



**Evidence for
Excellence in
Education**

Technical Appendix: Consolidated Country Tables

Curriculum Structures and Stages in Primary Education: Audit of Policy Across Jurisdictions

**National Foundation for Educational
Research (NFER)**



Curriculum Structures and Stages in Primary Education: Audit of Policy Across Jurisdictions

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Ireland: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output						
1. Years in primary school education	<p>There are eight years in primary school education – junior infants to sixth class, children aged four to 12 years. (NFER, 2013)</p> <table border="1"> <caption>Table 1</caption> <tr> <td>Junior infants</td><td>Ages 4-5</td></tr> <tr> <td>Senior infants</td><td>Ages 5-6</td></tr> <tr> <td>First to sixth classes</td><td> First class, ages 6-7 Second class, ages 7-8 Third class, ages 8-9 Fourth class, ages 9-10 Fifth class, ages 10-11 Sixth class, ages 11-12 </td></tr> </table> <p>Although the compulsory school starting age in Ireland is six, just under half of all four-year-olds and almost all five-year-olds are in primary school before the age of six. (Department of Children and Youth Affairs, 2013)</p>	Junior infants	Ages 4-5	Senior infants	Ages 5-6	First to sixth classes	First class, ages 6-7 Second class, ages 7-8 Third class, ages 8-9 Fourth class, ages 9-10 Fifth class, ages 10-11 Sixth class, ages 11-12
Junior infants	Ages 4-5						
Senior infants	Ages 5-6						
First to sixth classes	First class, ages 6-7 Second class, ages 7-8 Third class, ages 8-9 Fourth class, ages 9-10 Fifth class, ages 10-11 Sixth class, ages 11-12						
2. Stages in primary education	<p>The primary curriculum is organised in four, two-year bands which recognise four distinct stages in primary education (Department of Education and Science, 1999). The first two-year band includes the junior infants and senior infants classes for children aged four to five and five to six respectively. Although the compulsory school starting age in Ireland is six, just under half of all four-year-olds and almost all five-year-olds are in primary school before the age of six (Department of Children and Youth Affairs, 2013). The four stages are outlined in Table 2 below.</p>						



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Question/prompt	Output										
3. Class years and ages in primary education	<table border="1"> <tr> <td colspan="2"> Table 2: curriculum content is laid out at four levels/for the four stages of primary education (Department of Education and Science, 1999) </td></tr> <tr> <td>Infant classes</td><td>Ages 4-6</td></tr> <tr> <td>First and second classes</td><td>Ages 6-8</td></tr> <tr> <td>Third and fourth classes</td><td>Ages 8-10</td></tr> <tr> <td>Fifth and sixth classes</td><td>Ages 10-12</td></tr> </table>	Table 2: curriculum content is laid out at four levels/for the four stages of primary education (Department of Education and Science, 1999)		Infant classes	Ages 4-6	First and second classes	Ages 6-8	Third and fourth classes	Ages 8-10	Fifth and sixth classes	Ages 10-12
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Third and fourth classes	Ages 8-10										
Fifth and sixth classes	Ages 10-12										
4. Multi-age/year settings	<p>Multi-age/multi-year settings are not planned for particular stages and the typical primary school divides students by age into eight year groups/classes as indicated in Table 1.</p> <p>That said, classes in small primary schools in Ireland will contain children from more than one year group. Where possible, schools try to ensure that, when age groups are combined, classes consist of consecutive year groups (e.g. first and second class pupils). (NFER, 2013)</p> <p>Of the 20,877 classes in mainstream state-funded primary schools in Ireland in the 2012/13 academic year, 4,722 were consecutive grade classes and 2,089 were multi-grade classes. (Department of Education and Skills, 2013).</p>										



Ireland: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>The four, two-year stages of primary education (infant classes for four- to six-year-olds; first and second classes for six- to eight-year-olds; third and fourth classes for eight- to ten-year-olds; and fifth and sixth classes for ten- to 12-year-olds) reflect the four stages of curriculum content of the primary curriculum (1999). (Department of Children and Youth Affairs, 2013).</p> <p>The early childhood education phase in Ireland lasts for six years for children from birth to age six and <i>Aistear</i>, the Early Childhood Curriculum Framework is for all children in this age range. That said, to support continuity and progression in children's learning, <i>Aistear</i> has implicit and explicit links with the primary curriculum as, in reality, the majority of five-year-olds and about half of four-year-olds attend primary school. (National Council for Curriculum and Assessment, n.d.d)</p>
2. Aims of primary education	<p>Aims of primary education</p> <p>The general aims of primary education in Ireland are to:</p> <ul style="list-style-type: none"> • enable the child to live a full life as a child and to realise his or her potential as a unique individual • enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society • prepare the child for further education and lifelong learning. (Department of Education and Science, 1999) <p>The primary curriculum aims to provide a broad learning experience and encourage a rich variety of approaches to teaching and learning that cater for the different needs of individual children. The primary curriculum (1999) is designed to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. (Department of Education and Skills, n.d.)</p> <p>The achievement of these aims entails the acquisition of a wide range of knowledge and the development of a variety of concepts, skills and attitudes appropriate to children of different ages and stages of development in the primary school. These aims are further elaborated in a number of specific</p>



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Question/prompt	Output
	<p>curriculum aims and some general objectives. The specific curriculum aims are to enable children to:</p> <ul style="list-style-type: none"> • come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically • apply what they learn to new contexts in order to respond creatively to the variety of challenges they encounter in life • become lifelong learners through developing positive attitudes to learning and the ability to learn independently • develop spiritual, moral and religious values • develop literacy skills, comprehension skills and expressive skills in language and to appreciate the power and beauty of language • develop numeracy and problem-solving skills and an understanding of mathematical concepts • develop a respect for cultural difference, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present • develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them • develop their creative and imaginative capacities through artistic expression and response • develop and express themselves physically through the acquisition of a range of movement skills and to appreciate the potential and importance of health and well-being • develop personally and socially and to relate to others with understanding and respect. (Department of Education and Science, 1999) <p>In achieving these specific aims, more detailed objectives are identified which delineate particular skills, aspects of knowledge and facets of development that are relevant to a child's educational needs. These general objectives articulate learning outcomes and learning experiences that will facilitate the attainment of the aims of the curriculum and include that, in engaging with the curriculum a child should be enabled to:</p> <ul style="list-style-type: none"> • communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression



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Question/prompt	Output
	<ul style="list-style-type: none"> • explore and develop ideas through language • develop an appropriate range of comprehension strategies and problem-solving skills • understand and apply the vocabulary and phraseology particular to the different subjects in the curriculum • locate, extract, record and interpret information from various sources • use information and communication technologies to enhance learning • listen attentively and with understanding • read fluently and with understanding • develop a love of and an interest in reading • write fluently and legibly and acquire an appropriate standard of spelling, grammar, syntax, and punctuation • develop a competence in a second, and perhaps a third, language at a level appropriate to his or her ability and cultural and linguistic background • understand computational skills and apply them with accuracy and speed • understand and apply mathematical concepts • extend his or her knowledge and understanding of, and develop a range of skills and interest in, the cultural, historical, geographical and scientific dimensions of the world • develop and apply basic scientific and technological skills and knowledge • extend his or her knowledge and understanding of, and develop curiosity about, the characteristics of living and non-living things, objects, processes, and events • develop an appreciation and enjoyment of aesthetic activities, including music, visual arts, dance, drama and language • develop the skills and knowledge necessary to express himself or herself through various aesthetic activities, including music, visual arts, dance, drama and language • acquire a knowledge and understanding of the body and movement, and develop agility and physical co-ordination • develop a positive awareness of self, a sensitivity towards other people, and a respect for the rights, views and feelings of others • develop a foundation for healthy living and a sense of responsibility for his or her own health • develop self-discipline, a sense of personal and social responsibility, and an awareness of socially and morally acceptable behaviour



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Question/prompt	Output
	<ul style="list-style-type: none"> • acquire sensitivity to the spiritual dimension of life • develop the capacity to make ethical judgements informed by the tradition and ethos of the school • develop a knowledge and understanding of his or her own religious traditions and beliefs, with respect for the religious traditions and beliefs of others. (Department of Education and Science, 1999) <p>The specific aims and the general objectives outlined above are intended for all primary schools. However, in pursuing them, certain factors need to be considered, such as the child's stage of development; differences between children owing to variations in personality and intellectual and physical ability; and the particular circumstances of the school. Although individual aims and objectives may appear to focus mainly on one aspect of the child's development, it is recognised that all areas of child development are inextricably linked. (Department of Education and Science, 1999)</p> <p>Aims in early childhood education</p> <p>Aistear, the Early Childhood Curriculum Framework presents children's learning and development using four themes (well-being; identify and belonging; communicating; exploring and thinking). Each theme is presented using four aims, each of which is divided into six learning goals. See the response to question/prompt 4 below for further information. (National Council for Curriculum and Assessment, n.d.b)</p>
3. Principles of primary education	<p>Principles in primary education</p> <p>The principles of the (1999) primary curriculum are based on those from the previous (1971) curriculum, which were:</p> <ul style="list-style-type: none"> • the full and harmonious development of the child • the importance of making due allowance for individual difference • the importance of activity and discovery methods • the integrated nature of the curriculum • the importance of environment-based learning. (Department of Education and Science, 1999) <p>The current (1999) primary curriculum endorses these principles, affirms the view of the child and the learning process implicit in them and develops them.</p>



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Question/prompt	Output
	<p>The principles of the full and harmonious development of the child and of making allowance for individual difference are redefined in the broader concepts of celebrating the uniqueness of the child and ensuring the development of the child's full potential.</p> <p>The three pedagogical principles dealing with activity and discovery methods, an integrated curriculum and environment-based learning are subsumed into a wider range of learning principles that help to characterise the learning process. The more important of these are:</p> <ul style="list-style-type: none"> • the child's sense of wonder and natural curiosity is a primary motivating factor in learning • the child is an active agent in his or her learning • learning is developmental in nature • the child's existing knowledge and experience form the base for learning • the child's immediate environment provides the context for learning • learning should involve guided activity and discovery methods • language is central in the learning process • the child should perceive the aesthetic dimension in learning • social and emotional dimensions are important factors in learning • learning is most effective when it is integrated • skills that facilitate the transfer of learning should be fostered • higher-order thinking and problem-solving skills should be developed • collaborative learning should feature in the learning process • the range of individual difference should be taken into account in the learning process • assessment is an integral part of teaching and learning. (Department of Education and Science, 1999) <p>Principles in early childhood education</p> <p><i>Aistear</i>, the Early Childhood Curriculum Framework is based on 12 principles of early learning and development, which are presented in three groups.</p> <ul style="list-style-type: none"> • The first concerns children and their lives in early childhood: the child's uniqueness, equality and diversity, and children as citizens.



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Question/prompt	Output																
	<ul style="list-style-type: none"> • The second relates to children's connections with others: relationships, parents, family and community; and the adult's role. • The third group concerns how children learn and develop: holistic learning and development, active learning, play and hands-on experiences, relevant and meaningful experiences, communication and language, and the learning environment. <p>Each principle is presented using a short statement which is followed by an explanation of the principle from the child's perspective. This explanation highlights the adult's role in supporting children's early learning and development. (National Council for Curriculum and Assessment, n.d.b)</p>																
<p>4. Curriculum structure and organisation for children from age four to 12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>The Primary School Curriculum (Department of Education and Science, 1999) is presented in seven curriculum areas comprising 12 subjects. These are:</p> <table border="1"> <thead> <tr> <th>Curriculum areas</th><th>Subjects</th></tr> </thead> <tbody> <tr> <td>Language</td><td><i>Gaeilge</i> (Irish) English</td></tr> <tr> <td>Mathematics</td><td>Mathematics</td></tr> <tr> <td>Social, environmental and scientific education (SESE)</td><td>History Geography Science</td></tr> <tr> <td>Arts education</td><td>Visual arts Music Drama</td></tr> <tr> <td>Physical education (PE)</td><td>PE</td></tr> <tr> <td>Social, personal and health education (SPHE)</td><td>SPHE</td></tr> <tr> <td>Religious education (RE)</td><td>RE</td></tr> </tbody> </table>	Curriculum areas	Subjects	Language	<i>Gaeilge</i> (Irish) English	Mathematics	Mathematics	Social, environmental and scientific education (SESE)	History Geography Science	Arts education	Visual arts Music Drama	Physical education (PE)	PE	Social, personal and health education (SPHE)	SPHE	Religious education (RE)	RE
Curriculum areas	Subjects																
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Question/prompt	Output				
	<p>Religious education remains the responsibility of the different church authorities.</p> <p>The content of the curriculum is laid out at four levels: infant classes (four- to six-year-olds), first and second classes (six- to eight-year-olds), third and fourth classes (eight- to ten-year-olds), and fifth and sixth classes (10- to 12-year-olds) and articulates a progressive and developmental learning experience. (Department of Education and Science, 1999)</p> <p>The primary curriculum at the infant class level overlaps with <i>Aistear</i>, the early childhood curriculum framework. This framework – for babies, toddlers and young children, and from birth to age six - uses four interconnected themes to describe the content of children's learning and development:</p> <ul style="list-style-type: none"> • well-being • identity and belonging • communicating • exploring and thinking. <p>Each of these themes is divided into four aims and each aim has six learning goals:</p> <table border="1" data-bbox="689 826 1809 1342"> <tr> <td data-bbox="689 826 1034 994">Well-being</td><td data-bbox="1034 826 1809 994"> <p>Aim 1: Children will be strong psychologically and socially</p> <p>Aim 2: Children will be as fit and healthy as they can be</p> <p>Aim 3: Children will be creative and spiritual</p> <p>Aim 4: Children will have positive outlooks on learning and life</p> </td></tr> <tr> <td data-bbox="689 994 1034 1342">Identity and belonging</td><td data-bbox="1034 994 1809 1342"> <p>Aim 1: Children will have strong self-identities and will feel respected and affirmed as unique individuals with their own life stories</p> <p>Aim 2: Children will have a sense of group identity where links with their family and community are acknowledged and extended</p> <p>Aim 3: Children will be able to express their rights and show an understanding and a regard for the identity, rights and view of others</p> <p>Aim 4: Children will see themselves as capable learners</p> </td></tr> </table>	Well-being	<p>Aim 1: Children will be strong psychologically and socially</p> <p>Aim 2: Children will be as fit and healthy as they can be</p> <p>Aim 3: Children will be creative and spiritual</p> <p>Aim 4: Children will have positive outlooks on learning and life</p>	Identity and belonging	<p>Aim 1: Children will have strong self-identities and will feel respected and affirmed as unique individuals with their own life stories</p> <p>Aim 2: Children will have a sense of group identity where links with their family and community are acknowledged and extended</p> <p>Aim 3: Children will be able to express their rights and show an understanding and a regard for the identity, rights and view of others</p> <p>Aim 4: Children will see themselves as capable learners</p>
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Identity and belonging	<p>Aim 1: Children will have strong self-identities and will feel respected and affirmed as unique individuals with their own life stories</p> <p>Aim 2: Children will have a sense of group identity where links with their family and community are acknowledged and extended</p> <p>Aim 3: Children will be able to express their rights and show an understanding and a regard for the identity, rights and view of others</p> <p>Aim 4: Children will see themselves as capable learners</p>				



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Question/prompt	Output				
	<table> <tr> <td data-bbox="687 250 1032 472">Communicating</td><td data-bbox="1032 250 1809 472"> Aim 1: Children will use non-verbal and communication skills Aim 2: Children will use language Aim 3: Children will broaden their understanding of the world by making sense of experience through language Aim 4: Children will express themselves creatively and imaginatively </td></tr> <tr> <td data-bbox="687 472 1032 823">Exploring and thinking</td><td data-bbox="1032 472 1809 823"> Aim 1: Children will learn about and make sense of the world around them Aim 2: Children will develop and use skills and strategies for observing, questioning, investigating, understanding, negotiating and problem-solving Aim 3: Children will explore ways to represent ideas, feelings, thoughts, objects and actions through symbols Aim 4: Children will have positive attitudes towards learning and develop dispositions like curiosity, playfulness, perseverance, confidence, resourcefulness and risk-taking </td></tr> </table> <p data-bbox="687 823 1809 868">The <i>Aistear</i> framework is available online. (NCCA, n.d.b.)</p>	Communicating	Aim 1: Children will use non-verbal and communication skills Aim 2: Children will use language Aim 3: Children will broaden their understanding of the world by making sense of experience through language Aim 4: Children will express themselves creatively and imaginatively	Exploring and thinking	Aim 1: Children will learn about and make sense of the world around them Aim 2: Children will develop and use skills and strategies for observing, questioning, investigating, understanding, negotiating and problem-solving Aim 3: Children will explore ways to represent ideas, feelings, thoughts, objects and actions through symbols Aim 4: Children will have positive attitudes towards learning and develop dispositions like curiosity, playfulness, perseverance, confidence, resourcefulness and risk-taking
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5. Curriculum structures based on something other than curriculum areas or subjects	As detailed above, Aistear , the early years curriculum framework is based on four interconnected themes to describe the content of children's learning and development, rather than on specific curriculum areas or subjects like the primary curriculum.				
6. Curriculum variation between age four and age 12	<p data-bbox="687 1000 2047 1134">When children begin primary education in Ireland at age four, there is overlap with the early childhood curriculum framework – <i>Aistear</i>. This framework, which relates to children from birth to age six is inherently informal in terms of learning experiences and the emphasis it gives to the element of play and learning through play (NCCA, n.d.b.). In addition:</p> <ul data-bbox="687 1166 2047 1331" style="list-style-type: none"> • The suggested minimum weekly time framework for the primary curriculum includes fewer hours for infant classes (for four- to six-year-olds) – 23 hours, 20 minutes compared with 28 hours 20 minutes for children in first to sixth classes (ages six to 12). • The curriculum experience for four- to six-year-olds is also a more integrated experience. That is, younger primary children, and those in infant classes in particular, generally experience subject 				



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Question/prompt	Output
	learning in a more integrated way - than do those children in the older year groups. (Department of Education and Science, 1999)
7. Learning outcomes	<p>The Primary School Curriculum (Department of Education and Science, 1999) identifies the learning content for each subject in terms of content objectives in subject strands, complemented, in most cases, by skills. These content objectives are expressed by age/stage:</p> <ul style="list-style-type: none"> • infant classes (ages 4-6) • first and second classes (ages 6-8) • third and fourth classes (ages 8-10) • fifth and sixth classes (ages 10-12). <p>Depending on the specific subject, the content objectives are expressed by:</p> <ul style="list-style-type: none"> • strand (e.g. English) • skills and strands (e.g. mathematics) • skills and concepts, and strands (e.g. history) • concepts and strands (e.g. music). <p>Detailed curriculum documents for each of the 11 subjects included in the primary curriculum, and for each of the stages identified above, are available online. (The curriculum for religious education is the responsibility of the different church authorities.) (Department of Education and Science, 1999)</p> <p>Aistear, the early childhood curriculum framework, is expressed in terms of learning goals. These learning goals apply to children from birth to six years of age. (NCCA, n.d.b.)</p>
8. Stems or preambles for learning outcomes/objectives	<p>The learning objectives (strands, skills and concepts) in the primary curriculum (for children from the age of four onwards who are in primary school) are expressed through the preamble “the child should be enabled to.....” e.g. for infant class mathematics or for fifth and sixth class PE. (Department of Education and Science, 1999)</p> <p>The <i>Aistear</i> learning goals for children from birth to six years of age use the preamble “In partnership with the adult, children will.....” (NCCA, n.d.b.)</p>
9. Variations in stems/preambles	<p>These stems/preambles do not differ in the primary curriculum across the stages from infant classes to sixth class (ages four to 12), nor do they differ in <i>Aistear</i> from birth to age six. (Department of Education and Science, 1999) (NCCA, n.d.b.)</p>



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Question/prompt	Output
10. Differentiation in learning outcomes by age or stage of education	<p>The learning objectives in the primary curriculum are differentiated by stage. There are four stages - infant classes; first and second class; third and fourth class; and fifth and sixth class.</p> <p>In each of these four stages the learning objectives outlined for skills and concepts are the same across the stage. The content for each of the curriculum strands is expressed and differentiated either by the stage or explicitly by year group, e.g. 'content for fifth class' etc. The aim is, in this way, to articulate a progressive and developmental learning experience. (Department of Education and Science, 1999)</p> <p>However, curriculum reviews and audits have shown issues regarding overlap and repetition and discontinuities across the learning objectives, as well as limited support for assessment of children's progression across the learning objectives. (NCCA, 2010, 2010a)</p> <p>In <i>Aistear</i>, although the learning goals are not explicitly differentiated by children's age or stage, the curriculum framework includes sample learning opportunities for the learning goals which are differentiated by three phases – babies, toddlers, and young children. (NCCA, n.d.b.)</p>
11. Skills and dispositions which cut across curriculum areas	<p>Although there is no explicitly defined list of skills and dispositions which cut across the primary curriculum, most curriculum subjects have their own skills and concepts. The intention is that, through an integrated learning experience across the curriculum areas of the primary curriculum, children will acquire the knowledge, concepts, skills and values that are relevant and appropriate to their present and future lives. The primary school curriculum document defines the particular skills, aspects of knowledge and facets of development that are relevant to and important for a child's educational needs. These relate to communication, information literacy, comprehension and problem solving, ICT, listening skills, reading skills, writing skills, other language skills, computational skills and mathematical concepts, cultural understanding and interest, scientific and technological skills, expressive and coordination skills, sensitivity, an understanding of others, self-discipline, an awareness of health and well-being, a sense of social and civic responsibility, and spiritual, ethical and religious understanding. See pages 34 to 36 of the Introduction to the Primary Curriculum (1999). Although there are many references to knowledge, understanding, skills and attitudes in the Primary School Curriculum documents (see page 29 for example), there are no specific references to dispositions. (Department of Education and Science, 1999)</p> <p><i>Aistear</i> defines dispositions as enduring habits of mind and action and as the tendency to respond to situations in characteristic ways. The aims and goals of <i>Aistear</i> outline the dispositions, attitudes and values, skills, knowledge, and understanding that the adult nurtures in children to help them learn and develop. See pages 5 and 7-8 of Aistear.</p>



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Question/prompt	Output
12. Curriculum expectations for children's learning and development at particular points in primary education	<p>The primary curriculum provides clear expectations/ objectives for children's learning and development for each of four stages – infant classes (ages four to six), first and second classes (ages six to eight), third and fourth classes (ages eight to ten), and fifth and sixth classes (ages 10-12). However, these are presented as teacher-focused 'inputs', rather than expressed as explicit student-focused 'outputs' (or destinations for children's learning).</p> <p>The Primary School Curriculum (1999) also articulates a progressive and developmental learning experience, but the number of objectives specified has been the focus of critique (curriculum overload) in reviews of the curriculum in recent years. (Department of Education and Science, 1999)</p> <p>In addition, although <i>Aistear</i> - the early childhood curriculum framework for children from birth to age six - is not explicitly differentiated by children's age or stage, the framework includes sample learning opportunities for the learning goals which are differentiated by three phases – babies, toddlers, and young children. (NCCA, n.d.b.)</p>
13. Progression in the curriculum	<p>The curriculum documents for primary school aim to provide guidance on the sequence and progression of the learning objectives from infant classes to fifth and sixth classes and to articulate a progressive and developmental learning experience. (Department of Education and Science, 1999) In the discussions about curriculum overload at primary level in Ireland, there has been some criticism that progression in learning is not always recognisable across the content objectives from one class to the next. Some work has been undertaken to 're-present' the primary school curriculum and more readily identify progression in learning by aligning related content objectives and removing overlap. (NCCA, n.d.c.)</p> <p>Aistear also provides sample learning opportunities for the learning goals which are differentiated by three phases – babies, toddlers, and young children. (NCCA, n.d.b.)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>In addition to an initial consultation on Priorities for Primary Education? (NCCA, 2012) (which outlined the top six curriculum priorities for primary education, identified by an open consultation of teachers, parents and headteachers), curriculum and assessment priorities for children's primary education have been identified:</p> <ul style="list-style-type: none"> by the Forum on Patronage and Pluralism in the Primary Sector. The Forum's 2012 Report recommends that all children should have the right to receive education in ERB (Education about Religion and Beliefs) and ethics and that the state has the responsibility to ensure that this is provided. It also recommends that the introduction to the Primary School Curriculum should be revised to ensure that, while the general curriculum remains integrated, provision is made for



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Question/prompt	Output
	<p>denominational religious education/faith formation to be taught as a discrete subject. (Coolahan <i>et al.</i>, 2012)</p> <ul style="list-style-type: none"> • in the national strategy to improve literacy and numeracy - Literacy and Numeracy for Learning and Life: the National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020. This is a key pillar of the current Programme for Government in Ireland and includes the aim, at primary level, to increase the number of children performing at Level 3 or above (the highest levels) in the national assessments of reading and mathematics by five percentage points. The strategy also recommends that, for the curriculum for English and for Irish, the learning outcomes to be expected of learners should be clarified (pages 53-55); that the mathematics curriculum should be revised to provide examples of students' work and learning that demonstrate achievement of the learning objectives (page 56); that the content of subjects other than English, Irish and mathematics should be revised to ensure consistency with <i>Aistear</i> – the early childhood curriculum framework; that revised guidance on time allocation for subjects in the Primary School Curriculum should be issued; that the suite of report card templates is developed further; and that arrangements about the transfer of information are improved. (Department of Education and Skills, 2011) • in the guidelines for assessment in primary education. Assessment in the Primary School Curriculum: Guidelines for Schools (2007) introduced the standardised national assessments of reading and mathematics referred to above. These were introduced as part of a recommended range of assessment approaches for primary schools, which included those where the child leads the assessment (e.g. self-assessment) to where the teacher leads (e.g. standardised testing). The guidelines also included the recommendation that this range of assessment approaches should be included in a school's policy on assessment (page 13). (NCCA, 2007) <p>In 2012, in addition, school self-evaluation guidelines for primary schools were published highlighting best national and international practice in school self-evaluation to complement external inspections.</p>

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Canada-Ontario: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output				
1. Years in primary school education	There are eight years in primary school education. Provided in elementary schools, this phase of education runs from Grades/Years 1 through to 8 (ages six/seven - 13/14. (NFER, 2013)				
2. Stages in primary education	The primary/elementary school years are not organised in distinct stages other than by year/grade. The primary school phase covers Years/Grades 1-8. Elementary schools also provide pre-compulsory Junior Kindergarten (for four-year-olds) and Kindergarten programmes for five-year-olds. In addition, early years centres provide pre-school services for children up to the age of six. (NFER, 2013)				
3. Class years and ages in primary education	<p>There are no specific stages in elementary school education in Ontario. Classes are organised by Grade/Year group as indicated in Table 1.</p> <table> <tr> <th colspan="2">Table 1</th></tr> <tr> <td>Elementary school</td><td> Junior Kindergarten, ages 4-5 Kindergarten, ages 5-6 Grade/Year 1, ages 6-7 Grade/Year 2, ages 7-8 Grade/Year 3, ages 8-9 Grade/Year 4, ages 9-10 Grade/Year 5, ages 10-11 Grade/Year 6, ages 11-12 Grade/Year 7, ages 12-13 Grade/Year 8, ages 13-14 </td></tr> </table>	Table 1		Elementary school	Junior Kindergarten, ages 4-5 Kindergarten, ages 5-6 Grade/Year 1, ages 6-7 Grade/Year 2, ages 7-8 Grade/Year 3, ages 8-9 Grade/Year 4, ages 9-10 Grade/Year 5, ages 10-11 Grade/Year 6, ages 11-12 Grade/Year 7, ages 12-13 Grade/Year 8, ages 13-14
Table 1					
Elementary school	Junior Kindergarten, ages 4-5 Kindergarten, ages 5-6 Grade/Year 1, ages 6-7 Grade/Year 2, ages 7-8 Grade/Year 3, ages 8-9 Grade/Year 4, ages 9-10 Grade/Year 5, ages 10-11 Grade/Year 6, ages 11-12 Grade/Year 7, ages 12-13 Grade/Year 8, ages 13-14				
4. Multi-age/year settings	Multi-age/year settings are not specifically planned for particular stages. Where they are organised, this is to meet student learning needs and to balance class size (Ontario. Ministry of Education, 2007a). Multi-age/multi-year settings are common within elementary school, especially in remote				



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	<p>areas. While the children are taught in the same classroom setting, the expectation is that they will receive curriculum instruction appropriate for their grade/year level. (Teach in Ontario, n.d.)</p> <p>Province-wide, the percentage of classes including three or more grades/year groups rose from five per cent in 2006 to eight per cent in 2009. In northern schools which are, on average, much smaller than schools in the rest of the province, the percentage of classes including three or more grades/year groups nearly doubled during the period 2006 to 2009 – rising from 12 to 23 per cent. (People for Education, 2009)</p>
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Canada-Ontario: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>In elementary schools in Ontario, education is organised by year/grade (see 'Class years and ages' above). Similarly, prior to the start of elementary education (at age six), the two years of Kindergarten classes are organised as 'Junior Kindergarten' (ages four-five) and ('Senior') Kindergarten classes (ages five-six). (Settlement.org, n.d.)</p> <p>The content of the curriculum is laid out to reflect Grades/Years 1 through to 8 (ages six/seven - 13/14) and applies to all of Grades 1-8. The Kindergarten Program (Ontario. Ministry of Education, 2006a) covers both Junior Kindergarten and (Senior) Kindergarten. (NFER, 2013)</p>
2. Aims of primary education	<p>The Ministry of Education's plan is to promote a strong, vibrant, publicly funded education system focused on three core priorities:</p> <ol style="list-style-type: none"> 1. High levels of student achievement: the Ministry's goal is for 75 per cent of tof 12-year-olds to achieve the provincial standard (level 3) in reading, writing and maths. 2. Reduced gaps in student achievement: the Ministry's goal is to reach every student, regardless of his or her personal circumstances. 3. Increased public confidence in publicly funded education: the Ministry's goal is to create strong community-school partnerships and to make publicly funded schools the schools of choice for all parents. (Ontario. Ministry of Education, 2014) <p>Ontario's early years programme states its aim as:</p> <p><i>Ontario's children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.</i></p> <p>Ontario. Ministry of Education (2013d)</p>
3. Principles of primary education	<p>Ontario elementary schools strive to support high-quality learning while giving every student the opportunity to learn in the way that is best suited to his or her individual strengths and needs. The Ontario curriculum is designed to help every student reach his or her full potential through a</p>



