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THE FUTURIST
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Science, Technology, Engineering, the Arts and Mathematics

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The flaws in Attainment 8 – Part 1:

Should schools be most accountable to the community or the government?

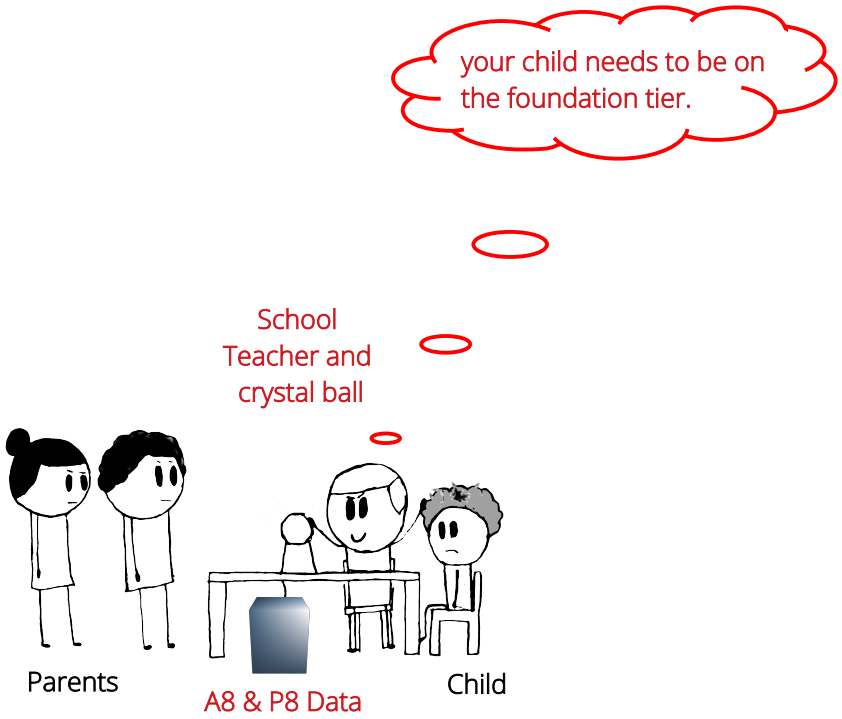

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Table of Contents

The flaws in Attainment 8 – Part 1:.....1
New systems have been introduced, do you know about them?.....3
What is Attainment 8?.....5
Ebacc will damage creativity and self-expression,.....6
Calculating Attainment 8 and Progress 8.....9
From model theory into day to day practice.....11
Where does Progress 8 begin?.....13
Let's recap again.....16
Benchmarking the common good in society.....18
How the GCSE grading system works?.....19
The True Potential of the Child.....22
Attainment 8 in Haringey by ethnicity and gender.....23
Progress 8 in Haringey by Gender and Ethnicity.....25
Male performance In Black and White:.....27
Concerns, conversations to be had and solutions.....30
The value of HSKE.....34

The flaws in Attainment 8 Part 1:
Should schools be most accountable to the community or the government?

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This special article report has been published as a supplement for **The Futurist (Haringey) Episode 01 – 2018.** There are many other interesting articles

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New systems have been introduced, do you know about them?

The government maybe looking to introduce another new "accountability measure" into the education system, the ideas being discussed are about testing at KS1, tests for four to five year-olds.

From our Trust's community engagement programmes we know that most people have not yet caught up with the changes of 2016, a major portion of these changes are the introduction of Attainment 8, Progress 8 and new GCSE grading levels which are scored from 1 to 9. The Futurist (Haringey) magazine is part of your local home-school knowledge exchange (HSKE) which is building up connections between "schools" (a variety of learning spaces) to find ways to help progressive schools engage in knowledge exchanges with families and other community integrated learning spaces. So before preparing this special report article we spoke to local teachers, school governors (including Chairs of Governors), parents and young learners, none were able to confidently explain the current monitoring system for schools, most basically had no idea about how Attainment 8 and Progress 8 work.

In summary Progress 8's stated design intention is to measure how well pupils progress between the end of primary and the end of secondary school. The score for each pupil is based on whether their actual GCSE scores are higher or lower than those achieved by pupils who had similar attainment (Attainment 8) at the end of primary school. So rather than assess a school's performance simply by the proportion passing a particular threshold, which is strongly correlated with intake, Progress 8's design intention is to make the school system as a whole move more towards measuring the underlying dynamics of a school.

This notionally is the basic idea.

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In this special report article, Part 1, we are looking at a few of the issues around these new accountability measures that you ought to know about. Before we explore those its important that we have a good look at what exactly Attainment 8, Progress 8 and the new GCSE scoring schemes are in practice. If you are a parent or guardian of a child in primary or secondary school and you do not know about these new national education "accountability measures", then you could be courting a serious disadvantage for your child, as the process of applying these monitoring schemes profoundly effects children's learning, self-esteem and life prospects.

Would you like our co-op to form local information forums around parental engagement with these points and issues, do you need help understanding what's going on? Do you want to help others? Would you like us to work with your local school to enhance STEAM learning (that's STEM + the Arts)?

