

Curriculum Design and the role of Assessment:

CIEA Assessment Hub. Westfield Community School, Wigan

7th November 2019

Over-view...

Context - curriculum & assessment

- The curriculum
- Educational assessment
- The curriculum, assessment and the CIEA

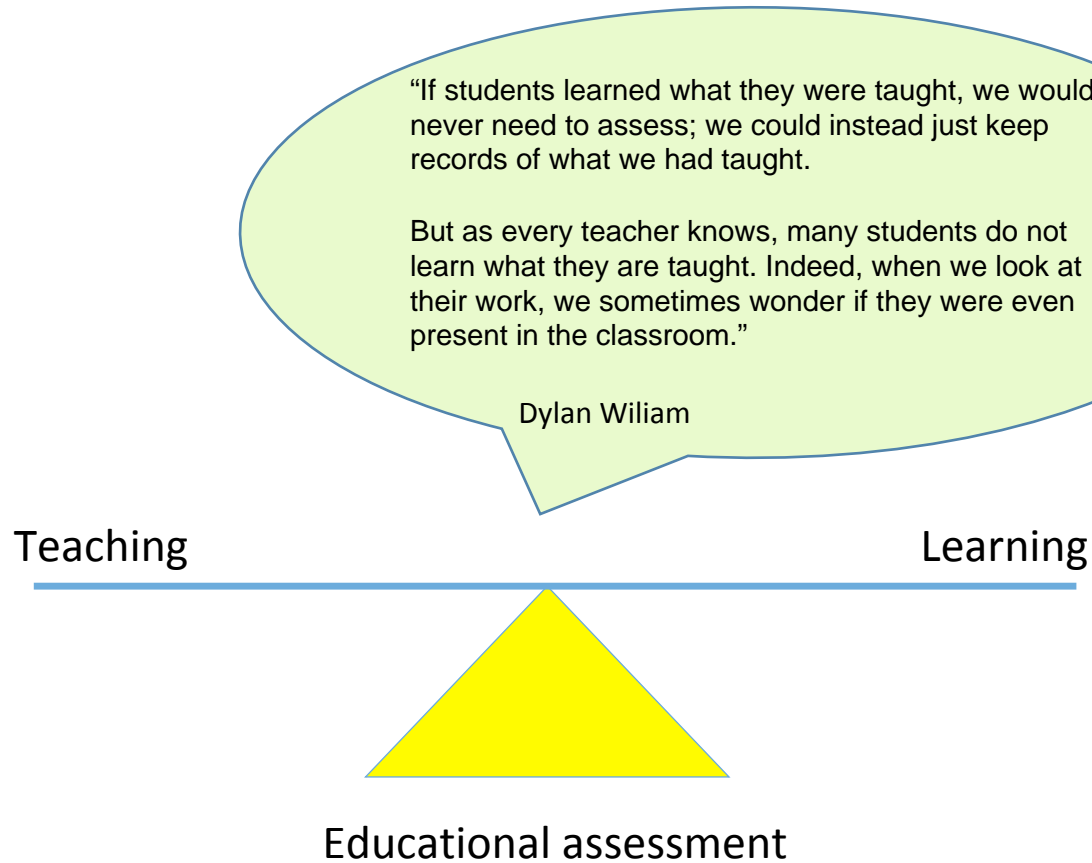
Intent!

- The current focus – Ofsted?
- You probably have a curriculum – and a narrative?
- You probably have most if not all the materials, content – but validated?
- You probably have assessment policies – validity and reliability?

Context: curriculum & assessment

- What do we want our children to know, understand and do?
- What do we want our children to be?
- Learning, education and schooling
- Do we have a narrative?

- In school, the curriculum always leads
- How do we know if learning has taken place? Assessment is integral and serves a number of purposes.



The school curriculum in England (2014)*

2.1

Every state-funded school must offer a curriculum which is **balanced and broadly based** and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

2.2

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.

2.3

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.

2.4

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.

2.5

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.

*2002 Education Act. Section 78

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

The school curriculum: The School Information (England) Regulations

Require schools to show on-line:

- the content of your school curriculum in each academic year for every subject;
- The names of any phonics or reading schemes you're using in key stage 1;
- a list of courses available to pupils at key stage 4, including GCSEs;
- How parents or other members of the public can find out more about the curriculum your school is following.

DfE Published 18 September 2014. Last updated 16th June 2017

'This information is important for parents so that they know precisely what is taught and when, enabling them to support their children in their studies. It is also important information for parents when choosing new schools.'

Source: Nick Gibb – letter to LAs/Trusts 27th October 2014 expressing concern that schools are not complying fully with arrangements.

'Although thorough in many aspects, the school's website does not comply with Department for Education guidance on the publication of information about the curriculum and how parents can request paper copies of information'

Source: Ofsted school short inspection report, Midgley, Halifax: February, 2017



Working definition of the curriculum

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).'

