



April 2015

Please see below for this month's SCORE newsletter. If you have any comments or feedback, you are welcome to contact us via score@score-education.org

Best wishes

The SCORE Secretariat

Curriculum

Tomorrow's world – inspiring primary scientists

Many primary teachers believe science has become a less important part of the curriculum, according to a survey. A total of 53 per cent of the 260 primary school teachers surveyed for a report from the CBI and Brunel University London believe teaching science has become less of a priority over the past 5 years. The report, [Tomorrow's World](#), also found more than a third of schools surveyed do not provide the minimum recommended two hours of science education each week at key stage 2.

Qualifications and assessment

Science and Technology Committee warnings on practical work

A [report](#) that discusses the legacy of the House of Commons Science and Technology Committee's work from 2010 to 2015 references SCORE's research on the resourcing of practical work, and says the Government's approach to science facilities in schools is "wholly unsatisfactory".

"Whether it be practical science examinations, science field work and field trips, laboratory apparatus, technicians or school buildings, there is a chronic failure by the Government to create an effective environment for practical science in schools. We strongly recommend that this is pursued during the next Parliament," the report said.

The SCORE [research](#) found many primary schools lack sufficient resources to teach practical science effectively; facilities in many primary schools are not adequate for practical science and that, in secondary schools, many state-funded secondary schools and sixth form colleges lack sufficient equipment for basic practical work; inadequate facilities are limiting the practical work that can take place in schools and sixth form colleges; good technician support is being lost because of poor working conditions.

Department for Education research on the financial benefits of studying science and mathematics A-levels

[Research](#) has found there are strong links between positive wage returns and studying A-levels in the sciences, mathematics or technology and engineering subjects. A study commissioned for the Department for Education said the wage returns are greater when a STEM A-level is undertaken compared to A-levels in other subjects, but individuals who go on to attain further or higher qualifications see the greatest return associated with prior specialisation in STEM subjects.

Ofqual consultation on GCSE science

Ofqual has launched a [consultation](#) on the rules and guidance that need to be put in place for new GCSEs in the sciences from September 2016. This consultation takes forward Ofqual's decision to use written exam questions in place of controlled assessment for practical work. Each exam board will have to specify a minimum number of practical activities that students must complete, set no lower than 8 in each individual science and 16 for combined science. The consultation describes the way each school will be required to confirm that they have enabled their students to do the full range of practical work.

Biology A level exam board specification comparisons

The new biology A-levels in England will be first taught from September 2015. To help teachers with the new courses, the Society of Biology has put together [documents](#) to compare the exam board specifications for the new [A-levels](#) and [AS-levels](#). The documents, which have been checked by the awarding organisations, show the topics, exam styles and the required practical component. There is also a separate document that compares the [A-level content](#).

School and college teaching workforce

New professional development for teachers of the sciences

The Department of Education has announced [measures](#) to train new and existing teachers in the sciences and mathematics. This includes one-to-one support for those seeking to return to teaching, new part-time training routes, funding for those studying STEM degrees to go into teaching and new integrated physics degrees which allow students to get a teaching qualification alongside their degree course. Universities have been offered grant funding of up to £10,000 to develop the specialised courses – which will be accredited by the Institute of Physics. The Government has pledged that £24 million will be available to [upskill 15,000 existing teachers who do not specialise in maths and physics](#).

ACME calls for views on initial teacher education

The Advisory Committee on Mathematics Education (ACME) is exploring what key components in initial teacher education lead to high-quality mathematics teaching and learning through its 2014-15 initial teacher education (ITE) project.

ACME has published a discussion paper [Initial teacher education of teachers of mathematics at primary and secondary: have your say](#) and would like to invite you to [share your views](#) on the questions posed in the paper. Views **can be submitted online via [Survey Monkey](#) or emailed to acme@royalsociety.org by Wednesday 15 April**. If you would like to share your views but are unable to meet the deadline please contact the ACME Secretariat at acme@royalsociety.org.

New Government expert groups in initial teacher education and professional development

Two expert groups have been set up by the Department for Education, one to develop a core framework for initial teacher education courses and another to define a new standard for teachers' professional development.

The [initial teacher education expert group](#) will report to ministers at the end of the year and will be chaired by Stephen Munday CBE, Chief Executive of Comberton Academy Trust. Separately the Teaching Schools Council will develop a new set of standards for school-based initial teacher education mentors.

The [independent Teachers' Professional Development Expert Group](#) will publish a new standard for teachers' professional development in early 2016. The group intends to call for expert advice and evidence as appropriate and provide opportunities for the teaching profession and its representatives to engage with the

development of the standard. It will be chaired by David Weston, Chief Executive of the Teacher Development Trust (TDT), a former physics and maths secondary teacher, and governor at a primary and a secondary school.

Recent Publications

[A Manifesto for Teacher Education](#) million+

[Closing the gap: the work of the Education Committee in the 2010-15 Parliament](#) House of Commons Education Select Committee

[Teaching schools: the school perspective](#) National College for Teaching and Leadership

[School leaders' views on the impact of inspection](#) Ofsted

[School Experience Programme - information for schools](#) National College for Teaching and Leadership

[A world-class teaching profession - Government consultation response](#) Department for Education

[Information for Schools and Colleges: Implementing A Level Reforms](#) ASCL, NAHT and Sixth Form Colleges Association

[Ofsted inspections: clarification for schools](#) Ofsted

[The UK's compliance with the UN Convention on the Rights of the Child](#) House of Lords and House of Commons Joint Committee on Human Rights

[Assessing the Effectiveness of the Teach For America i3 Scale-Up](#) Mathematica Policy Research

[Seven things you might not know about our schools](#) Education Datalab

[Making maths and English work for all](#) The Education and Training Foundation

[Education in chains](#) Reform

[Moving on up: Developing a strong, coherent upper-secondary education system in England](#) IPPR

[Improving employability skills, enriching our economy: Summary report](#) National Foundation for Educational Research, London Councils, London Enterprise Panel and South East Strategic Leaders

[UCAS Teacher Training 2014 End of Cycle report](#) UCAS

Events

[Institute of Physics](#) professional development events. April, May and June. Nationwide

[BERA](#) annual lecture 2015. 30 June. London

[BERA](#) forum, learning from the classroom – practitioner research in mathematics education. 4 July. Sheffield

[The Higher & Further Education Show 2015](#) 14 October 2015. London

[Train to Teach Roadshows](#) during April. Throughout England

[Ofsted future of education inspection](#) regional launch events. Throughout June and July. England

Consultations

[Ofqual consultation on GCSE reform: regulations for science](#)

Deadline 4 May 2015

Click here to [unsubscribe](#).

SCORE, 6-9 Carlton House Terrace London, SW1Y 5AG Tel: +44 (0)20 7451 2245 Email: score@score-education.org Web: score-education.org