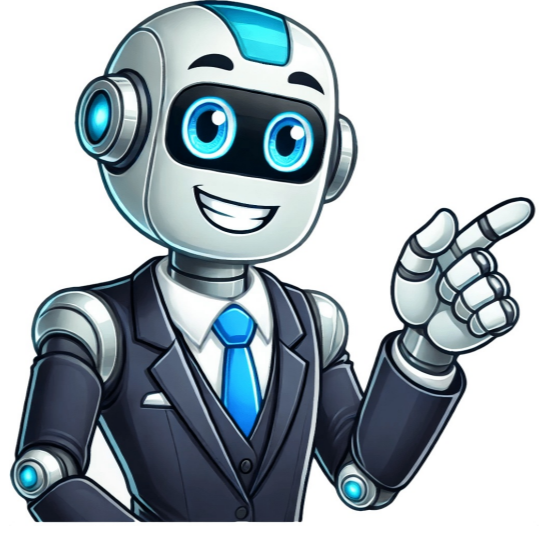


I'm not robot





The Cambridge Primary Review was launched in October 2006 as a comprehensive enquiry into primary education in England, with Professor Robin Alexander at its helm. Supported by the Esmée Fairbairn Foundation since inception, the Review aimed to identify the purposes and values of primary education, curriculum and learning environment, and conditions for high-quality provision. Submissions accounted for a significant portion of evidence, with 1,052 received by March 2009. These submissions ranged from brief opinions to substantial documents covering multiple themes. National organisations comprised the majority, while individuals also contributed. Additionally, informal emails and comments were received. Soundings had three parts: Community Soundings involved regional events with school representatives; National Soundings held meetings with national organisations; and directors exchanged information with various bodies. Surveys of published research on Review themes were commissioned from 66 academic consultants, resulting in 28 reports published between October 2007 and May 2008. These provoked media interest and provided valuable data for the Review. Policy mapping involved cooperation with several government departments and agencies to track recent policy and examine official data. The Review also searched international OECD data to balance evidence and consider diverse perspectives. The four evidential strands aimed to balance opinion, empirical data, official expressions, and material from different regions and countries. This inquiry looked beyond primary schools to engage with wider society, utilizing international data and ideas effectively. The Cambridge Primary Review's 75 recommendations for policymakers aim to address England's significant gaps in wealth, wellbeing, and educational attainment. These issues are exacerbated by poverty and disadvantage, which limit the effectiveness of teachers in closing the attainment gap. The report emphasizes the importance of equity and excellence. Policies should prioritize children's agency and rights, applying the UN Convention on the Rights of the Child to promote effective learning. A balanced approach is necessary to avoid tokenism or fad "pupil voice." Extending the Early Years Foundation Stage to age six will provide young children with a solid foundation for future learning. A clear framework of values should underpin primary education aims, rather than simply adding them as an afterthought. This includes considering childhood, society, and the wider world. Aims should shape curriculum, pedagogy, assessment, and school life, rather than being mere decoration. The Cambridge model offers a more comprehensive approach to curriculum reform. It combines an aims-driven entitlement curriculum with a national framework and strong local component. This approach prioritizes breadth, richness, and contemporary relevance, securing the basics while providing additional content. Assessment should no longer be synonymous with testing, and the focus should shift from testing alone driving up standards. Wholesome assessment reform is necessary to move away from current systems that prioritize teacher accountability over student learning. Implement assessments that are valid, reliable, and free from negative consequences, recognizing that tests have a role to play. Embrace a broader definition of standards, encompassing all areas of the curriculum, not just core subjects. Acknowledge that advocates for reform are committed to rigorous assessment and accountability, but seek alternative approaches. Replace rigid pedagogies with more flexible ones based on evidence, repertoire, and principle, holding teachers accountable for their decisions. Update professional standards for teachers, grounded in research, to support their development from novice to expert. Rethink primary school staffing, considering a mix of generalists, semi-specialists, and specialists, and reassess the balance of teachers, assistants, and support staff. Encourage schools to collaborate, sharing resources and expertise, rather than competing, and end league tables. Rebalance the relationship between government, agencies, local authorities, and schools, reversing centralization and promoting social and educational equity. Recognize the importance of critical engagement with educational context, content, and purpose in teacher education. Liberate talented teachers from bureaucratic constraints, allowing them to focus on leading learning and assuring quality. The Cambridge Primary Review, led by Professor Robin Alexander, published its comprehensive final report in 2009, offering a thorough examination of primary education. This 608-page report is considered a seminal work, providing 78 recommendations for reforming the English primary education system. The review drew upon 4,000 published reports and 1,000 submissions from around the world, making it a valuable resource for educators and policymakers. Its findings and suggestions are deemed essential reading for student teachers, primary teachers, principals, and government education officials. The report's emphasis on evidence-based decision-making and its critique of myth, spin, and selective use of evidence are particularly noteworthy. As Australia introduces new educational policies, the Cambridge Primary Review's detailed compilation serves as a timely reminder of the importance of professional advice and thorough consideration in shaping primary education. By embracing the review's recommendations, educators and policymakers can work towards creating a more effective and equitable primary education system, one that prioritizes the needs of students and the community. League tables have sparked criticism, as a major review of the English curriculum reveals that standardised tests and evaluations have hindered children's learning and limited their access to a well-rounded education. The Cambridge Primary Review, released in 2009, states that 10-11 year-olds spend more time on core subjects like maths and English, leaving room for other subjects such as history, geography, art, and science.

Cambridge primary review 2009. Cambridge primary review 2010. Cambridge primary review summary. Final report and recommendations of the cambridge primary review. Report cambridge.