Evaluating the curriculum – the Ofsted model

- The term curriculum has multiple meanings and definitions, to variously consider aspects of subject content, pedagogy, delivery models, moral and ideological values and assessment (Kelly, 2009; Priestley, 2019).
- From this a model has been developed which separates predictors of curriculum quality into those relating to intent and those relating to implementation (Table 2) (Ofsted, 2018).
- This conceptualisation enables analysis of individual schools' approaches to the curriculum.



Intent	Implementation
Rationale Ambition Concepts	Subject leadership Subject knowledge Equitable delivery Planning the progression model Breadth and depth Assessment

Table 2. Ofsted’s curriculum quality model for schools

Perry, E., et al. 2019. The Curriculum for Initial Teacher Education: Literature Review
 Sheffield Hallam, March 2019

A primary school 'curriculum' – a narrative?

Keystage 2

Years 3 and 4

	Autumn term	Spring term	Summer term
2014 - 2015	Tremors (Geography focus) Add ScR2Y3	Flow (geography focus) Add ScSM3Y4	Urban Pioneers (Art and Design Focus)
	Scrumdiddlyumptious! (DT focus)	Mighty metals (Science focus)	Tribal Tales (History)
2015 - 2016	Blue Abyss (Art and design Focus)	Burps, Bottoms and Bile (Science Focus) Add ScA2Y3)	Potions (Science Focus)
	Playlist (Music Focus)	Traders and Raiders (History Focus)	Road Trip USA (Geography Focus)

Please click the link below for a detailed breakdown of reading, writing and mathematics:

The School Information (England) Regulations

A secondary school 'curriculum' – a narrative?

KS3 - ICT

All pupils study ICT at Key Stage 3 where we cover a comprehensive range of topic areas. The ICT curriculum builds on the teaching at Key Stage 2 and covers three main strands:

- 1. Digital Literacy*
- 2. ICT*
- 3. Computer Science*

Each half term throughout Key Stage 3, students complete a new ICT project covering the three main strands mentioned above. Within these units we have placed an emphasis on developing transferrable ICT knowledge, understanding and skills. During Year 9 many students will start to complete work towards their Btec ICT qualification.

Curriculum descriptions

- The 'Secret Garden'
- Whole Curriculum
- National Curriculum(s)
 - statutory subjects
 - *attainment targets*
 - *levels*
- Curriculum Themes
- Cross-curriculum
- The Hidden Curriculum
- Extra Curricula
- Enrichment
- Broad and Balanced (& Coherent?)

'Broad and balanced'

- This term is used frequently by schools and in evidence forms by inspectors, but we have no clear indication of **when a narrow, imbalanced curriculum becomes a broad, balanced curriculum, or vice versa...**
- ...or whether this is **age-dependent**.
- Also, the comments tend to refer to **curriculum offering**, and may not relate to the **actual content** of what pupils are studying, merely the subjects on the timetable.

Judgements: our working hypothesis in detail



Remember this?

Headteachers say that a curriculum fit for the future should increase the focus on...

- **competencies** and **skills**, especially learning to learn
- **personal qualities** - as the cornerstone of successful individuals and responsible citizenship
- **flexibility** and **local ownership** – empower the frontline, more freedom to innovate.
- **cross curriculum themes** such enterprise and employability, global dimension, and media literacy which are directly linked to wider aims.
- **a range of learning approaches** e.g. specialist teaching, cross-disciplinary problem based learning, independent study and coaching.
- using **knowledge actively**.. as a cornerstone for creativity, problem solving, and knowledge creation through ‘communities of learning’.
- more attention to **AfL**

Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)

Three key questions

1 What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims Successful learners who enjoy learning, make progress and achieve	Confident individuals who are able to lead safe, healthy and fulfilling lives	Responsible citizens who make a positive contribution to society
Every Child Matters outcomes Be healthy Stay safe Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
Focus for learning Attitudes and attributes eg determined, adaptable, confident, risk-taking, enterprising	Skills eg literacy, numeracy, ICT, personal, learning and thinking skills	Knowledge and understanding eg big ideas that shape the world

2 How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

Components	Lessons	Locations	Environment	Events	Routines	Extended hours	Out of school							
Learning approaches	A range of approaches eg enquiry, active learning, practical and constructive	In tune with human development	Building on learning beyond the school including community and business links	Matching time to learning need eg deep, immersive and regular frequent learning	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	Using a range of audience and purpose	Including all learners with opportunities for learner choice and personalisation							
Whole curriculum dimensions	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Identity and cultural diversity - Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking.													
Statutory expectations	Communication, language and literacy		Creative development	Knowledge and understanding of the world		Mathematical development	Personal, social and emotional development	Physical development						
	A & D	Ci	D & T	En	Ge	Hi	ICT	Ma	MFL	Mu	PE	PSHE PW EW+FC	RE	SC