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Question/prompt	Output
	<p>programme of learning that is coherent, relevant and age appropriate. It recognises that, today and in the future, students need to be critically literate in order to synthesise information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It states also that it is important that students are connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognises that the needs of learners are diverse and aims to help all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world. (Ontario. Ministry of Education, 2013a)</p> <p>To support Ontario's vision for the early years, the Ontario Early Years Policy Framework is driven by four guiding principles:</p> <ul style="list-style-type: none"> • Programmes and services are centred on the child and the family. • Programmes and services are of high quality. • Strong partnerships are essential. • Programmes and services are publicly accountable. <p>The principles of the Ontario Early Years Policy Framework are that:</p> <ul style="list-style-type: none"> • Early childhood sets the foundation for lifelong learning, behaviour, health, and well-being. • Play and enquiry are learning approaches that capitalise on children's natural curiosity and exuberance. • An intentional, planned programme supports learning and smooth transitions. • Partnerships with families and communities are essential. • Respect for diversity, equity and inclusion is vital. • Knowledgeable, responsive and reflective educators are essential. (Ontario. Ministry of Education. 2013d)
4. Curriculum structure and organisation from age four to 12	<p>The Ontario Curriculum: Elementary (for children in Grades 1-8, from age six to age 14) is presented in eight curriculum areas, with multiple strands.</p>



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Question/prompt	Output
(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)	Table 2
	Curriculum areas
	Strands
	The Arts (2009)
	Dance; Drama; Music; Visual Arts
	French as a Second Language (2013b)
	Listening; Speaking; Reading; Writing
	Health and Physical Education (2010c)
	Active Living; Movement Competence: Skills, Concepts, Strategies; Healthy Living
	Language (2006b)
	Oral Communication; Reading; Writing; Media Literacy
	Mathematics (2005)
	Number Sense and Numeration; Measurement; Geometry and Spatial Sense; Patterning and Algebra; Data Management and Probability
	Native Languages (2001)
	Oral Communication; Reading; Writing; The Writing Process
	Science and Technology (2007b)
	Understanding Life Systems; Understanding Structures and Mechanisms; Understanding Matter and Energy; Understanding Earth and Space Systems
	Social Studies (2013a)
	Heritage and Identity (Grades 1-6) (ages 6-12); People and Environments (Grades 1-6); History (Grades 7 and 8, ages 12-14); Geography (Grades 7 and 8)
	(The date in brackets refers to the date the curriculum in the specific area was last revised.)
	The content of the curriculum is laid out by Grades/Years 1 through to 8 (ages six/seven - 13/14) and applies to all of Grades 1-8 unless specified otherwise in Table 2. (NFER, 2013)
	The Kindergarten Program (2006) covers both Junior Kindergarten and (senior) Kindergarten (ages four-five and five-six respectively) and is designed to help children broaden their base of information, form concepts, acquire foundation skills and positive attitudes to learning, and begin to develop their abilities and talents in a wide range of areas. It also aims to prepare students for the curriculum at Grades/Years 1-8.
	The Kindergarten Program contains learning expectations outlining knowledge and skills for six areas of learning:
	<ul style="list-style-type: none"> • Personal and Social Development • Language



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Question/prompt	Output
	<ul style="list-style-type: none"> • Mathematics • Science and Technology • Health and Physical Activity • The Arts (Ontario. Ministry of Education, 2006a) <p>Learning expectations outlining knowledge and skills</p> <ul style="list-style-type: none"> • Skills that are foundational for lifelong learning, well-being, and social development (e.g. self-reliance and social skills) are organised under Personal and Social Development. • Skills that are foundational for literacy development (that is, oral communication, reading, writing, and media literacy skills) are organised under Language. • Skills that are foundational for numeracy development (e.g. skills in the areas of number sense, geometric relationships, measurement relationships, and pattern) are organised under Mathematics. • Skills that are foundational for scientific and technological learning (e.g. enquiry, design, observation, and exploration skills) are organised under Science and Technology. • Skills that are foundational for physical development (e.g. skills for large-muscle and small-muscle development) and for healthy living are organised under Health and Physical Activity. • Skills that are foundational for learning in the arts (e.g. skills in visual arts, music, drama, and dance) are organised under The Arts. (Ontario. Ministry of Education, 2006a) <p>A new curriculum - The Full-Day Early Learning – Kindergarten Program (2010) was piloted during 2010/11. It is intended that this will ultimately replace the current curriculum when full-day learning is implemented in 2015. It is a play-based programme which introduces the basics of language, maths, science, arts, physical activity and personal development. One of its main goals is to help children make a smooth transition to the first year of compulsory education (age six-seven). (NFER, 2013)</p> <p>Six fundamental principles guide the Full-Day Early Learning–Kindergarten Program:</p> <ul style="list-style-type: none"> • Early child development sets the foundation for lifelong learning, behaviour, and health. • Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children. • Respect for diversity, equity, and inclusion are prerequisites for honouring children’s rights, optimal development, and learning.



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Question/prompt	Output
	<ul style="list-style-type: none"> • A planned curriculum supports early learning. • Play is a means to early learning that capitalises on children’s natural curiosity and exuberance. • Knowledgeable, responsive educators are essential. <p>The Full-Day Early Learning–Kindergarten Program aims to provide every child with the kind of support he or she needs in order to develop:</p> <ul style="list-style-type: none"> • self-regulation • health, well-being, and a sense of security • emotional and social competence • curiosity and confidence in learning • respect for the diversity of his or her peers. <p>The same curriculum areas are covered as under the previous (2006) curriculum. (Ontario. Ministry of Education, 2010a)</p>
5. Curriculum structures based on something other than curriculum areas or subjects	<p>The Ontario Curriculum: Elementary identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each grade in each strand, or broad area of the curriculum. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The specific expectations describe the expected knowledge and skills in greater detail. The general knowledge and skills required across the curriculum are:</p> <ul style="list-style-type: none"> • Knowledge and Understanding. Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding). • Thinking. The use of critical and creative thinking skills and/or processes. • Communication. The conveying of meaning through various forms. • Application. The use of knowledge and skills to make connections within and between various contexts. <p>Within each category in the achievement chart, criteria are provided, which are sub-sets of the knowledge and skills that define each category. (Ontario. Ministry of Education, 2009)</p>



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Question/prompt	Output								
	<table border="1"> <tr> <td data-bbox="680 279 1095 357">Knowledge and Understanding</td><td data-bbox="1095 279 1850 357"> <ul style="list-style-type: none"> • knowledge of content • understanding of content </td></tr> <tr> <td data-bbox="680 357 1095 477">Thinking</td><td data-bbox="1095 357 1850 477"> <ul style="list-style-type: none"> • use of planning skills • use of processing skills • use of critical/creative thinking processes </td></tr> <tr> <td data-bbox="680 477 1095 660">Communication</td><td data-bbox="1095 477 1850 660"> <ul style="list-style-type: none"> • expression and organisation of ideas and understandings in oral, visual, and or written forms • communication for different audiences • use of conventions vocabulary, and terminology </td></tr> <tr> <td data-bbox="680 660 1095 812">Application</td><td data-bbox="1095 660 1850 812"> <ul style="list-style-type: none"> • application of knowledge and skills • transfer of knowledge and skills to new contexts • making connections within and between various contexts </td></tr> </table> <p data-bbox="680 852 1955 916"><u>The Kindergarten Program</u> (2006) focuses on enquiry based learning and defines four elements of the enquiry process:</p> <ul data-bbox="680 916 1433 1053" style="list-style-type: none"> • Initial Engagement – noticing, wondering, playing • Exploration – exploring, observing, questioning • Investigation – planning, using observations, reflecting • Communication – sharing findings, discussing ideas. <p data-bbox="680 1091 1827 1123">It also designates developmental considerations for Kindergarten children which include:</p> <ul data-bbox="680 1123 1839 1292" style="list-style-type: none"> • Physical Health and Well-Being • Social Knowledge and Competence • Emotional Maturity • Cognitive Knowledge • Communication Skills and General Knowledge (Ontario. Ministry of Education, 2006a) 	Knowledge and Understanding	<ul style="list-style-type: none"> • knowledge of content • understanding of content 	Thinking	<ul style="list-style-type: none"> • use of planning skills • use of processing skills • use of critical/creative thinking processes 	Communication	<ul style="list-style-type: none"> • expression and organisation of ideas and understandings in oral, visual, and or written forms • communication for different audiences • use of conventions vocabulary, and terminology 	Application	<ul style="list-style-type: none"> • application of knowledge and skills • transfer of knowledge and skills to new contexts • making connections within and between various contexts
Knowledge and Understanding	<ul style="list-style-type: none"> • knowledge of content • understanding of content 								
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Communication	<ul style="list-style-type: none"> • expression and organisation of ideas and understandings in oral, visual, and or written forms • communication for different audiences • use of conventions vocabulary, and terminology 								
Application	<ul style="list-style-type: none"> • application of knowledge and skills • transfer of knowledge and skills to new contexts • making connections within and between various contexts 								



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Question/prompt	Output
6. Curriculum variation between age four and age 12	<p>Children aged four to six who are in Junior and (senior) Kindergarten follow the <i>Kindergarten Program</i> which emphasises learning by enquiry. This includes:</p> <ul style="list-style-type: none"> • Initial Engagement – noticing, wondering, playing • Exploration – exploring, observing, questioning • Investigation – planning, using observations, reflecting • Communication – sharing findings, discussing ideas. (Ontario. Ministry of Education, 2006a) <p>Those aged 12 are in Grade 6 of elementary education and follow a subject-based curriculum in which there is also an emphasis on developing learning skills and work habits. This includes: responsibility, organisation, independent work, collaboration, initiative and self-regulation. Learning skills and work habits run through the primary and secondary curriculum, Grades 1 to 12. (Ontario. Ministry of Education, 2010b)</p>
7. Learning outcomes	<p>The Ontario Curriculum: Elementary comprises ‘content standards’ and ‘performance standards’. Assessment and evaluation is based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.</p> <p>The performance standards are outlined in the achievement chart that appears in the elementary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide, used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents. (Ontario. Ministry of Education, 2010b)</p>



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Question/prompt	Output
	<p>The Ontario Curriculum: Elementary identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated. The general knowledge and skills required across the curriculum are: Knowledge and Understanding. Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).</p> <ul style="list-style-type: none"> • Thinking. The use of critical and creative thinking skills and/or processes. • Communication. The conveying of meaning through various forms. • Application. The use of knowledge and skills to make connections within and between various contexts. <p>Within each category in the achievement chart, criteria are provided, which are sub-sets of the knowledge and skills that define each category. (Ontario. Ministry of Education, 2009)</p> <p>The four categories of knowledge and skills required by students above, are displayed in achievement charts specific to each curriculum subject. Within each grade, children's achievements are ranked by four different levels. The characteristics given in the achievement chart for level 3 represent the "provincial standard" for achievement of the expectations. Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. An example of an achievement chart can be seen on page 32 of the curriculum document for Social Studies here (Ontario. Ministry of Education, 2009)</p> <p>Under the Kindergarten Program, learning expectations are given for six areas of learning:</p> <ul style="list-style-type: none"> • Personal and Social Development • Language • Mathematics • Science and Technology • Health and Physical Activity • The Arts.



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Question/prompt	Output
	<p>Two sets of expectations are listed for each area of learning, as follows:</p> <ul style="list-style-type: none"> • Overall expectations, which describe, in general terms, the knowledge and skills that children are expected to demonstrate by the end of Kindergarten. The expectations are not designed to address Junior and Senior Kindergarten separately. Since children entering Kindergarten vary in their levels of development and previous learning experiences, it is likely that they will demonstrate a considerable range of achievement as they progress towards meeting the overall expectations for the end of Kindergarten. • Specific expectations, which describe the knowledge and skills in greater detail. The specific expectations indicate in more detail what children may be expected to demonstrate as they progress through the Kindergarten years – that is, through both Junior and Senior Kindergarten (ages four-five and five-six respectively). The specific expectations are grouped under sub-headings (e.g. Social Relationships, Reading, Visual Arts) within the six areas of learning. These sub-headings help to organise particular aspects of the knowledge and skills in those areas, and serve as a guide for teachers as they plan the learning programme. Since not all young children will learn in the same way at the same time, the range of achievement of the specific expectations will vary according to each child’s stage of development. (Ontario. Ministry of Education, 2006a) <p>Overall and specific expectations for Junior and Senior Kindergarten are only relevant until the end of Senior Kindergarten. (Ontario. Ministry of Education, 2006a)</p>
8. Stems or preambles for learning outcomes/ objectives	<p>For the Ontario Curriculum: Elementary for Grades/Years 1-8 (ages six to 14), the stem/preamble describes what the student should be able to do/achieve across the specific and overall expectations listed above. A specific “qualifier” is used to define each of the four levels of achievement – that is, limited for level 1, some for level 2, considerable for level 3, and a high degree or thorough for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. These include:</p> <ul style="list-style-type: none"> • The student demonstrates.... • The student uses.....



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Question/prompt	Output
	<ul style="list-style-type: none"> The student expresses..... e.g level 1 arts – ‘the student demonstrates limited knowledge of content’. Level 4 arts – ‘The student demonstrates thorough knowledge of content’. <p>The Kindergarten Program terminology is very similar, but uses the word ‘children’ rather than ‘student’. As children progress through the Kindergarten years the overall expectations use the terminology:</p> <ul style="list-style-type: none"> Children will demonstrate..... Children will identify..... <p>e.g. ‘By the end of Kindergarten, children will children will demonstrate a sense of identity and a positive self-image.’</p> <p>The overall expectations use terminology specific to children developing skills as opposed to achieving them e.g. ‘As children progress through the Kindergarten years, they recognise personal interests, strengths and accomplishments.’ (Ontario. Ministry of Education, 2006a)</p>
9. Variations in stems/ preambles	<p>The stems/preambles for the Ontario Curriculum: Elementary are the same for both the overall and general expectations.</p> <p>Within the Kindergarten Program, the terminology is slightly different between the overall and specific expectations, with the specific expectations being more focused on progression. The <i>Kindergarten Program</i> also does not use qualifiers as the expectations listed are to be achieved at the end of the programme and there are no levels applied. (Ontario. Ministry of Education, 2006a, 2009)</p>
10. Differentiation in learning outcomes by age or stage of education	<p>Learning outcomes are differentiated through the specific and overall expectations which have different criteria for each grade and each curriculum area. Within each grade there are four levels of achievement described. Level 1 identifies limited achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 3 represents the provincial standard and Level 4 identifies achievement that surpasses the standard. (Ontario. Ministry of Education, 2009).</p>



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Question/prompt	Output
11. Skills and dispositions which cut across curriculum areas	<p>As mentioned above, in Grades 1-8, ages six to 14, the Ontario Curriculum: Elementary identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated. It should also be noted that all the skills specified in the early grades continue to be developed and refined as students move on through the grades, whether or not the skills continue to be explicitly mentioned. (Ontario. Ministry of Education, 2009)</p> <p>Growing success. Assessment, Evaluation and Reporting in Ontario Schools (2010) highlights learning skills and work habits which consist of: responsibility, organisation, independent work, collaboration, initiative and self-regulation and can be applied across grade and curriculum subject. These are designed to help students develop a positive sense of self, use coping and management skills, monitor their own progress, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. (Ontario. Ministry of Education. 2010b)</p> <p>In addition, all individual subject areas, identify the fundamental concepts essential to that area and each subject lists a fundamental concepts table. (Ontario. Ministry of Education, 2007)</p> <p>The Kindergarten Program (2006a) focuses on enquiry based learning and defines four elements of the enquiry process. These are:</p> <ul style="list-style-type: none"> • Initial Engagement – noticing, wondering, playing • Exploration – exploring, observing, questioning • Investigation – planning, using observations, reflecting • Communication – sharing findings, discussing ideas. <p>It also designates developmental considerations for Kindergarten children which include:</p> <ul style="list-style-type: none"> • Physical Health and Well-Being • Social Knowledge and Competence • Emotional Maturity • Cognitive Knowledge • Communication Skills and General Knowledge (Ontario. Ministry of Education, 2006a)



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Question/prompt	Output
	<p>The new The Full-Day Early Learning – Kindergarten Program (2010a) identifies aims for children to develop:</p> <ul style="list-style-type: none"> • Self-regulation • Health, well-being, and a sense of security • Emotional and social competence • Curiosity and confidence in learning • Respect for the diversity of his or her peers.
<p>12. Curriculum expectations for children’s learning and development at particular points in primary education</p>	<p>In Grades 1-8, ages six to 14, the Ontario Curriculum: Elementary identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated. See above for further information.</p> <p>In addition, there are Grade 3 and Grade 6 assessments (ages 8-9 and 11-12 respectively) of reading, writing and mathematics which are based on the reading, writing and mathematics expectations in the Ontario Curriculum, Grades 1–8. These assessments provide both individual and system data on students’ achievement. The Education Quality and Accountability Office (EQAO) assessments require each student to demonstrate his/her skills and knowledge of reading, writing and mathematics.</p> <p>Within the Kindergarten Program (2006a) children are expected to demonstrate achievement of the overall expectations for each of the six areas of learning (outlined above) by the end of the Kindergarten years (age six). The expectations are not designed to address Junior and Senior Kindergarten separately (ages four to five and five to six respectively).</p>
<p>13. Progression in the curriculum</p>	<p>Progression is indicated either by means of increasingly complex examples or by changes to the expectations. Specific and overall expectations dealing with skills that are of major importance as students progress from grade to grade are repeated for all relevant grades, and qualifiers are used to describe the levels of achievement a student can demonstrate. There are four levels of achievement across each expectation and curriculum area, with level 4 describing the student as having a thorough understanding of a subject.</p>



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Question/prompt	Output
	<p>Within the ‘Fundamental Concepts’ tables for each subject area in the Ontario Curriculum: Elementary, the requirements of the expectations for that grade are listed under an element or principle to be learnt. As students progress through the curriculum from grade to grade, they extend and deepen their understanding of these fundamental concepts and learn to apply their understanding with increasing sophistication. They also continue to build on the skills related to these concepts that they have learned in earlier grades.</p> <p>Within the Kindergarten Program (2006a), children are expected to demonstrate achievement of the overall expectations for each of the six areas of learning by the end of the Kindergarten years (age six). The expectations are not designed to address Junior and Senior Kindergarten separately (ages four to five and five to six respectively). Since children entering Kindergarten vary in their levels of development and previous learning experiences, it is likely that they will demonstrate a considerable range of achievement as they progress towards meeting the overall expectations for the end of Kindergarten. (Ontario. Ministry of Education, 2006a)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>In 2003, the Ministry of Education established a schedule for ongoing curriculum review. Each year, a number of subject areas enter the review process, to ensure they are kept current, relevant and age-appropriate. Curriculum review involves the Ministry of Education and writing teams of subject-expert teachers from boards throughout the province. The process also entails wide-ranging consultation with educational, community, and private sector partners (Good Governance: a Guide for Trustees, School Boards)</p> <p>In addition, the Curriculum Council was created in March 2007 to provide high level strategic advice on issues related to the elementary and secondary school curriculum. (NFER, 2013) The Council's advice is intended to enhance, not replace, the curriculum review process. The first major curriculum area considered by the council was environmental education. More recently the issue under consideration has been the “crowded” elementary curriculum. By mid 2010 the Council was turning its attention to the topic of financial literacy in the Grades 4-12 curriculum. (Good Governance: a Guide for Trustees, School Boards)</p> <p>In 2010 the Ministry of Education, Ontario, published Growing success. Assessment, Evaluation and Reporting in Ontario Schools. The Ministry of Education’s assessment, evaluation, and reporting policy has evolved significantly over the course of the last decade. Previously, aspects of the policy</p>



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Question/prompt	Output
	<p>appeared in a number of documents and were not fully aligned across the elementary and secondary panels. In addition, stakeholders often expressed concerns about unevenness in the way the policies were being implemented among boards and schools. The present document updates, clarifies, coordinates, and consolidates the various aspects of the policy, with the aim of maintaining high standards, improving student learning, and benefiting students, parents, and teachers in elementary and secondary schools across the province.</p> <p>The document is intended to ensure that policy is clear, consistent, and well aligned across panels and across school boards and schools, and that every student in the system benefits from the same high-quality process for assessing, evaluating, and reporting achievement. (Ontario. Ministry of Education, 2010b)</p>

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England: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output									
1. Years in primary school education	<p>There are six years in primary school education – Years 1 to 6, children aged five to 11 years. In addition, the reception class/foundation stage class includes pupils aged four to five who have been admitted to school before they have reached the compulsory school age of five and are still in the Early Years Foundation Stage (EYFS). The EYFS covers children from birth to age five in what may be known as ‘early years’, ‘nursery’, ‘pre-school’ or ‘pre-primary’ education.</p> <table><tr><th colspan="2">Table 1</th></tr><tr><td>Reception class/foundation stage class</td><td>Ages 4-5</td></tr><tr><td>Years 1 to 6</td><td>Year 1, ages 5-6 Year 2, ages 6-7 Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11</td></tr></table> <p>(European Commission <i>et al.</i>, 2013)</p>	Table 1		Reception class/foundation stage class	Ages 4-5	Years 1 to 6	Year 1, ages 5-6 Year 2, ages 6-7 Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11			
Table 1										
Reception class/foundation stage class	Ages 4-5									
Years 1 to 6	Year 1, ages 5-6 Year 2, ages 6-7 Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11									
2. Stages in primary education	<p>The six years of primary school education are organised in two key stages – Key Stage 1 and Key Stage 2. These key stages are outlined in Table 2 below.</p>									
3. Class years and ages in primary education	<table><tr><th colspan="3">Table 2: primary education is provided in two key stages</th></tr><tr><td>Key Stage 1</td><td>Years 1 and 2</td><td>Ages 5-7</td></tr><tr><td>Key Stage 2</td><td>Years 3-6</td><td>Ages 7-11</td></tr></table> <p>In addition, children from birth to age five are in the Early Years Foundation Stage (EYFS) and may be catered for in what is known as ‘early years’, ‘nursery’, ‘pre-school’, or ‘pre-primary’ education. The</p>	Table 2: primary education is provided in two key stages			Key Stage 1	Years 1 and 2	Ages 5-7	Key Stage 2	Years 3-6	Ages 7-11
Table 2: primary education is provided in two key stages										
Key Stage 1	Years 1 and 2	Ages 5-7								
Key Stage 2	Years 3-6	Ages 7-11								



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	<p>reception class/foundation stage class in primary school usually includes pupils aged four to five who have been admitted to school before they have reached the compulsory school age (five) and are still in the EYFS.</p> <table><tr><th colspan="3">Table 3</th></tr><tr><td>Early Years Foundation Stage (EYFS)</td><td>Foundation stage class/reception class</td><td>Ages 4-5</td></tr><tr><td>Key Stage 1</td><td>Years 1 and 2</td><td>Ages 5-7</td></tr><tr><td>Key Stage 2</td><td>Years 3-6</td><td>Ages 7-11</td></tr></table> <p>(European Commission <i>et al.</i>, 2013)</p>	Table 3			Early Years Foundation Stage (EYFS)	Foundation stage class/reception class	Ages 4-5	Key Stage 1	Years 1 and 2	Ages 5-7	Key Stage 2	Years 3-6	Ages 7-11
Table 3													
Early Years Foundation Stage (EYFS)	Foundation stage class/reception class	Ages 4-5											
Key Stage 1	Years 1 and 2	Ages 5-7											
Key Stage 2	Years 3-6	Ages 7-11											
4. Multi-age/multi-year settings	<p>Multi-age/multi-year settings are not planned for particular stages of primary education and the organisation of teaching groups is determined by the school.</p> <p>The typical primary school divides students by age into six, mixed ability year groups/classes, plus the reception class or foundation stage class, as indicated in Table 1. There is normally one teacher in charge of the class.</p> <p>That said, classes in small primary schools in England, in particular, may contain children from more than one year group. Where possible, schools try to ensure that, when age groups are combined, these mixed-aged classes consist of consecutive year groups (e.g. Year 1 and Year 2 pupils). (European Commission <i>et al.</i>, 2013)</p> <p>Primary schools also commonly use ‘setting’, grouping pupils according to ability in a particular subject, often for English and mathematics. Other subjects are generally taught in mixed-ability groups. A 2011 study by the Institute of Education found that 29 per cent of seven-year-olds were ‘set’ for literacy and 35 per cent for mathematics. (Institute of Education, 2011) (European Commission <i>et al.</i>, 2013) (‘Setting’ differs from ‘streaming’ – grouping pupils by general ability.)</p> <p>Where children aged 4-5 are not in the reception or foundation stage class in a primary school, they may be in full-time day care or in nursery schools or classes. Here too, they are often grouped according to age, depending on the number of pupils and the size of the classes. (European Commission <i>et al.</i>, 2013)</p>												



England: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>The 1988 Education Reform Act first established the National Curriculum and, at the same time, set out targets to be achieved in various subject areas at each of four 'key stages' of education, the first two of which apply to primary education. So, since its inception, the National Curriculum has been organised in blocks of years, called key stages and, at the end of each key stage, children are assessed in some form to measure their progress. (Gov.UK, 2013)</p> <p>The precise definition of each of the four main key stages of compulsory education (ages five to 16) is age related and reflects the most prevalent structures that had already grown up in the education system. Consequently, Key Stage 1 for five- to seven-year-olds fits broadly with the first stage of primary education in what are known as infant schools or the infant classes of primary schools, whilst Key Stage 2 reflects the later stage of primary education, often provided in junior schools for seven- to 11-year-olds (Wikipedia, 2013). The precise definitions are:</p> <ul style="list-style-type: none"> • Key Stage 1: the period beginning when a child attains compulsory school age and ending at the same time as the school year in which the majority of pupils in the class attain the age of seven. • Key Stage 2: the period beginning at the same time as the school year in which the majority of pupils in the class attain the age of eight and ending at the same time as the school year in which the majority of pupils in the class attain the age of 11. (Great Britain. Statutes, 1988) <p>Note: Key Stages 3 and 4 relate to secondary level education and align with the long-existing two-year examination courses for 14- to 16-year olds so, Key Stage 3 lasts for three years, ages 11-14; Key Stage 4 for two years for 14- to 16-year-olds.</p> <p>Under the revised National Curriculum, for introduction in September 2014, the programmes of study for Key Stage 2 English, mathematics and science are presented as 'lower' and 'upper' Key Stage 2 (lower is Years 3 and 4, ages seven to nine; upper is Years 5 and 6, ages nine to 11). This distinction is made as guidance for teachers and is not reflected in legislation. The legal requirement is to cover the content of the programmes of study for Years 3 to 6 by the end of Key Stage 2, age 11. (DfE, 2013b)</p> <p>(The Early Years Foundation Stage, which establishes standards for the learning, development and care</p>



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Question/prompt	Output
	<p>of children below compulsory school age (five) was introduced in 2008 as a single framework for children from birth to age five. It replaced the foundation stage for three- to five-year-olds, which was introduced as a statutory part of the National Curriculum by the Education Act 2002.) (European Commission <i>et al.</i>, 2013)</p>
2. Aims of primary education	<p>The revised National Curriculum for primary education in England, for introduction from September 2014, confirms the aims of the primary level curriculum as follows:</p> <p><i>The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.</i></p> <p><i>The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. (DfE, 2013b)</i></p> <p>The Early Years Foundation Stage (EYFS) framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:</p> <p>quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;</p> <p>a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;</p> <p>partnership working between practitioners and with parents and/or carers;</p> <p>equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. (DfE, 2012)</p> <p>The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover the areas of learning and development which must shape activities and experiences (educational programmes) for children in all</p>



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Question/prompt	Output
	<p>early years settings; the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers). The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. (DfE, 2012)</p>
<p>3. Principles of primary education</p>	<p>The revised National Curriculum for primary education in England, for introduction from September 2014, confirms the principles for the school curriculum in England as follows:</p> <p><i>Every state-funded school must offer a curriculum which is balanced and broadly based¹ and which:</i></p> <ul style="list-style-type: none"> <i>promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</i> <i>prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</i> <p>(These principles were first established in the Education Reform Act of 1988 which introduced the original National Curriculum.)</p> <p><i>The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.</i></p> <p><i>All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.</i></p> <p><i>Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.</i></p> <p><i>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. (DfE, 2013b)</i></p> <p>The statutory framework for the Early Years Foundation Stage identifies four guiding principles which shape practice in early years settings. These are:</p> <p><i>every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</i></p> <p><i>children learn to be strong and independent through positive relationships</i></p>



