them to focus upon their work in schools.
The RSA Curriculum consists of five broad categories. Each of these contains a number of individual competences, which are expressed in terms of what a school student could achieve having progressed through the curriculum.

Students would:
- understand how to learn, taking account of their preferred learning styles, and understand the need to, and how to, manage their own learning throughout life
- have learned, systematically, to think
- have explored and reached an understanding of their own creative talents, and how to make best use of them
- have learned to enjoy and love learning for its own sake and as part of understanding themselves
- have achieved high standards in literacy, numeracy, and spatial understanding
- have achieved high standards of competence in handling information and communications technology and understanding the underlying processes.

Students would:
- have developed an understanding of ethics and values, how personal behaviour should be informed by these, and how to contribute to society
- understand how society, government and business work, and the importance of active citizenship
- understand cultural and community diversity, in both national and global contexts, and why these should be respected and valued
- understand the social implications of technology
- have developed an understanding of how to manage aspects of their own lives, and the techniques they might use to do so – including managing their financial affairs.

Students would:
- understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done
- understand how to operate in teams, and their own capacities for filling different team roles
- understand how to develop other people, whether as peer or teacher
- have developed a range of techniques for communicating by different means, and understand how and when to use them
- have developed competence in managing personal and emotional relationships
- understand, and be able to use, varying means of managing stress and conflict.
**Competences for Managing Situations**

Students would:
- understand the importance of managing their own time, and have developed preferred techniques for doing so
- understand what is meant by managing change, and have developed a range of techniques for use in varying situations
- understand the importance both of celebrating success and managing disappointment, and ways of handling these
- understand what is meant by being entrepreneurial and initiative-taking, and how to develop their capacities for these
- understand how to manage risk and uncertainty, the wide range of contexts in which these will be encountered, and techniques for managing them.

**Competences for Managing Information**

Students would:
- have developed a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it
- understand the importance of reflecting and applying critical judgement, and have learned how to do so.
The following pages are taken from the assessment materials currently being trialled in several of the project schools. Beginning with the suggested **statement of competence** for Key Stage 3, this is then broken down into what the student needs to do to be regarded as competent, then goes on to give examples of how the student could provide evidence of his/her competence. Please note that these are **draft** documents at this stage.

### RELATING TO PEOPLE, Key Stage 3

<table>
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<tr>
<th>RELATING TO PEOPLE</th>
<th>KEY STAGE 3</th>
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| Overall Statement of Competence | You will be able to relate successfully to other people  
■ in familiar one-to-one settings  
■ in familiar team settings  
■ on a regular basis, and when responding or continuing the relationship. |
| What you need to do (to be regarded as competent) | 1. Co-operate with others to agree, and to plan methods of achieving, identified objectives  
2. Undertake different roles within a team  
3. Co-operate with others to achieve objectives. |
# RELATING TO PEOPLE - Key Stage 3

<table>
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<tr>
<th>Relating to People Key Stage 3</th>
<th>What you need to know and understand</th>
<th>How you show you can do it</th>
<th>Guidance on types of evidence</th>
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| Cooperate with others to agree, and to plan methods of achieving, identified objectives | - How to decide what is needed for the task, and how you will get what you need  
- How to make the best use of the time you are given  
- How to decide who will do what, and how to sort out arguments or problems | You must provide two examples (one from a one-to-one situation and one from a team situation), each of which demonstrates the required knowledge and understanding | Examples: logbooks, statements written by others, videos, teachers' notes  
From: projects, oral presentations, drama, EBP activity, peer mediation, etc  
In: all/some subjects |
| Undertake different roles within a team | - The different skills needed for the different roles involved in the task  
- What it means to be a good team leader  
- How to give help to others and how to jointly review progress | You must provide two examples (one from a one-to-one situation and one from a team situation), each of which demonstrates the required knowledge and understanding | Examples: logbooks, statements written by others, videos, teachers' notes  
From: projects, oral presentations, drama, EBP activity, peer mediation, etc  
In: all/some subjects |
| Co-operate with others to achieve objectives | - Your own strengths and weaknesses in relation to the skills needed for the task  
- How to carry out tasks accurately  
- When you need to ask for help and where you can get help. | You must provide two examples (one from a one-to-one situation and one from a team situation), each of which demonstrates the required knowledge and understanding | Examples: logbooks, statements written by others, videos, teachers' notes  
From: projects, oral presentations, drama, EBP activity, peer mediation, etc  
In: all/some subjects |
RELATING TO PEOPLE – Key Stage 3