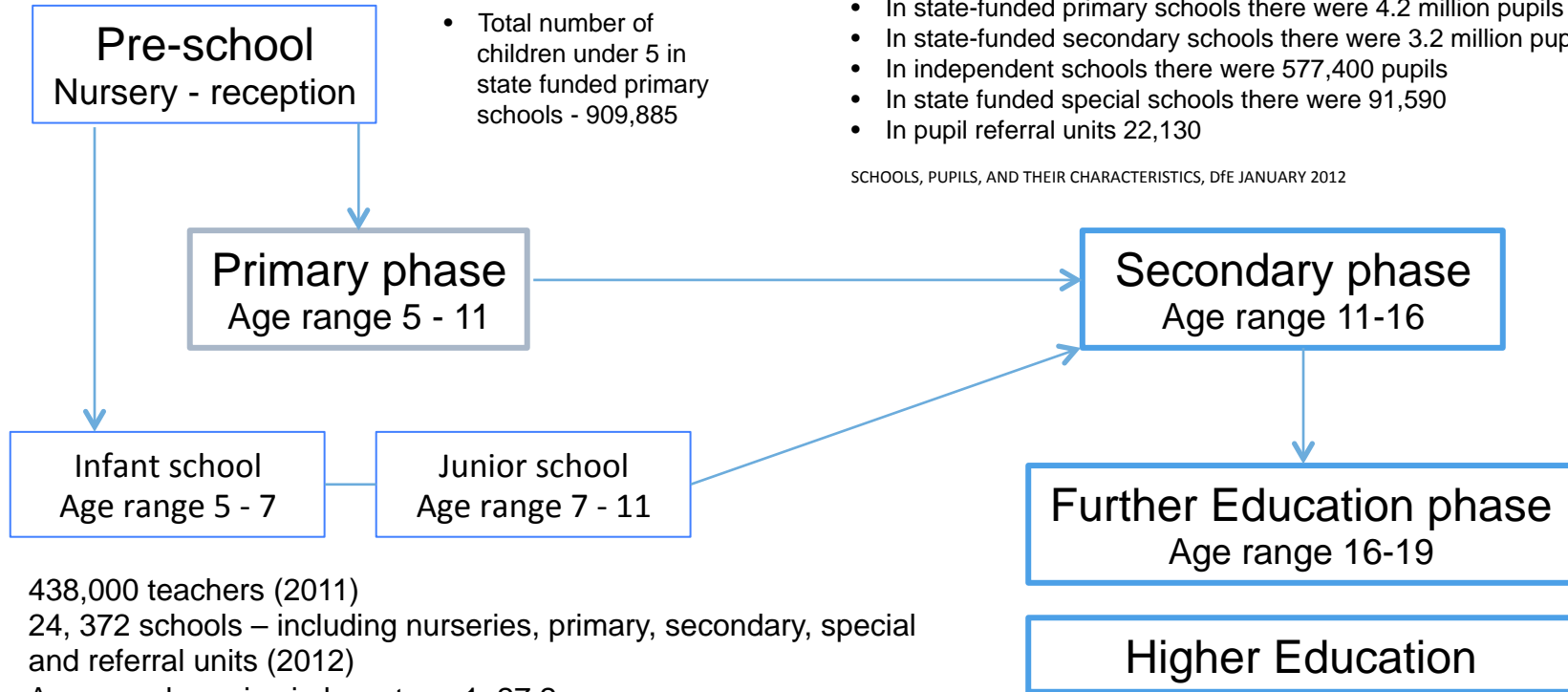
3 How well are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Assessment fit for purpose	Is integral to effective teaching and learning	Draws on a wide range of evidence of pupils' learning	Promotes a broad and engaging curriculum	Maximises pupils' progress	Gives helpful feedback for the learner and other stakeholders	Helps identify clear targets for improvement	Links to national standards which are consistently interpreted	Informs future planning and teaching	Uses tests and tasks appropriately	Embraces peer- and self-assessment
Accountability measures	Attainment and improved standards		Behaviour and attendance	Civic participation		Healthy lifestyle choices	Further involvement in education, employment or training			