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Question/prompt	Output																								
	<i>children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (DfE, 2012)</i>																								
4. Curriculum structure and organisation for children from age four to age 12 (If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)	<p>The National Curriculum at primary level (Key Stages 1 and 2, ages five to 11) comprises the following subjects:</p> <table><tr><th>Statutory subjects</th><th></th><th>Key Stage</th></tr><tr><td>Core subjects</td><td>English Mathematics Science</td><td>1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11</td></tr><tr><td>Foundation subjects</td><td>Art and design Design and technology Geography History Information and communication technology (ICT) Music Physical education (PE)</td><td>1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11</td></tr><tr><td>Religious education (RE)</td><td></td><td>1 and 2, ages 5-11</td></tr><tr><td>Non-statutory subjects</td><td></td><td></td></tr><tr><td>Citizenship</td><td></td><td>1 and 2, ages 5-11</td></tr><tr><td>Personal, social and health education (PSHE)</td><td></td><td>1 and 2, ages 5-11</td></tr><tr><td>Modern foreign languages</td><td></td><td>2, ages 7-11</td></tr></table>	Statutory subjects		Key Stage	Core subjects	English Mathematics Science	1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11	Foundation subjects	Art and design Design and technology Geography History Information and communication technology (ICT) Music Physical education (PE)	1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11	Religious education (RE)		1 and 2, ages 5-11	Non-statutory subjects			Citizenship		1 and 2, ages 5-11	Personal, social and health education (PSHE)		1 and 2, ages 5-11	Modern foreign languages		2, ages 7-11
Statutory subjects		Key Stage																							
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Foundation subjects	Art and design Design and technology Geography History Information and communication technology (ICT) Music Physical education (PE)	1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11 1 and 2, ages 5-11																							
Religious education (RE)		1 and 2, ages 5-11																							
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Citizenship		1 and 2, ages 5-11																							
Personal, social and health education (PSHE)		1 and 2, ages 5-11																							
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Question/prompt	Output																																				
	<p>The National Curriculum forms part of the wider school curriculum. Alongside the statutory and non-statutory subjects in the primary National Curriculum, schools also have discretion to develop the wider school curriculum to reflect their particular needs and circumstances. (European Commission <i>et al.</i>, 2013) (DfE, 2013a)</p> <p>A new National Curriculum will be introduced in September 2014. When the new curriculum is introduced the compulsory subjects in primary education (Key Stages 1 and 2) will be:</p> <table><tr><th colspan="2">Statutory subjects from September 2014</th><th>Key Stage</th></tr><tr><td rowspan="3">Core subjects</td><td>English</td><td>1 and 2, ages 5-11</td></tr><tr><td>Mathematics</td><td>1 and 2, ages 5-11</td></tr><tr><td>Science</td><td>1 and 2, ages 5-11</td></tr><tr><td rowspan="8">Foundation subjects</td><td>Art and design</td><td>1 and 2, ages 5-11</td></tr><tr><td>Computing</td><td>1 and 2, ages 5-11</td></tr><tr><td>Design and technology</td><td>1 and 2, ages 5-11</td></tr><tr><td>Geography</td><td>1 and 2, ages 5-11</td></tr><tr><td>History</td><td>1 and 2, ages 5-11</td></tr><tr><td>Foreign language</td><td>2, ages 7-11</td></tr><tr><td>Music</td><td>1 and 2, ages 5-11</td></tr><tr><td>Physical education (PE)</td><td>1 and 2, ages 5-11</td></tr><tr><td>Religious education (RE)</td><td></td><td>1 and 2, ages 5-11</td></tr><tr><td colspan="2">Non-statutory subjects</td><td></td></tr><tr><td>Personal, social, health and economic education (PSHE)</td><td></td><td>1 and 2, ages 5-11</td></tr></table> <p>(DfE, 2013b).</p> <p>Although citizenship is no longer specifically mentioned in the primary curriculum document for the curriculum to be taught from September 2014, the curriculum documents retain the requirement that all</p>	Statutory subjects from September 2014		Key Stage	Core subjects	English	1 and 2, ages 5-11	Mathematics	1 and 2, ages 5-11	Science	1 and 2, ages 5-11	Foundation subjects	Art and design	1 and 2, ages 5-11	Computing	1 and 2, ages 5-11	Design and technology	1 and 2, ages 5-11	Geography	1 and 2, ages 5-11	History	1 and 2, ages 5-11	Foreign language	2, ages 7-11	Music	1 and 2, ages 5-11	Physical education (PE)	1 and 2, ages 5-11	Religious education (RE)		1 and 2, ages 5-11	Non-statutory subjects			Personal, social, health and economic education (PSHE)		1 and 2, ages 5-11
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	<p>schools must provide a curriculum that is 'balanced and broadly based' and 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.</p> <p>The reception class/foundation stage class in primary school includes children aged four to five who have been admitted to school before they have reached the compulsory school age of five and are still in the Early Years Foundation Stage. These children follow the Early Years Foundation Stage (EYFS) framework. This includes 17 early learning goals, grouped around three 'prime areas' and four 'specific areas'.</p> <table><tr><th colspan="2">Early Years Foundation Stage (EYFS)</th><th>Early learning goals</th></tr><tr><td>Prime areas</td><td>Communication and language</td><td>Listening and attention Understanding Speaking</td></tr><tr><td></td><td>Physical development</td><td>Moving and handling Health and self-care</td></tr><tr><td></td><td>Personal, social and emotional development</td><td>Self-confidence and self- awareness Managing feelings and behaviour Making relationships</td></tr><tr><td>Specific areas</td><td>Literacy</td><td>Reading Writing</td></tr><tr><td></td><td>Mathematics</td><td>Numbers Space, shape and measures</td></tr><tr><td></td><td>Understanding the world</td><td>People and communities The world Technology</td></tr><tr><td></td><td>Expressive arts and design</td><td>Exploring and using media and materials Being imaginative</td></tr></table> <p>(European Commission <i>et al.</i>, 2013; DfE, 2012)</p>	Early Years Foundation Stage (EYFS)		Early learning goals	Prime areas	Communication and language	Listening and attention Understanding Speaking		Physical development	Moving and handling Health and self-care		Personal, social and emotional development	Self-confidence and self- awareness Managing feelings and behaviour Making relationships	Specific areas	Literacy	Reading Writing		Mathematics	Numbers Space, shape and measures		Understanding the world	People and communities The world Technology		Expressive arts and design	Exploring and using media and materials Being imaginative
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5. Curriculum structures based on something other than curriculum areas or subjects	As detailed above, the Early Years Foundation Stage (EYFS) Framework is based on 17 early learning goals expressed in three prime areas (communication and language; physical development; and personal, social and emotional development) and four specific areas (literacy; mathematics; understanding the																								



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	world; and expressive arts and design). (DfE, 2012)
6. Curriculum variations between ages four and 12	<p>Note: children aged 12 in England are in the first year of secondary education. Secondary provision is not referred to here.</p> <p>Children aged four to five in the reception class or foundation stage class in primary school who are below compulsory school age (five) follow the Early Years Foundation Stage framework (EYFS) rather than the National Curriculum. (European Commission <i>et al.</i>, 2013)</p> <p>Although the National Curriculum is divided into two key stages - Key Stage 1 for five- to seven-year-olds and Key Stage 2 for seven- to 11-year-olds - pupils aged five to 11 years generally study the same statutory and non-statutory curriculum subjects (detailed above), although a foreign language is not usually introduced until Key Stage 2, age seven. A foreign language from age seven (Key Stage 2) will also become statutory from September 2014. (European Commission <i>et al.</i>, 2013)</p> <p>There are statutory programmes of study for each subject, along with attainment targets which set out the expected standards of pupil performance. These programmes of study, which set out what pupils should be taught, vary at Key Stage 1 and Key Stage 2 – that is, they are more demanding at Key Stage 2 than at Key Stage 1. (DfE, 2013a)</p>
7. Learning outcomes	<p>National Curriculum</p> <p>The National Curriculum documents for Key Stage 1 and Key Stage 2 identify the learning content for each subject in terms of a programme of study for the subject for each individual key stage – i.e. what pupils should be taught - and attainment target level descriptions – expected standards of pupil performance for each subject for each key stage.</p> <p>The programmes of study for each subject and key stage (and, for some subjects such as English, for each strand of that subject) are set out as:</p> <ul style="list-style-type: none"> • an overarching statement of the learning children will acquire • the detailed knowledge, skills and understanding that pupils need to acquire and • a statement of the breadth of study pupils need to acquire. <p>Attainment targets are split into eight levels of increasing difficulty (level descriptions), plus a description of exceptional performance above level eight.</p> <p>The programmes of study and attainment targets – which will be replaced with new programmes of study and attainment targets from September 2014 – are available online. (European Commission <i>et al.</i>, 2013)</p>



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Question/prompt	Output
	<p>(DfE, 2013a)</p> <p>New National Curriculum from September 2014</p> <p>The new National Curriculum being introduced from September 2014 also defines the learning content in the form of programmes of study for each National Curriculum subject. These set out the ‘matters, skills and processes’ to be taught at each key stage (Key Stage 1 and 2 for primary education). The subject content is also expressed by individual year for each key stage for English, mathematics and science, so for Year 1 and Year 2 in Key Stage 1 (for five-to six-year-olds and six- to seven-year-olds respectively) and Years 3, 4, 5 and 6 in Key Stage 2. For the foundation subjects (see above), the programmes of study refer only to the individual key stage. Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.</p> <p>In addition, the Key Stage 2 programmes of study for English, mathematics and science are presented in the new National Curriculum document as ‘lower’ (Years 3 and 4, ages seven to nine) and ‘upper’ (Years 5 and 6, ages nine to 11) Key Stage 2. This distinction is made as guidance for teachers and is not reflected in legislation. The legal requirement is to cover the content of the programmes of study for Years 3 to 6 by the end of Key Stage 2. (DfE, 2013b)</p> <p>Early Years Foundation Stage (EYFS)</p> <p>The EYFS Framework sets out the requirements for learning and development in terms of:</p> <ul style="list-style-type: none"> • the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings • the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) and • the assessment arrangements for measuring progress (and requirements for reporting to and parents and/or carers). (DfE, 2012)
8. Stems or preambles for learning outcomes/objectives	<p>National Curriculum</p> <p>In the National Curriculum programmes of study for primary education for each subject and each key stage, the knowledge, skills and understanding are expressed with the stem “Pupils should be (taught how to, taught to, taught that, taught, taught about, introduced to)”, e.g. for Key Stage 1 PE</p> <p>The breadth of study statements in the programmes of study (which detail how pupils should be taught the above content) are expressed with the preamble “pupils should be taught the knowledge, skills and understanding through....”. e.g. for Key Stage 2 history or for Key Stage 2 reading. (DfE, 2013a)</p>



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Question/prompt	Output
	<p>Under the new National Curriculum, the programmes of study are, again, expressed with the stem “Pupils should be taught to...” or “pupils should be taught about”. For all programmes of study in the new National Curriculum, the attainment targets are expressed as the following statement ‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study’ (DfE, 2013b).</p> <p>Early Years Foundation Stage Framework</p> <p>The early learning goals of the Early Years Foundation Stage (EYFS) Framework are expressed with an active statement of what children are able to achieve, e.g. for reading (in literacy) ‘children read and understand simple sentences’ and for numbers (in mathematics) ‘children use everyday language to talk about size, weight.....’. The term ‘children’ is used as the stem for every statement.</p>
9. Variations in stems/preambles	<p>These stems/preambles do not differ in the primary curriculum across the stages from Year 1 to Year 6 (ages five to 11), nor do they differ in the EYFS Framework from birth to five.</p>
10. Differentiation in learning outcomes by age or stage of education	<p>The programmes of study are differentiated by key stage (Key Stage 1, five- to seven-year-olds and Key Stage 2, seven- to 11-year-olds) under the current National Curriculum. For some subjects under the new National Curriculum, from 2014, programmes of study will be differentiated by individual years within the key stages.</p>
11. Skills and dispositions which cut across curriculum areas	<p>National Curriculum</p> <p>Programmes of study determine the knowledge, skills and understanding (current curriculum) or the matters, skills and processes (revised curriculum from September 2014) for each statutory curriculum subject.</p> <p>In addition, the development of pupils’ competence in numeracy and mathematics, and language and literacy cuts across the school curriculum. Under the revised National Curriculum, teachers are, for example, expected to use every relevant subject to develop pupils’ mathematical fluency, as confidence in numeracy and other mathematical skills is regarded as a precondition of success across the National curriculum. Teachers are also expected to develop pupils’ numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. For language and literacy, teachers are expected to develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Understanding the language provides access to the</p>



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Question/prompt	Output
	<p>whole curriculum, consequently fluency in the English language is regarded as an essential foundation for success in all subjects. (DfE, 2013a) (DfE, 2013b)</p> <p>Early Years Foundation Stage (EYFS) Framework</p> <p>The early learning goals (listed above) represent the knowledge, skills and understanding that children should have at the end of the academic year in which they turn five years of age. In addition, the EYFS is based on four overarching principles which guide early years provision:</p> <ul style="list-style-type: none"> • Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. • Children learn to be strong and independent through positive relationships. • Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. • Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (DfE, 2012)
<p>12. Curriculum expectations for children's learning and development at particular points in primary education</p>	<p>National Curriculum</p> <p>The curriculum provides clear expectations for children's learning at particular points during primary education.</p> <p>Programmes of study for the curriculum map out a scale of attainment within each subject. Attainment targets are split into eight levels, plus a description of exceptional performance above level eight. These level descriptions provide the basis on which summative judgements about a pupil's performance are made, usually at the end of a key stage. Level descriptions allow judgements to be made against attainment targets, and indicate the types and range of performance that a pupil working at a particular level characteristically should demonstrate over a period of time. By the end of Key Stage 1 (at age seven), the performance of the great majority of pupils should be within the range of levels 1–3, and by the end of Key Stage 2 this should be within the range 2–5.</p> <p>In addition to ongoing formative assessment, which is practised by all teachers, there are statutory teacher assessments at the end of both Key Stage 1 (children aged around seven) and Key Stage 2 (aged 11). At the end of Key Stage 2, there are also statutory externally set and marked tests, and there is a statutory phonics screening check for children in Year 1 (aged five to six).</p> <p>At the end of Key Stage 1 (Year 2), teacher assessment judgements are used to assess reading, writing,</p>



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Question/prompt	Output
	<p>and speaking and listening ; mathematics; and science against the attainment targets and level descriptions. At the end of Key Stage 2 (Year 6), teacher assessment judgements are used to assess English – reading, writing composition, and speaking and listening; mathematics; and science. In addition, end of key stage tests are used to assess English reading; English grammar, punctuation and spelling; and mathematics (including mental arithmetic). The statutory phonics screening check is administered to children in Year 1 (aged five to six) and children in Year 2 (aged six to seven) if they did not meet the required standard in Year 1. The check is designed to confirm whether children have learnt phonic decoding to an appropriate standard and to identify those who need extra help to improve their decoding skills.</p> <p>Pupil attainment at the end of Key Stage 2 holds schools to account as performance is judged against defined ‘floor standards’. These floor standards, below which schools are considered as underperforming, are that schools need to have:</p> <ul style="list-style-type: none"> • more than 60 per cent of pupils at the end of Key Stage 2 achieving level 4 or above in English and mathematics • more than the average percentage of pupils at the end of Key Stage 2 making expected progress in English (the national median is 92 per cent) • more than the average percentage of pupils at the end of Key Stage 2 making expected progress in mathematics (the national median is 90 per cent). <p>Under the new National Curriculum being introduced from September 2014, the programmes of study in almost all subjects - other than primary English, mathematics and science - have been significantly slimmed down and attainment targets are expressed in general terms: ‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.’ The system of eight levels and level descriptors used to report children’s attainment and progress will also be removed as it is considered to be confusing for parents and bureaucratic for teachers. The system will not be replaced and schools will be able to design their own systems for measuring pupil performance, supporting pupil attainment and progression and reporting this to parents. A new reporting method which will see each pupil compared against their peers nationally will be introduced, under which each pupil will be placed in ten per cent bands or deciles. Pupils’ positions will only be made known to parents and schools. (European Commission <i>et al.</i>, 2013)</p> <p>Early Years Foundation Stage</p> <p>The EYFS framework, which sets standards for the learning, development and care of children from birth</p>



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Question/prompt	Output
	<p>to five, requires the following assessments to be made:</p> <ul style="list-style-type: none"> • a progress check at age two • the Early Years Foundation Stage Profile (EYFSP) at the end of the EYFS at age five. <p>In the final term of the year in which a child reaches the age of five, and no later than 30 June in that term, the EYFSP must be completed for each child. The aim is to provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1 of primary education. All providers in receipt of government funding must take part in the EYFSP assessment arrangements.</p> <p>The profile combines ongoing observation, all relevant records held by the setting and discussions with parents and carers and any other adults as appropriate. Children's development is assessed against the early learning goals and reported in the profile indicating whether children are:</p> <ul style="list-style-type: none"> • meeting expected levels of development • exceeding expected levels • not yet reaching expected levels ('emerging'). <p>The profile must be shared with parents and carers who must have the opportunity to discuss it. It is also shared with the next year's teachers in Year 1 of primary education, together with a short commentary on each child's skills and abilities in relation to three key characteristics of effective learning laid down in the statutory EYFS framework. These are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (European Commission <i>et al.</i>, 2013)
13. Progression in the curriculum	<p>As detailed above, the programmes of study for the National Curriculum subjects include attainment targets which are described in terms of eight levels and level descriptions of increasing difficulty (children at the end of Key Stage 1, age seven, are generally expected to perform between levels 1-3; those at the end of Key Stage 2 (age 11) between levels 3-5, with 4 the expected average at age 11). These level descriptions are being removed under the revised primary curriculum and will not be replaced. Schools will design their own systems for measuring and reporting pupil attainment.</p> <p>In the Early Years Foundation Stage (EYFS), the level of progress children are expected to have attained</p>



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Question/prompt	Output
	by the end of the EYFS is defined by the early learning goals of the Early Years Foundation Stage Framework .
14. Curriculum and assessment priorities in policy for primary education - since 2007)	<p>The UK Government, formed by a coalition of the Conservative and Liberal Democrat parties, took office on 11 May 2010, following three terms of Labour Government since 1997. On 20 May 2010, the new Government announced its programme for government for the next five years. The programme includes giving schools 'greater freedom over the curriculum' (HM Government, 2010, p. 28), and keeping external assessment but reviewing 'how Key Stage 2 tests operate in future' (p. 29) At the same time as giving schools greater freedom, the programme for government aims to raise standards by, for example, introducing 'revised Key Stage 2 tests to make sure that no child is failed by low expectations' and continuing 'to raise the floor target that schools need to meet so that all schools improve with rising national standards' (HM Government, 2013, p. 23).</p> <p>The priorities for education in the Coalition's programme for government were taken forward in the Department for Education's White Paper for schools, which set out plans for whole-system reform. Proposals in The Importance of Teaching (DfE, 2010) included reforming the curriculum to reduce prescription, whilst refocusing on the core subject knowledge pupils need at each stage of their education and giving all children a phonics-based progress check in Year 1 (age five to six).</p> <p>Since then, the Government has accepted the recommendations of the Bew review (2011) on Key Stage 2 (age 11) assessment, and introduced teacher assessment of writing composition and tests of spelling, grammar, punctuation and vocabulary, for example. It has also revised the National Curriculum and a new National Curriculum for primary education will be introduced in September 2014. This follows a major review of the National Curriculum in England which began in January 2011. An Expert Panel, appointed by the Secretary of State to provide an evidence base drawing on best practice, published its initial findings and recommendations in December 2011. Among the Panel's recommendations were that all existing National Curriculum subjects should be retained as compulsory subjects, the level of prescription reduced, and that a modern foreign language should be introduced as a compulsory subject at Key Stage 2 (ages seven to 11) in primary schools (DfE, 2011) (European Commission <i>et al.</i>, 2013). The final 2014 National Curriculum was published in September 2013 for first teaching in schools from September 2014. Further information including the programmes of study is available from the Department for Education.</p> <p>In addition, following an independent review of early years education (Tickell, 2011), a revised and slimmed down Statutory Framework for the Early Years Foundation Stage (birth to age five) (DfE, 2012) came into force in September 2012. The revised framework simplified the learning and development</p>



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	requirements by reducing the number of early learning goals from 69 to 17; simplified the statutory assessment of children's development at age five; placed stronger emphasis on the three prime areas of communication and language, physical development, and personal, social and emotional development; and introduced a progress check at age two.

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Finland: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output
1. Years in primary school education	<p>Basic education is compulsory for children between seven and 16 years of age. Basic education is integrated within a single structure comprising primary and lower secondary level education. It lasts nine years and can be preceded by pre-primary education.</p> <p>Compulsory education starts in the year that a child turns seven. Age is the only admission requirement, because every child permanently resident in Finland is subject to compulsory education. Children have the right to start basic education one year earlier, if their readiness to attend school has been proved in psychological tests (and medical tests if necessary). Based on these tests, the education provider can also grant permission to start school one year later. (European Commission <i>et al.</i>, 2013b)</p>
2. Stages in primary education	<p>Basic education is divided into Grades/Year groups and organised as class instruction in Grades 1–6 (ages seven to 13) and as subject-specific instruction in the upper Grades 7–9 (ages 13-16). However, there is local autonomy regarding the organisation of education; consequently an individual school's curriculum may also determine its provision in another way. In Grades 1-6, pupils are mainly taught by one class teacher and in Grades 7-9 mainly by specialist teachers for each subject (see Table 1) (European Commission <i>et al.</i>, 2013b).</p>
3. Class years and ages in primary education	<p>Other than the Grades/Year groups, there are no distinct named stages in basic education. However, in the presentation of the programmes of study for the different subjects, Grades 1 and 2, 3 to 5 and 6 to 9 (aged seven to nine, nine to 12, and 12 to 16 respectively) are grouped together (FNBE, 2004).</p>



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	Table 1: Year groups and class organisation in the Finnish basic school			
	Grade/Year group	Age		
	Grade 1	7-8	Taught by class teacher	Programmes of study grouped together
	Grade 2	8-9		
	Grade 3	9-10	Taught by class teacher	Programmes of study grouped together
	Grade 4	10-11		
	Grade 5	11-12		
	Grade 6	12-13	Taught by subject specialist teacher	Programmes of study grouped together
	Grade 7	13-14		
	Grade 8	14-15		
	Grade 9	15-16		
	(FNBE, 2004) and (European Commission <i>et al.</i> , 2013b)			
4. Multi-age/multi-year settings	Teaching groups normally consist of pupils of the same age. However, pupils of different ages may be taught together, particularly in small schools. (FNBE, 2008)			



Finland: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>Underlying the Finnish education system is a commitment to the idea of the common or comprehensive school and a system which serves all students equally well regardless of family background, along with the acknowledgement that a teaching force with a very high level of knowledge and skills is needed to achieve this (OECD, 2011).</p> <p>Legislation to introduce a new basic education system built round a common comprehensive school was first enacted in November 1968. The new system, very slowly, merged private grammar schools and public civic schools into comprehensive schools. In the 1950s, most young Finns left school after six years of basic education; only those living in towns or larger municipalities had access to a middle grade education. There were two types of middle grade education:</p> <ul style="list-style-type: none"> • civic schools, run by some municipalities, which offered two or three additional years of schooling, and could lead to further vocational education for those fortunate enough to live in a town large enough to support such a school • grammar schools, which offered five additional years of schooling and typically led to the academic high school (<i>gymnasium</i>) and then to university. (OECD, 2011) <p>As demand for grammar school places grew, the number of publicly funded private grammar schools also grew. This growth reflected the aspirations of ordinary Finns for greater educational opportunity for their children and led to the creation of the current system of the all-through compulsory basic school/comprehensive school (OECD, 2011).</p> <p>An interesting point, made in an analysis by the Organisation for Economic Cooperation and Organisation (OECD) of Finland's consistently high performance in international surveys of attainment, is that education policy is not dominated by party politics due to the consociational nature of Finland's democracy (OECD, 2011).</p>
2. Aims of primary education	<p>The 1998 Basic Education Act (Finlex, 1998) provides the following three objectives for basic education:</p> <ol style="list-style-type: none"> 1. The purpose of education is to support pupils' growth into humanity and into ethically responsible members of society, and to provide them with the knowledge and skills needed in life. Furthermore, the aim of pre-primary education, as part of early childhood education, is to improve children's



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Question/prompt	Output
	<p>capacity for learning.</p> <ol style="list-style-type: none"> 2. Education shall promote civilisation and equality in society and pupils' prerequisites for participating in education and otherwise developing themselves during their lives. 3. The aim of education shall further be to secure adequate equity in education throughout the country.
3. Principles of primary education	<p>The Basic Education Act (Finlex, 1998) states the foundations of basic education as:</p> <ol style="list-style-type: none"> 1. Education shall be governed by a unified national core curriculum in accordance with this Act. 2. Education shall be provided according to the pupil's age and capabilities and so as to promote healthy growth and development in the pupil. (Amendment 477/2003) 3. Those providing education shall cooperate with pupils' parents/carers. <p>The Act also sets out that basic education should be free. This provision includes teaching, textbooks and other learning materials, school health and dental care, travel to and from school and a balanced and appropriately organised and supervised meal on every school day (European Commission <i>et al.</i>, 2013b).</p> <p>The underlying values of basic education are human rights, equality, democracy, natural diversity, preservation of environmental viability and the endorsement of multiculturalism (FNBE, 2004).</p>
<p>4. Curriculum structure and organisation from age four to age 12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>The National Core Curriculum is determined by the Finnish National Board of Education. It includes the objectives and core contents of the various subjects, as well as the principles of pupil assessment, special needs education, pupil welfare and educational guidance. The principles of a good learning environment, working approaches as well as the concept of learning are also addressed in the core curriculum. The current National Core Curriculum for basic education was confirmed in January 2004 and introduced in schools in August 2006.</p> <p>The National Core Curriculum is currently being reviewed; the review will be completed by the end of 2014. New local curricula - based on the revised National Core Curriculum – are expected to be in place by the beginning of the 2016-17 school year. A revised National Core Curriculum for basic education will be introduced in 2016.</p> <p>The Basic Education Act regulates the subjects included in the curriculum and student counselling. The Government decides on the overall time allocation by defining the minimum number of lessons for core</p>



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Question/prompt	Output
	<p>subjects during basic education. In Grades 1–6 (ages seven to 13) pupils usually receive the same education, but schools may focus on different subjects in different ways due to the flexible time allocation. In Grades 7–9 (ages 13-16), more optional subjects are included in the curriculum. The curriculum also includes a workplace guidance period. Pupils’ parents or carers (along with pupils) decide which of the optional subjects on offer the pupil will take. (European Commission <i>et al.</i>, 2013b)</p> <p>The National Core Curriculum for basic education includes the following subjects:</p> <ul style="list-style-type: none"> • mother tongue and literature (Finnish or Swedish) • the other national language (Swedish or Finnish) • foreign languages • environmental studies • health education • religion or ethics • history • social studies • mathematics • physics • chemistry • biology • geography • physical education • music • visual arts • craft • home economics. <p>Not all subjects are taught from Year/Grade 1. Other languages, for example, are introduced from Grade 3 (age nine onwards) and, in Grades 1–4, biology, geography, physics and chemistry as well as health education are integrated into a subject known as environment and nature studies. Physics and chemistry, and history and civics are introduced from Grade 5 . Health education as a stand-alone subject and home economics are studied from Grade 7.</p>



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Question/prompt	Output
	<p>In addition, pupils may also have the option to study other subjects suitable to basic education, according to the provisions of the curriculum. These subjects may be partially or completely optional for pupils. Optional subjects are usually introduced from Grade 7 (age 13+) (European Commission <i>et al.</i>, 2013b)</p> <p>Early Childhood Education and Care</p> <p>All children under school-age, that is under seven, have a right to early childhood education and care (ECEC). Municipalities are responsible for providing ECEC services. Families can also opt for publicly subsidised private ECEC settings. The main form of ECEC is day care organised in day care centres and in family day care. Finnish ECEC is based on an integrated approach to care, education and teaching, the so-called 'educare' model. (European Commission <i>et al.</i>, 2013b)</p> <p>The content of ECEC is guided by the National Curriculum Guidelines on ECEC (2003) (STAKES, 2004), drawn up by the Ministry of Social Affairs and Health, and provision is based on a local curriculum drawn up within the framework of the National Core Curriculum for Pre-primary Education (FNBE, 2010) (only available in Finnish). Although the final year of ECEC/pre-primary education (children aged six to seven) is not compulsory, almost all six-year-olds (around 99 per cent) participate. (European Commission <i>et al.</i>, 2013a)</p> <p>The National Curriculum Guidelines sets out six orientations on which the National Core Curriculum for Pre-Primary Education builds. These are:</p> <ul style="list-style-type: none"> • mathematical orientation • natural science orientation • historical-societal orientation • aesthetic orientation • ethical orientation • religious philosophical orientation. <p>The concept of orientation underlines the notion that the intention is not for children to study the content of different subjects but to start to acquire tools and capabilities by means of which they are gradually able to increase their ability to examine, understand and experience a wide range of phenomena in the world around them. (STAKES, 2004)</p> <p>The National Core Curriculum for Pre-Primary Education is structured around subjects (see below), but these subjects are delivered in an integrated way. That is, subjects are taught by themes related to</p>