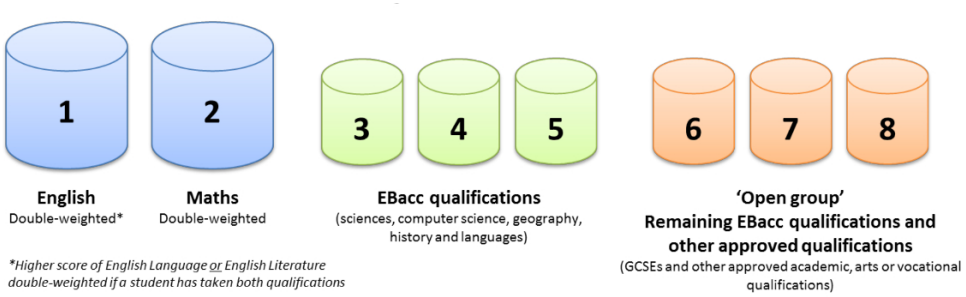
First of all let's discuss briefly how Attainment 8, Progress 8 and the GCSE grading system works.

What is Attainment 8?

Attainment 8 notionally measures a student's average grade across eight subjects – the same range that count towards Progress 8 (which will be discussed later). The Attainment 8 measure is said to be designed to encourage schools to offer a broad, well-balanced curriculum. This measure is taken when the student is aged 16 (they are therefore in schools' Year 11 stage) and is compared to what can be viewed as a more subjective "value added" measure taken at the end of primary-aged schooling.

The eight subjects fit into three groups:

1. English and maths. These subjects carry double the score, they are referred to as "double-weighted". There are special rules around how English and Maths qualifications are added to this group and how to count them: see the Department for Education's Progress 8 website for more details. It should be noted that being double-weighted implies that they are more important than other subjects. Do you believe that this is true?
2. English Baccalaureate (Ebacc). Under this group we have the sciences, computer science, geography, history and languages.
3. Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications sit in this group.



Ebacc will damage creativity and self-expression,

schools and families should be getting STEAM'd up!

Against a strong backlash central government have pushed forward with a policy that marginalises the Arts from the Ebacc selection. If the arts were included this would have reflected a progressive value of STEAM, that's STEM plus the Arts; properly balanced learning options that would open the way for more unified approaches to learning. Excluding the Arts from the Ebacc is a very significant flaw in these education reforms, one that will yield longterm damage to our country.

The Guardian

British artists: Ebacc will damage creativity and self-expression

Artists including **Tracey Emin, Grayson Perry, Wolfgang Tillmans** and **Sam Taylor-Johnson** lament how art continues to be valued less than other subjects in school

Letters

Tue 8 May 2018 17.24 BST

A secondary school pupil in an art class. Photograph: Simon Townsley/Rex

We are writing to express our grave concern about the exclusion of arts and creative subjects from the new English baccalaureate, or Ebacc, for secondary school children, which we believe will seriously damage the future of many young people in this country. There is compelling evidence that the study of creative subjects is in decline in state schools and that entries to arts and creative subjects have fallen to their lowest level in a decade. Young people are being deprived of opportunities for personal development in the fields of self-expression, sociability, imagination and creativity.

This places one of our largest and most successful global industries at risk, one worth £92bn a year to the UK economy. That is bigger than oil, gas, life sciences, automotive and aeronautics combined. This is at a time when economic growth is of critical importance to the UK's international position. A good education fit for the 21st century, must be broad and balanced. The Ebacc in its current form is not the way to achieve this.

We call on the government to reverse its decision to blindly press ahead with the Ebacc, regardless of the consultation responses and in the face of overwhelming evidence against this policy. If we care about social mobility, wellbeing and economic growth – and if we want our creative industries to continue to flourish – we need to rebalance our education system so that the arts are valued just as much as other subjects. Every child should have equal access to the benefits that the arts and culture bring, not just a privileged few.

Read the full Guardian article here.

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The vast majority of organisations with interests in the arts and cultural industries have protested this bad decision, they have been trying to communicate the concerning implications to the government and public. The Arts Council have weighed in early with a robust response:

Arts Council England response to Department for Education's consultation on the implementation of the English Baccalaureate

January, 2015

Their summary of key points:

- While Arts Council England understands and supports the aspiration to raise standards for students, regardless of background, we are concerned that the target of 90 per cent of pupils entering the EBacc is unrealistic. We recommend that if a school or college teaching Key Stage 4 is able to evidence clear rationale for pupils not put forward for the EBacc and demonstrate a suitable alternative programme of study, any rating of their performance should reflect this approach positively.

- Cultural education is key to social mobility. Implementation of the EBacc needs to recognise the importance of social and cultural capital and ensure equality of access to cultural education and experiences to develop these key skills.

- Arts Council England is concerned that proposed measures for implementation of the EBacc will further encourage a reduction in cultural subject selection and that the reduction of opportunity for qualified arts teachers will result in a reduction of skilled arts teachers able to develop the creative citizens of the future.

- Arts Council England recommends that measures are put in place to promote and protect cultural education at Key Stage 3 so pupils are aware of the range of options available to them and the value that a cultural education can bring.

- A broad and balanced education provides pupils with a range of skills and abilities required for further education or employment. Implementation of the EBacc needs to recognise the value cultural education can bring in developing these skills.

- Cambridge assessment into the uptake of GCSE subjects finds that pupils considered to live in higher levels of deprivation are less likely to take more than seven GCSEs than pupils classified as living in lower levels of deprivation. Pupils living in lower levels of deprivation are more likely to take nine or more GCSEs than pupils living in higher levels of deprivation.

- Arts Council England is concerned that, if required to take seven core EBacc GCSEs, pupils from deprived backgrounds will not have the same opportunity to study a broad and balanced curriculum as their more advantaged counterparts.