Curriculum Coherence: State Education in England – a structural over-view

The structure of educational provision



- Total number of children under 5 in state funded primary schools - 909,885

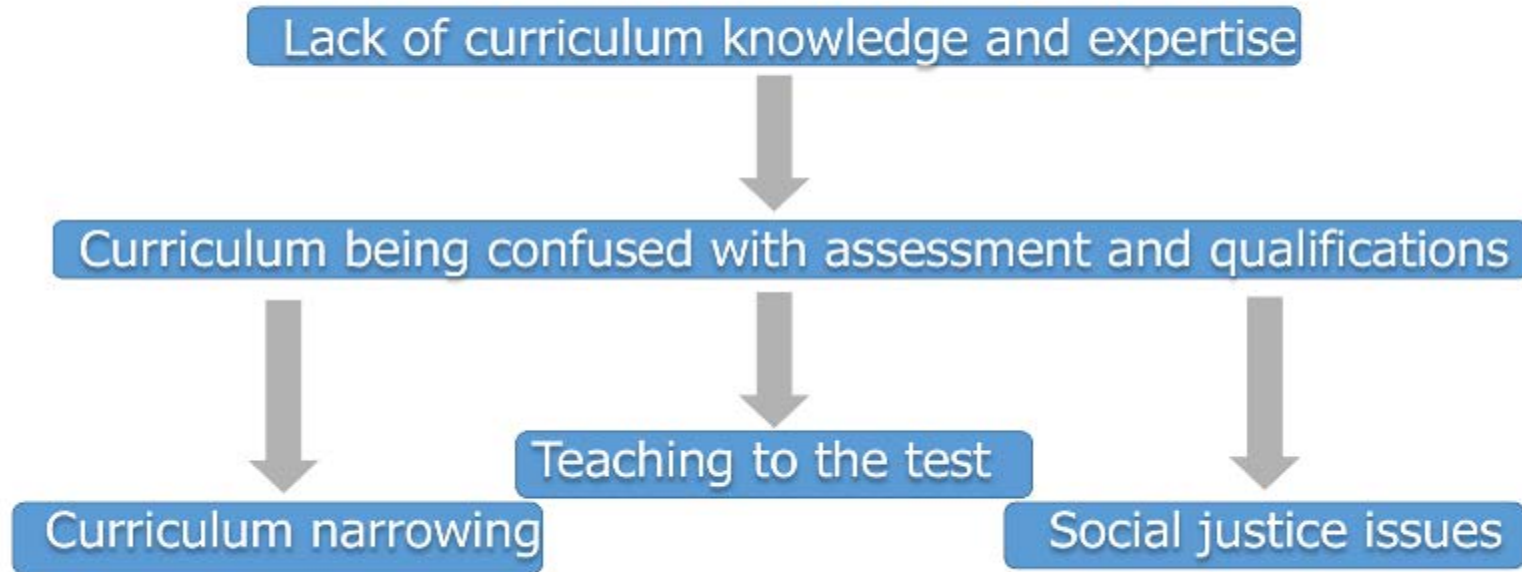
Pupil numbers in England – 2012

- There were 8.2 million pupils
- In state-funded primary schools there were 4.2 million pupils
- In state-funded secondary schools there were 3.2 million pupils
- In independent schools there were 577,400 pupils
- In state funded special schools there were 91,590
- In pupil referral units 22,130

SCHOOLS, PUPILS, AND THEIR CHARACTERISTICS, DfE JANUARY 2012

438,000 teachers (2011)
24, 372 schools – including nurseries, primary, secondary, special and referral units (2012)
Average class size in key stage 1, 27.2

What did phase 1 of the curriculum survey find?



Curriculum – a definition



(By 2020) ...the school curriculum is widely understood to be everything that a young person learns in school. The core curriculum is only one part of a school's curriculum. Schools determine their own curriculum, which has brought creativity, dynamism and relevance into curriculum development.

First Principles

The curriculum is the sum of all the experiences that a child or young person has at school or college.

It is not simply a series of inputs (a framework of subjects to be taught over a defined period) – it is the expected outcomes of learning.

Learning is shaped by much more than individual subjects and syllabuses. School and college leaders determine the wider curriculum. However, a wider set of stakeholders have a role in determining core curriculum framework of subjects.

ASCL Policy Paper May 2015

<https://www.ascl.org.uk/utilities/document-summary.html?id=7C996BFB-E1EA-489C-9180CB3FB294E788>

Music at lunchtime – part of the curriculum?

The Times. Friday
March 1st 2019 p.14



Primary children served a lunchtime of classical music

Nicola Woolcock

Where words fail, music speaks, according to Hans Christian Andersen. The mantra is being enforced by one school, which wants less noisy chatter and more orchestral appreciation during school dinners.

Great classical works, including those of Beethoven and Mozart, are being played in the lunch hall at Lee Chapel primary in Basildon, Essex.

Pupils are allowed to talk quietly to the child sitting next to them but loud chatter has been banned.

Teachers want children to develop a love and appreciation of different genres of music and they believe listening to classical music can boost learning.

Some parents have complained. One mother said that pupils who broke the rules were forced to stand behind their chair or against the wall as punishment.

"All the parents are completely at their wits' end and this new lunchtime arrangement seems to be the final straw," she said. "People are getting ready to pull their child from the school because of all the ridiculous rules."

The school is rated outstanding by Ofsted and Sue Jackson, the head teacher, said that the scheme would benefit children. "Studies have shown that playing classical music to children boosts their concentration and self-discipline and improves their general listening and social skills," she said.

"Children exposed to the works of Beethoven and Mozart, for example, are more likely to appreciate a wider range of music in later years. [They] are encouraged to listen to the music and talk quietly to the child next to them and not calling out across the table. All the children did this successfully on Monday and enjoyed the music, as did the staff.