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Question/prompt	Output
	<p>children's lives, on the one hand, and to content which will expand their views of the world, on the other. Different branches of knowledge are taken into account in planning and implementing integrated teaching for specific themes. In selecting the thematic modules, teachers aim to find issues significant to children by involving them in planning the themes. The integrated themes and the learning process are more important than individual content. (European Commission <i>et al.</i>, 2013b)</p> <p>The following subject headings are included in the National Core Curriculum for Pre-Primary Education:</p> <ul style="list-style-type: none"> • language and interaction • mathematics • ethics and philosophy • nature and the environment • health • physical and motor development • art and culture. <p>Working methods in pre-primary education are based on group play and individual guidance stemming from each child's level of development. The activities pay regard to children's need to learn through their imagination and play. For the children, the activities should be purposeful and challenging. It is expected that teaching and learning methods will be diverse. Pre-primary education aims to provide a learning environment, which guides children's curiosity, interest and learning motivation and gives them opportunities for play and other activities, as well as for rest and silence. The essential factors of the learning environment include interaction between the teacher and each child, interaction between the children, different operating methods and learning assignments. (European Commission <i>et al.</i>, 2013b)</p>
5. Curriculum structures based on something other than curriculum areas or subjects	<p>The basic education curriculum is based on subjects. The National Core Curriculum also includes cross curricular skills whose objectives and contents are integrated into numerous subjects. They include:</p> <ul style="list-style-type: none"> • growth as a person • cultural identity and internationalism • media skills and communication • participatory citizenship and entrepreneurship • responsibility for the environment, well-being and a sustainable future • safety and traffic • technology and the individual. (FNBE, 2004) <p>The pre-primary curriculum is built on six 'orientations' (see above) which present children with the</p>



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Question/prompt	Output
	<p>opportunity to acquire tools and capabilities by means of which they are gradually able to increase their ability to examine, understand and experience a wide range of phenomena in the world around them. (STAKES, 2004)</p>
<p>6. Curriculum variation between the ages of four and 12</p>	<p>In basic education (seven onwards), subjects are taught by the class teacher until children reach the age of 13 (end of Grade 6), when specialist subject teaching is introduced.</p> <p>In basic education, some subjects are also introduced once children reach Grade 3 (age nine). These include a second language and history and civics. Biology, geography, physics and chemistry and health education are also integrated into a subject known as environment and nature studies in Grades 1-4 (seven- to 11-year-olds). Student counseling, home economics and optional subjects are not usually introduced until Grade 7, age 13+, and minimum numbers of lessons gradually increase depending on age, rising from 19 per week in Grades 1 and 2 (ages seven to nine), to 24 in Grades 5 and 6 (ages 11-13). (European Commission <i>et al.</i>, 2013b)</p> <p>Although based on subjects, pre-primary education – for those aged under seven – is focused on the concept of integrated education and orientations. That is, subjects are delivered in an integrated way and taught by themes which relate to children's lives. The pre-primary curriculum is also play-based.</p>
<p>7. Learning outcomes</p>	<p>The objectives and core contents of instruction are defined in the National Core Curriculum by subject or subject group. A description of good performance is available for the end of each 'segment' (stage). Ends of segment are the end of Grade 2 (age nine) and Grade 5 (age 12). For the subject group of arts, crafts and physical education (music, visual arts, crafts and physical education), the objectives, core contents, description of good performance and criteria for final assessment have been formulated for the minimum number of lessons on a subject-by-subject basis. (FNBE, 2004)</p> <p>In Grades 1 and 2, teaching is expected to consider the abilities children have acquired in early childhood and pre-primary education. Pre-primary and basic education are expected to make up a consistent unified whole. The particular objective of instruction in the lower grades is to develop students' capability for subsequent work and learning. (FNBE, 2004)</p> <p>The National Core Curriculum for Pre-primary Education sets the following objectives for the pre-primary level (to age seven):</p> <ul style="list-style-type: none"> • Children's positive self-concept will strengthen and their learning to learn skills will develop. They will adopt basic skills, knowledge and capabilities from different areas of learning in accordance with their age and abilities. Learning through play is essential. They will learn to understand the significance of a



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Question/prompt	Output
	<p>peer group in learning. They will retain the joy of and enthusiasm for learning and face new learning challenges with courage and creativity.</p> <ul style="list-style-type: none"> • Children will learn how to reflect on what is right and wrong. Their actions as responsible members of a community will strengthen. They will practise the rules of co-existence and commitment to these rules. They will internalise the good practices of our society and understand their significance as part of everyday life. They will learn to control themselves better and learn how to cope with everyday situations. They will learn to understand equality and to accept the diversity of people. They will learn to understand how to maintain health and well-being in accordance with their age level. • Children's linguistic and cultural identity and their ability to express themselves diversely will strengthen and develop. They will familiarise themselves with different forms of art, local and national culture and also, as far as possible, with other cultures. • Children will become interested in nature and form an idea of their own dependence on and responsibility for both nature and the man-made environment. They will learn how to diversely observe and analyse their environment, enjoy the beauty and diversity of the environment and will become aware of the effects of their own actions. (FNBE, 2004)
8. Stems or preambles for learning outcomes/ objectives	<p>An active statement is used as a stem/preamble in the National Core Curriculum for basic education. The curriculum documents use the future tense of a selection of verbs, including 'learn' 'develop', 'become', 'take shape' and 'increase' to set the objectives. In the description of good performance at the end of a segment (stage), a statement in the future perfect is used to express that the child has learned to do something.</p> <p>As examples, we include below the objectives and good practice example for the 'interaction' area (part of mother tongue and literature) of the section of content and the description of good performance in interaction at the end of Grade 2. (FNBE, 2004)</p>



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Question/prompt	Output
	<div data-bbox="658 244 1769 651"> <p>OBJECTIVES</p> <p>The pupils' interaction skills will increase</p> <p>The pupils will</p> <ul style="list-style-type: none"> • become accustomed to interactive situations at school • learn to listen with concentration • learn to ask and answer questions, and to relate their own knowledge, experiences, thoughts, and opinions • develop their overall linguistic and physical expression. </div> <div data-bbox="658 667 1783 1021"> <p>DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE</p> <p>The pupils' interaction skills will have developed so that they</p> <ul style="list-style-type: none"> • are accustomed to expressing themselves orally and know how to relate observations and experiences to a small group so that the listeners are able to follow the account • are able to act appropriately in everyday speaking situations; they will follow the teacher's and other pupils' oral narration and discussion, strive for reciprocity when speaking and, in discussion, react to what they have heard with their own thoughts and questions • participate with concentration in expression exercises. </div> <p>Pre-primary</p> <p>Although there are objectives for learning in pre-school education, these are not set out as learning outcomes for the different orientations therefore there is no stem/preamble to introduce them.</p>
9. Variations in stems/preambles	The stem/preamble does not change across the different stages of primary education and learning outcomes for pre-school education are not expressed as learning outcomes for the different orientations.



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Question/prompt	Output
10. Differentiation in learning outcomes by age or stage of education	In basic education, learning outcomes are differentiated for different segments (stages) of the phase. They are set at the end of Grade 2 (age nine) and Grade 5 (age 12) as detailed above.
11. Skills and dispositions which cut across curriculum areas	<p>There are cross curricular skills which are regarded as central to education and teaching in basic education. Their objectives and contents are integrated into numerous subjects. They are:</p> <ul style="list-style-type: none"> • growth as a person • cultural identity and internationalism • media skills and communication • participatory citizenship and entrepreneurship • responsibility for the environment, well-being and a sustainable future • safety and traffic • technology and the individual. (FNBE, 2004) <p>The National Core Curriculum for Pre-Primary Education is structured around subjects (see above), but these subjects are delivered in an integrated way. That is, subjects are taught by themes related to children's lives, on the one hand, and to content which will expand their views of the world, on the other. Different branches of knowledge are taken into account in planning and implementing integrated teaching for specific themes. In selecting the thematic modules, teachers aim to find issues significant to children by involving them in planning the themes. The integrated themes and the learning process are more important than individual content. (European Commission <i>et al.</i>, 2013b)</p>
12. Curriculum expectations for children's learning and development at particular points in primary education	<p>In basic education, learning outcomes are differentiated for different segments (stages) of the phase. They are set at the end of Grade 2 (age nine) and Grade 5 (age 12).</p> <p>As examples, we include below the objectives and good practice example for the 'interaction' area (part of mother tongue and literature) of the section of content and the description of good performance in interaction at the end of Grade 5. (FNBE, 2004)</p>



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Question/prompt	Output
	<div data-bbox="701 268 1951 576"> <p>The pupils' interaction skills will increase</p> <p>The pupils will</p> <ul style="list-style-type: none"> • learn skills of active listening and communication in various communication situations; they will feel encouraged to take part in discussions and will try to consider the recipients in their own communications • learn to work with text environments in which words, illustrations, and sounds interact • improve their own narrative and overall expressive skills. </div> <div data-bbox="678 663 1854 1318"> <p>DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE</p> <p>The pupils' interaction skills will have developed so that they</p> <ul style="list-style-type: none"> • venture to express themselves both orally and in writing, in various situations, and want to improve their skills in expression and interaction; they will know how to take a turn to speak in a conversation • recount and describe their own observations and ideas, and compare them with the observations of others; in their communication they will to some extent be able to take the communication situation and means of communication into account, and will try to ensure that their own messages are understandable and reach the recipients • know how to listen to others' ideas and how to form their own opinions; they will try to justify those opinions and will have become accustomed to evaluating what they hear and read • know how to draw conclusions about message content and the communication situation, with respect to the techniques used in spoken and written texts • are able to make a clear, small-scale oral presentation to a familiar audience; they will participate actively in expression exercises. </div>



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Question/prompt	Output
13. Progression in the curriculum	Other than setting out what learners are able to do at the end of segments (stages) of basic education (the end of Grade 2 (age nine) and Grade 5 (age 12)), the curriculum does not describe progression between these points.
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>The Finnish National Board of Education has begun to prepare the new National Core Curriculum for basic and pre-primary education. The new curriculum will be based on the Decree on National Objectives and Distribution of Teaching Hours in Basic Education, issued by the Government in June 2012.</p> <p>The renewed core curriculum will be completed by the end of 2014. New local curricula that are based on this core curriculum are then expected to be prepared by the beginning of the 2016-17 school year. Development of the revised curriculum is taking place in working groups that focus on structure and objectives, conceptions of learning, support for learning and the different subjects taught in basic education. Each working group consists of educational officials, researchers and teachers. Preparation of the curriculum is interactive in that all education providers can follow the preparation and give feedback at the different phases. They are also encouraged to involve pupils and their parents in the process. (European Commission <i>et al.</i>, 2013b)</p> <p>The objectives of the renewal include:</p> <ul style="list-style-type: none"> • building on the current strengths of basic and pre-primary education and developing them in relation to changing needs • defining educational values and principles so that they are based on supporting the versatile growth of pupils, strengthening their identities and utilising interactive methods that promote sustainable development • defining objectives based on future competency requirements and strengthening the links between different subjects • strengthening the preconditions for learning in a versatile and interactive environment • structuring educational content in order to focus on the essential • supporting local pedagogic development • encouraging education providers to combine curricular work with strategic development • creating a flexible web-based curriculum tool for schools and education providers. (FNBE, 2013)



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France: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output																																			
1. Years in primary school education	Primary education in France lasts for five years. Children start primary/elementary school (<i>école élémentaire</i>) in the September of the calendar year when they become six and leave at age 11. (NFER, 2013)																																			
2. Stages in primary education	<p>There are two distinct phases within primary education. Primary/elementary schools (<i>écoles élémentaires</i>) comprise five classes divided into two cycles:</p> <ul style="list-style-type: none">• The basic learning cycle, which begins in the upper section (last year) of nursery school (<i>école maternelle</i>) (children aged five-six) and continues in the first two years of primary school.• The consolidation cycle, which covers the final three years of primary school (in the classes known as <i>CE2</i>, <i>CM1</i> and <i>CM2</i>) and the first year of lower secondary education (known as the <i>sixième</i>). (MEN, 2013b)																																			
3. Class years and ages in primary education	<p>The table below shows the name of the stage, class/year and age of children (MEN, 2013b).</p> <table><tr><th>Year</th><th>Age</th><th>Cycle</th><th>Known as</th><th>Provided in</th></tr><tr><td></td><td>3-4</td><td>First learning cycle</td><td><i>petite section</i> (small section)</td><td>Nursery school (<i>école maternelle</i>) or other early childhood setting</td></tr><tr><td></td><td>4-5</td><td>First learning cycle</td><td><i>moyenne section</i> (middle section)</td><td>Nursery school (<i>école maternelle</i>) or other early childhood setting</td></tr><tr><td></td><td>5-6</td><td>Basic learning cycle</td><td><i>grande section</i> (big section)</td><td>Nursery school (<i>école maternelle</i>) or other early childhood setting</td></tr><tr><td>1</td><td>6-7</td><td>Basic learning cycle</td><td><i>cours préparatoire (CP)</i></td><td>Primary school (<i>école élémentaire</i>)</td></tr><tr><th>Year</th><th>Age</th><th>Cycle</th><th>Known as</th><th>Provided in</th></tr><tr><td>2</td><td>7-8</td><td>Basic learning cycle</td><td><i>cours élémentaire 1 (CE1)</i></td><td>Primary school (<i>école élémentaire</i>)</td></tr></table>	Year	Age	Cycle	Known as	Provided in		3-4	First learning cycle	<i>petite section</i> (small section)	Nursery school (<i>école maternelle</i>) or other early childhood setting		4-5	First learning cycle	<i>moyenne section</i> (middle section)	Nursery school (<i>école maternelle</i>) or other early childhood setting		5-6	Basic learning cycle	<i>grande section</i> (big section)	Nursery school (<i>école maternelle</i>) or other early childhood setting	1	6-7	Basic learning cycle	<i>cours préparatoire (CP)</i>	Primary school (<i>école élémentaire</i>)	Year	Age	Cycle	Known as	Provided in	2	7-8	Basic learning cycle	<i>cours élémentaire 1 (CE1)</i>	Primary school (<i>école élémentaire</i>)
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	3	8-9	Consolidation cycle	<i>cours élémentaire 2 (CE2)</i>	Primary school (<i>école élémentaire</i>)
	4	9-10	Consolidation cycle	<i>cours moyen 1 (CM1)</i>	Primary school (<i>école élémentaire</i>)
	5	10-11	Consolidation cycle	<i>cours moyen 2 (CM2)</i>	Primary school (<i>école élémentaire</i>)
		11-12	Consolidation cycle	<i>cours moyen 3 (CM3)</i>	Lower secondary school (<i>collège</i>)
4. Multi-age/multi-year settings	<p>The organisation of primary education may present particular problems in sparsely-populated areas such as rural and mountainous regions. Schools are therefore sometimes restructured in such areas with children from several <i>communes</i> (local administrative areas) being grouped together, or children at different levels of education being grouped together. Decisions on the organisation of such classes are taken jointly by the <i>communes</i> and the Ministry of Education. (NFER, 2013)</p> <p>The document Repères et Références Statistiques sur les Enseignements, la Formation et la Recherche provides some statistics on how many classes make up primary schools. In September 2012, there were just under 51,500 schools in mainland France (just over 52,900 in France and its overseas territories) which provided primary education. In the public sector, 22.5 per cent of schools had two classes or fewer, 9.5 per cent of schools consisted of a single class and more than 40 per cent of public schools had between three and five classes. In the private sector, only 12.9 per cent of schools had two classes or fewer (MEN, 2013a).</p>				



France: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	As described above, elementary schooling in France lasts five years and is divided into two 'learning cycles', the basic learning cycle and the consolidation cycle. Both of these cycles overlap with that of the next phase of education; the basic learning cycle includes the last year of pre-compulsory, early years/nursery education and the final year of the consolidation cycle is the first year of lower secondary phase education. The Guidance Law on Education of 1989 introduced cycles. Since that time the skills expected of primary schoolchildren have been fixed by these multi-annual cycles, with a view to enabling educational teams to better adapt their teaching to the learning pace of each pupil (European Commission <i>et al.</i> , 2013).
2. Aims of primary education	<p>The fundamental requirement of the French Republic and the main objective of the primary school is to give children the keys to knowledge and teach them how to integrate with the society in which they are growing up. Specific aims are set out in the Guidance and Planning Law for the Future of Schools of 23 April 2005 to:</p> <ul style="list-style-type: none"> • guarantee the satisfactory mastery of basic skills • provide equal opportunities to all, and ensure successful integration into French society • accompany each and every pupil by helping them overcome any difficulties they might encounter • enable each and every pupil to express their excellence to the full (Legifrance.gouv.fr, 2005). <p>According to this legislation, the main mission of schools, aside from the transmission of knowledge, is to communicate the values of the French Republic. Compulsory schooling must guarantee that pupils have the "necessary means to acquire a common core of knowledge and skills, the possession of which is crucial for the successful completion of schooling and the development of a personal and professional identity" (Legifrance.gouv.fr, 2005).</p>
3. Principles of primary education	The French Constitution states that it is the duty of the state to "provide free, compulsory, secular education at all levels". The French school system was founded on general principles that were inspired by the 1789 revolution, built on and perfected by a set of legislative texts from the 19th century to the present



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Question/prompt	Output												
	<p>day. The principles are as follows:</p> <ul style="list-style-type: none">• freedom of choice• free provision• neutrality - state schooling is neutral; teachers and pupils are required to show philosophical and political neutrality• secularism. <p>Every child and young person in France has a right to education and training, regardless of his/her social, cultural or geographical background and legislation, in accordance with the French Constitution, determines the general principles applying to the education system (NFER, 2013).</p>												
<p>4. Curriculum structure and organisation from age four to age 12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>For each field/subject area, the national curriculum for primary education (MEN, 2008) defines the knowledge and skills to be acquired at the different stages. The curriculum includes: French, mathematics, science (physics, chemistry, biology and geology), history/geography, civics, technology, modern foreign languages, physical education and sport, and art (which includes music and art). (NFER, 2013).</p> <p>During the basic learning cycle (ages five to eight), the key areas of learning are learning to read and write in the French language, and knowledge and understanding of numbers. The table below shows the different subject areas and provides a broad outline of curriculum content for the basic and consolidation cycles. (European Commission <i>et al.</i>, 2013)</p> <table><tr><th></th><th>Basic learning cycle* (age 5 to 8)</th><th>Consolidation cycle* (age 8 to 12)</th></tr><tr><td>French</td><td>Spoken language Reading, writing Vocabulary Grammar Handwriting</td><td>Spoken language Reading and writing, including literature Study of the French language (vocabulary, grammar, handwriting)</td></tr><tr><td>Mathematics</td><td>Numbers and arithmetic Geometry Weights and measures Communicating numerical facts</td><td>Arithmetic Geometry Weights and measures Communicating numerical facts</td></tr><tr><td>Physical education and sport</td><td>Development of motor skills, introduction to physical activities (both sports and artistic activities)</td><td>Development of motor skills, introduction to physical activities (both sports and artistic activities)</td></tr></table>		Basic learning cycle* (age 5 to 8)	Consolidation cycle* (age 8 to 12)	French	Spoken language Reading, writing Vocabulary Grammar Handwriting	Spoken language Reading and writing, including literature Study of the French language (vocabulary, grammar, handwriting)	Mathematics	Numbers and arithmetic Geometry Weights and measures Communicating numerical facts	Arithmetic Geometry Weights and measures Communicating numerical facts	Physical education and sport	Development of motor skills, introduction to physical activities (both sports and artistic activities)	Development of motor skills, introduction to physical activities (both sports and artistic activities)
	Basic learning cycle* (age 5 to 8)	Consolidation cycle* (age 8 to 12)											
French	Spoken language Reading, writing Vocabulary Grammar Handwriting	Spoken language Reading and writing, including literature Study of the French language (vocabulary, grammar, handwriting)											
Mathematics	Numbers and arithmetic Geometry Weights and measures Communicating numerical facts	Arithmetic Geometry Weights and measures Communicating numerical facts											
Physical education and sport	Development of motor skills, introduction to physical activities (both sports and artistic activities)	Development of motor skills, introduction to physical activities (both sports and artistic activities)											



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Question/prompt	Output		
	Modern languages	Oral introduction to a modern language, and focus on understanding and oral expression	With a focus on spoken language and expression
	Discovering the world In the consolidation cycle: experimental sciences and technology	Understanding the local environment Understanding time - the difference between day and night for example Discovering the natural world and the environment	Helping students to understand and describe the world. Includes learning about the universe, materials, energy, living organisms, human bodies and health, the environment and essential technologies
	Art and art history In the consolidation cycle: humanities	Visual arts Music	History and geography Arts (including visual arts, art, history of art , and music)
	Information and communication technology	Included in 'Discovering the world'	Appropriating a working ICT environment Adopting a responsible attitude Creating, producing, treating and using data Informing, finding documents, communicating, exchanging.
	Civic and moral instruction	Good behaviour Social attitudes	Understanding of the main principles of moral action .
<p>*Note: the basic learning cycle also applies to the final year of pre-primary education (age five-six) in the nursery school (<i>école maternelle</i>). Primary education begins at age six. Similarly, the first year of lower secondary education (in the <i>collège</i>) is covered by the consolidation cycle (age eight to 12).</p> <p>Children below the age of five and in pre-school/nursery provision for two/three- to five-year-olds follow the pre-primary section of the 2008 national curriculum. Learning for this age group is based around the following 'curricular' areas:</p> <ul style="list-style-type: none"> • Learning language and discovering writing • Becoming ready for school (becoming a student) • Acting and expressing themselves with their body • Discovering the world • Perceiving, feeling, imagining, creating. (European Commission <i>et al.</i>, 2013) 			



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Question/prompt	Output
<p>5. Curriculum structures based on something other than curriculum areas or subjects</p>	<p>The curriculum for both pre-primary and primary education is based on subject areas, although in the Framework for pre-primary education (see above), these areas are broad 'domains'.</p> <p>In addition to the programmes of study set out in the curriculum documentation for pre-primary and primary education, the Common Base of Knowledge and Skills (<i>socle commun</i>) determines the skills and competences to be acquired by all students at the end of compulsory education (age 16). The <i>socle commun</i> defines fundamental knowledge; it is not intended to be a minimum core curriculum but to be the starting point from which the curriculum is built. It aims to give an overall meaning to all compulsory education, defining its main themes, purposes, objectives, and essential content. In addition to knowledge and skills, the <i>socle commun</i> also highlights attitudes. For example, in mastering a foreign language a student is expected to become more open-minded and to have a desire to communicate with his/her European neighbours and other foreigners. The <i>socle commun</i> has seven pillars; each is divided into knowledge, abilities and attributes/attitudes. The pillars are:</p> <ul style="list-style-type: none"> • Mastering the French language • Speaking a modern foreign language • Acquiring basic knowledge in mathematics and science • Developing a humanist culture • Mastering information and communication technology • Acquiring social and civic skills • Developing autonomy and initiative. (NFER, 2013; MEN, 2006) <p>When the <i>socle commun</i> was introduced, consistency across the phases of education was a major concern in France. The <i>socle commun</i> aims to give an overall meaning to all compulsory education, defining its main themes, purposes, objectives and essential content. (Sargent <i>et al.</i>, 2010)</p>
<p>6. Curriculum variation between ages four and 12</p>	<p>There is very little difference in the way the curriculum is structured for children age six (the beginning of compulsory primary education) and those aged 12 (in the first year of lower secondary education in France). The press pack released at the time of announcement of the <i>socle commun</i> (see above) also made specific reference to the links between the pre-school and primary curricula. (Sargent <i>et al.</i>, 2010)</p> <p>The biggest difference in curriculum organisation between age four and age 12 is in the organisation of some subjects. Several subjects develop into a more formal discipline through the phases of education. In pre-primary education and the basic learning cycle, for example, there is a subject known as 'discovering the world', in which children learn about the local environment, time, the environment etc. In the</p>



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Question/prompt	Output
	<p>consolidation cycle, this subject area becomes 'experimental sciences and technology'. Similarly, information and communication technology is part of 'discovering the world' in the basic learning cycle, but becomes a subject in its own right in the consolidation cycle. Similarly humanities in the consolidation cycle is taught as art and art history in the basic learning cycle. In the pre-school curriculum, there is a curriculum area 'acting and expressing themselves with their body' which covers elements of what is later taught as physical education and sport. (MEN, 2008)</p>
7. Learning outcomes	<p>Learning outcomes are used throughout the basic and consolidation learning cycles (ages five-eight and eight-12 respectively) to express what children should learn during a phase of education. The following, taken from the Parent Guide to Primary Education, provides a broad example of the learning outcome expected in French at the end of <i>CE1</i> (the basic learning cycle, age eight). Children are expected to:</p> <ul style="list-style-type: none"> • express themselves clearly orally using appropriate vocabulary • read independently out loud a text containing known and unknown words • read independently and listen to texts from the national literature canon, appropriate to their age • read and understand a simple statement with a single point • identify the topic of a paragraph or a short text • copy a short text without error in legible handwriting and careful presentation • write error-free dictation text of five lines using vocabulary, spelling and grammar • use their knowledge to write a better short text • independently write a text of five to ten lines • recite a poem or piece of text from memory. (MEN, 2012) <p>And, at the end of primary education, age 11, they are expected to:</p> <ul style="list-style-type: none"> • express themselves orally and in writing in an appropriate and precise vocabulary • speak respecting the appropriate level of language • read a text with ease (aloud, silently) • read texts from the national literature canon independently, appropriate to their age • read and understand a single statement, a point • understand new words and use them wisely • identify the topic of a text • use their knowledge to reflect on a text (to better understand it or write something better) • answer a question with a complete sentence, orally and in writing



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Question/prompt	Output
	<ul style="list-style-type: none"> • write an essay of about 15 lines (narrative, description, dialogue, poem, report) using appropriate knowledge of vocabulary and grammar • spell a simple ten-line text correctly (whether written or dictated) using correct spelling, grammar and vocabulary • know how to use a dictionary. (MEN, 2012)
8. Stem or preambles for learning outcomes/ objectives	<p>The stem/preamble used to set out the learning outcomes/objectives for the pre-primary and primary curriculum, and for the seven competencies of the <i>socle commun</i> is '<i>l'élève est capable de....</i>', that is 'the student is capable of....'</p> <p>The Parent Guide uses the following phrase to introduce the learning outcomes for each phase '<i>à la fin de ce cycle, mon enfant va pouvoir...</i>' which translates to 'at the end of this cycle, my child will be able to'..... (MEN, 2012)</p>
9. Variations in stems/ preambles	This stem/preamble does not differ across the different phases of pre-primary and primary education.
10. Differentiation in learning outcomes by age or stage of education	<p>Learning outcomes during primary education are differentiated by stage, that is, the pre-primary, basic and consolidation learning cycles, as described above.</p> <p>For each subject area, the programmes of study define the knowledge and skills to be achieved within the cycle. For French and mathematics only, benchmark tables which set out what children should be able to do by the end of each year in the cycle, are published. The new skills to be acquired are listed in the table and there is an expectation that knowledge and skills acquired in the previous class will be consolidated.</p> <p>The acquisition of French and mathematical skills is a key priority during primary education. Consequently, documents have been published which set out what children should be able to do at the end of each year of primary education in French and mathematics. The documents are intended to articulate a progressive and developmental learning experience. (MEN, 2008)</p>
11. Skills and dispositions which cut across curriculum areas	<p>There are skills and dispositions which cut across the curriculum areas but only in the consolidation cycle (for eight- to 12-year-olds). These are:</p> <ul style="list-style-type: none"> • autonomy and personal initiative • conditions for success at school <p>and are progressively implemented in all fields of activity. They aim to help pupils to feel confident and efficient. (European Commission <i>et al.</i>, 2013)</p>



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Question/prompt	Output
	<p>In addition, each of the seven pillars of the <i>socle commun</i> is divided into knowledge, abilities and attributes/attitudes. The knowledge sets out what should be covered during each phase and abilities are the learning outcomes. The attitudes set out what will become the fundamental features of a well-shaped and free mind. For example, in mastery of language, attitudes encourages the development of interest in reading, openness to discussion and correctness of expression. Equally, attitudes in mastery of a foreign language aim to lead to open-mindedness and a desire to communicate with European neighbours and other foreigners; whilst attitudes in mathematics aim to foster accuracy and respect for the rationally established truth; while scientific culture helps to develop critical thinking and observational skills, etc.. (MEN, 2006)</p> <p>In addition, the French Government has launched a new secular charter to be displayed in all schools. The purpose of the charter is to provide a reminder of the rules for living together in the school environment and to aid the understanding, adoption and respect of these rules. The charter has 15 elements covering the secular nature of the French state and education system and ways in which staff and students can respect this. The charter makes specific mention of the rejection of violence, discrimination and inequality and states that the wearing of or carrying of religious symbols is banned. (MEN, 2006)</p>
12. Curriculum expectations for children's learning and development at particular points in their primary education	<p>The curriculum provides clear expectations for children's learning and development at particular points in their primary education. The points at which attainment of these skills is defined by the <i>socle commun</i> are at:</p> <ul style="list-style-type: none"> • the end of <i>CE1</i> (age eight, the end of the second year of primary education and of the basic learning cycle) when they relate to the acquisition of reading and writing skills, as well as to initial mathematical elements • the end of primary education (age 11) when they relate to the seven major skills areas of the <i>socle commun</i> (mastering the French language, speaking a modern foreign language, acquiring basic knowledge in mathematics and science, developing a humanist culture, mastering information and communication technology, acquiring social and civic skills, and developing autonomy and initiative) (MEN, 2008; European Commission <i>et al.</i>, 2013) <p>The pre-primary curriculum sets out learning outcomes that children should have achieved by the end of the phase (age six). Acquisition of this knowledge and skills is not formally tested but is assessed by teachers. The Ministry of Education has published a guidebook (in French) to help teachers to develop their assessment techniques (MEN, 2010).</p>