- The Arts Council believes that a quality education is formed by a broad and balanced curriculum which includes a great cultural offer. It should be an offer available to all to support the social, moral, cultural and spiritual requirements that are also recognised as vitally important. We need to ensure that all children and young people, wherever they start in life, benefit from an inspiring cultural education.

Read their full report here.

Calculating Attainment 8 and Progress 8

The calculation of Attainment 8 and Progress 8 follow a process something like this:

Each individual grade a pupil achieves in their GCSEs is assigned a special point score, which is then used to calculate a pupil's Attainment 8 score.

Firstly all pupils nationally are put into "prior attainment groups" based on their Key Stage 2 results, so that pupils are said to be grouped into pupil groupings with apparent similar "starting points" to each other. Their progress is monitored to the end of their secondary schooling (and beyond).

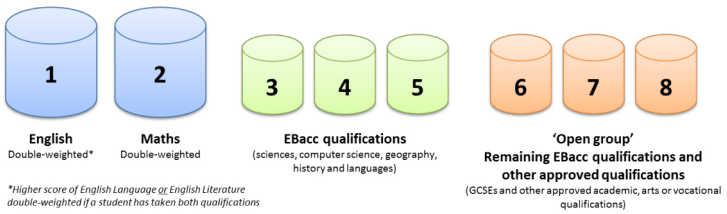
GCSE grade	2016 Points	2017 and 2018 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

Pupil's Attainment 8 score is worked out, points are allocated according to GCSE grades attained for all 8 subject slots, these points are added together to give the Attainment 8 score.

Progress 8 is then calculated for individual pupils, this is said to be done solely in order to calculate a school's Progress 8 score. Schools are advised that "There is no need for schools to share individual Progress 8 scores with their pupils." They are further directed that "Schools should continue to focus on which qualifications are most suitable for individual pupils". With undisclosed individual Progress 8 scores (per pupil) assessed the school's next monitoring process is to create a school level progress score. This is done by adding together the Progress 8 scores of all the pupils in year 11 and dividing by the total number of pupils. As well as gaining school level Progress 8 scores schools will also gain a view of year group, class level and individual level Progress 8 assessments. Additionally schools will have all the standard demographic analysis too; ethnicity, gender, special educational needs (SEN), education health and care plans (EHC), free school meals (FSMs) etc. This data is rarely shared with the community and definitely contains within it a clear picture of what is going on, statistically speaking. A school's successes and failings are viewable in all kinds of dynamic stratifications (school, year, class, SEN, EHC, FSM levels etc) of this data.

In summary the Attainment 8 and Progress 8 calculations are as follows:

- take the individual pupil's Attainment 8 score (for example 56).
- compare this to the national average Attainment 8 score for pupils in the same prior attainment group.
- A pupil's progress score is based on the difference between their actual Attainment 8 result and the average result of those in their prior attainment group.
- If a child achieved an Attainment 8 score of 56 and the average Attainment 8 score for their prior attainment group was 55 – this would make their progress score be +1.
- • this score (+1) is then divided by 10 to give an individual pupil's proper Progress 8 score, which in this example is 0.1.



Progress 8 scores are centred around 0, with most schools within the range of -1 to +1.

- A score of 0 means pupils in this school on average do about as well at KS4 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at KS4 as those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at KS4 as those with similar prior attainment nationally.

From model theory into day to day practice.

For too many schools there is often an internal pressure to manipulate the entry process of children into the 8 subjects (or as many as perceived as possible) that "the school" feels they can score well in (naturally every school wants to reduce low scores and zero scoring in the Attainment 8 slots where a better score could exist). Schools where many children enter less than 8 subjects are at a higher "risk" of being labelled as "a failing school" as each unfilled subject slot brings the whole school's attainment grade down, lowering the whole overall scoring. It is important to note that there are legitimate reasons why a child may not be able to sit 8 subject examinations, even though most parents would also want that for their children. In this mixed pool of interests (government, schools, teachers, families, the child) we can see how the child can become the baseline victim. This special article report highlights how some demographics (peoples of particular heritage) are more often falling into the cracks of the system and without the attention of a mindful civil and civic society (around their families) will continue to bring about undermined life prospects. Bare-In-mind that a crack for an adult can be a huge chasm for a child. For this reason and more communities need to step up their due diligence and address persistent pockets of failure, communities must know that such failings indite the whole community even if you appear to have the privilege of apparent escape from such dynamics in your families, the truth is more sophisticated, pervasive and very interconnected with other expressions of the same essential problem being expressed in all other operations of the schooling system.

In the wisdom of Johannes Kepler, Nicholas de Cusa and Dmitri Mendeleev we must remember that apparent small strange consistent discrepancies can be the indication that we are far away from the correct path. The lesson here is that we can find in the detail of such small strange consistent discrepancies the keys to great breakthroughs, even holding ways forward for the advancement of humanity on to new levels of excellence, let us think again, more care, more carefully.