"A child in year six was given three minutes 'time out' for disregarding the reasonable request of a member of staff in line with [our] behaviour policy but he was not reprimanded for talking."

A study in 2014 by the Institute of Education, part of University College London, examined a scheme that introduced children to classical music in assemblies and classes. It suggested that playing classical music to young children aided concentration and self-discipline. Children improved listening and social skills and were more likely to enjoy a wider range of music in later years.

A revised 'National' Curriculum (2014)

- Emphasis on knowledge rather than skills
- Mastery of annual objectives rather than progression through a learning continuum
- Deeper learning and enrichment rather than extension and acceleration

Source: Standards & Testing Agency LA moderation event March 2016

- The Intended curriculum
- The Enacted curriculum
- The Assessed curriculum
- The Learned curriculum

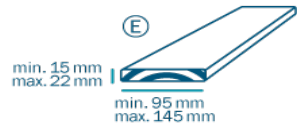
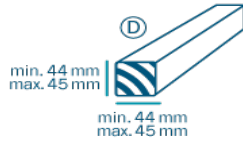
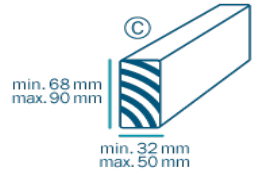
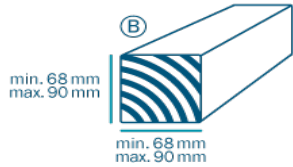
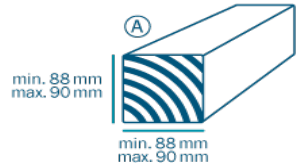


Source. After Tim Oates, Cambridge Assessment

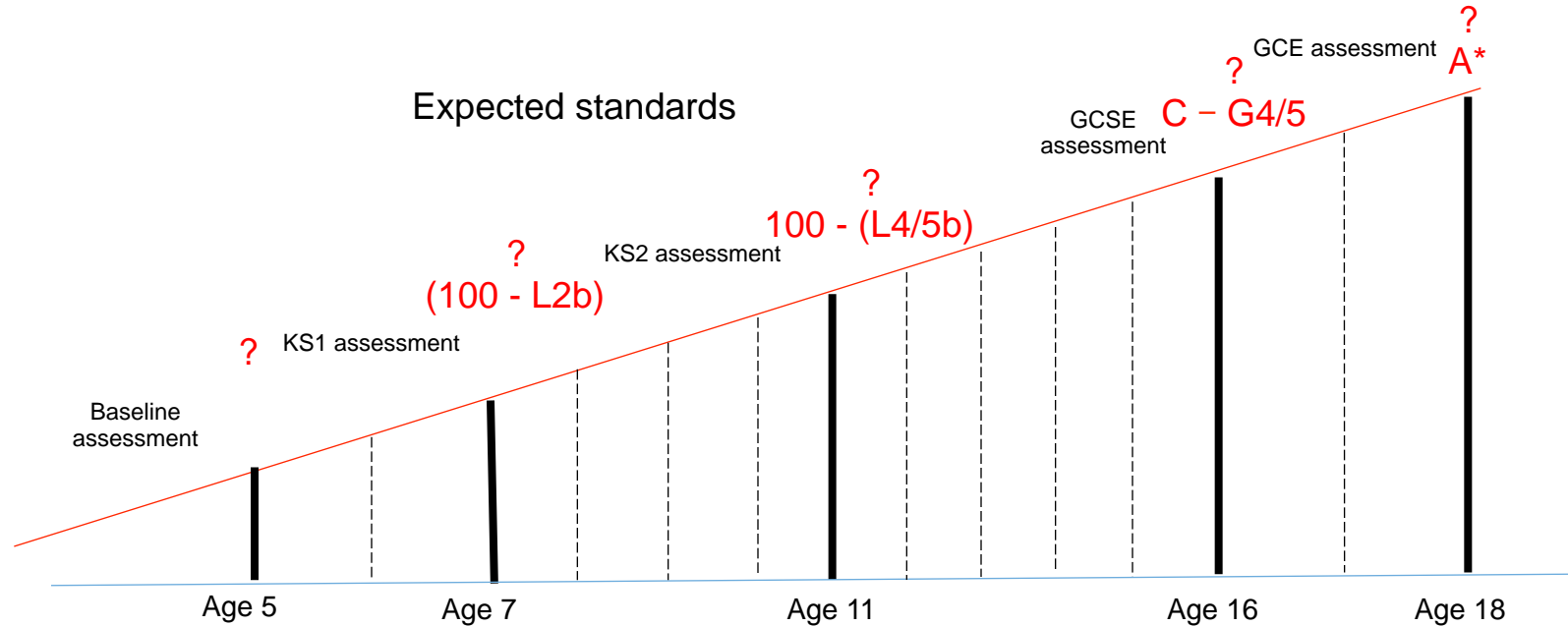
A design and technology experience...



