



## Project 26

Every year we do our utmost for every pupil, after an eleven year period in education, to achieve their absolute best in each qualification entered in order to open doors of opportunity to a successful future.

In parallel, we work within a system that enforces us as professionals to respond to ongoing change within the assessment systems to ensure we can help pupils do this.

Success looks different for all pupils. The design of the curriculum is essential. High quality teaching is of paramount importance. The culture and ethos of the school can sometimes be the key enabler for a pupil to do well. The building of confidence in order to tackle assessments positively and successfully is an aspect that should not be undermined.

Every year we approach a cohort's last academic year in Key Stage 4 with attention to whole cohort level, classes and individuals; securing post 16 destinations that reflect the ambition we hold with them.

Each year we learn lessons from analysis of performance in each subject area and across all subjects in reviewing Attainment 8 and Progress 8.

In July 2024 the DFE initiated a curriculum and assessment review, led by Professor Becky Francis which has been consulted upon and the outcomes are to be published in 2025 for implementation.

*'The Curriculum and Assessment Review Group will undertake a review of the existing national curriculum and statutory assessment system, including qualification pathways. The Review will seek to refresh the curriculum to ensure it is cutting edge, fit for purpose and meeting the needs of children and young people to support their future life and work. The Review will ensure that the curriculum appropriately balances ambition, excellence, relevance, flexibility and inclusivity for all our children and young people, and it will ensure meaningful, rigorous and high-value pathways for all at 16-19. The Review will contribute to the Government's missions to break down the barriers to opportunity for every child and young person, at every stage, as well as to the Government's mission on growth'.*

### [Curriculum and assessment review - aims, terms of reference and working principle](#)

We have an ambition to be above 50 for Attainment 8 for Hampshire. In Hampshire we have schools that have continued to do exceptionally well overall and in individual subjects, as well as every school each year renewing a focus on a subject/subjects that they further wish to improve. In addition, we have some students who are 'hard to reach' or other challenges such as in year admissions which require special attention.

To that end, we wish to invite you to join a working group **Project 26** with a focus on further improving attainment. You should be able to commit a senior leader with responsibility for Raising Standards to sessions spaced throughout the year with an additional colleague if you wish, to work with like minded colleagues from Hampshire schools and key input from a HIAS inspector to help you in the focus on further improving attainment for pupils in your school. We hope you can be involved.

Email [Tania.Harding@hants.gov.uk](mailto:Tania.Harding@hants.gov.uk) to sign up! Costing - half a day adviser time for the whole programme (approx.£350)



# Project 26

Session 1 - 20<sup>th</sup> May, 1.00 - 4.00 pm, face to face meeting

Launch of Project 26 meeting in a Hampshire school. Key input on national messages, Hampshire specific information and messages from the Education Manager and Secondary School Improvement Manager that inform this project. Contextual sharing of cohort information and selection of spotlight students for Project 26. Exploration into motivation and achievement in year 11 and that of current year 10 into 11 next year. Setting up of gap task.

Session 2 - 2<sup>nd</sup> July, 9:00-10:30, online session

Input into Project 26 focus pupils for review. Sharing of outcomes from gap task 1 with 7 spotlight pupils.

Session 3 - 23<sup>rd</sup> September, 1.00 - 4.00 pm, face to face meeting

Readiness to learn and readiness to perform in assessments. The rhythm of year 11 and lived experience of pupils. Tweaking the narrative and making high expectations a reality for students. Gap task setting.

Session 4 - 1<sup>st</sup> December, 2.00 - 3:00, online session

Project 26 review of summary themes from gap task. Feedback on themes using best evidence in practice and leadership response.

Session 5 - 25<sup>th</sup> February, 1.00 - 4.00 pm, face to face meeting

The purpose, sense of belonging, work ethic and destination profiles of Project 26 students. Key speaker input. Setting of gap task.

Session 6 - 24<sup>th</sup> March, 2.00 - 3:00 pm, online session

Trio analysis of gap task findings. Use of question tool to challenge, support and provide ways forward. Review and feedback by HIAS inspector on spotlight pupils.

Session 7 - 28<sup>th</sup> April, 1.00 - 4.00 pm, face to face meeting

The culture, ethos and expectations for a school achieving positive Progress 8 and Attainment of 50 or above. Leadership enquiry and review of key learning from year.

Session 8 - 2<sup>nd</sup> June, 2.00 - 3:00 pm, online session

Finale, evaluation and feedback.