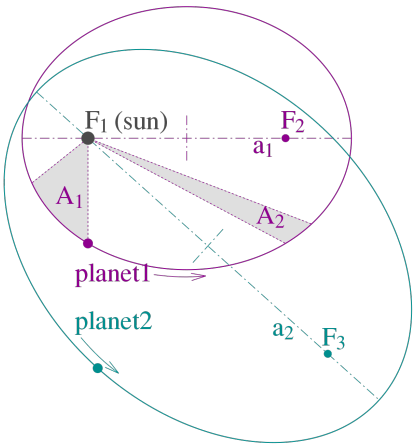
Abundance Centres (UK), the publishers of The Futurist, is an umbrella organisation for learners' cooperatives. Our members (as organisations and individuals) know that from a cooperative perspective the future of the communities' children depends not on the government's monitoring of schools but really on the conscious monitoring of statutory systems by parents in civic and civil society. National and local government nationwide are encouraging this under the banner of "resilience" and "big society", we see that true **communal resilience** is the pursuit of the most healthful blend of **awareness development** combined with **progressive actions**. The formation of civil society typically links into formal systems of political governance (such as councillors, MPs etc), which ideally works by open, public decision-making and collective works for the common good, protecting the general welfare of the people empowering their rights to act for justice and civil equality. Civic and civil society is about more than just a group of organisations existing, though the role of voluntary groups and organisations is central: its dynamic brings diverse bodies of people together and promotes proper values and skills development for the common good. Importantly it is defined as a space (gzat), in the public sphere, where debate and deliberation allows the negotiation of the common interest and the implementation of progressive action. A hallmark of civil society should therefore be how it shows special concern for the people who have fallen into the cracks, the inevitable ineffective parts of the system.

A game of highs, lows and averages; the highest Attainment 8 score in 2016 was achieved by Henrietta Barnett School (an all girls' grammar school in Barnet, London): 78.5. The average for all schools nationally was then 48.2. The most recent 2017 average Attainment 8 score for Haringey was 45.9. Over a series of articles and special reports The Futurist will continue to explore the very interesting patterns behind such data.

We are working to support communities as they build up better resilience (awareness & responsibility) in educational matters,

we are encouraging a better sense of . . .

Family Directed Learning; a movement seeking to reset the balance of power from statutory services more equitably towards community and family led responsibility, there by nurturing more enhanced capacities to respond to the real educational needs of family circles and communities.



Where does Progress 8 begin?

Progress 8 measures a student's progress between Key Stage 2 (7 to 11 years old) and Key Stage 4 across eight key subjects. This is challenging as at Key Stage 2 students are not in reality doing "eight key subjects" in as clear a way as they are at the end of Key Stage 4 (15 to 16 years old). A "value-added" measuring instrument (a tool and process for statistical analysis) has been developed by the government to assist inspectors and the senior leadership teams of schools. We suspect that this value added measure may be flawed in both design and implementation.

Progress 8 shows whether students have performed to expectation, based on this value-added measure, it is considered to be a more "fair" way to study student progress and the teachers' educative impact upon their students, rather than considering student test scores or achievement levels. Value-added measures, or growth measures, are used, though not so officially, to guess how much of a positive (or negative) effect each teacher has had on students' learning during the course of a given school year.

Our editorial team found it challenging to get to a clear view of the beginning of the assessment process. What we've found we feel should be concerning to most parents. In reality the actual process of applying these "value-added measures" is often reduced to bias and subjective inputs from teachers and senior management. Subjective inputs that may be highly prone to implicit and explicit bias. There appears to be no proper systemic checks or safe-guards against bias injected into the very earliest stages of the new monitoring system, why?

In looking deeper into this we got the impression that parents might get the same kind of "predictions" from a crystal ball reader. In an online "Beginners guide on How to use a crystal ball" the advice was "As you gaze a mist should form. The mist forms when the connection between you, the crystal ball and your subconscious mind is made. Once the mist is present, HOLD STILL... the door is opening, keep your gaze and keep calm and if need be make a gentle inner smile. The mist will clear, as you allow your self to drift into the crystal ball, and pictures will form". Seriously, the "mist" is the complexity of the system and particularly the lack of clarity around how it all begins. "The door is opening" and looks more and more like a trap door for some. "Allow your self to drift", is the action of belief in the unreasonable and unacceptable, accompanied by an incomplete inner smile, trying to hide that profound discontentment and apathy. Finally, yes "pictures will form", pictures of perpetual failure for some children. Children who were born with the same essential brilliance as their peers except they are in the murky acceptance of "their" short coming by their families, communities and broader society.

Misty balls aside, the old monitoring system ranked secondary schools on the amount of pupils gaining C grades or higher in five GCSE subjects including English and Maths. That has been replaced by this new value-added scale known as Progress 8 – this is seen by many as a big improvement however it has problems that must be respected and addressed. Using average Key Stage 2 Prior Attainment scores in English and Maths as a baseline. Progress 8 monitoring is then checked by getting a group of Year 11 students to sit English and Maths tests, as a kind of sample progress reference. With this "Prior Attainment" and "sample progress reference" idea school managers and teachers put pupils into predicted attainment groups essentially based on their Key Stage 2 results, so that conceptually they have groups of pupils who have similar starting points, that's the idea. Recap: Progress 8 is calculated by working out a pupils' average performance at Key Stage 2 across English and mathematics. Pupils' actual test results in English and Maths are changed into points and an average of the points is taken to create an overall point score which is meant to reflect the eight subjects.. Pupils are then placed into attainment groups with other pupils considered to be "of their ability", who have the same Key Stage 2 point scores as them. The Key Stage 2 Prior Attainment, also known as Fine Point Scores, can be subjective in ways that many parents might find very concerning if they saw the process clearly. Teachers and schools depend upon parents considerable trust as much is built on parents accepting that the school can truly see and meet "the ability of the child". Therefore given its importance as the first base reference point in the Progress 8 monitoring scheme it is vital that this assessment and predictive activity be made as resistant as possible to implicit or explicit bias (those ways of prejudice, racism, sexism and others known to be systematic in large institutional sectors like education).