Measuring progress – an HMI D&T model



Determining progression



© Mick Walker April14

The workload challenge: accumulation and habit versus reflection and efficacy.

The analysis of responses to the Government's workload challenge noted that the most frequently mentioned tasks contributing to unnecessary and unproductive workload fitted within the category of lesson planning and policies, assessment and reporting administration (82% of respondents mentioned tasks which fitted into this category). Two specific tasks reported as burdensome by the majority of respondents were:

- recording, inputting, monitoring and analysing data (56%)
- excessive/depth of marking – detail and frequency required (53%)

PLUS - lesson/weekly planning – detail and frequency required (38%)

The principles of the independent workload report on planning and resources:

- Planning a sequence of lessons is more important than writing individual lesson plans
- Fully resourced schemes of work should be in place for all teachers
- Planning should not be done simply to please outside organisations
- Planning should take place in purposeful and well defined blocks of time
- Effective planning makes use of high quality resources



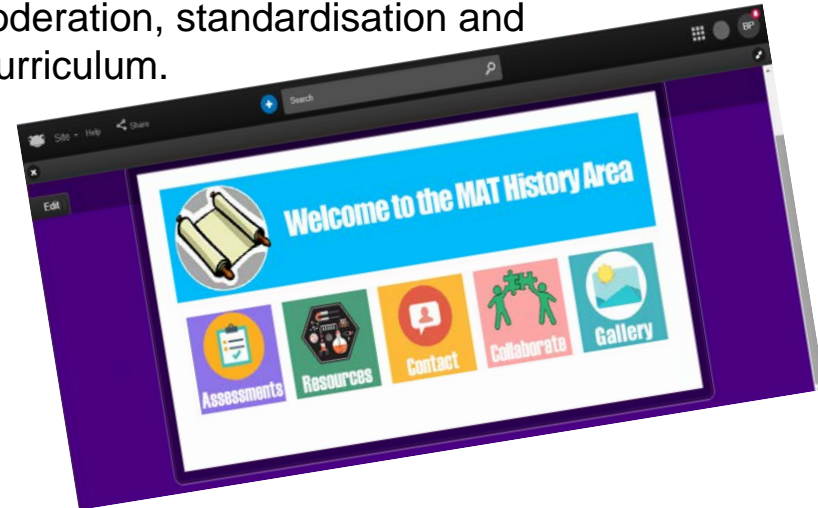
FINHAM PARK MULTI ACADEMY TRUST

During the summer of 2017 we used the expertise of 400 of our primary and secondary teachers to co-construct an agreed curriculum progression with a skills continuum, for each subject area, with real exemplar material from within our MAT.

Three year MAT wide Teaching and Learning cycle, 'Responsive Teaching' based on curriculum design, Cognitive Load and Action Research across the MAT

Our vision is to pioneer, innovate and deliver 'World Class' education for all children from the age of 3-19 where the artificial barriers of stage and age are removed.

We have seen the benefit of Frog Connect to impact on moderation, standardisation and developing curriculum.





Examples of the benefits for co construction including:

- Best practice shared remotely, whilst not removing the need and benefit of face to face meetings, it does impact on time constraints
- Primary to secondary sharing good practice and the continuum of learning
- Moderation and sharing of exemplar work
- School to school support
- Seamless line management and access to resources to ease movement across schools for staff who work split sites or have dual roles and responsibilities
- CPD and professional development – instant access to shared MAT CPD Calendar and CPD booking system
- **All of this also extends to our Teaching School Alliance, The Lion Alliance**





Central Teaching and Learning Site

- Our Teaching and Learning site provides colleagues with the opportunity to share best practice and pedagogy, conduct research, have access to Teaching and Learning resources, access to subject specialism and specialist support, as well as handy top tips!
- Colleagues are able to work collaboratively or simply use this area for their own development.
- As we have schools across primary and secondary phases, colleagues in primary can have direct access to subject specialism; secondary colleagues can explore best practice in primary; and all can take part in action research and develop their teaching and learning strategies





In summary ...

The impact of the work with Frog at MAT level together with the individual school Frog systems, have brought about:

- ✓ Centralised systems
- ✓ Communication
- ✓ Sharing of best practice
- ✓ Governance and policies centralised
- ✓ One stop platform to access Teaching and Learning tools
- ✓ Access to our comprehensive Continuing Professional Development programmes
- ✓ Reduction in workload

Education and Leadership Trust

- Whalley Range 11-18 High School
- Levenshulme High School
- The East Manchester Academy



Levenshulme
HIGH SCHOOL



Executive Headteacher: Ms P. Kane OBE

"together we are stronger"

Curriculum Fund Programme Pilot

The Department for Education wants to understand the benefits that complete curriculum programmes can have when they are effectively shared and implemented in other schools. Each of the 11 lead schools will pilot their programmes in 6 or more participant schools, using programmes in:

- science
- history
- geography

To support this pilot, we are commissioning independent research to find out:

- how schools use complete curriculum programmes
- how improvements they've made can help us refine future programme implementation specifications

We selected the lead schools using a 5-stage assessment process, including an assessment of shortlisted applications by expert panels.