Examples of appropriate evidence at KS3

There will be many common elements that will be demonstrated in group and pair work over a range of traditional subject areas - e.g. co-operation; initiative; leadership; listening; negotiating; specific practical input etc. Understanding of these elements may be heightened by devoting a short review period at the end of each working session for the group to make their own analyses of the different contributions of the members of the group and the progress that has been made in the session. These might be recorded on a simple pro forma signed as agreed statements, kept on disk, form the basis of oral presentations etc. This review time will be an important part of the learning process, encouraging reflection, analysis, honesty and mutual respect.

Students’ comments will be supported by teacher observations of individuals and groups.

The suggestions here are intended to indicate only one possible way of arriving at a form of teacher-moderated self-assessment.

There is evidence to show that students can soon become bored with a plethora of similarly designed self-assessment sheets and that the completion of them then becomes routine. In the early stages of planning a short period of review time for groups followed by a plenary session with the teacher can help to bring out important points and vary the process, with the students making rough notes for later completion of their responses.

In planning a project it will be important to incorporate review time into the scheme and for students to see it as an essential - not ‘add-on’ - part of the process, and a time when important learning takes place.
RELATING TO PEOPLE – Key Stage 3

Co-operate with others to agree and to plan methods of achieving identified objectives

Although the achievement of an ‘end product’ indicates that a group/pair has succeeded in working together sufficiently for the outcome to be achieved, it does not give a clear picture of the contributions of individuals to the process.

A short time for reviewing will help students to focus on the three specific elements of the What you need to know and understand column and to define the steps in the planning process. Headings and lead sentences may be helpful here though it will be important that as well as commenting on the group work, the individual student forms a view of their own contribution e.g.

How our group worked out what we needed for [the project] and how we would get them:

My ideas were............

How our group worked out how we would use the time:

My ideas were............

How our group worked out who would do what:

My ideas were............

How our group thought we could sort out any arguments or disagreements:

My ideas were............

For my contribution I would give myself [1,2,3,4,5/A,B,C,D,etc] because..........

- ‘Lead’ sentences would clearly be tailored to the specific area of work to which the team or group work relates.

- Use of video may create opportunities to reach a more objective view of how effectively a group has been working together.

- A group may be asked to agree a final statement on their finished work and to include this in a presentation.

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## RELATING TO PEOPLE - Key Stage 3
Illustrations of sources of evidence

<table>
<thead>
<tr>
<th>Subject area</th>
<th>End product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>mural designed and executed by group/pair</td>
</tr>
<tr>
<td>Community work</td>
<td>concert at old people’s home; carol-singing at hospital</td>
</tr>
<tr>
<td>Drama/theatre</td>
<td>public or studio performance</td>
</tr>
<tr>
<td>English</td>
<td>magazine developed by group; poetry anthology record of contribution to paired reading</td>
</tr>
<tr>
<td>Geography</td>
<td>presentation of pair/group work on e.g. Third World aid projects</td>
</tr>
<tr>
<td>Maths/D &amp; T</td>
<td>product designed and made by group/pairs</td>
</tr>
<tr>
<td>MFL</td>
<td>themed presentation in chosen language [pairs/groups]</td>
</tr>
<tr>
<td>Music</td>
<td>group composition/performance</td>
</tr>
<tr>
<td>PE/Sport</td>
<td>performance and/or composition of duets</td>
</tr>
<tr>
<td></td>
<td>team games/matches mutually supportive paired exercises</td>
</tr>
</tbody>
</table>

It’s important here to remember that these examples refer to traditional - often single - subject areas. The RSA Curriculum assumes, ultimately, a different approach in which projects will embrace a range of ‘subjects’.

History, Geography, Drama, Music, English, Science, Maths, D & T, ICT, Community Work might all be involved in an end product e.g.

The (development and) presentation of a play about the life and work of Isambard Kingdom Brunel
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