Progress 8 is said to only compare schools with similar intakes. The term similar intakes is basically referring to socio-demographic factors, the punch line of which is a classification of children as disadvantaged or not, which really boils down to disadvantaged, average or advantaged although reviewing the progress pathways for children of advantage is rarely focused on and will also prove to be a very interesting area to look into properly. Who are the advantaged? What is the nature of their advantage?

This new measure called Progress 8 is said to be designed to encourage schools to offer a broad, well-balanced curriculum, it is intended to be used towards determining the "floor standard" for schools, which means a secondary school is now considered to be underperforming if their Progress 8 score falls below -0.5. For a secondary school to be judged as "coasting", fewer than 60 per cent of its pupils must have achieved five A*-C GCSEs in 2015 and 2016 and it must be below the median level of expected progress in English and maths. And this year, its Progress 8 score would have to fall below -0.25.

Because only grades C and above counted towards passing the government's floor target of 40%, pupils expected to get Ds received more attention in an effort to haul them up to Cs,

especially in the compulsory Maths and English subjects. It is expected that In most schools extra effort will be placed with students who maybe expected to score at level 3 or 4 in an effort to bring them up to level 5, the equivalence of the C level standard under the previous monitoring scheme. Interestingly level 4 in the new system is also considered a C representing the bottom two thirds attaining that score and level 5 is considered a C representing the top third of Cs (blending into the bottom third of the old B score). This means that the equivalent of the C grade has now been split into a "low C" and a "high C", perhaps this is to give those entered into "foundation tier" learning a sense of differentiated achievement, some kind of added value, as the highest score they can achieve is 5, children entered into the foundation tier can't achieve levels from 6 to 9, the highest levels (higher tier). Remember that in the norms of society the professional, management and societal governance career paths will be more accessible to those with the higher tier results. Some children are being told (directly or indirectly), from the ages of 11 and 12, that they are not expected to enter those kinds of "higher tier" career pathways, this is wrong.

Unfortunately some teachers under their own motivation or perhaps under pressure from a school's senior management, may be inclined to put, recommend or "motivate" children into easier subject selections perhaps under a teacher's rationale these subject selections are more appropriate for the learner, "within their ability". By the school's rationale, these kinds of manoeuvres may raise the chances that the student will have less empty slots, adding points towards more of their allocation of the 8 subjects which makes everyone's performance look better. This is where school teachers and senior management will need to check (or be checked regarding) the ethics of the processes used to get the better looking result.

In a school community many objectives and needs come together. Inevitably some of these needs and objectives will be prioritised higher than others. Who determines this, what is the process of setting priorities in a school community? Our Trust advances the placing of the learner's essential needs at the top, yet in the centre as a controlling force upon all other objectives; desires, intentions and plans. Terms like "essential needs" require careful redefinition, in such a term more unified approaches to learning would include the perception and development of the most advanced capacities and potentials of the child within respect of each child's cultural context; their heritage - ancestral patterns of growth and ways of being. Who really cares and knows about this?

Let's recap again.

Progress 8 measures your students' development between Key Stage 2 and Key Stage 4 by comparing their end of compulsory schooling days (Key Stage 4 / GCSE) results to the achievements of students with comparable Prior Attainment Scores. It is calculated by taking their actual Attainment 8 score and subtracting their expected Attainment 8 score. The expected score is taken from the national average Attainment 8 Score of all students with the same prior attainment at Key Stage 2.

A point that should be of concern to parents is the process of assessment of children's learning potential at Key Stage 2, how is it determined which average Prior Attainment Score grouping each child belongs in, is that process transparent and free from bias and prejudice? These were hard questions even for our team to get to the bottom of. Though it would be wise for parents to question the system more thoroughly to know more, schools generally prefer not to be questioned on these matters. Some parents we interviewed reported that their school's staff speak to them as if they, the parents, were not really allowed to know how "The School" has come to know "the real potential" of their child, it seems that schools sometimes fall into expressing the sentiment that "the system knows best" and "trust our assessment", "don't question us or it".

We would like to know that most schools are not operating this way, unfortunately there has not been effective ways to monitor such dynamics. So at one end there are barriers to clear information and perception of what is happening and then at the other end there is clear statistical evidence showing particular groups of consistent, year on year, poor performance. Such patterns are due to many different factors not just the schooling system, however many are calling for more transparency, seeing significant room for improvement. Research suggests that for the parents and families of children that are currently in secondary and primary school "trust" and "belief" are being eroded away and correct knowledge of the basic facts and unbiased solutions are increasingly being demanded to improve the future life prospects of their children.

So it is clear that today's students and families are experiencing an accountability monitoring system that is in an experimental phase and is not directly accountable to them, made, it is said, for the common future good but yet even now, years into its implementation, most families, students and educational professionals know little to nothing about these monitoring systems in neither principle or process of how they work.