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Question/prompt	Output
13. Progression in the curriculum	<p>For the majority of subjects, the curriculum does not describe progression between the end of the basic cycle (age eight) and the end of the consolidation cycle (age 12). However because of the importance placed on the acquisition of skills and knowledge in French and mathematics, there are documents which set out benchmarks for learning in these subjects. They are available, in French, on the primary curriculum web pages (<i>Cycle des apprentissages fondamentaux - Progressions pour le cours préparatoire et le cours élémentaire première année</i> and <i>Cycle des approfondissements - Progressions pour le cours élémentaire deuxième année et le cours moyen</i>). (MEN, 2008)</p> <p>There are also benchmark progression documents for the curriculum areas taught during pre-primary education. These are available, in French, from the Ministry website and provide benchmarks to enable teaching staff to organise progressive teaching and learning, and to allow parents to better understand the organisation of learning. (MEN, 2008)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>Two key documents relating to curriculum and assessment policies for primary education introduced since 2007 are:</p> <ul style="list-style-type: none"> • The <i>socle commun</i> - a curricular reform. Following the Guidance and Planning Law for the Future of Schools (23 April 2005), Decree no. 2006-830 of 11 July 2006 defined a Common Base of Knowledge and Skills that all pupils must progressively acquire throughout their compulsory education (from six to 16 years of age). This is the reference standard for drafting the national education programmes (curricula) at pre-primary, primary and lower secondary level. The <i>socle commun</i> provides the set of values, knowledge, languages and practices that need to be mastered in order to allow each pupil to successfully complete his or her schooling, continue his/her education and professional future and contribute to society. It introduced the notion of 'skill' with regard to educational objectives for the first time. The <i>socle commun</i> was also introduced to tackle what was seen as high rates of school failure and to reduce the number of children leaving primary education with serious difficulties. The introduction of the <i>socle commun</i> led to a revision of the curriculum in all phases to ensure it was reflected in all subjects. A further key change introduced alongside (and linked to) the <i>socle commun</i> was a reduction in the number of compulsory weekly teaching hours in compulsory education (aged six to 16) from 26 to 24. These two hours are intended to be used to provide personalised support for struggling students, or for work in small groups. (MEN, 2006) • The programme to 'restructure' schools. In line with the programme of the President of the French Republic, François Hollande (elected in May 2012 for five years), the Government has undertaken a process to reform the education system. Two major consultations with stakeholders involved in the



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	<p>education sector were launched in 2012: one focused on French school system reform (Refondons l'École de la République – "Let's Restructure Schools"); the other on reforming the higher education and research system. The 'Guidance and Programming Law no. 2013-595 of 8 July 2013 on the Restructuring of Schools' is a result of the first consultation. It aims to ensure academic success for all pupils, raising their level of knowledge, skills and culture; and reducing social and regional inequalities in academic success. (MEN, 2012)</p> <p>In addition, one significant policy change introduced in September 2013 as a result of the above restructuring schools programme, and with a view to improving learning in primary phase education, has been a revised <u>school timetable</u> for primary education. Legislation introduced in January 2013 (Decree no. 2013-77 of 24 January) changed the length of the school week for primary school pupils back to what it had traditionally been. That is, since the beginning of the 2013 academic year, the school week has again comprised nine half days (four-and-a-half days each week to include Wednesday morning) instead of the eight half days (four full days on Monday, Tuesday, Thursday and Friday) (introduced under former) President Sarkozy. The change is a result of consultations which all requested a return to four-and-a-half days. In the four-day timetable, French children had longer, fuller days than most other students around the world and the change is intended to allow for improved performance. The changes also aim to allow more students to access extra-curricular activities. (European Commission <i>et al.</i>, 2013)</p>

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New Zealand: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output						
1. Years in primary school education	Education does not become compulsory until the age of six. However, children almost universally start school at the age of five, going into what are known as 'new entrant groups'. Therefore, primary education generally lasts eight years (see Table 1). (NFER, 2013)						
2. Stages in primary education	<p>Primary education is split into three stages (see Table 1). (NFER, 2013)</p> <table border="1"> <caption>Table 1</caption> <tr> <td>'Junior Classes'</td><td>Year 1, ages 5-6 Year 2, ages 6-7</td></tr> <tr> <td>'Standards 1-4'</td><td>Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11</td></tr> <tr> <td>Forms 1-2,</td><td>Year 7, ages 11-12 Year 8, ages 12-13</td></tr> </table> <p>Children generally receive Forms 1-2 education (Years 7 and 8), ages 11-12 and 12-13, in primary schools but may also be in intermediate or middle schools. In rural areas, there are also composite schools which cater for the full age range ('area schools', ages five/six-18) or Form 1-7 schools (Years 7 to 13, age 11-18). (NFER, 2013)</p> <p>Pre-primary</p> <p>Although early childhood education is voluntary, most children receive some form of pre-school education, at least at the ages of three and four. Most children aged five are admitted to the new entrant groups in primary schools, although school is not compulsory until the age of six years.</p>	'Junior Classes'	Year 1, ages 5-6 Year 2, ages 6-7	'Standards 1-4'	Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11	Forms 1-2,	Year 7, ages 11-12 Year 8, ages 12-13
'Junior Classes'	Year 1, ages 5-6 Year 2, ages 6-7						
'Standards 1-4'	Year 3, ages 7-8 Year 4, ages 8-9 Year 5, ages 9-10 Year 6, ages 10-11						
Forms 1-2,	Year 7, ages 11-12 Year 8, ages 12-13						



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3. Class years and ages in primary education	See Table 1 above.
4. Multi-age/multi-year settings	<p>Multi-age/year settings are not specifically planned for particular stages. Classed as 'composite classes' these can be a mixture of two different years in large schools and potentially a mixture of students from five to 12 years of age in smaller schools (ERO, 2009)</p> <p>Composite classes are formed for a variety of reasons including:</p> <ul style="list-style-type: none">• meeting social needs• meeting academic needs• allowing children to learn within a more effective group to meet their needs• matching children to teachers• maximising teacher strengths• minimising/making equitable classroom sizes (Otumoetai Primary School, 2013)



New Zealand: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	There are eight learning areas within the New Zealand Curriculum (2007), with achievement objectives set at eight levels through which children progress. Each level represents a learning stage in that subject. Most Year 1-8 students (ages five to 13) will be learning between levels 1-5. The level at which each child is learning will vary by age and curriculum subject. The levels are designed to let children progress at their own rate. A child will progress to the next level in a particular subject when he/she has mastered most of the skills, knowledge and understanding required at the current learning stage. (New Zealand. Ministry of Education, 2007b)
2. Aims of primary education	<p>The New Zealand Government has established education as the core of the nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government has set 'Goals for the education system of New Zealand' which include:</p> <ul style="list-style-type: none"> • ensuring the highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society ensuring equality of educational opportunity for all New Zealanders • developing the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern ever-changing world • developing a sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers • ensuring a broad education through a balanced curriculum covering essential learning areas, with high levels of competence in basic literacy and numeracy, science and technology • ensuring excellence through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need • ensuring success for those with special needs by ensuring that they are identified and receive appropriate support • providing access to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education • ensuring increased participation and success by Māori through the advancement of Māori education initiatives



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Question/prompt	Output
	<ul style="list-style-type: none"> ensuring respect for the diverse ethnic and cultural heritage of New Zealand people. (NFER, 2013) <p>The New Zealand Curriculum's (2007) vision is that young people will be confident, connected, actively involved, lifelong learners. (New Zealand. Ministry of Education, 2007b)</p> <p>The New Zealand Government aims, through early childhood education, to:</p> <ul style="list-style-type: none"> provide a sound foundation in the early years for future learning and achievement, with full participation and achievement by Māori in all areas of education achieve equality of educational opportunity for all to reach their potential and take their full place in society achieve success in learning for those with special needs. <p>Specifically, the Government's goals are to:</p> <ul style="list-style-type: none"> increase parent education and family support increase enrolments of children in early childhood services, particularly Māori and Pacific Islands children further improve the quality of education and care through <i>Te Whariki</i>, the Early Childhood Curriculum address special needs provision. (NFER, 2013)
3. Principles of primary education	<p>The New Zealand Curriculum (2007) is a statement of official policy relating to teaching and learning in English-medium New Zealand schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. A parallel document, <i>Te Marautanga o Aotearoa</i>, serves the same function for Māori-medium schools. Although they come from different perspectives, both start with visions of young people who will develop the competencies they need for study, work, and lifelong learning and go on to realise their potential. (New Zealand. Ministry of Education, 2007b)</p> <p>The New Zealand Curriculum (2007) is based on a series of values, principles, and key competencies, as well as the eight designated learning areas (see Questions 4 and 11 below in addition). The principles set out below embody beliefs about what is important and desirable in the New Zealand Curriculum – nationally and locally. They should underpin all school decision making. These principles put students at the centre of teaching and learning, asserting that they should</p>



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Question/prompt	Output
	<p>experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.</p> <p>Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising and review. The values are part of the everyday curriculum – encouraged, modelled, and explored.</p> <p>All curriculum should be consistent with eight statements of principles:</p> <ol style="list-style-type: none"> 1. High expectations - The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. 2. Treaty of Waitangi - The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of <i>Aotearoa</i> New Zealand. All students have the opportunity to acquire knowledge of <i>te reo Māori</i>. 3. Cultural diversity - The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. 4. Inclusion - The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. 5. Learning to learn - The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. 6. Community engagement - The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. 7. Coherence - The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. 8. Future focus - The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. (New Zealand. Ministry of Education, 2007b) <p>The four broad principles of <i>Te Whāriki</i>, the early childhood curriculum framework (see Question 4 below in addition), are:</p>



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Question/prompt	Output
	<ol style="list-style-type: none"> 1. Empowerment. Children will be empowered to learn and grow. 2. Holistic development. Children learn and grow in a holistic way. Their intellectual, social, cultural, physical, emotional and spiritual learning is interwoven across all their experiences. 3. Family and community. A child's family and community are recognised as part of the learning experience 4. Relationships. Children learn through positive relationships with people, places and things. (New Zealand. Ministry of Education, 1996)
<p>4. Curriculum structure and organisation from age four to age 12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>The New Zealand Curriculum (2007) is compulsory from Year 1 (ages five-six) to the end of Year 10 (ages 15-16). The vision for the New Zealand Curriculum is for all young people to be confident, connected, actively involved, lifelong learners. The Curriculum specifies eight learning areas:</p> <ul style="list-style-type: none"> • English • the arts • health and physical education • learning languages * • mathematics and statistics • science • social sciences • technology. (NFER, 2013) <p>* In New Zealand, <i>te reo Māori</i> (the Māori language) and New Zealand Sign Language (NZSL) are official languages, while English, the medium for teaching and learning in most schools, is a <i>de facto</i> official language by virtue of its widespread use. All three may be studied as first or additional languages. (New Zealand. Ministry of Education, 2007d)</p> <p>From Years 1 – 10 the following learning areas are broken down:</p> <ul style="list-style-type: none"> • Arts; Dance, drama, music, visual arts • Health and physical education; Health education, physical education, home economics (New Zealand. Ministry of Education, 2007a) <p>In addition, through their studies, children work to develop five sets of key competencies:</p>



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Question/prompt	Output
	<ul style="list-style-type: none"> • thinking • using language symbols and texts • managing self • relating to others • participating and contributing. <p>There are two partner documents, the New Zealand Curriculum for English-medium Teaching and Learning and Te Marautanga o Aotearoa for Maori-medium teaching and learning.</p> <p>In more detail, the New Zealand curriculum also includes and explains:</p> <ul style="list-style-type: none"> • A vision for young people who are confident, connected, and actively involved lifelong learners. • The principles that guided the curriculum's development: high expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, and future focus. • The values to be developed and modelled through teaching and learning: excellence; innovation, enquiry, and curiosity; diversity; equity; community and participation; ecological sustainability; integrity; and respect. • The key competencies - the capabilities people need in order to live, learn, work and contribute as active members of their communities. These are thinking; using language, symbols and texts; managing self; relating to others; participating and contributing. • The eight learning areas: social sciences; arts; technology; science; mathematics and statistics; health and physical education; English; and learning languages. The curriculum explains the rationale and structure of each of these learning areas. (NFER, 2013) <p>Early Childhood Education (ECE) covers the years from birth to school entry age (usually five). It is the first level of education and recognises the young child as a learner from birth.</p> <p>Te Whāriki (1996) is the ECE curriculum framework. It is specifically designed for children from the time of birth to school entry, and provides links to learning in school settings. It takes a child-centred approach, with integrated education and care elements and emphasises the learning partnership between teachers, parents and <i>whānau</i> (family). The framework is based around five 'curriculum strands', along with a range of 'foundation principles', 'strands' and 'goals'.</p>



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Question/prompt	Output
	<p>Curriculum strands</p> <ul style="list-style-type: none"> • Exploration – <i>Mana Aoturoa</i> • Communication – <i>Mana Reo</i> • Well-being – <i>Mana Atua</i> • Contribution – <i>Mana Tangata</i> • Belonging – <i>Mana Whenua</i>. (New Zealand. Ministry of Education, 2007a) <p>Principles</p> <ul style="list-style-type: none"> • Empowerment: the Early Childhood Curriculum should empower the child to learn and grow. • Family and community: the wider world of family and community should be an integral part of the Early Childhood Curriculum. • Holistic development: the Early Childhood Curriculum should reflect the holistic way children learn and grow and should encourage learning as a whole, rather than in separate subjects. • Relationships: the Early Childhood Curriculum should reflect the fact that children learn through responsive and reciprocal relationships with people, places and things. <p>Strands</p> <ul style="list-style-type: none"> • Well-being: the health and well-being of the child should be protected and nurtured. • Belonging: linking with the children's families, with what they do and how they do it. • Contribution: opportunities for learning should be equitable and each child's contribution should be valid. • Communication: the languages and symbols of their own and other cultures should be promoted and protected and all kinds of language should be used (spoken, written, drawn and signalled). • Exploration: the child should learn through active exploration of the environment (that is, through playing and working things out through new experiences). <p>Goals</p> <p>These are intended to provide clear direction for learning programmes, based on the principles and strands. The goals set out in <i>Te Whāriki</i> describe:</p> <ul style="list-style-type: none"> • Learning outcomes for developing children's knowledge, skills and attitudes. • Questions to help children think about how a programme is working. • Examples of the kind of experiences that can help children learn.



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Question/prompt	Output
	Principles, strands and goals are intended to make up the early childhood curriculum as if woven together like the strands of a woven mat, or <i>whāriki</i> . (NFER, 2013)
5. Curriculum structures based on something other than curriculum areas or subjects	<p>As described above, the New Zealand Curriculum (2007) is based on a series of values, principles, and key competencies, as well as the eight designated learning areas. The curriculum is designed to be a framework rather than a detailed plan, which allows individual schools flexibility in how to define the detail and in how they deliver the curriculum. (New Zealand. Ministry of Education, 2007a)</p> <p>As described above Te Whāriki (1996), the early childhood education and care (ECE) framework, takes a child-centred approach, with integrated education and care elements and emphasises the learning partnership between teachers, parents and <i>whānau</i> (family). The framework is based around five 'curriculum strands', along with a range of 'foundation principles', 'strands' and 'goals'. (New Zealand. Ministry of Education, 1996)</p>
6. Curriculum variation between ages four and 12	The curriculum framework for pre-compulsory early childhood education is not subject-based, whereas the curriculum for ages five to 12 is based on eight learning areas.
7. Learning outcomes	<p>Within the eight learning areas of the New Zealand Curriculum (2007), there are achievement objectives which are set at eight levels through which children progress. Each level represents a learning stage in that subject. Most Year 1-8 students (ages five to 13) will be learning between levels 1-5.</p> <p>The level at which each child is learning will vary by age and curriculum subject. A child will progress to the next level in a particular subject when he/she has mastered most of the skills, knowledge and understanding required at the current learning stage. (New Zealand. Ministry of Education, 2007b)</p> <p>Example achievement objective:</p> <div> <p>Level one dance</p> <p>Understanding Dance in Context</p> <ul style="list-style-type: none"> • Demonstrate an awareness of dance in their lives and in their communities. </div>



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Question/prompt	Output
	<p>Level eight dance</p> <p>Understanding Dance in Context</p> <ul style="list-style-type: none"> Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups <p>(New Zealand. Ministry of Education, 2007a)</p> <p>Learning outcomes are set out as goals in <i>Te Whāriki</i> (1996). Under well-being, for example, they are expressed as follows:</p> <p>The health and well-being of the child are protected and nurtured.</p> <p>Goals</p> <p>Children experience an environment where:</p> <ul style="list-style-type: none"> their health is promoted their emotional well-being is nurtured they are kept safe from harm (New Zealand. Ministry of Education, 1996)
8. Stems and preambles for learning outcomes/ objectives	<p>In the New Zealand Curriculum, achievement objectives are outlined across the eight learning areas through eight levels of achievement (covering compulsory education) and are expressed with the preamble '<i>students will</i>' e.g. '<i>Students will: Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</i>' (New Zealand. Ministry of Education, 2007b)</p> <p>The objectives under the five curriculum strands of the early childhood curriculum (<i>Te Whāriki</i>) are expressed with the preamble '<i>Children (and their families) experience an environment where.....</i>.' (New Zealand. Ministry of Education, 1996)</p>
9. Variations in stems/preambles	<p>Although the preambles differ between <i>Te Whāriki</i> and the New Zealand Curriculum, they do not differ across the stages of primary education.</p>



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Question/prompt	Output
10. Differentiation in learning outcomes by age or stage of education	Achievement objectives (learning outcomes) are differentiated by eight levels. Most Year 1-8 (primary level) students will be learning between levels 1-5. (New Zealand. Ministry of Education, 2007a)
11. Skills and dispositions which cut across curriculum areas	<p>The New Zealand Curriculum (2007) vision is for all young people to be confident, connected, actively involved, lifelong learners. In addition to the eight learning areas, the New Zealand Curriculum identifies cross cutting principles, values and competencies:</p> <ul style="list-style-type: none"> • The principles embody beliefs about what is important and desirable in the school curriculum – nationally and locally. They are expected to underpin all school decision making; aim to put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive; and affirm New Zealand's unique identity. The principles relate to how curriculum is formalised in a school and are particularly relevant to the processes of planning, prioritising and review that guided the curriculum's development: high expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus. All curriculum should be consistent with the eight principles statements which relate to: high expectations, the Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, and future focus. • Values are deeply held beliefs about what is important or desirable and are expressed through the ways in which people think and act. Every decision relating to the curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. Through the New Zealand Curriculum framework, students are encouraged to value: excellence; innovation, enquiry, and curiosity; diversity; equity; community and participation; ecological sustainability; integrity; and respect. It is intended that these values are developed, encouraged, modelled and explored through teaching and learning and the list is neither exhaustive nor exclusive. • The key competencies are the capabilities people need in order to live, learn, work and contribute as active members of their communities. They are: managing self; relating to others; participating and contributing; thinking; and using language, symbols and texts. (NFER, 2013) <p>Te Whāriki (1996), the curriculum framework for early childhood education and care, is specifically designed for children from the time of birth to school entry, and provides links to learning in school</p>



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Question/prompt	Output
	<p>settings. Like the New Zealand Curriculum, the framework is based around five 'curriculum strands', along with a range of 'foundation principles', 'strands' and 'goals'.</p> <p>Curriculum strands</p> <ul style="list-style-type: none"> • Exploration – <i>Mana Aoturoa</i> • Communication – <i>Mana Reo</i> • Wellbeing – <i>Mana Atua</i> • Contribution – <i>Mana Tangata</i> • Belonging – <i>Mana Whenua</i>. (New Zealand. Ministry of Education, 2013) <p>Principles</p> <ul style="list-style-type: none"> • Empowerment: the Early Childhood Curriculum should empower the child to learn and grow. • Family and community: the wider world of family and community should be an integral part of the Early Childhood Curriculum. • Holistic development: the Early Childhood Curriculum should reflect the holistic way children learn and grow and should encourage learning as a whole, rather than in separate subjects. • Relationships: the Early Childhood Curriculum should reflect the fact that children learn through responsive and reciprocal relationships with people, places and things. <p>Strands</p> <ul style="list-style-type: none"> • Well-being: the health and well-being of the child should be protected and nurtured. • Belonging: linking with the children's families, with what they do and how they do it. • Contribution: opportunities for learning should be equitable and each child's contribution should be valid. • Communication: the languages and symbols of their own and other cultures should be promoted and protected and all kinds of language should be used (spoken, written, drawn and signalled). • Exploration: the child should learn through active exploration of the environment (that is, through playing and working things out through new experiences). <p>Goals</p> <p>These are intended to provide clear direction for learning programmes, based on the principles and</p>



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Question/prompt	Output
	<p>strands. The goals set out in <i>Te Whāriki</i> describe:</p> <ul style="list-style-type: none"> • Learning outcomes for developing children's knowledge, skills and attitudes. • Questions to help children think about how a programme is working. • Examples of the kind of experiences that can help children learn. <p>Principles, strands and goals are intended to make up the early childhood curriculum as if woven together like the strands of a woven mat, or <i>whāriki</i>. (NFER, 2013)</p>
<p>12. Curriculum expectations for children's learning and development at particular points in their primary education</p>	<p>In the New Zealand Curriculum, children progress via eight designated levels across the eight learning areas. There is no set point for a child to be on a specific level for a specific subject; children progress at their own speed. Generally children in Years 1-8 will be on levels 1-5. (New Zealand. Ministry of Education, 2007b)</p> <p>National standards (2010) are used to assess and report on a child's progress and achievement in reading, writing and mathematics across Years 1-8. National Standards and <i>Nga Whanaketanga Rumaki Maori</i> describe the literacy and numeracy knowledge, skills and understanding needed for students if they are to meet the demands of the New Zealand Curriculum across all learning areas. Like the curriculum achievement objectives, National Standards and <i>Nga Whanaketanga Rumaki Maori</i> provide descriptions of expected achievement. However, unlike the achievement objectives, they specifically and definitively link to a period of time (after one, two, three years of school) or year level. They provide reference points of expected achievement which can be used nationwide to consider progress and achievement. (UNESCO, 2011)</p> <p>Children entering primary education – usually at age five - take part in school entry assessment (SEA/AKA). This voluntary assessment is based on the systematic use of diagnostic procedures to provide teachers with information on the entry characteristics of children, including their language development, their understanding of mathematical concepts, their health, and their personal and social development. This information is intended to enable teachers to make appropriate decisions about each child's future learning programme. (NFER, 2013)</p> <p><i>Te Whāriki</i> sets out goals to be achieved with no designated points for achievement. (New Zealand. Ministry of Education, 1996)</p>



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Question/prompt	Output
13. Progression in the curriculum	<p>Within the eight curriculum areas of the New Zealand Curriculum, children progress through eight levels. Each level represents a learning stage in that subject. Most Year 1-8 students (ages five to 13) will be learning between levels 1-5. (New Zealand. Ministry of Education, 2007b)</p> <p>The New Zealand Curriculum sets out learning pathways for children as they pass from early childhood education and care through compulsory education. It states:</p> <p><i>As students journey from early childhood through secondary school and, in many cases, on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction.</i></p> <p><i>The transition from early childhood education to school is supported when the school:</i></p> <ul style="list-style-type: none"> • <i>fosters a child's relationships with teachers and other children and affirms their identity</i> • <i>builds on the learning experiences that the child brings with them</i> • <i>considers the child's whole experience of school</i> • <i>is welcoming of family and whanau (extended family group).</i> <p><i>This new stage in children's learning builds upon and makes connections with early childhood learning and experiences. Teaching and learning programmes are developed through a wide range of experiences across all learning areas, with a focus on literacy and numeracy along with the development of values and key competencies.</i> (New Zealand. Ministry of Education, 2007a)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>Comprising the New Zealand Curriculum (2007, implemented from 2010) and <i>Te Marautanga o Aotearoa</i> (2008, implemented from 2011), the National Curriculum outlines outcomes, values, principles, key competencies, learning areas and achievement objectives to guide and direct teaching and learning in English and Māori medium.</p> <p>The redevelopment of the New Zealand Curriculum and <i>Te Marautanga o Aotearoa</i> was a result of the recommendations of the 2002 'Curriculum Stocktake', which found that, while the structure of the curriculum provided a sound framework for teaching and learning in New Zealand schools, some improvements could be made to improve the New Zealand Curriculum so that it better</p>



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Question/prompt	Output
	<p>supported teachers and schools to achieve the high expectations set by national curriculum policy. The stocktake made 11 recommendations on how the curriculum should be shaped to better meet the needs of diverse students. These included that:</p> <ul style="list-style-type: none"> • essential learning areas were reviewed and refined and outcomes clarified • the essential skills, attitudes, and values were revised and better integrated into the essential learning areas • more opportunities were provided for students to learn another language in Years 7–10 • there is a focus on supporting quality teaching and strengthening school ownership of curriculum • material is developed for parents and communities so that they know what students are learning at school and why • curriculum materials are developed to assist teachers to better meet the needs of diverse students • the links between outcomes, pedagogy, and assessment are more explicit in curriculum materials and professional development programmes. (New Zealand. Ministry of Education, 2007c) <p>National Standards (2010) for primary schools have recently been introduced to support and enhance the New Zealand Curriculum by providing clarity around progress and achievement expected. The Ministry consulted on the National Standards with parents, families and communities, and the education sector between 25 May and 3 July 2009. This initiative was central to the incoming Government's education policy following the 2008 elections. Parents were promised there would be regular assessment of primary and intermediate students against the new standards, and that reports to them would be in plain English, so that they could clearly see if their child was making expected progress or falling behind. When the latter was the case, targeted funding would help schools provide more support. The overall aim was to improve levels of achievement in the foundational areas of literacy and numeracy, and to have all students securely on a learning trajectory that could seem them achieve well in their secondary school years. (Hipkins and Hodgen, 2011)</p>



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Northern Ireland: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output												
1. Years in primary school education?	<p>There are seven years in primary education, accommodating children aged four-11.</p> <p>Children attain compulsory school age depending on the date of their fourth birthday. A child's age on 1 July determines the point of entry: for example, children who turned four between 1 September 2012 and 1 July 2013 began primary school in September 2013, whereas children who turned four between 2 July 2013 and 31 August 2013 will begin school in September 2014. (European Commission <i>et al.</i>, 2013)</p>												
2. Stages in primary education	<p>There are three stages in primary school education in Northern Ireland:</p> <ul style="list-style-type: none">the Foundation Stage covering children aged four-sixKey Stage 1 for children aged six-eightKey Stage 2 for eight- to 11-year-olds. (European Commission <i>et al.</i>, 2013)												
3. Class years and ages in primary education	<p>Primary schools normally have seven year groups, covering the Foundation Stage and two Key Stages, as follows:</p> <table><tr><th>Age</th><th>Level</th><th>Description</th></tr><tr><td>4-6 years</td><td>Foundation Stage</td><td>Years 1 and 2 (P1-2)</td></tr><tr><td>6-8 years</td><td>Key Stage 1</td><td>Years 3 and 4 (P3-4)</td></tr><tr><td>8-11 years</td><td>Key Stage 2</td><td>Years 5, 6 and 7 (P5,6,7)</td></tr></table> <p>(European Commission <i>et al.</i>, 2013)</p>	Age	Level	Description	4-6 years	Foundation Stage	Years 1 and 2 (P1-2)	6-8 years	Key Stage 1	Years 3 and 4 (P3-4)	8-11 years	Key Stage 2	Years 5, 6 and 7 (P5,6,7)
Age	Level	Description											
4-6 years	Foundation Stage	Years 1 and 2 (P1-2)											
6-8 years	Key Stage 1	Years 3 and 4 (P3-4)											
8-11 years	Key Stage 2	Years 5, 6 and 7 (P5,6,7)											
4. Multi-age/multi-year settings	<p>The organisation of teaching groups is determined by the school. Children aged four-11 years are generally taught in mixed-ability classes with children of the same age, with one teacher in charge of the class. However, many primary schools, particularly small schools, have one or more mixed-age classes, in which case some pupils might stay in the same class for more than one year. (European Commission <i>et al.</i>, 2013)</p> <p>Primary schools also commonly use 'setting', grouping pupils according to ability in a particular subject for some subjects only, often English and mathematics. Other subjects are generally taught in mixed-ability groups. In some schools, pupils may be grouped by general ability – a practice known as 'streaming'. A 2011 study by the Institute of Education found that 39.5 per cent of seven-year-olds in Northern Ireland were 'set' for literacy and 35 per cent for mathematics. (Institute of Education, 2011) ('Setting' differs from 'streaming' – grouping pupils by general ability.)</p>												



Northern Ireland: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>The Education Reform (Northern Ireland) Order 1989 (Great Britain. Statutes, 1989) introduced the 'key stages' of primary education to reflect the developmental stages in the Northern Ireland Curriculum. The precise definition of the main key stages is age related and reflects the structures in the education system. The key stages have changed since the introduction of the The Education (Northern Ireland) Order 2006 (Great Britain. Statutes, 2006) and now include the Foundation Stage and two key stages. The Foundation Stage, which was introduced in September 2007, covers the first two years of primary school (Years 1 and 2, children aged four to six years); Key Stage 1 covers Years 3 and 4, children aged six to eight; and Key Stage 2 (Years 5–7), children aged eight to 11 years. (European Commission <i>et al.</i>, 2013).</p> <p>The precise definitions, as outlined in The Education (Northern Ireland) Order 2006, are:</p> <ul style="list-style-type: none"> • Foundation Stage: lasting for two years from the start of compulsory education (age four). • Key Stage 1: the period beginning at the same time as the next school year after the end of the Foundation Stage and ending at the same time as the school year in which the majority of pupils in the class complete two school years in that key stage. • Key Stage 2: the period beginning at the same time as the next school year after the end of Key Stage 1 and ending at the same time as the school year in which the majority of pupils in the class complete three school years in that key stage.
2. Aims of primary education	<p>The overall aim of the Foundation Stage is to provide children with an appropriate programme of learning and equip them with the skills and competences needed to succeed in school and in future life. Young children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home and, for most, some form of pre-school education. The Foundation Stage aims to build on these learning experiences by providing children with an appropriate learning programme to develop their dispositions to learn and to provide them with the skills and competences they will need to succeed in school and future life. The Foundation Stage also endorses good early years practice where teachers have more flexibility in terms of what they teach. This flexibility allows teachers to follow the interests of the children, encouraging them to see links in their learning and to appreciate that the skills they learn in one area can be applied elsewhere.</p>



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Question/prompt	Output
	<p>As indicated under Question 4 below, the Foundation Stage aims to provide a learning programme which will:</p> <ul style="list-style-type: none"> • promote children's personal development • promote positive attitudes and dispositions to learning • promote children's thinking skills and personal capabilities • encourage creativity and imagination • enable children to develop physical confidence and competence • develop children's curiosity and interest in the world around them • enable children to communicate in a variety of ways • motivate children to develop literacy and numeracy skills in meaningful contexts. (CCEA, 2006) <p>Under the Northern Ireland Curriculum, the aim of the primary curriculum is to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives. The learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as: individuals, contributors to society and contributors to economy and environment. (CCEA 2007a)</p>
3. Principles of primary education	<p>The basic principle underlying compulsory school education is that it should provide a balanced and broadly based curriculum which is suitable to a child's age, ability, aptitude and to any special educational needs (SEN) which he/she may have.</p> <p>According to The Education (Northern Ireland) Order 2006 (Great Britain. Statutes, 2006), the curriculum is designed specifically to:</p> <ul style="list-style-type: none"> • promote the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society • prepare such pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills. (European Commission <i>et al.</i>, 2013). <p>The Northern Ireland Curriculum: Primary states that education at Key Stage 1 should foster the intellectual, social, emotional, physical, moral and spiritual development of pupils by:</p> <ul style="list-style-type: none"> • enabling them to work and play together harmoniously • promoting positive attitudes to school and learning



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Question/prompt	Output
	<ul style="list-style-type: none"> • providing opportunities for them to learn in a practical way • using, to the full, opportunities provided by play for their development, both socially and academically • providing a wide range of opportunities for developing movement and manipulative skills • developing their natural curiosity and stimulating their imagination • providing opportunities for exploration, investigation, problem-solving and decision making • developing the fundamental skills of literacy, numeracy and oral communication, both through direct teaching and by the opportunities provided by other subjects and activities • providing opportunities for them to develop knowledge, understanding and skills through a range of contexts spanning all subjects of the curriculum • providing rich and varied contexts for developing skills, such as observing, investigating, organising, recording, interpreting and predicting, which are essential to learning in all subjects of the curriculum. (CCEA 2007a) <p>Learning at Key Stages 1 and 2 should continue to foster the intellectual, social, emotional, physical, cultural, moral and spiritual development of children by:</p> <ul style="list-style-type: none"> • providing opportunities for children to continue to develop the transferable skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities through the opportunities provided • developing self-confidence and self-esteem • developing the skills necessary to enable children to participate as contributing members of groups • providing opportunities for children to engage in exploration, problem-solving and decision-making • promoting, in children, positive attitudes to learning to help them make informed and responsible choices and decisions • continuing to develop children's creativity • using a range of strategies, including thematic approaches, in a wide range of contexts which are worthwhile, challenging, relevant and enjoyable • developing a greater depth of knowledge, understanding and skills through a wide range of contexts • providing opportunities for children to express their individual needs and to make realistic choices. (CCEA 2007a)
4. Curriculum structure and organisation from age four to age	The Northern Ireland Primary Curriculum (CCEA, 2007a) covers six statutory Areas of Learning across the three stages of primary education from age four to age 11.