Educational assessment

Three broad categories of uses

1. The use of assessment to help build pupils' understanding, within day-to-day lessons.
2. The use of assessment to provide information on pupils' achievements to those on the outside of the pupil-teacher relationship: to parents, further and higher education institutions and employers.
3. The use of assessment data to hold individuals and institutions to account.

Purposes and uses of educational assessment...



Self-evaluation uses

Formative uses

Social evaluation uses (student achievement)

Progress tracking uses

Transfer uses

Placement uses

Diagnosis uses

Provision eligibility uses

Life choice uses

Qualification uses

Selection uses

Licensing uses

School choice uses

Guidance uses

Target setting uses

Resource allocation uses

Organizational intervention uses

Programme evaluation uses

System Monitoring uses

Institution monitoring

Comparability uses

National accounting uses.....

Educational assessment

“... all those activities that involve eliciting evidence of student learning and drawing inferences as the basis for decisions.” (James, 2010, p. 163).

- What?
- Why?
- How?
- When?
- What will the outcomes be used for?
- How will the outcomes be reported?

Teachers' assessments

*There are issues surrounding teacher assessment that have to do with potential bias, application of different, sometimes personal, assessment criteria, and differences in the available evidence base when implemented curricula and **standards of judgement differ from class to class and school to school.***

Sandra Johnson. *A focus on teacher assessment reliability in GCSE and GCE*, Report for Ofqual 2011

*However, inspectors have noted **worrying inconsistencies in teacher assessment at the end of Key Stage 1.** In infant schools, for example, children are more likely to be assessed as reaching, or exceeding, the standards expected for their age than they are in all-through primary schools. Moreover, uneven moderation by local authorities of the work carried out by schools can lead to poor quality and unreliable assessment. For these reasons, **I urge government to consider a return to external assessment at the end of Key Stage 1.***

HMCI Annual Report 2012/13

*The Commission heard from the majority of those submitting evidence that there was **a lack of trust in teacher assessment** at the present time. **There is a worrying lack of trust in individual teacher-based assessment, which emanates from within the profession itself.***

The NAHT Commission on Assessment (February 2014)

Some recent statements on testing...

'Year 6 should be about transition to secondary building confidence and resilience. But instead, it's dominated by the SATS sausage machine'.

Colin Harris. Headteacher. TES 14th February 2018.

Nine in 10 teachers believe Sats (sic) preparation harms children's mental health, survey finds.

Eleanor Busby, TES, June 2016. NUT survey of 6,500 teachers

'Baseline tests will be given to four-year-olds in the first week of reception. They are unnecessary, they are pointless, they are expensive and above all they are damaging and they are immoral'.

Katharine Lindenberg, NUT Delegate, Wlatham Forest, London. NUT Conferencee 2018.

'Teachers object passionately to the accountability agenda imposed on them because of the consequences that flow from it. These are undermining creative teaching and generating labels which limit students' learning. Crucially, they also threaten children's self-esteem, confidence and mental health'.

Christine Blower NUT General Secretary in Exam factories? The impact of accountability measures on children and young people. NUT June 2015.

Professionalism and the post-performative teacher

Wilkins, C. (2011)

- The impact of the increasingly performative nature of the assessment of teachers' performance leading to the introduction of Professional Standards for Teachers in 2007.
- The emergence of a post-performative identity: a generation of teachers whose experience as pupils has been of an increasingly performative schooling system.
- They are motivated by affective rewards: they are aware of the potential conflicts between the demands of accountability and the desire for autonomy, but are generally comfortable with the balance they feel able to strike between these (p.389).

Curriculum, assessment and the CIEA

Implementation - Ofsted Inspection Handbook

- In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.
- Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:
 - Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
 - Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
 - **Teachers check pupils' understanding effectively, and identify and correct misunderstandings.**
 - **Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.**
 - **The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.**
 - **Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.**

School inspection handbook November 2019 No. 190017 p.44

Curriculum, assessment and the CIEA

The school's use of assessment – Ofsted Inspection Handbook

- When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. **It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.**
- **Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads** by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.
- **The collection of data can also create an additional workload for leaders and staff.** Inspectors will look at whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work',⁷³ recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.
- **Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection;** the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

School inspection handbook November 2019 No. 190017 p.45

Curriculum, assessment and the CIEA

Impact - Ofsted Inspection Handbook

- **When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.**
- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. **There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.**
- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils' work.
- All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.