Has the time come when there needs to be a "communal floor standard"? We are coining this term which has been adapted from the "floor standard" term used by the government meaning that there is a minimum standard for student attainment which schools need to meet, or face correction measures. With a movement for communal floor standards there may become a point in time in which schools will be subject to and welcoming of inspection from the community (the civil civic society), thus earning the highest possible quality assurance award. It is no longer enough to lament the troubles the youth find themselves adrift in, Ones need to look into the surrounding systemic processes far deeper with special regard to all learners known to be subject to disadvantage or repeatedly unacceptable poor performance. Remember the hallmark of civil society should be how it shows deep and restorative concern for the people who have fallen into the cracks, the inevitable ineffective parts of the system.

Our call here sits in a complimentary way with the call of the Arts Council who said "As part of commitment to a broad, balanced cultural education, Arts Council England asks that additional information be provided about a school's performance, to help parents and carers make the most appropriate choice for a child." - read their full commentary here.

Community Quality Assurance Awards

Benchmarking the common good in society

It can be agreed that one core purpose of a civil society is that they have the resolve to identify and support their most vulnerable members. When a situation arises where the vulnerable become unprotected and need safeguarding for their own and other's common good (maintained peace and well-being) the civil society should be part of the guardian force. With years of data showing specific segments of the learning community who are constantly being labelled as "disadvantaged" when compared to the whole community, it becomes important, a matter of the whole system's integrity, for civil society to look carefully at those situations and be ready to guard against the slippery slope of poor life prospects and under development that will pull everyone down (one way or the other).

The issue that exists with the new accountability system is that because it is built to support the accountability of schools to the government, there is no equivalently expressed desire or structured intent for schools to be truly accountable to their true first client the parent (the "primary educator"); accountability to regular people, the community must be properly valued. As currently it is not properly valued this is the err (the wrong done) and there-in is the seed of imbalance, an imbalance of power too far from family-centred learning, community-led learning; where-in schools would more properly value, know and be in service to the community.

All of civil society must look carefully at the most disadvantaged to safeguard the well-being of the whole community. Beyond looking and attempting to manage the situation it is upon societies valuing the order of the common good to actually empower those most disadvantage to see clearly what has happened and what is happening to them. We must become much more determined with the management of equality in learning experiences; with the new system it can be perceived that the "monitoring" process actually perpetuates inequity (and perhaps iniquity too). Changing the monitoring system and asking that we do not compare it to the old one does not delete the historic failings, especially when they appear to be continuing in principle.

Who is forecasting the needed change towards clear progress for all?

How the GCSE grading system works?

For each student, subtract their actual Attainment 8 score from their expected Attainment 8 score that is created by students that were in the same prior attainment group (the average of all the students results). Then the number generated is divided by ten, this is their Progress 8. A positive score means they made better progress than expected. A negative score means they made worse progress than expected.

The school's Progress 8 score is the average of all students' Progress 8. A score of below -0.5 (this is the floor standard made by the government) calls the school in for an inspection by the state, and a score of +1 or more allows the school to be free from routine inspections for a year. These headline indicators, that will probably be used to work out the next generation of "school league tables", are a seed for the gamification of the system. That is to say that some schools, as if it were a game, will try and change various factors at their hand to stop the likelihood of being a school under the floor standard of -0.5 or they could gain the chance of being called one of the best schools, free from regular inspection routines for a year. Obviously most schools and their leadership work with the basic integrities that we should expect, however the concern is for the number who might, for example, have poor performing children removed from the school, perhaps sending them to their local Pupil Referral Unit, so as to remove from their register those children who are viewed as likely to score very poorly in their 8 GCSE exam slots; these children would add zeros to the schools score mix and thus bring down the school's overall Progress 8 score.

Then there's the tactic of devaluing a child's potential and encouraging them to take less academically challenging subjects and examinations for fear that they may not hit a higher estimated progress score and again bring down the school's ranking. Funnily enough in GCSE Maths under the big idea of data distribution (averaging) these pupils would be called the outliers, a grouping who are relatively small in amount yet can have a significant influence on the total averaging score. Many of these children are being put into the basic learning foundation tier and so are not likely to learn about the mathematical principles of outliers in their maths classes even though the very system they are being educated in considers them to be very problematic outliers.

Over the last couple of years the regular half a million or so teenagers who nervously open their GCSE results witnessed a change in the grading system that has typically left their parents confused (and possibly them too). Today's parental generations would have known the traditional A* to U grades, these have been replaced with a numbering system from 1 to 9 for English and maths exams, all other subjects are being phased into this new system. By 2019 most other exams will follow, the Department for Education has said.

Level Being 9, who will attain this level of excellence?

Unfortunately, just a tiny amount of pupils are expected to achieve a grade 9 and people fear that the examinations authorities have made it too hard for students to gain top marks. In maths it is guessed that only just 3% of students will achieve level 9, a standard of excellence that is said to be equivalent or even beyond the former A*, and only 2% of pupils are expected to achieve this in English. Are these predictions a reflection of our national excellence or a strategic capping by the Department of Education of the top level award so as to build in its premium value.

Grades 9, 8 and 7 are close to the current top grades of A* and A.
Grade 6 is the equivalent of a B while grade C is split between a "strong pass" at grade 5 and a "standard pass" at grade 4.

