

Note of the 2014 June SCORE Committee meeting

This paper is a note of the SCORE Committee held on 4 June 2014.

Practical work in A-level assessment

Julia Buckingham gave an overview of the House of Commons Science and Technology Committee inquiry on the separation of practical assessment from the main grade for the three A-level sciences, at which she gave evidence. The Committee discussed the outcomes of the inquiry and how SCORE could continue to support the effective learning and teaching of practical science in schools proactively. It was agreed that a priority would be to ensure that changes to A-level grading in the sciences were communicated effectively to key stakeholders and interest groups, such as Higher Education.

Making and deciding policy – strategic priority 2014

The drafting of a SCORE report 'examining policy making in education: a framework for policy makers' had further developed since an update at the last Committee meeting. The working group informed the Committee that the first working document would be circulated to the Committee and key stakeholders in the science education policy community for review and comment. This included the involvement of stakeholders at a roundtable meeting that would seek to further expand on and advance the report.

Routes into teaching and science subject specialism

The Committee discussed a project to update the SCORE subject specialist definition in 2014. SCORE's approach to and position on routes into teaching for science teachers was discussed, with an agreement that a principles document outlining the appropriate, essential criteria within any route would be the preferable output. It was also agreed that SCORE would offer its expertise in writing to Andrew Carter, the chair of the Independent Panel to review routes into initial teacher training.

Computing

Given that the remit of SCORE was biology, chemistry and physics, the Committee acknowledged that computing was not a SCORE policy topic. However, it was agreed that as computing was increasing in importance to the government and had been included in the same accountability measures at key stage 4 as the sciences, SCORE needed to maintain contact with the computing education community. It was also recognised that though different in content, the sciences and computing shared similarities in terms of critical thinking. The Committee planned a follow up to this discussion with a representative from the computing education community.