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Question/prompt	Output
<p>12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>At Foundation Stage (ages four to six) these cover:</p> <ul style="list-style-type: none"> • language and literacy, including talking and listening, reading and writing • mathematics and numeracy, including number, measures, shape and space, sorting and pattern and relationships • the arts, including art and design, music and drama • the world around us, including geography, history and science and technology • personal development and mutual understanding, including personal understanding and health and mutual understanding in the local and wider community • physical development and movement, including athletics, dance, games and gymnastics. <p>The Key Stage 1 and 2 curricula (six- to 11-year-olds) cover:</p> <ul style="list-style-type: none"> • language and literacy, including talking and listening, reading and writing and opportunities to incorporate drama • mathematics and numeracy, focusing on the development of mathematical concepts and numeracy across the curriculum, and including mathematical processes, number, measures, shape and space, and handling data • the arts, including art and design, music and opportunities to incorporate drama • the world around us, focusing on the development of skills and knowledge in geography, history, and science and technology • personal development and mutual understanding, focusing on two strands: personal understanding and health (incorporating emotional development, learning to learn, health, relationships and sexuality education); and mutual understanding in the local and global community • physical development, focusing on the development of knowledge, skills and understanding in a range of physical activities, including athletics, dance, games and swimming. <p>There are statutory requirements for the minimum content to be covered for each Area of Learning, for each key stage. (CCEA, 2007a)</p> <p>Religious education (RE) is also a compulsory subject in all grant-aided (publicly funded) schools, to be taught according to a common core syllabus, drawn up with the agreement of the main churches. The syllabus is mostly Christian in nature, but also includes morality education and other world religions. Parents have the right to withdraw their children from RE and collective worship activities. (European Commission <i>et al.</i>, 2013)</p>



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Question/prompt	Output
5. Curriculum structures based on something other than curriculum areas or subjects	There is a Thinking Skills and Personal Capabilities framework, whose contents are detailed below in the 'skills and dispositions' section. While the skills and capabilities in the framework are designed to be developed and assessed in and through the Areas of Learning, they include qualities such as creativity, empathy and responsibility that are non-subject-specific. (CCEA, 2007b)
6. Curriculum variation between age four and age 12	<p>Note: children aged 12 in Northern Ireland are in the first year of secondary education. Secondary provision is not referred to here.</p> <p>Although the Northern Ireland Curriculum is divided into three stages – the Foundation Stage for four- to six-year olds, Key Stage 1 for six- to eight-year-olds and Key Stage 2 for eight- to 11-year-olds – pupils aged four to 11 years generally study the same curriculum subjects. (European Commission, 2013)</p> <p>There are statutory requirements for the minimum content to be covered for each area of learning, for each stage. These requirements, which set out what pupils should be taught, vary across the stages – that is, they are more demanding at Key Stages 1 and 2 than at Foundation Stage. (CCEA, 2007a)</p> <p>While the areas of learning within the curriculum are set out separately, teachers are expected, where appropriate, to integrate learning across the six areas to make relevant connections for children. Children too, are encouraged to make connections in their learning and to see the interrelationships between areas. (European Commission <i>et al.</i>, 2013)</p>
7. Learning outcomes	From the age of four, statutory requirements are set out for each aspect of each Area of Learning, in the Northern Ireland Primary Curriculum document. (CCEA, 2007a)
8. Stems or preambles for learning outcomes/ objectives	<p>Stems and preambles for statutory requirements are phrased in terms of 'enablement'. For each aspect of each compulsory Area of Learning, the stem is 'Pupils should be enabled to.....'. (CCEA, 2007a) (Where non-statutory examples are given, they suggest that 'children should have opportunities to...') (CCEA, 2007a)</p> <p>In addition, the levels of progression for the cross-curricular skills of 'communication' (reading, writing, and talking and listening in English and Irish) and 'using mathematics' (see below) are set out as active 'can do' statements across the levels, e.g. 'pupils read aloud confidently and clearly'; 'pupils' writing is confident, competent and interesting'. (CCEA, 2010)</p>
9. Variations in stems/ preambles	The same terminology is used across the Foundation Stage and Key Stages 1 and 2.
10. Differentiation in learning	The outcomes are differentiated by the three stages, Foundation Stage and Key Stages 1 and 2, with



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Question/prompt	Output
outcomes by age or stage of education	progressively more advanced outcomes being sought as pupils progress through the primary phase.
11. Skills and dispositions which cut across curriculum areas	<p>There is an explicit emphasis on the development of skills and capabilities for life-long learning and for contributing effectively to society. These whole curriculum skills and capabilities consist of the Cross-Curricular Skills and Thinking Skills and Personal Capabilities. They are embedded at all stages of the Northern Ireland Curriculum and it is stated that pupils should have opportunities to acquire, develop and demonstrate these skills in all areas of the curriculum.</p> <p>The Cross-Curricular Skills are:</p> <ul style="list-style-type: none"> • communication • using mathematics • using ICT. <p>There is a Thinking Skills and Personal Capabilities framework (CCEA, 2007b), which integrates a range of different types of thinking skills and learning dispositions with collaborative learning (working with others) and independent learning (self-management and taking responsibility).</p> <p>Five strands are included in the framework:</p> <ul style="list-style-type: none"> • managing information – developing pupils’ abilities in an information-intensive environment • thinking, problem-solving and decision-making – engaging pupils in active learning beyond the recall of factual information and the routine application of procedures • being creative – encouraging pupils’ personal responses, including curiosity, exploration, experimentation and invention • working with others – encouraging pupils to develop social skills, empathy, fairness and responsibility <p>self-management – encouraging pupils to become self-directed, evaluate their own strengths and weaknesses, identify their interests and attitudes to learning.</p> <p>The framework is not isolated from the Areas of Learning, as it is intended that the skills and capabilities be developed and assessed in and through the Areas of Learning. (CCEA, 2007b)</p> <p>There is an objective that the learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as individuals, contributors to society and contributors to the economy and environment. (CCEA, 2007a)</p>



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Question/prompt	Output
12. Curriculum expectations for for children's learning and development at particular points in their primary education	<p>At the end of Key Stage 1 (Year 4, children aged eight) and the end of Key Stage 2 (Year 7, children aged 11) pupils are assessed in the cross-curricular skills of 'communication', 'using mathematics' and 'using ICT'. Teachers are required to make a summative judgement based on 'levels of progression', i.e. assign a level each pupil has achieved in each skill.</p> <p>Levels of progression set out, in the form of 'can do' statements, a continuum of skills that pupils should be able to demonstrate if they are to build the literacy, numeracy and ICT skills needed to function effectively in life and in the world of work. There are seven levels of progression for each requirement of the skills (generally up to level five in primary school, with the possibility to report at level six for exceptional performance).</p> <p>The expected levels for most pupils at the end of each key stage are:</p> <ul style="list-style-type: none"> • end of Key Stage 1 – level 2 • end of Key Stage 2 – level 4. <p>In addition, individual pupils are expected to progress at least one level between each key stage. In Irish-medium schools and units, where 'communication' is assessed in both English and Irish at the end of Key Stage 2, level 4 is the expected level in both languages. (European Commission <i>et al.</i>, 2013)</p>
13. Progression in the curriculum	<p>The criteria which pupils must satisfy to be assigned to each level of progression are set out in Assessment Arrangements (Transitional) in Relation to Pupils in the Final Years of Key Stages 1 and 2 (CCEA, 2010). For example, in the 'measures' area of 'using mathematics':</p> <ul style="list-style-type: none"> • At Level 2: 'Pupils use non-standard units to measure length, 'weight', capacity and area and understand the need for standard units. They know the most commonly used units in length, 'weight', capacity and time'. • Whereas at Level 4: they 'understand the relationship between metric units. They find perimeters of simple shapes, find areas by counting squares and find volumes by counting cubes. They begin to make sensible estimates using standard units in relation to everyday situations. They understand and use the twelve and twenty-four hour clocks'. <p>The Northern Ireland Primary Curriculum document (CCEA, 2007a) also incorporates progression or progress in learning statements for each Area of Learning. For example, in reading: while progressing through the Foundation Stage pupils should be enabled to 'recognise different types of text and identify specific features of some genres' whereas during Key Stages 1 and 2 'most pupils should progress from</p>



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Question/prompt	Output
	recognising different types of text to expressing interests in and preferences for certain texts.'
14. Curriculum and assessment priorities identified in policy for primary education - since 2007)	<p>Every School a Good School – a Policy for School Improvement (DE, 2009) focuses on improving outcomes for pupils by supporting schools and teachers in their work to raise standards and overcome the barriers to learning that pupils may face. As part of this policy the Department of Education undertook a review of its literacy and numeracy strategy, resulting in Count, Read: Succeed. A Strategy to Improve Outcomes in Literacy and Numeracy (DE, 2011). The strategy aims to support teachers and school leaders in their work to raise overall levels of attainment in literacy and numeracy among young people, and to narrow gaps in educational outcomes.</p> <p>There has been a move towards the use of computer-based diagnostic assessments at Key Stage 2. Beginning with Year 5 pupils (ages nine-10) in 2007/08, and subsequently rolling out to Years 4, 6 and 7, for five years Key Stage 2 pupils completed the InCAS (Interactive Computerised Assessment System) assessment each autumn term. This provided assessments in reading and general mathematics and optional associated assessments and was designed to support schools in identifying pupils' strengths and areas for improvement. (European Commission <i>et al.</i>, 2013) InCAS have now been discontinued and new assessments are being piloted as of autumn 2013 – the Northern Ireland Literacy Assessment (NILA) and the Northern Ireland Numeracy Assessment (NINA). Respectively, these aim to assess Years 4-7 pupils' literacy skills in listening, reading and writing; and their numeracy skills in understanding and using number, and shape and space, measures and handling data. (CCEA, 2013a and 2013b)</p> <p>The statutory assessment arrangements for the cross-curricular skills (see above) have recently been revised, with arrangements for 'communication' and 'using mathematics' in place since 2012/13, and those for 'using ICT' newly introduced for 2013/14 but not yet mandatory. The changes introduced the levels of progression, which are intended to be more reflective of the curriculum (e.g. their focus on skills as well as knowledge), in place of the previous 'level descriptions'. (European Commission <i>et al.</i>, 2013)</p>

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Scotland: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output																
1. Years in primary school education	There are seven years of primary school education running from Primary 1-7 (P1-P7), ages five-12. (NFER, 2013)																
2. Stages in primary education	<p>Where children spend seven years in primary schools, three broad stages are normally distinguished (see Table 1 below). (NFER, 2013)</p> <p>In addition, learning outcomes are used for children from age three onwards in a curriculum which is expressed by age/stage (see Table 2 below). (NFER, 2013)</p>																
3. Class years and ages in primary education	<table border="1"> <caption>Table 1: stages of primary education</caption> <tr> <td>Infant or early education stage</td><td>P1 to P3, ages 5-8</td></tr> <tr> <td>Middle stage</td><td>P4 and P5, ages 8-10</td></tr> <tr> <td>Upper primary stage</td><td>P6 and P7, ages 10-12</td></tr> </table> <p>(NFER, 2013)</p> <p>Scotland's curriculum is outlined under the Curriculum for Excellence (2004). Within this the Curriculum is set out as Experiences and Outcomes (2009) which are described in relation to five levels, the first three of which apply to primary level education:</p> <table border="1"> <caption>Table 2: levels</caption> <tr> <td>Early</td><td>For most children in pre-school to Primary 1, ages 3-6</td></tr> <tr> <td>First</td><td>To the end of Primary 4 for most children, but earlier for some, ages 8-9</td></tr> <tr> <td>Second</td><td>To the end of Primary 7 for most children, but earlier for some, age 11-12</td></tr> <tr> <td>Third</td><td>During Secondary 1-3 for most young people, but earlier for some, ages 12-15</td></tr> <tr> <td>Fourth</td><td>By the end of Secondary 3 for most young people, but earlier for some, age 15</td></tr> </table> <p>Pre-school</p> <p>All children aged three and four years are entitled to pre-school education. Local authorities have to</p>	Infant or early education stage	P1 to P3, ages 5-8	Middle stage	P4 and P5, ages 8-10	Upper primary stage	P6 and P7, ages 10-12	Early	For most children in pre-school to Primary 1, ages 3-6	First	To the end of Primary 4 for most children, but earlier for some, ages 8-9	Second	To the end of Primary 7 for most children, but earlier for some, age 11-12	Third	During Secondary 1-3 for most young people, but earlier for some, ages 12-15	Fourth	By the end of Secondary 3 for most young people, but earlier for some, age 15
Infant or early education stage	P1 to P3, ages 5-8																
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Third	During Secondary 1-3 for most young people, but earlier for some, ages 12-15																
Fourth	By the end of Secondary 3 for most young people, but earlier for some, age 15																



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	<p>make provision for pre-school education for children from the start of the school term following their third birthday until the end of the school term before they are eligible to start primary school (age five). Local authorities provide pre-school education through their education departments in a range of settings such as nursery classes within primary schools, nursery schools and children's centres. (European Commission <i>et al.</i>, 2013)</p>
4. Multi-age/multi-year settings	<p>Multi-age/year settings are not planned for particular stages, although in smaller primary schools a teacher often teaches children from two or more age groups in one class. As far as possible, local authorities try to keep such composite classes to a limit of 25 pupils. This is determined by the needs of the school. (European Commission <i>et al.</i>, 2013)</p> <p>Normally classes/groups in pre-school education contain children aged both three and four, although staff may sometimes manage learning activities by grouping older and younger children within the class/group. (European Commission <i>et al.</i>, 2013)</p>



Scotland: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>Primary education in Scotland is split into three different stages: infant or early education stage (Primary 1 (P1) to P3, ages five-eight); middle stage (P4 and P5, ages eight-ten); and upper primary stage (P6 and P7, ages 10-12). (NFER, 2013)</p> <p>These sit alongside five levels of progression outlined in Curriculum for Excellence. Primary schools typically focus on the Early, First and Second levels (below) but also enable some children to move on to the Third level (see Question 7, Learning outcomes, below).</p> <ul style="list-style-type: none"> • Early - for most children aged three to six, in pre-school and P1 • First - by the end of P4 (age eight-nine) for most children, but earlier for some • Second - by the end of P7 (age 11-12) for most children, but earlier for some. <p>The Curriculum for Excellence (2006) levels were specifically designed:</p> <ul style="list-style-type: none"> • so that learners progress at their own pace, working through the Experiences and Outcomes of Curriculum for Excellence (see Question 4, Curriculum structure below) at the most appropriate level for them • to not create artificial ceilings which might limit expectations of what children can achieve • to create fewer levels, more widely spaced, to allow teachers to plan for greater depth, enrichment and consolidation of learning • not be hurdles to get over as quickly as possible, but rather to act as staging posts on a journey which offers opportunities for challenge and depth. • as part of an approach to assessment, which allows teachers to take stock, through broad summative judgements, when they believe that a child has a secure grasp of a significant body of learning. (Scottish Executive, 2006)
2. Aims of primary education	<p>The Scottish Government aims to ensure that everyone has access to learning opportunities that can help them achieve their full potential:</p> <p><i>Our aspiration is to enable all children to develop their capacities as successful learners,</i></p>



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Question/prompt	Output
	<p><i>confident individuals, responsible citizens and effective contributors to society.</i> (Scottish Executive, 2004)</p> <p>In 2004 the Scottish Government launched the Curriculum for Excellence (2004), which applies to children and young people aged three to 18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills and understanding they need to achieve success in learning, life and work.</p> <p>Primary schooling aims to provide a broad education in accordance with the philosophy of the Curriculum for Excellence reform (see Question 4 below for further information). This describes the purpose of the curriculum as to develop four capacities - to enable each child or young person to be:</p> <ul style="list-style-type: none"> • a successful learner • a confident individual • a responsible citizen • an effective contributor. <p>The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. It seeks to promote strongly health and well-being and literacy and numeracy, to engage children in learning about and understanding their environment, to help them to express themselves through art, music, drama and physical activity, to develop their awareness of religious, moral and social values and to learn about the impact of science and technology on society. (Education Scotland (n.d.c.))</p>
3. Principles of primary education	<p>The Standards in Scotland's Schools etc Act 2000 sets out that education must fit individual needs, be tailored to 'age, ability and aptitude' and aim to develop the 'personality, talents and mental and physical abilities of children and young person's to their fullest potential'.</p> <p>A further principle is that there should be opportunities to continue voluntarily at school or proceed to further or higher education, with financial assistance if necessary. Since the early 1950s, this opportunity has been considerably extended by increasing the number of places available in further education (vocational) and higher education. There has also been expansion in informal education, with greater attention being given, for example, to community-based educational</p>



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Question/prompt	Output
	<p>activities for both adults and young people.</p> <p>Society, however, also has claims on the education system, and education for participation in a changing society implies that all learners have to identify their own needs, as far as possible, and become responsible for their own learning. Society requires an educated populace to create the wealth which can bring stability, progress and innovation. It also needs people who can provide the services which allow society to sustain its growth, maintain its health and well-being and offer the range of cultural and leisure activities which bring enrichment and satisfaction. It depends on people who act as custodians of its values and stewards of its resources and who willingly and responsibly participate in the democratic process by which society regulates itself in response to changes in social, economic and cultural circumstances. The Scottish education system is therefore expected to promote the autonomy of individuals and at the same time to equip them to fulfill, on the basis of interdependence, the variety of roles which society demands. (NFER, 2013)</p> <p>Curriculum for Excellence (see Question 4 below) promotes a coherent and inclusive curriculum from age three to age 18, wherever learning is taking place, whether in pre-school centres, schools, colleges or other settings. It should have as its characteristic features:</p> <ul style="list-style-type: none"> • a focus on outcomes • a broad general education • time to take qualifications in ways best suited to the young person • more opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage • a focus on literacy, numeracy and health and well-being at every stage • appropriate pace and challenge for every child • ensuring connections between all aspects of learning • ensuring personal support for each child (European Commission <i>et al.</i>, 2013).
4. Curriculum structure and organisation from age four to age 12	<p>Curriculum for Excellence (2004) is defined broadly to include all of the activities which contribute to the development and achievements of children and young people at all stages of their schooling. These include the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary projects and studies, and opportunities for personal achievement.</p>



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Question/prompt	Output
(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)	<p>The Experiences and Outcomes (2009) for three- to 15-year olds' learning are organised in eight curriculum areas:</p> <ul style="list-style-type: none"> • Expressive arts • Health and well-being • Languages (including literacy, English and a foreign language) • Mathematics (including numeracy) • Religious and moral education (including religious education for Roman Catholic schools) • Sciences • Social studies • Technologies. (European Commission <i>et al.</i>, 2013) <p>The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving engagement, motivation and depth of learning. An outcome represents what is to be achieved via the experience. (NFER, 2013)</p> <p><i>Curriculum for Excellence</i> also covers pre-school (children aged three+) and, as set out in the Experiences and Outcomes (2009) document, groups outcomes for younger children within the 'Early stage' for children aged three to six.</p>
5. Curriculum structures based on something other than curriculum areas or subjects	<p>Curriculum for Excellence – the 3-18 curriculum - aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners develop are intended to allow them to demonstrate four key capacities, which will help children to become:</p> <ul style="list-style-type: none"> • successful learners • confident individuals • responsible citizens • effective contributors. <p>Find out more about the four capacities here.</p> <p>The totality of experiences</p> <p>The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:</p>



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Question/prompt	Output
	<ul style="list-style-type: none"> Curriculum areas and subjects The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities. Interdisciplinary learning How the curriculum should include space for learning beyond subject boundaries. Ethos and life of the school The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. Opportunities for personal achievement Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. <p>Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school, the structure of the curriculum aims to recognise and complement the contributions that these experiences can make.</p>
6. Curriculum variation between age four and age 12	<p>The main differences for children at the younger end of the 3-18 spectrum relate to structure and organisation. Four-year-olds in Scotland are in pre-school rather than primary provision and consequently spend less time in class (12.5 hours per week over 38 weeks) compared with 25 hours per week over 38 weeks (190 days) for primary pupils. Additionally, four-year-olds are in smaller teaching groups, with required ratios of one adult to ten or one adult to eight children. The maximum class size in Primary 1 (P1) (ages five to six) is 25. In P2 and 3 it is 30, rising to 33 in P7 (11- to 12-year-olds). (European Commission <i>et al.</i>, 2013)</p> <p>Note: Children enter primary education in Scotland between the ages of four years and six months and five years and six months (they are required to start school in the August following their fifth birthday).</p> <p>There is very little difference between the curriculum at age four and age 12, other than different learning outcomes relevant for each age group. This is essentially because the purpose of <i>Curriculum for Excellence</i> is to join up the curriculum from age 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school. (NFER, 2013)</p>
7. Learning outcomes	<p>Curriculum for Excellence is set out as 'Experiences and Outcomes' which are described in relation to five levels, for use with children from age three in a curriculum which is expressed by age/stage. The first three levels apply to primary level education:</p>



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Question/prompt	Output
	<ul style="list-style-type: none"> • Early - for most children aged three to six, in pre-school and Primary 1 • First - by the end of Primary 4 (age eight-nine) for most children, but earlier for some • Second - by the end of Primary 7 (age 11-12) for most children, but earlier for some • Third - during Secondary 1-3 (age 12-15) for most young people, but earlier for some • Fourth - by the end of Secondary 3 (age 15) for most young people, but earlier for some. (European Commission <i>et al.</i>, 2013) <p>The <i>Experience and Outcomes</i> document (2009) lists learning outcomes for all of these stages across all curriculum areas of Curriculum for Excellence.</p>
8. Stems or preambles for learning outcomes/ objectives	<p>The learning outcomes in Curriculum for Excellence (for children from the age of three onwards) are expressed, by level (Early, First, Second – see above) and from the perception of the child through active verbs such as:</p> <ul style="list-style-type: none"> • I listen or watch for • I can • I am learning to • I enjoy <p>(e.g. Drama - I enjoy creating, choosing and accepting roles, using movement, expression and voice.)</p> <p>More detail can be found here: Experience and Outcomes document (2009)</p>
9. Variations in stems/ preambles	<p>These stems/preambles do not differ across the stages of primary education.</p>
10. Differentiation in learning outcomes by age or stage of education	<p>Learning outcomes are differentiated by the five levels, the first three of which are relevant to primary education:</p> <ul style="list-style-type: none"> • Early - for most children aged three to six, in pre-school and Primary 1 • First - by the end of Primary 4 (age eight-nine) for most children, but earlier for some • Second - by the end of Primary 7 (age 11-12) for most children, but earlier for some • Third - during Secondary 1-3 (age 12-15) for most young people, but earlier for some • Fourth - by the end of Secondary 3 (age 15) for most young people, but earlier for some. (European Commission <i>et al.</i>, 2013)



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Question/prompt	Output
11. Skills and dispositions which cut across curriculum areas	<p>Curriculum for Excellence outlines skills required across the curriculum for ages 3-18. These are health and well-being across learning, literacy across learning and numeracy across learning.</p> <p><u>Health and well-being across learning</u></p> <p>Learning in health and well-being aims to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future. Learning through health and well-being enables children and young people to:</p> <ul style="list-style-type: none"> • make informed decisions in order to improve their mental, emotional, social and physical well-being • experience challenge and enjoyment • experience positive aspects of healthy living and activity for themselves • apply their mental, emotional, social and physical skills to pursue a healthy lifestyle • make a successful move to the next stage of education or work • establish a pattern of health and well-being which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children. <p><u>Literacy across learning</u></p> <p>The framework opens with a set of statements that describe the kinds of activity which all children and young people should experience throughout their learning to nurture their skills and knowledge in literacy and language. Teachers are expected to use these, alongside the more detailed experiences and outcomes, in planning for learning and teaching.</p> <p>The three organisers within the literacy framework are the same as those used in the literacy and English, literacy and Gàidhlig/Gaelic (learners) and modern languages frameworks:</p> <ul style="list-style-type: none"> • listening and talking • reading • writing. <p>Within these organisers there are a number of sub-divisions:</p> <ul style="list-style-type: none"> • 'Enjoyment and choice' experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.