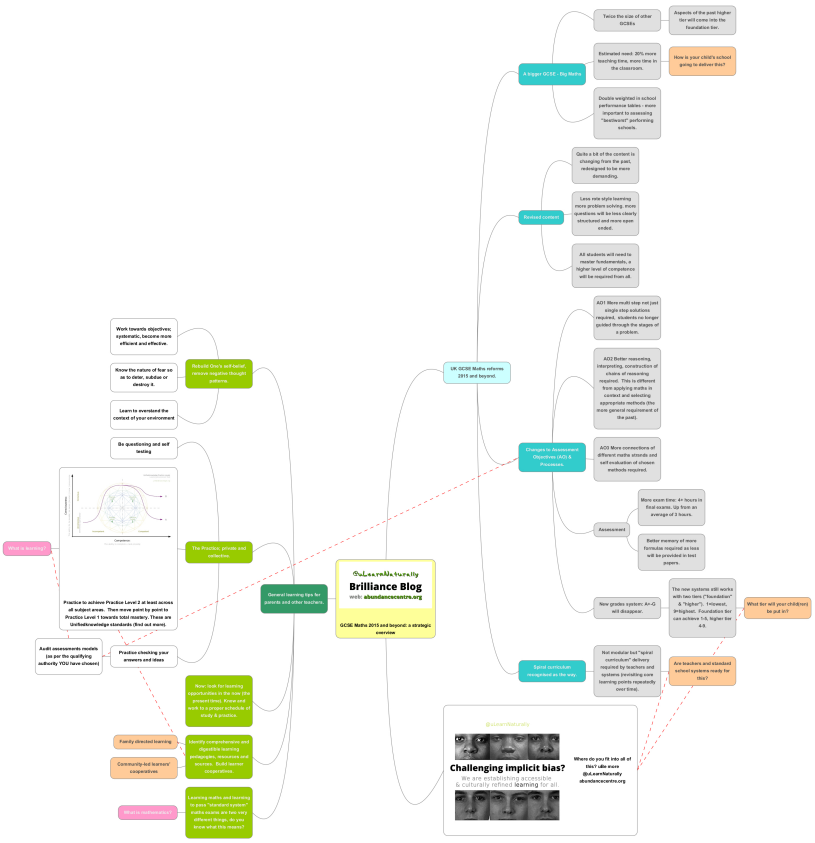
The Department for Education has claimed that the new system cannot be directly compared to the lettered marking system. However, the current grade C and the bottom of grade 4 is a key point of similarity between the two. What about the bottom end of the scale? Grades D, E and F correspond to grades 1 and 2. The lowest current grade G equals to the bottom of a grade 1.

How will schools be ranked? Schools will be assessed on the number of pupils achieving a grade 4 or above. They will also be measured on those getting a grade 5 and above. If significant amounts of a school's student body are achieving less than the national average this factor could induce inspections from the government so all schools also have institutional pressures pushing them to try their best to push their students to get the best results and rankings perceived possible.

Are the exams harder? The Department for Education actually called on exam boards to make the tests more "challenging" and the way in which maths questions were set out is now notably different to previous years. The **Association of School and College Leaders (ASCL)** said that reformed GCSEs would leave pupils sitting more exams within a six-week summer exams season. ASCL general secretary Geoff Barton, said: "The new GCSEs are more challenging, and there are more papers, and this is putting severe pressure on young people". Seeing these red light warnings our Trust carried out a review of how these reforms were being received community wide, we found that many teachers and school leaders felt ill prepared for the new system.

GCSE A*-G/1-9 Equivalent

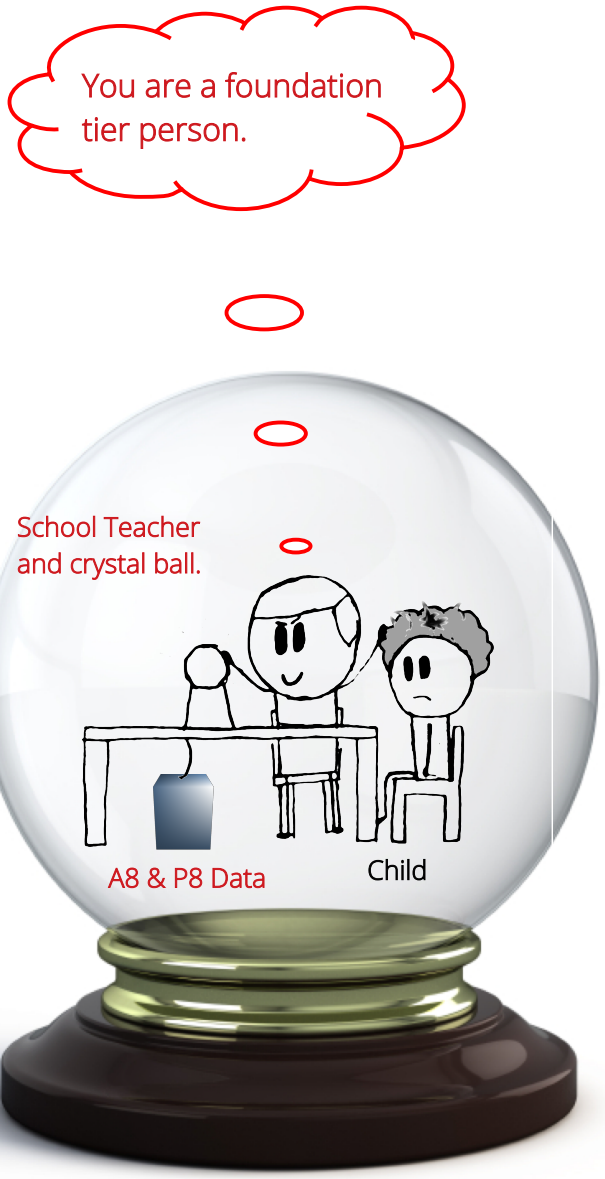
New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above