School inspection handbook November 2019 No. 190017 p.45-46

CHARTER: ASSESSMENT FOR CHILDREN

Assessment is only used to support further learning for our children. We therefore have decided through consultation with the teachers and governors to act in the following manner concerning National Statutory Assessments Tests:

- always prioritise children's personal growth, long term development and engagement as learners and their well-being over SATs test scores
- ensure breadth and balance to the curriculum in every year group and not narrow our broad, balanced and creative curriculum offer in Year 6 or 2
- not run any additional SATs booster classes, holiday clubs or other such provision that would indicate that the SATs tests have any broader significance
- prepare the children emotionally for SATs with minimal test practice, recognise the way in which SATs test are used as predictor for GCSE results and ensure that the pupils leaving this school leave with results that are a true representation of their skills and knowledge
- ensure that we prepare children as fully as possible for life beyond this school and encourage positive learning attitudes

This charter has been agreed by the Governing Body, the teachers and the leadership team and shared with the parents of the school.

Source:

<http://www.pilgrimscross.co.uk/assessment-for-children-charter/> Last visited 18 February 2019

Note:

Pilgrim's Cross Cof E (A) Primary School: Appleshaw St. Peter's Cof E Primary School: Portway Junior School, Andover & St Mary's Bentworth Church of England Primary School, Alton have been significantly involved in the development of the charter.

The Chartered Institute of Educational Assessors



ELIZABETH THE SECOND
by the Grace of God of the United Kingdom of Great Britain and
Northern Ireland and of Our other Realms and Territories Queen, Head
of the Commonwealth, Defender of the Faith:

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING!

WHEREAS matters relating to education and skills are the concern of Departments of Our Government :

AND WHEREAS it has been represented unto Us that the Institute of Educational Assessors was incorporated as a company limited by guarantee under the Companies Act 1985 in the year of Our Lord 2005 and has as its object the advancement of education and training for the public benefit by promoting high standards of assessment :

AND WHEREAS it has been represented unto Us that for the purpose of carrying out the said object it is expedient that the said Institute should be incorporated :

AND WHEREAS We having taken the said representations into Our Royal Consideration are minded to grant a Charter containing such provisions as seem to Us right and suitable :

NOW THEREFORE know ye that We by virtue of Our Prerogative Royal and of Our especial grace, certain knowledge and mere motion have willed and ordained and by these Presents do for Us, Our Heirs and Successors, will and ordain as follows:

1. The persons now members of The Institute of Educational Assessors (hereinafter called the former Institute) and all other persons who may hereafter become members of the body corporate hereby constituted shall

forever hereafter be one body corporate and politic by the name of The Chartered Institute of Educational Assessors and by the same name shall have perpetual succession and a common seal with power to break, alter and make anew the said seal from time to time at their will and pleasure, and by the same name shall and may sue and be sued in all Courts and in all manner of actions and proceedings and shall have power to do all other matters and things incidental or appertaining to a body corporate.

2. The object of the Institute shall be to advance education and training for the public benefit by promoting high standards of assessment.
3. The Institute shall have power in pursuance of its object:
 - (i) to take over all the assets, undertakings and obligations of the former Institute and for such purpose to enter into all such contracts (including contracts of indemnity) as may be necessary or desirable;
 - (ii) to develop, improve and maintain the practice of assessment professionals;
 - (iii) to promote the continuing development of assessment, its purposes, principles and applications in learning and the awarding of qualifications;
 - (iv) to accredit initial and continuing professional development and to set professional standards in the practice of assessment;

The CIEA is a charity, incorporated by Royal Charter, promoting excellence in all aspects of educational assessment. The object of the Institute shall be to advance education and training for the public benefit by promoting high standards of assessment.

Qualifications and Training

Qualifications

Certificate in Educational
Assessment



Chartered Educational
Assessor

Training

- Foundations and Principles of Assessment

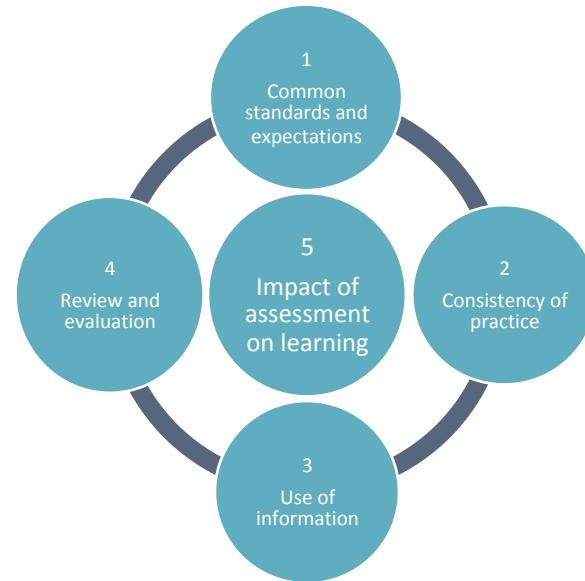
- Oral Language Modifier

Excellence in Assessment

Consultancy

- Specific Assessment Consultancy
- Policy writing
- Benchmarking, target setting and progress reporting
- Writing and marking assessments
- Governor assessment training

Accreditation



Thank you for listening!