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Question/prompt	Output
	<ul style="list-style-type: none"> • The 'tools' sections include important skills and knowledge: for example, in reading it includes reading strategies and spelling. • The sections on 'finding and using information' include, in reading, critical literacy skills; while the 'understanding, analysing and evaluating' statements encourage progression in understanding of texts, developing not only literal understanding but also higher order skills. • The 'creating texts' experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations. <p><u>Numeracy across learning</u></p> <p>The numeracy experiences and outcomes have been structured using eight organisers:</p> <ul style="list-style-type: none"> • Estimation and rounding • Number and number processes • Fractions, decimal fractions and percentages • Money • Time • Measurement • Data and analysis • Ideas of chance and uncertainty. <p>All of these areas of numeracy will be familiar to teachers and all teachers will recognise how they impact on their own lives. Reflecting on this will help teachers to identify where opportunities may exist to develop numeracy for children and young people. (Scottish Government, 2009)</p>
12. Curriculum expectations for children's learning and development at particular points in their primary education	<p>As mentioned above, the statements of experiences and outcomes describe national expectations of learning and progression from ages three to 15, engaging with the early to fourth curriculum levels. To enable staff to extend the development of skills, attributes, knowledge and understanding into more challenging areas and higher levels of performance, they do not have ceilings. The experiences and outcomes are set out in lines of development for all curriculum areas which describe progress in learning. Progression is indicated through the curriculum levels:</p> <ul style="list-style-type: none"> • Early - for most children aged three to six, in pre-school and Primary 1 • First - by the end of Primary 4 (age eight-nine) for most children, but earlier for some • Second - by the end of Primary 7 (age 11-12) for most children, but earlier for some • Third - during Secondary 1-3 (age 12-15) for most young people, but earlier for some



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Question/prompt	Output
	<ul style="list-style-type: none"> Fourth - by the end of Secondary 3 (age 15) for most young people, but earlier for some. (Scottish Government, 2009)
13. Progression in the curriculum	<p>The statements of experiences and outcomes for each curriculum area are provided in the Experience and Outcomes document which covers all five levels (from pre-school, age three to Secondary 3, age 15). In addition, the outcomes do not have ceilings. In this way, staff are able to see all the levels in one document and consequently extend the development of skills, attributes, knowledge and understanding into the next, more challenging areas and higher levels of performance, in recognition of a child's ability.</p> <p>The experiences and outcomes embody appropriate levels of proficiency at each level but do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for additional depth or breadth of study through the use of different contexts for learning. Progression within and across levels will take place in a range of ways, including for example:</p> <ul style="list-style-type: none"> continuing development and consolidation of the range of skills increasing independence in applying these skills, and the ability to use them across a widening range of contexts in learning and life gradually decreasing levels of support used by the learner (for example from teachers, classroom assistants, parents or peers), and reduced reliance upon techniques such as wordlists or writing frames the ability to mediate discussions without teacher intervention in reading, the increasing length and complexity of text (for example the text's ideas, structure and vocabulary) in talking and writing, the increasing length, complexity and accuracy of response <p>increasing awareness of how to apply language rules effectively.</p> <p>At all levels, teachers will plan to enable learners to develop their skills with increasing depth over a range of contexts. This will be especially important at the early level for those young people who may require additional support (Scottish Government, 2009, p. 125)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>The Curriculum for Excellence (2004) was developed following a review of curriculum in Scotland in 2002 and aimed to provide a curriculum to fully prepare today's children for adult life in the 21st century. It also aimed to offer a less crowded and more connected curriculum framework, along</p>



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Question/prompt	Output
	<p>with more choice and enjoyment.</p> <p>For the first time, Curriculum for Excellence offered a single curriculum 3-18. The new curriculum aimed to offer greater choice and opportunity, earlier, for young people, to help them realise their individual talents and to help close the opportunity gap by better engaging those who switch off from formal education too young. It also aimed to offer more skills-for-work options for young people; more space in the curriculum for work in depth, and to ensure that young people develop the literacy, numeracy and other essential skills and knowledge they will need for life and work; more cross-subject activity; and more space for sport, music, dance, drama, art, learning about health, sustainable development and enterprise, and other activities that broaden the life experiences - and life chances - of young people.</p> <p>Since Curriculum for Excellence was published in 2004 a suite of documents has been published building on the original framework. The most recent and relevant are:</p> <p>Building the Curriculum 3 – a framework for learning and teaching (2008), which provides a framework for curriculum planners through:</p> <ul style="list-style-type: none"> • a definition and purpose for the curriculum • principles for curriculum design • the central place for the experiences and outcomes and • a range of entitlements for all children and young people. <p>This document replaced the pre-existing guidance on the 3-5 curriculum, 5-14 curriculum and curriculum design in the secondary sector. It aimed to provide the framework for planning a curriculum which meets the needs of all children and young people from 3 to 18, ensuring a focus on developing the four capacities (successful learners, confident individuals, responsible citizens, effective contributors) at every stage. The framework came into full use from school year 2009-2010. (European Commission, 2013)</p> <p>The Experiences and Outcomes were published in April 2009 and run across the eight curriculum areas. The title recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved. The framework is less detailed and prescriptive than previous curriculum advice and aims to allow 'professional space' for teachers and other staff to use it to meet the varied needs of all children and young people. (Scottish</p>



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Question/prompt	Output
	<p>Government, 2009)</p> <p>Guidance on assessment for the Curriculum for Excellence is being developed in a National Assessment Resource (NAR), following publication of Building the Curriculum 5 (2011) , the government's Framework for Assessment, and associated documentation. This guidance continues to be based on the Assessment is for Learning principles (2005) and aims to promote and develop teachers' professionalism in assessment. The guidance provides advice on developing common approaches to assessment which relate closely to the processes of learning and teaching.</p> <p>Some of the key messages are:</p> <ul style="list-style-type: none"> • Reflection and dialogue, in which learners participate throughout all phases of their education 3 to 18, are central to practice in recognising achievement, profiling and reporting. • The production of a profile will draw on regular ongoing discussions between learners and staff to sum up and record learners' progress and achievement. This will be a continuous process for all learners from 3 to 18. • Profiles will be produced at the key transition points of P7 and S3 and at other points as decided by learners, schools or education authorities. • Parents will continue to receive regular information about their children's strengths, progress and achievements. Teachers will report to parents on their child's achievement in terms of levels and through using brief qualitative comments to reflect 'how much' and 'how well' their child has achieved. (European Commission <i>et al.</i>, 2013)

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Singapore: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output																								
1. Years in primary school education	Primary education lasts for six years (as part of ten years of formal general education) and commences in the January of the year in which a child reaches the age of seven. For example, a child whose date of birth fell between 2nd January 1996 and 1st January 1997, would have begun primary education on 1st January 2003. (NFER, 2013)																								
2. Stages in primary education	Primary education in Singapore consists of the four-year foundation stage from Primary 1 to Primary 4 (P1-P4, ages six/seven to ten) and the two-year orientation stage from Primary 5 to 6 (P5-P6) (ages 10 to 12). See Table 1. (NFER, 2013)																								
3. Class years and ages in primary education	<p>Primary education is organised as in Table 1 below:</p> <table><tr><th colspan="3">Table 1</th></tr><tr><th>Year group</th><th>Age range</th><th>Known as</th></tr><tr><td>Foundation stage</td><td>6-7</td><td>P1</td></tr><tr><td>Foundation stage</td><td>7-8</td><td>P2</td></tr><tr><td>Foundation stage</td><td>8-9</td><td>P3</td></tr><tr><td>Foundation stage</td><td>9-10</td><td>P4</td></tr><tr><td>Orientation stage</td><td>10-11</td><td>P5</td></tr><tr><td>Orientation stage</td><td>11-12</td><td>P6</td></tr></table> <p>(NFER, 2013)</p>	Table 1			Year group	Age range	Known as	Foundation stage	6-7	P1	Foundation stage	7-8	P2	Foundation stage	8-9	P3	Foundation stage	9-10	P4	Orientation stage	10-11	P5	Orientation stage	11-12	P6
Table 1																									
Year group	Age range	Known as																							
Foundation stage	6-7	P1																							
Foundation stage	7-8	P2																							
Foundation stage	8-9	P3																							
Foundation stage	9-10	P4																							
Orientation stage	10-11	P5																							
Orientation stage	11-12	P6																							
4. Multi-age/multi-year settings	<p>There are no multi-age/multi-year settings in primary education in Singapore. However, most schools run double sessions, with different groups of students attending school either from 7:30 a.m. to 1:00 p.m. or from 1:00 p.m. to 6:30 p.m. from Monday to Friday.</p> <p>Based on recommendations from the Primary Education Review and Implementation Committee from April 2009, the Ministry of Education is planning to implement changes by 2016, which aim to provide a more holistic learning experience for children. The changes include moving all primary schools to a single-session structure to free up facilities in the afternoon for enrichment programmes and co-curricular activities (CCAs). (NFER, 2013)</p>																								



Singapore: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>The current organisation of the education system – with a foundation stage for the first four years of primary education, and an orientation stage for the final two - was introduced in January 1979. Singapore moved away from its earlier ‘one-size-fits-all’ approach to schooling that would create multiple pathways for students in order to reduce the drop-out rate, improve quality and produce the more technically-skilled labour force needed to achieve its new economic goals. Streaming (tracking) based on academic ability was introduced, starting in Grade 5, age ten, in elementary schools - the start of what became known as the orientation stage - with the goal of “enabling all students to reach their potential while recognising that all students do not grow academically at the same pace” (OECD, 2011).</p> <p>In the 2008 academic year, streaming (tracking) began to be replaced by a system known as ‘subject-based banding’. In subject-based banding, based on the results of the school-based examination taken towards the end of the foundation stage (Primary 4, age ten), children in the orientation stage (Primary 5 and 6) study each of English, mathematics, science and mother tongue language at one of two levels - foundation or standard. The aim is to allow children more flexibility to study subjects at a mix of levels suited to their abilities (NFER, 2013).</p>
2. Aims of primary education	<p>The overall aim of primary education is to give children a strong foundation by developing their language and numeracy skills, building character and nurturing sound values and good habits. The primary school curriculum focuses on three main aspects of education - subject disciplines, character development and knowledge skills (MOE, 2013b).</p> <p>The education system in Singapore is based on the Desired Outcomes of Education (DOE). The DOE are attributes that educators aspire for every Singaporean to have by the completion of his/her formal education. The DOE are translated into a set of developmental outcomes for each key stage of the education system. The ‘Key Stage Outcomes’ spell out what the Education Service aspires to develop in students through primary, secondary and post-secondary education. Each educational level builds upon the previous stages and lays the foundation for subsequent ones.</p> <p>The DOE are based on the Ministry of Education's vision of <i>Thinking Schools, Learning Nation</i> (TSLN)</p>



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Question/prompt	Output
	<p>which was first launched in 1997. This vision described a nation of thinking and committed citizens capable of meeting the challenges of the future, and an education system geared to the needs of the 21st century (NFER, 2013).</p> <p>See question 7 Learning Outcomes for a full description of the Desired Outcomes of Education.</p>
3. Principles of primary education	<p>The education system in Singapore is based on the Desired Outcomes of Education (DOE). The DOE are attributes that educators aspire for every Singaporean to have by the completion of his/her formal education. These outcomes establish a common purpose for educators, drive education policies and programmes, and aim to facilitate an examination and evaluation of how well the education system is performing. See question 7 Learning outcomes for a full description of the Desired Outcomes of Education.</p>
<p>4. Curriculum structure and organisation from age four to age 12</p> <p>(If children are <i>not</i> in primary school at age 4 (or older), what kind of pre-school curriculum structure exists?)</p>	<p>The primary school curriculum focuses on three main aspects of education - subject disciplines, character development/life skills and knowledge skills. It is organised in three concentric circles.</p>



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Question/prompt	Output
	<div data-bbox="716 247 1433 1037"> <p>PRIMARY SCHOOL CURRICULUM</p> <p>LANGUAGES English Mother Tongue</p> <p>HUMANITIES & THE ARTS Social Studies, Art & crafts, Music</p> <p>MATHEMATICS & SCIENCES Mathematics Science*</p> <p>LIFE SKILLS CCA, CME, PCCG, NE, PE, Health Education^ PW~</p> <p>LEGEND CCA Co-Curricular Activities CME Civics & Moral Education PCCG Pastoral Care & Career Guidance NE National Education PE Physical Education PW Project Work</p> <p>SUBJECTS TESTED IN PSLE: Standard subjects: English, Mother Tongue, Mathematics, Science Optional: Higher Mother Tongue EM3 subjects*: Foundation English, Basic Mother Tongue, Foundation Mathematics</p> <p># English, Mother Tongue and Mathematics will be taught at the appropriate level according to the ability of the student. * Science is taught from P3 onwards. ^ For P1-4, Health Education is not a separate subject but relevant topics are included in the learning of English. ~ Project Work is conducted during curriculum time but is not an exam subject. + From 2008 onwards, there will be no EM3 stream. Pupils will offer Standard or Foundation subjects based on their aptitude in each subject. Foundation Science remains a non-examinable subject.</p> </div> <p>Source: MOE, 2013b.</p> <p>The outermost circle covers content-based subject disciplines which aim to ensure that students have a good grounding in subjects across different areas of study. They are:</p> <ul style="list-style-type: none"> • languages (English and mother tongue) • humanities and the arts (social studies, arts and crafts, music) • mathematics and science (science is taught from Primary 3, age eight/nine, onwards). (MOE, 2013b)



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Question/prompt	Output
	<p>The inner circle focuses on life skills/character development. The central circle - knowledge skills - focuses on developing students' thinking, process and communication skills which are all essential for learning.</p> <p>Primary 1 to Primary 4: foundation stage subject disciplines The foundation stage (Primary 1 to Primary 4, ages six/seven-ten) focuses on a core curriculum which includes:</p> <ul style="list-style-type: none"> • English • the mother tongue (Chinese, Malay, Tamil) • mathematics, • arts and crafts • music • social studies • civics and moral education • physical education. <p>Science is introduced in Primary 3 (students aged eight-nine years). The study of health education topics is included in the learning of the English language in Primary 1-4. Civics and moral education (CME) is delivered in the mother tongue language because it is felt that core Asian values are most effectively and appropriately transmitted through the mother tongue language medium. (NFER, 2013)</p> <p>Primary 5 to Primary 6: orientation stage subject disciplines In Primary 5 and Primary 6 (age 10 to 12 years, the orientation stage), the subjects studied are:</p> <ul style="list-style-type: none"> • English • mother tongue (Chinese, Malay or Tamil) • mathematics • science • social studies • art and crafts • music



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Question/prompt	Output
	<ul style="list-style-type: none"> • physical education (PE) • civics and moral education (CME). <p>Prior to 2005, at age ten, children were placed in a stream (track) (EM1, EM2 or EM3) suited to their pace of learning. In 2005, the EM1 and EM2 streams were merged; in addition, at the beginning of the 2008 school year (January 2008), 'subject-based banding' (SBB) began to be introduced for children in Primary 5 and 6 (aged 10-12) (see Question 1. Rationale underpinning the phases and stages for primary education for an explanation of SBB). There is now no longer segregation between the streams (including the previous EM3 stream) and students have the flexibility to study English, mother tongue language, mathematics and science at a mix of 'standard' or 'foundation' levels according to their ability. Mother tongue language is also available for study at higher level. (NFER, 2013)</p> <p>Decisions regarding banding are made on the basis of a school-based examination which takes place in Primary 4 (age ten). Based on children's results in this examination, the school recommends a subject level combination; parents select the final combination based on these recommendations. Pupils may change their combination at the end of Year 5 for study in Year 6. This decision is made by the school (NFER, 2013).</p> <p>Subject syllabuses</p> <p>The curriculum is specified in terms of individual subject syllabuses which specify content, learning outcomes, concepts, and values and attitudes. The subject syllabuses form the content-based component of the overarching curriculum. They are available from the Ministry of Education website. There is no single way of presenting the syllabuses and different subjects are presented differently. For example, there is a single syllabus for the English language which covers both primary and secondary education; for the social sciences, there are separate syllabuses for primary and lower secondary education.</p> <p>Pre-primary education</p> <p>Pre-school education caters for children from the ages of three to six/seven in 'kindergartens' or from two months to six/seven years of age in 'childcare centres'. Although pre-school education is not compulsory, as parents in Singapore place a premium on education in general, around 99 per cent of children experience between one and three years of pre-school education.</p>



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Question/prompt	Output
	<p>Nurturing Early Learners (NEL) – A curriculum for Kindergartens in Singapore aims to guide pre-schools in designing and implementing a quality kindergarten curriculum for children aged four to six (MOE, 2012).</p> <p>In order for children to achieve the Desired Outcomes of Education and outcomes of pre-school education, they are expected to acquire knowledge, skills and dispositions through six learning areas outlined in the curriculum framework:</p> <ul style="list-style-type: none"> • aesthetic and creative expression • discovery of the world • language and literacy • motor skills development • numeracy • social and emotional development. (MOE, 2012)
5. Curriculum structures based on something other than curriculum areas or subjects	<p>The primary school curriculum focuses on three main aspects of education - subject disciplines, character development/life skills and knowledge skills. It is organised in three concentric circles - as depicted in the diagram above.</p> <p>The inner circle focuses on life skills/character development ensuring that students acquire sound values and skills to take them through life as responsible adults and active citizens. Life skills/character development is facilitated through daily student-teacher interactions as well as programmes in the non-academic curriculum, such as, co-curricular activities (CCAs) (extra-curricular/out-of-class activities supervised by the school), civics and moral education (CME), social-emotional learning, pastoral care and career guidance, national education (education about Singapore) and physical education (PE). The central circle - knowledge skills - focuses on developing students' thinking, process and communication skills which are all essential for learning. Knowledge skills are taught through a variety of subjects and often through a project work approach. (MOE, 2013b)</p> <p>In pre-school education, a similar circular diagram is used to describe the pre-school curriculum.</p>



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Question/prompt	Output
	<div data-bbox="696 252 1339 906"> </div> <p data-bbox="683 946 952 978">Source, MOE, 2012.</p> <p data-bbox="683 981 2027 1145">At the centre of the framework is the child and the belief that children are curious, active and competent learners. Based on this belief, the framework advocates iTeach, an acronym for the six principles which guide teaching and learning in a quality kindergarten curriculum. The framework aims to build the foundation for children to achieve the outcomes of education by helping them to acquire knowledge and skills through the six learning areas well as positive dispositions to learning. (MOE, 2012)</p> <p data-bbox="683 1149 2027 1281">In addition, the Desired Outcomes of Education (DOE) are attributes that educators aspire for every Singaporean to have by the completion of his formal education. These outcomes establish a common purpose for educators and drive policies and programmes. Further information on the DOE is provided below.</p>



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Question/prompt	Output
6. Curriculum variation between age four and age 12	<p>Curriculum content in primary level education, from age six, is set out as individual subject areas, each with its own subject syllabus (and the structure of each subject syllabus can vary significantly). This compares with the curriculum for those aged four onwards which is focused on the six more general and integrated learning areas of the pre-school curriculum (and set out through a single curriculum document for pre-school education with information presented in a consistent manner).</p> <p>Additionally, science is not introduced as an individual subject until children reach the age of eight.</p> <p>From the age of ten (until they leave primary education at age 12), children in primary education in Singapore, also study the primary curriculum subjects at different levels dependent on ability.</p> <p>That said, all educational provision in Singapore is set to assist learners achieve the Desired Outcomes of Education (see below) and these are translated into a set of developmental outcomes for each key stage of the education system (primary, secondary and post-secondary education).</p>
7. Learning outcomes	<p>The 'Desired Outcomes of Education' set the expectations of the kind person who will emerge from the Singapore education system. They are translated into a set of developmental outcomes for each key stage of education from early childhood onwards.</p> <p>In addition to the Desired Outcomes of Education, learning outcomes are specified in the individual subject syllabus documents for primary level education (age six onwards). Each individual subject syllabus frames the learning outcomes differently. Some examples are provided below.</p> <p>A new English language syllabus was published in 2010. This sets out learning aims for the end of secondary education but not for primary education. It does, however, specify 'Focus Areas' which are areas for teachers to focus on in each area of language learning. Listed under each Focus Area are the learning outcomes which are the expected attainment targets to be achieved as a result of teacher instruction for the various areas of language learning. For example, in 'Listening and Viewing', the Focus Area of 'Extensive Listening and Viewing' has the following learning outcome: 'Listen to and view a variety of literary selections and informational/ functional texts'. Accompanying tables show clearly what should be learned progressively from the primary to the secondary levels to meet the needs, abilities and interests of different learners and explain why they are important.</p> <p>The mathematics syllabus is currently undergoing revisions. A revised version for Primary 1 (ages six-seven) has been published and is being implemented from 2013. The P2 to P6 syllabus will be updated accordingly and implemented gradually. The new syllabus provides an overview of the aims for the end of each phase of education, that is, the end of primary, secondary and pre-university education. The</p>



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Question/prompt	Output
	<p>specific aims for primary mathematics education (age 12) are listed below:</p> <ul style="list-style-type: none"> • Acquire mathematical concepts and skills or everyday use and continuous learning in mathematics. • Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving . • Build confidence and foster interest in mathematics. <p>In addition, the content of the mathematics syllabus is listed by level and 'learning experience' statements are included for the various levels. These are about teacher input rather than pupil outcomes. For Primary 1, age six, for example, the mathematics syllabus is divided into strands and sub-strands such as whole numbers, money, and measurement, and each sub-strand has learning experience statements e.g. 'students should have opportunities to use number bond posters...../ play games using dot cards '.</p> <p>Similarly the Primary Science Syllabus contains aims for the subject at the end of primary education (age 12):</p> <ul style="list-style-type: none"> • Provide primary students with experiences which build on their interest in and stimulate their curiosity about their environment. • Provide students with basic scientific terms and concepts to help them understand themselves and the world around them . • Provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific enquiry. <p>It also includes learning outcomes in the syllabus content tables, under which curriculum content is organised as 'knowledge, understanding and application', 'skills and process', and 'ethics and attitudes'. Outcomes under each of these headings are expressed in terms of active statements for students of varying age/ability ('lower block' or 'upper block'), e.g. for diversity of living and non-living things 'classify living things into broad groups.....' or for cycles in matter and water 'measure mass and volume using appropriate apparatus'.</p> <p>The Primary Social Studies syllabus is framed by knowledge, skills and values outcomes that pupils will acquire in order to develop into informed, concerned and participative citizens with a global outlook. The learning outcomes detailed under these three headings are to be achieved after six years of primary education and are expressed as 'pupils will be able to....' statements, e.g. 'at the end of six years of social studies education, pupils will be able to..... understand the relationship between people and the</p>



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Question/prompt	Output
	<p>environment over time and space;..... show care for the community and the environment' etc.</p> <p>Pre-school</p> <p>The Desired Outcomes of Education (DOE) are translated into a set of developmental outcomes for each key stage of Singapore's education system. At the pre-school level, the holistic development of children is most important. The expected outcomes for the end of pre-school education, referred to as the key stage outcomes of pre-school education, therefore emphasis the need for children to build up confidence and social skills and be equipped with the necessary knowledge, skills and dispositions for life-long learning. By the end of pre-school education, children are expected to achieve the following:</p> <ul style="list-style-type: none"> • to know what is right and what is wrong • to be willing to share and take turns with others • to be able to relate to others • to be curious and able to explore • to be able to listen and speak with understanding • to be comfortable and happy with themselves • to have developed physical co-ordination, healthy habits, participate in and enjoy a variety of artistic experiences • to love their families, friends and teachers. (MOE, 2012). <p>In addition, each learning area of the pre-school curriculum also has distinct learning goals which set out what children should be able to do at the end of their kindergarten education. These goals have been translated into knowledge, skills and dispositions to guide teachers.</p>
8. Stems or preambles for learning outcomes/ objectives	<p>As described above, different stems/preambles are used for the various subject syllabuses relevant to primary level education. Examples include:</p> <ul style="list-style-type: none"> • Social studies .- 'at the end of six years of SS education, pupils will be able to.....' • English language and science are expressed through an active verb. Examples from each syllabus are as follows 'Use appropriate skills and strategies to process meaning from texts' and 'recognise some broad groups of living things' . <p>The learning goals for the end of kindergarten education are introduced with the phrase 'by the end of Kindergarten 2, children should be able to':</p>



Technical Appendix: Consolidated Country Tables

Question/prompt	Output		
	<p>Table 1: Summary of Learning Goals</p> <p>By the end of Kindergarten 2, children should be able to:</p> <table> <tr> <td>Aesthetics and Creative Expression</td><td> <ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement </td></tr> </table> <p>(MOE, 2012)</p>	Aesthetics and Creative Expression	<ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement
Aesthetics and Creative Expression	<ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement 		
9. Variation in stems/preambles	The stem/preamble differs between the different subject syllabuses in primary education. They are generally used consistently with the subject syllabus.		
10. Differentiation in learning outcomes by age or stage of education	Clear learning outcomes are set for pre-school education (MOE, 2012). However in primary education, learning outcomes are framed differently in each of the individual subject syllabus documents rather than for the curriculum as a whole. Each individual subject syllabus frames its learning outcomes differently. The Desired Outcomes of Education in Singapore vary by age and stage (see below).		
11. Skills and dispositions which cut across curriculum areas	<p>The overarching aims for education in Singapore are set out in the Desired Outcomes of Education (DOE).</p> <p><i>The person who is schooled in the Singapore education system embodies the Desired Outcomes of Education. He/she has a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. He is responsible to his family, community and nation. He appreciates the beauty of the world around him, possesses a healthy mind and body, and has a zest for life. In sum, he is</i></p> <ul style="list-style-type: none"> • <i>a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively</i> • <i>a self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning</i> 		



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Question/prompt	Output																
	<ul style="list-style-type: none">an active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellencea concerned citizen who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him. <p>The DOE are translated into a set of developmental outcomes for each key stage of the education system (primary, secondary and post-secondary education). The key stage outcomes - for primary, secondary and post-secondary education - spell out what the education service aspires to develop in students throughout these phases of education. Each educational level builds upon the previous stages and lays the foundation for subsequent ones. For example, primary school students start by learning to know and love Singapore. In doing so, their belief in Singapore is strengthened and they understand what matters to Singapore by secondary school. They then grow to be proud of Singapore and understand the country within the global context at the post-secondary level. There are eight outcomes at each key stage. Taken together, the key stage outcomes make explicit what the Singapore Ministry of Education/Government aspires to develop in young people so as to lay the strong foundations for them to thrive and achieve success in life as contributing members of society. (MOE, 2013a)</p> <table><tr><th>At the end of pre-school (age 6) children should</th><th>At the end of primary school (age 12), students should</th><th>At the end of secondary school, students should:</th><th>At the end of post-/upper secondary education</th></tr><tr><td>know what is right and what is wrong</td><td>be able to distinguish right from wrong</td><td>have moral integrity</td><td>have moral courage to stand up for what is right</td></tr><tr><td>be willing to share and take turns with others</td><td>know their strengths and areas for growth</td><td>believe in their abilities and be able to adapt to change</td><td>be resilient in the face of adversity</td></tr><tr><td>be able to relate to others</td><td>be able to cooperate, share and care for others</td><td>be able to work in teams and show empathy for others</td><td>be able to collaborate across cultures and be socially responsible</td></tr></table>	At the end of pre-school (age 6) children should	At the end of primary school (age 12), students should	At the end of secondary school, students should:	At the end of post-/upper secondary education	know what is right and what is wrong	be able to distinguish right from wrong	have moral integrity	have moral courage to stand up for what is right	be willing to share and take turns with others	know their strengths and areas for growth	believe in their abilities and be able to adapt to change	be resilient in the face of adversity	be able to relate to others	be able to cooperate, share and care for others	be able to work in teams and show empathy for others	be able to collaborate across cultures and be socially responsible
At the end of pre-school (age 6) children should	At the end of primary school (age 12), students should	At the end of secondary school, students should:	At the end of post-/upper secondary education														
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be able to relate to others	be able to cooperate, share and care for others	be able to work in teams and show empathy for others	be able to collaborate across cultures and be socially responsible														



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Question/prompt	Output				
	be curious and able to explore	have a lively curiosity about things	be creative and have an enquiring mind	be innovative and enterprising	
	be able to listen and speak with understanding	be able to think for and express themselves confidently	be able to appreciate diverse views and communicate effectively	be able to think critically and communicate persuasively	
	be comfortable and happy with themselves	take pride in their work	take responsibility for their own learning	be purposeful in pursuit of excellence	
	have developed physical co-ordination, healthy habits, participate in and enjoy a variety of arts experiences	have healthy habits and an awareness of the arts	enjoy physical activities and appreciate the arts	pursue a healthy lifestyle and have an appreciation for aesthetics	
	love their families, friends, teachers and school	know and love Singapore	believe in Singapore and understand what matters to Singapore	be proud to be Singaporeans and understand Singapore in relation to the world	
(MOE, 2013a and 2012)					
As detailed above, the primary curriculum is also formulated in terms of an inner circle centring on life skills. This aims to ensure that students acquire sound values and skills to take them through life as responsible adults and active citizens. It comprises the non-academic curriculum. There is also a middle circle which focuses on knowledge skills. These seek to develop students' thinking, process and communication skills with a view to enabling them to analyse and use information and be able to express their thoughts and ideas clearly and effectively. It comprises skills-based subjects.					
The primary curriculum also references the 21 st century competencies which encapsulate the values and competencies which have been identified as being important for the development of every child. The framework incorporates:					



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Question/prompt	Output
	<ul style="list-style-type: none"> • Core values (respect, responsibility, resilience, integrity, care, harmony). • Social and emotional competencies (self-awareness, self-management, social awareness, relationship management, responsible decision-making). • Emerging competencies (critical and inventive thinking, information and communication skills, civic literacy, global awareness and cross-cultural skills). (MOE, 2013b) <p>Nurturing our Young People for the Future, Competencies for the 21st Century also includes the following. For children to thrive in a fast-changing world and be ready to take on the challenges of the future, they should be equipped with the necessary competencies for learning and living in the 21st century. These include</p> <ul style="list-style-type: none"> • Having 'a desire to learn, explore and be prepared to think out of the box. • The ability to 'think critically, assess the options and make sound decisions'. • The ability to 'work with people from diverse cultural backgrounds with different ideas and perspectives.... <p>In addition, teachers are expected to nurture learning dispositions which are positive behaviours and attitudes to learning. The following six learning dispositions, encapsulated in the acronym PRAISE, underpin the acquisition of knowledge and skills in the various areas of the pre-school curriculum:</p> <ul style="list-style-type: none"> • Perseverance • Reflectiveness • Appreciation • Inventiveness • Sense of wonder and curiosity • Engagement. (MOE, 2012).
12. Curriculum expectations for children's learning and development at particular points in their primary education	As identified above, the pre-school curriculum provides clear expectations for children's learning by the end of the phase (age six). These are set out in the learning goals for each of the learning areas. For example, this is the learning goal for aesthetics and creative expression. (MOE, 2012)



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Question/prompt	Output		
	<p style="text-align: center;">Table 1: Summary of Learning Goals</p> <p>By the end of Kindergarten 2, children should be able to:</p> <table border="1" data-bbox="721 406 1892 651"> <tr> <td data-bbox="721 406 965 651"> Aesthetics and Creative Expression </td><td data-bbox="965 406 1892 651"> <ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement </td></tr> </table> <p>In primary level education, age six onwards, individual syllabus documents set expectations for children's learning either for specific ages or stages, or for each individual year. In addition, in primary education, there are two key times for examinations – the first is a school examination at the end of P4 (age ten) following which decisions about subject-based banding are taken for the final two years of primary education (aged ten to 12). The second is the Primary School Leaving Examination (PSLE), which is a national examination the results of which determine the child's placement on differentiated courses of lower secondary education, according to their learning pace, ability and inclinations. (NFER, 2013)</p>	Aesthetics and Creative Expression	<ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement
Aesthetics and Creative Expression	<ul style="list-style-type: none"> • Enjoy art and music and movement activities • Express ideas and feelings through art and music and movement • Create art and music and movement using experimentation and imagination • Share ideas and feelings about art and music and movement 		
13. Progression in the curriculum	<p>The Desired Outcomes of Education (see above) and some of the individual subject syllabuses provide clear descriptions of progression in the acquisition of knowledge and skills. In the primary education syllabus for the English language, for example, the focus areas are broken down by learning outcomes and the curriculum document indicates the years at which certain skills, strategies, attitudes and behaviours are introduced and acquired. The syllabus also identifies when an area should have been covered and will therefore no longer be taught.</p>		



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Question/prompt	Output																					
	<table><tr><th>LEARNING OUTCOMES</th><th>SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td>LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</td><td>LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR*<ul style="list-style-type: none">Listen and view attentively and for a sustained period, e.g.,<ul style="list-style-type: none">look at the person speaking and maintain eye contactmaintain appropriate posture and facial expressionlisten and view for the entire duration of a text (e.g., listening to the reading of a Big Book story, instructions, a show-and-tell, a classmate's recount or presentation, a short film, a talk, a speech)withhold judgement or comment until appropriateListen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said)Indicate response appropriately while listening and viewing, e.g.,<ul style="list-style-type: none">nod in agreement or to indicate understandingprovide back-channelling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see")seek clarification and elaboration</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>LO2: Use appropriate skills and strategies to process meaning from texts</td><td>PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT*<ul style="list-style-type: none">Identify consonants, vowels, consonant clusters and vowel combinationsIdentify the voice qualities (i.e., pace, volume, tone and stress) in an utteranceIdentify the key words and phrases in a textLISTENING AND VIEWING FOR UNDERSTANDING*<ul style="list-style-type: none">Identify details<ul style="list-style-type: none">Identify the gist/ main ideaMake predictions (about subsequent action or activity) by using:<ul style="list-style-type: none">prior knowledge (e.g., knowledge of the topic or familiar concepts)phonological cues (e.g., pace, volume, tone, stress, rhythm)contextual clues (e.g., topic, participants, setting, visuals)Make inferences (about purpose, intention, theme/ message) by using:</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The blue block indicates the year in which the learning outcomes apply.</p>	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR* <ul style="list-style-type: none">Listen and view attentively and for a sustained period, e.g.,<ul style="list-style-type: none">look at the person speaking and maintain eye contactmaintain appropriate posture and facial expressionlisten and view for the entire duration of a text (e.g., listening to the reading of a Big Book story, instructions, a show-and-tell, a classmate's recount or presentation, a short film, a talk, a speech)withhold judgement or comment until appropriateListen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said)Indicate response appropriately while listening and viewing, e.g.,<ul style="list-style-type: none">nod in agreement or to indicate understandingprovide back-channelling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see")seek clarification and elaboration						LO2: Use appropriate skills and strategies to process meaning from texts	PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT* <ul style="list-style-type: none">Identify consonants, vowels, consonant clusters and vowel combinationsIdentify the voice qualities (i.e., pace, volume, tone and stress) in an utteranceIdentify the key words and phrases in a text LISTENING AND VIEWING FOR UNDERSTANDING* <ul style="list-style-type: none">Identify details<ul style="list-style-type: none">Identify the gist/ main ideaMake predictions (about subsequent action or activity) by using:<ul style="list-style-type: none">prior knowledge (e.g., knowledge of the topic or familiar concepts)phonological cues (e.g., pace, volume, tone, stress, rhythm)contextual clues (e.g., topic, participants, setting, visuals)Make inferences (about purpose, intention, theme/ message) by using:					
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14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>Curriculum and assessment priorities are included in policy priorities for primary education in the last six years. Examples include changes based on the recommendations of the Primary Education Review and Implementation Committee (PERI) in April 2009, which have gradually been implemented by the Ministry of Education. These enhancements aim to make learning a more enjoyable, holistic and meaningful experience for children and seek to develop a better balance of skills and values. The changes include:</p> <ul style="list-style-type: none">By 2016, moving all primary schools to a single-session structure to allow more time and space in the afternoon for enrichment programmes and co-curricular activities (CCAs)/non-academic aspects of																					



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Question/prompt	Output
	<p>learning. (Currently, in some schools, some classes attend in the morning and some in the afternoon, which can place constraints on the time and facilities available for CCAs etc..)</p> <ul style="list-style-type: none"> • Teachers adopting more creative learning strategies in the curriculum (e.g. through investigative tasks and real-life activities). • Placing less emphasis on (in-school) examinations in Primary 1 (age six/seven), with a view to using assessment to provide useful information to support a child's learning and holistic development. (NFER, 2013). <p>A revised curriculum for pre-school education has also been introduced. The refreshed kindergarten curriculum framework is based on the belief that children are curious, active and competent learners. It continues to emphasise the key teaching and learning principles to guide teachers in designing quality learning experiences for children. A new focus is the set of learning goals that sets out what children should know and be able to do at the end of kindergarten education (age 6, Kindergarten 2, K2) to ensure that they will have a smooth transition to Primary 1 (P1). The framework is part of a comprehensive kindergarten curriculum that MOE is developing to enhance the quality of kindergarten education. It comprises three components:</p> <ul style="list-style-type: none"> • the refreshed kindergarten curriculum framework, • an educators' guide, and • teaching and learning resources (MOE, 2012). <p>Schools in Singapore aim to equip children with the knowledge, skills and values needed to thrive in the 21st century. The Ministry of Education has also set up a framework for 21st century competencies which encapsulates values and competencies which have been identified as being particularly important for the development of every child. These values and competencies are an integral part of the total curriculum. Teachers develop these competencies in their pupils through subject disciplines, character and citizenship education (CCE) lessons, enrichment programmes, as well as 'teachable moments'. The diverse range of co-curricular activities (CCAs) (extra-curricular activities) offered in each school also provides a natural platform for students to apply these competencies.</p> <p>To enhance the development of 21st century competencies in pupils, MOE has also strengthened the quality of physical education and art and music education. This is because these subjects contribute to</p>



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Question/prompt	Output
	pupils' holistic education and enable pupils to develop physical robustness, enhance their creative and expressive capacities, and shape their personal, cultural and social identity. (MOE, 2010)

References: Singapore

Ministry of Education, Singapore (2010). *Nurturing our Young People for the Future, Competencies for the 21st Century* [online]. Available: <http://www.moe.gov.sg/committee-of-supply-debate/files/nurturing-our-young.pdf> [25 November, 2013].

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Wales: line of enquiry one. Enrolment in primary school and landmark stages

Question/prompt	Output																		
1. Years are there in primary school education	There are six-seven years in primary education, accommodating children aged four or five-11. Children reach compulsory school age at the beginning of the term following their fifth birthday, but admissions authorities are required to provide for the admission of all children in the September following their fourth birthday. Flexibilities exist for children whose parents do not feel they are ready to start school in the September following their fourth birthday. Thus, children spend between six and seven years in primary education, of which six are compulsory. (European Commission <i>et al.</i> , 2013)																		
2. Stages in primary education	There are two stages in primary education in Wales; the Foundation Phase for children aged four-seven (in total the Foundation Phase covers children aged between three and seven) and Key Stage 2 for children aged seven-11. (European Commission <i>et al.</i> , 2013)																		
3. Class years and ages in primary education	<p>The Foundation Phase begins at age three. Three-year-olds in the Foundation Phase are usually in pre-school provision, nursery classes etc, moving into primary school at the age of four or five. The class years in primary education are then organised as follows:</p> <table> <tr> <td>Foundation Phase</td><td>(European Commission <i>et al.</i>, 2013)</td></tr> <tr> <td>Reception class</td><td>Ages 4-5</td></tr> <tr> <td>Year 1</td><td>Ages 5-6</td></tr> <tr> <td>Year 2</td><td>Ages 6-7</td></tr> <tr> <td>Key Stage 2</td><td></td></tr> <tr> <td>Year 3</td><td>Ages 7-8</td></tr> <tr> <td>Year 4</td><td>Ages 8-9</td></tr> <tr> <td>Year 5</td><td>Ages 9-10</td></tr> <tr> <td>Year 6</td><td>Ages 10-11</td></tr> </table>	Foundation Phase	(European Commission <i>et al.</i> , 2013)	Reception class	Ages 4-5	Year 1	Ages 5-6	Year 2	Ages 6-7	Key Stage 2		Year 3	Ages 7-8	Year 4	Ages 8-9	Year 5	Ages 9-10	Year 6	Ages 10-11
Foundation Phase	(European Commission <i>et al.</i> , 2013)																		
Reception class	Ages 4-5																		
Year 1	Ages 5-6																		
Year 2	Ages 6-7																		
Key Stage 2																			
Year 3	Ages 7-8																		
Year 4	Ages 8-9																		
Year 5	Ages 9-10																		
Year 6	Ages 10-11																		
4. Multi-age/multi-year settings	Multi-age/multi-year settings are not planned for particular stages of primary education and the organisation of teaching groups is determined by the school. Primary schools typically divide pupils by age into year groups/classes. Classes in small primary schools may contain children from more than one year group. Where possible, schools try to ensure that, when age groups are combined,																		



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	<p>these mixed-aged classes consist of consecutive year groups (e.g. Year 1 and Year 2 pupils). (European Commission <i>et al.</i>, 2013)</p> <p>In the Foundation Phase, reception classes can be of mixed age, such as reception and Year 1, or nursery class (ages three to four) and reception. In small schools, classes can include children from across the Foundation Phase age range. The distinguishing feature of reception classes is that they provide early years education for children the year before education becomes compulsory at the age of five (Siraj-Blatchford <i>et al.</i>, 2006).</p> <p>Primary schools also commonly use 'setting', grouping pupils according to ability in a particular subject for some subjects only, often English and mathematics. Other subjects are generally taught in mixed-ability groups. In some schools, pupils may be grouped by general ability – a practice known as 'streaming'. A 2011 study by the Institute of Education found that 26 per cent of seven-year-olds in sample schools in Wales were 'set' for literacy and 28.5 per cent for mathematics. (Institute of Education, 2011; European Commission <i>et al.</i>, 2013) ('Setting' differs from 'streaming' – grouping pupils by general ability.)</p>
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Wales: line of enquiry two. Primary curriculum: contents and structure

Question/prompt	Output
1. Rationale underpinning the phases and stages for primary education	<p>The 1988 Education Reform Act first established the National Curriculum and, at the same time, set out targets to be achieved in various subject areas at each of four 'key stages' of education, the first two of which applied to primary education in England and Wales. So, since its inception, the National Curriculum in Wales has been organised in blocks of years, called key stages.</p> <p>Following a consultation in 2003, a 'Foundation Phase' of education for three- to seven-year-olds was introduced, replacing early years education (ages three to five) and Key Stage 1 (ages five to seven). As a result, the formal learning which children aged five to seven had experienced in Key Stage 1 was replaced by a more informal system of learning based on well-structured play, practical activity and investigation. The consultation also notes poor standards of achievement and teaching as a catalyst for a more combined foundation phase.</p> <p>The precise definitions of the phases are:</p> <ul style="list-style-type: none"> • Foundation Phase: combines early years pre-compulsory education and Key Stage 1, children aged from three, and ends at the same time as the school year in which the majority of pupils in the class attain the age of seven. Children move from pre-school to primary at the age of four or five. (European Commission <i>et al.</i>, 2013) • Key Stage 2: the period beginning at the same time as the school year in which the majority of pupils in the class attain the age of eight and ending at the same time as the school year in which the majority of pupils in the class attain the age of 11. (European Commission <i>et al.</i>, 2013).
2. Aims of primary education	<p>The Welsh Government's commitment is that all children, wherever they live, should have access to high quality education – delivered in surroundings fit for the provision of the National Curriculum – which enables them to develop their full potential.</p> <p>The Government has a vision for schools of the future which:</p>



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Question/prompt	Output
	<ul style="list-style-type: none"> • provides high quality and inspirational teaching and learning • provides a broad and stimulating curriculum offering choice • allows learners to develop at their own pace with attainment targets and methods of assessment designed to recognise a wider range of achievement incorporates social inclusion, sustainable development, equal opportunities and bilingualism into all aspects of school life. (Welsh Government, 2011) <p>The school curriculum for three- to 19-year-olds in Wales, implemented from September 2008, aims to establish a curriculum for the twenty-first century which meets the need of individual learners whilst taking account of the broader needs of Wales. It seeks to:</p> <ul style="list-style-type: none"> • focus on the learner • ensure that appropriate skills development is woven throughout the curriculum • offer reduced subject content with an increased focus on skills • focus on continuity and progression for ages three-19, by building on the Foundation Phase (ages three-seven) and linking effectively with the 14-19 Learning Pathways programme • be flexible • support government policy including: bilingualism, Curriculum Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship, and the world of work and entrepreneurship • continue to deliver a distinctive curriculum that is appropriate for Wales. (Welsh Government, 2012b) <p>The National Curriculum also aims to raise educational standards for all children aged five to 16.</p>
3. Principles of primary education	<p>Section 78 of the Education Act 2002 sets out the general requirements for the curriculum. The basic principle underlying school education is that it should provide a balanced and broadly based curriculum which is suitable to a child's age, ability, aptitude and to any special educational needs (SEN) which he/she may have. A balanced and broadly based curriculum is defined as one which:</p> <ul style="list-style-type: none"> • promotes the spiritual, moral, cultural, mental and physical development of students at school and in society



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Question/prompt	Output
	<ul style="list-style-type: none"> • prepares students for the opportunities, responsibilities and experiences of adult and working life. (England and Wales. Statutes, 2002) <p>Early childhood education (for the under-fives) is expected to encompass a range of principles, including to:</p> <ul style="list-style-type: none"> • contribute to the all-round growth and development of every child • provide a springboard for learning through both structured and spontaneous play • ensure active involvement and relevant first hand experiences in an environment rich with possibilities • value the contribution which parents or carers make to their child's education and encourage a working partnership • ensure that equal opportunities are offered to girls and boys, to children with special educational needs (SEN) and to those from different cultures • provide experiences and opportunities for young children to become aware of the distinctiveness of Wales, its languages and culture. (NFER, 2013) <p>The Foundation Phase places emphasis on children learning by doing and giving young children opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. The principles of the Foundation Phase curriculum include a focus on experiential learning, active involvement and developing each child's:</p> <ul style="list-style-type: none"> • skills and understanding • personal, social, emotional, physical and intellectual well being so as to develop the whole child • positive attitudes to learning so that they enjoy it and want to continue • self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships • creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences • activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability. (Welsh Government, 2012a)



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Question/prompt	Output
	<p>The goals for early childhood education established in the late 1990s, which emphasised early literacy, numeracy and the development of personal and social skills, remain the focus of the Foundation Phase, which is also based on the principle that children learn better through first-hand practical experiences, play and active involvement (European Commission <i>et al.</i>, 2013).</p>
<p>4. Curriculum structure and organisation from age four to age 12</p> <p>(If children are <i>not</i> in primary school at age four (or older), what kind of pre-school curriculum structure exists?)</p>	<p>The school curriculum in primary education comprises the following elements:</p> <ul style="list-style-type: none"> • Foundation Phase (up to age seven) • National Curriculum (ages seven–11) • religious education • personal and social education • skills development. <p>Children aged four-seven follow the curriculum for the Foundation Phase, which offers a ‘continuum of learning’ for children from the ages of three to seven. It is based on the original ‘desirable learning outcomes’ for pre-school education, as revised in 2000, and on the programmes of study of the previous National Curriculum for Key Stage 1 (ages five to seven).</p> <p>The Foundation Phase also encompasses four-year-olds who have not yet entered primary school and who may be in a wide range of pre-school settings, nursery schools and classes etc.</p> <p>The Foundation Phase curriculum aims to provide an informal system of learning based on well-structured play, practical activity and investigation. It focuses on experiential learning, active involvement and on developing children’s:</p> <ul style="list-style-type: none"> • skills and understanding • personal, social, emotional, physical and intellectual wellbeing so as to develop the whole child • positive attitudes to learning so that children enjoy learning and want to continue • self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships • creative, expressive and observational skills to encourage their development as individuals and different ways of responding to experiences



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Question/prompt	Output
	<ul style="list-style-type: none"> activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability. <p>It is based on seven 'Areas of Learning':</p> <ul style="list-style-type: none"> personal and social development, well-being and cultural diversity language, literacy and communication skills mathematical development Welsh language development knowledge and understanding of the world physical development creative development. (European Commission <i>et al.</i>, 2013) <p>For each Area of Learning, a statutory 'educational programme' sets out what children should be taught and a series of outcomes sets out the expected standards of children's performance. Full details are available in the Framework for Children's Learning for 3 to 7-year-olds in Wales (DCELLS, 2008a).</p> <p>Children aged seven-11 follow the National Curriculum. Compulsory subjects for Key Stage 2 (ages seven–11) are:</p> <ul style="list-style-type: none"> English Welsh mathematics science design and technology information and communication technology (ICT) history geography art music physical education (PE). (European Commission <i>et al.</i>, 2013)



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Question/prompt	Output
	<p>For each subject, statutory programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study. Further information on the programmes of study is available from the Welsh Government. (WG, 2012b) Alongside the National Curriculum, Key Stage 2 pupils study religious education (RE) and personal and social education (PSE). (European Commission <i>et al.</i>, 2013)</p> <p>Whilst RE is outside the National Curriculum, it is a statutory subject throughout compulsory education, although parents have the right to withdraw their children from this subject if they wish. All local authorities (LAs) are required to adopt a locally agreed syllabus for RE and can use the National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales (DCELLS, 2008b) as a basis for their locally agreed syllabuses.</p> <p>Personal and social education (PSE) is non-statutory but there is a Personal and Social Education Framework for 7- to 19-year-olds (DCELLS, 2008c) which provides advice and guidance to schools on reviewing and developing their PSE provision.</p> <p>A National Literacy and Numeracy Framework (Learning Wales, 2013a) has become a statutory part of the National Curriculum for learners aged five-14 since September 2013. There is also a focus on 'learning across the curriculum'. Three areas of learning are identified:</p> <ul style="list-style-type: none"> • knowledge and understanding of Wales • personal and social development and well-being • awareness of the world of work. <p>Learners should be given opportunities to develop and apply these across the curriculum. (European Commission <i>et al.</i>, 2013).</p>
5. Curriculum structures based on something other than curriculum areas or subjects	<p>As detailed above, the Foundation Phase curriculum (for ages three to seven) aims to provide an informal system of learning based on well-structured play, practical activity and investigation, featuring seven 'Areas of Learning': personal and social development, well-being and cultural diversity; language, literacy and communication skills; mathematical development; Welsh</p>



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Question/prompt	Output
	<p>language development; knowledge and understanding of the world; physical development; and creative development. (DCELLS, 2008a)</p> <p>In addition, alongside the statutory Areas of Learning (Foundation Phase) and National Curriculum subjects (Key Stage 2), there is a non-statutory 'Skills Framework' which applies to all three- to 19-year-olds in Wales. (DCELLS, 2008d).</p>
6. Curriculum variation between age four and age 12	<p>Note: children aged 12 in Wales are in the first year of secondary education. Secondary provision is not referred to here.</p> <p>Children aged four to five in the reception class follow the Foundation Phase curriculum, whereas children aged 10-11 in their final year of primary education (Year 6) follow the National Curriculum. The break between the two approaches occurs at age seven, when pupils proceed from the experientially-based Foundation Phase followed in Year 2 to the subject-based National Curriculum in Year 3. (European Commission <i>et al.</i>, 2013)</p> <p>More advanced expectations are in place for children in higher than in lower school years; the curriculum documents for all subjects state that at Key Stage 2 'learners should be given opportunities to build on the skills, knowledge and understanding acquired during the Foundation Phase' – e.g. science, history. (WG, 2012)</p>
7. Learning outcomes	<p>For each Area of Learning within the Foundation Phase an educational programme sets out what children should be taught. Foundation Phase outcomes have been developed to support the end of phase statutory teacher assessment. There are six outcomes for each Area of Learning, which set out the expected standards of children's performance. They describe the type and range of achievements characteristic of children within the Foundation Phase. The outcomes are detailed in the Framework for Children's Learning for 3 to 7-year-olds in Wales (DCELLS, 2008a), beginning on page 43. For example, under personal and social development Outcome 2, 'When supported by an adult, children are willing to share toys and materials and will take turns', whereas when they have reached Outcome 4, 'Children will take part in cooperative play independently'.</p>



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Question/prompt	Output
	<p>The National Curriculum documents for each subject identify the learning content in terms of a programme of study for the subject – i.e. what pupils should be taught – and attainment targets – expected standards of pupil performance for each subject. The attainment targets are exemplified by eight level descriptions of increasing difficulty, which set out standards of students' performance at the end of each key stage for all compulsory subjects. There is an additional description above level 8 to help teachers in differentiating exceptional performance. (European Commission <i>et al.</i>, 2013)</p> <p>Details about the requirements for each National Curriculum subject, including the programmes of study, attainment targets and level descriptions for each key stage, are published by the Welsh Government (WG, 2012b). In primary education these apply to Key Stage 2, i.e. the following classes:</p> <ul style="list-style-type: none"> • Year 3: ages 7-8 • Year 4: ages 8-9 • Year 5: ages 9-10 • Year 6: ages 10-11.
8. Stems or preambles for learning outcomes/objectives	<p>In the Foundation Phase framework, the areas of learning are set out using the stem 'Children should be given opportunities to...'. Learning outcomes for the children, on the other hand, are set out as active statements, such as, for language, literacy and communications skills, at level 2, 'children converse simply, sometimes leaving out link words.....'. All outcome statements for the Foundation Phase framework begin with the word 'Children.....'. (DCELLS, 2008a)</p> <p>In the National Curriculum programmes of study for each subject and each key stage, the stem used is 'Pupils should be given opportunities to...'. The level description statements, identifying children's performance against the programmes of study are phrased as active statements, e.g. for level 4 mathematics – solve mathematical problems 'Pupils develop their own strategies for solving problems.' All level description statements begin with the stem 'Pupils.....(develop, use, identify etc'. (WG, 2012).</p>
9. Variations in stems/preambles	<p>The stems/preambles do not differ in the Foundation Phase framework between reception class and Year 2 (age four-seven), nor do they differ in Key Stage 2 of the National Curriculum from Year 3 to Year 6 (age seven-11).</p>



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Question/prompt	Output
10. Differentiation in learning outcomes by age or stage of education	<p>Learning outcomes are differentiated between the Foundation Phase and Key Stage 2.</p> <p>The Foundation Phase recognises outcomes numbered 1-6 across six Areas of Learning (1 being the lowest and 6 the highest) and these are developmental in nature; outcomes 4-6 broadly align with the National Curriculum level descriptions for levels 1-3.</p> <p>In the National Curriculum the full eight attainment levels apply, plus the 'ninth' level for exceptional performance. The programmes of study for the individual National Curriculum subjects are differentiated by key stage. (European Commission <i>et al.</i>, 2013)</p>
11. Skills and dispositions which cut across curriculum areas	<p>Alongside the statutory Areas of Learning (Foundation Phase) and National Curriculum subjects (Key Stage 2), there is a non-statutory 'Skills Framework' which applies to all three- to 19-year-olds in Wales. This has been developed to provide guidance about continuity and progression in developing thinking, communication, information and communications technology (ICT), and number. (DCELLS, 2008d)</p> <p>The Skills Framework is not intended to be a curriculum framework. It underpins the Foundation Phase framework, all the subjects of the National Curriculum, plus the frameworks for personal and social education (PSE) and religious education (RE), and aims to ensure a coherent approach to learning and to progression.</p> <p>The Foundation Phase also contributes to the <i>Cwricwlwm Cymreig</i> (Wales-specific aspects of the curriculum) by developing – through an integrated approach – children's understanding of the cultural identity unique to Wales across all Areas of Learning. The aim is for children to appreciate the different languages, images, objects, sounds and tastes that are integral to Wales; gain a sense of belonging to Wales; and understand the Welsh heritage, literature and arts as well as the language.</p> <p>The position of the <i>Cwricwlwm Cymreig</i> is currently under review, regarding whether it should remain cross-curricular or be delivered in future through the discipline of history. At present the statutory expectation for learners at Key Stage 2 is that they should be given opportunities in all curriculum subjects to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. (This is explored in a recent report by an expert review group.) (Learning Wales, 2013b)</p>



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Question/prompt	Output
	<p>There is also a focus on 'learning across the curriculum'. Three areas of learning are identified:</p> <ul style="list-style-type: none"> • knowledge and understanding of Wales • personal and social development and well-being • awareness of the world of work. <p>Learners should be given opportunities to develop and apply these across the curriculum. (European Commission <i>et al.</i>, 2013)</p> <p>A National Literacy and Numeracy Framework has become a statutory part of the National Curriculum for learners aged five-14 since September 2013. The Framework is a curriculum planning tool, identifying clear annual expected outcomes in literacy and numeracy for all learners aged five to 14, which schools will use to ensure that the teaching of literacy and numeracy skills is embedded in all subjects across the curriculum rather than focused on English, Welsh and mathematics teaching alone. (Learning Wales, 2013a)</p>
<p>12. Curriculum expectations for children's learning and development at particular points in primary education</p> <p>If yes, what are these points?</p>	<p>At the end of Key Stage 2 (Year 6, pupils aged 11), pupils must be assessed by their teachers in English, Welsh first language (if the learner has followed the Welsh programme of study) or Welsh second language, mathematics, and science against the National Curriculum level descriptions.</p> <p>Teachers make rounded summative judgements deciding which level description best fits a pupil's performance. Guidance documents are available for all National Curriculum subjects (e.g. English, geography), which provide key messages about teaching, learning and progression. The materials include profiles of pupils' work, which exemplify the standards set out in the level descriptions and illustrate how to use level descriptions to make best-fit judgements at the end of the key stage. These indicate that the performance of pupils completing Key Stage 2 typically ranges between level 3 and level 5. (WG, 2012)</p> <p>At the end of the Foundation Phase (aged around seven), teachers are required to assess outcomes attained by each child by means of teacher assessment in three areas of learning:</p> <ul style="list-style-type: none"> • personal and social development, well-being and cultural diversity • language, literacy and communication skills in English or Welsh • mathematical development.



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Question/prompt	Output
	<p>In addition, in May 2013, compulsory national reading and numeracy tests were introduced for children in Years 2 to 9, ages seven onwards (see below).</p>
13. Progression in the curriculum	<p>National Curriculum guidance documentation describes what is necessary for progression through the levels of attainment. Likewise, the framework for the Foundation Phase describes the development demonstrated by children aged four-seven as they attain higher outcome levels (1-6) within the Phase. (WG, 2012)</p>
14. Curriculum and assessment priorities in policy for primary education - since 2007	<p>Two developments are regarded by the Welsh Government as among the most significant changes to the education system in Wales since devolution in 1999; these are stated as such in the ministerial foreword to the current Curriculum for Wales consultation on proposals for revised curriculum and assessment arrangements (WG, 2013a). These are:</p> <ul style="list-style-type: none"> • the introduction of the National Literacy and Numeracy Framework (Learning Wales, 2013a) • the introduction of the National Reading and Numeracy Tests for learners in Year 2 to Year 9 (of which Years 2-6, ages six/seven to 11, fall within primary education). The tests contain both summative and formative elements and the resulting data is intended to help the Welsh Government monitor the impact of its Framework and specific interventions. (WG, 2013b) <p>Part of the impetus for these changes was Wales' poor performance in the 2009 round of the OECD's PISA study, which the then Education Minister described as a 'wake-up call'. (Andrews, 2009)</p> <p>Regarding Curriculum for Wales, Phase 1 of the consultation and curriculum review will focus on strengthening the teaching of literacy, numeracy and wider skills with a view to raising levels of literacy and numeracy and in so doing reducing the impact of poverty on educational attainment and ensuring continuity and progression from the Foundation Phase through to Key Stage 4 (ages 14-16). Later, Phase 2 will focus on curriculum design at each phase/stage of education to ensure that there is a broad and balanced curriculum which is fit for the twenty-first century. Among other aims, this phase will consider the suggestion that Key Stage 2 is overcrowded. (WG, 2013a).</p> <p>The introduction of the Foundation Phase, which was undertaken in a phased manner between 2008 and the 2011/12 school year, represented a change in approach to the curriculum and</p>



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Question/prompt	Output
	methods of assessment used with children up to the age of seven. The Welsh Government updated its Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3 in 2013. (WG, 2013c)

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