[CLICK to VIEW] in 2015 we prepared this mind map to give insight to the UK's then upcoming educational reform

The True Potential of the Child

Who is accountable to whom? These measures and systems are designed to give accountability from schools to central government. Under discussion are the children of communities and at the very most central point of the "conversation" is the true potential of the child, your child. This potential has been professed and talked around for so long now that it has been taken for granted; it is taken for granted who can see, know, take care of the true potential of the child. This is the root issue, the elephant in the room. Given that most children spend a large amount of time in school today, who do you feel knows best the true potential of the child; the parents or the school? [ePoll]. Perhaps you feel that the parents and schools are or should be working together. How well do you feel parents and schools work together? [ePoll].



Anwar Harris
Cover Illustrator

Attainment 8 in Haringey by ethnicity and gender

This is a table with the Attainment 8 results, which has the ethnicity and genders of all the students that go to school in Haringey, this has been sorted to the order of the males. The male Progress 8 results have a clear and consistently poor pattern regarding those children with "Black" in their official ethnicity designation. Females did generally better across all ethnicities except the "Asian..." ethnicities and White Gypsy Roma which interestingly inverted the trend with males doing marginally better than the females.

Code	Ethnicity	Female	Male	Difference	Total
WROM	White Gypsy Roma	18.0	19.8	-1.8	18.9
WIRI	White Irish Traveller	31.0	29.1	1.9	29.6
BOTH	Black Other	46.2	36.1	10.0	41.0
NOBT	Not obtained	48.3	36.6	11.7	41.4
BAFR	Black African	47.1	36.6	10.5	41.8
BCRB	Black Caribbean	42.8	36.9	5.9	39.6
WOTH	White Other	42.6	38.9	3.7	40.6
OOTH	Other	40.9	39.1	1.8	39.8
ABAN	Asian Bangladeshi	49.2	40.1	9.1	45.0
MWBC	Mixed White and Black Caribbean	42.4	40.7	1.7	41.4
MWBA	Mixed White and Black African	52.7	42.9	9.7	48.3
MOTH	Mixed Other	50.3	44.1	6.2	47.3
AIND	Asian Indian	52.1	53.0	-0.8	52.6
APKN	Asian Pakistani	43.6	55.1	-11.5	47.0
WBRI	White British	54.3	55.6	-1.3	55.0
AOTH	Asian Other	46.5	56.3	-9.8	51.2
CHNE	Chinese	62.7	57.6	5.0	59.8
MWAS	Mixed White and Asian	64.7	61.1	3.6	62.9
REFU	Refused	59.5	75.0	-15.5	68.4

In this table if we look at the female group throughout the table we can see females from a White Gypsy Roma background has the least progress score and females from a mixed white and Asian background have the highest Attainment 8 score . If we look at the male section we could interpret that males from a white Gypsy Roma background had a lower Attainment 8 score and males with the highest score refused to tell the monitoring system their ethnicity, which is curious.

The national average is 40% and according to the table boys from the ethnic background of White Other, Black Caribbean, Black African, White Gypsy Roma are achieving below the national average. Those who have "Asian" in them or come from an "Asian" background are either above or have reached the national average. The column representing the females have a similar achievement level but those ethnicities who are above the national average includes Black Caribbean, Black African as well as Asian background. This showed that females did better than males, they were achieving the national average grade or above it and In doing so sometimes concealed significant difference in gender if we were to just look at the combined totals (male and females together).

Here is the same table sorted by the difference between the genders. The negative numbers here just represent that the males had higher scores compared to the females and the positive numbers represent that the females scored better Attainment 8 scores than the males.

Code	Ethnicity	Female	Male	Difference	Total
REFU	Refused	59.5	75.0	-15.5	68.4
APKN	Asian Pakistani	43.6	55.1	-11.5	47.0
AOTH	Asian Other	46.5	56.3	-9.8	51.2
WROM	White Gypsy Roma	18.0	19.8	-1.8	18.9
WBRI	White British	54.3	55.6	-1.3	55.0
AIND	Asian Indian	52.1	53.0	-0.8	52.6
MWBC	Mixed White and Black Caribbean	42.4	40.7	1.7	41.4
OOTH	Other	40.9	39.1	1.8	39.8
WIRI	White Irish Traveller	31.0	29.1	1.9	29.6
MWAS	Mixed White and Asian	64.7	61.1	3.6	62.9
WOTH	White Other	42.6	38.9	3.7	40.6
CHNE	Chinese	62.7	57.6	5.0	59.8
BCRB	Black Caribbean	42.8	36.9	5.9	39.6
MOTH	Mixed Other	50.3	44.1	6.2	47.3
ABAN	Asian Bangladeshi	49.2	40.1	9.1	45.0
MWBA	Mixed White and Black African	52.7	42.9	9.7	48.3
BOTH	Black Other	46.2	36.1	10.0	41.0
BAFR	Black African	47.1	36.6	10.5	41.8
NOBT	Not obtained	48.3	36.6	11.7	41.4

Progress 8 in Haringey by Gender and Ethnicity

This is a table which contains the results of students Progress 8 scores, the table breaks this down by ethnicity and gender of students that go to school in Haringey. This has been sorted using the males data column because the males results are most concerning; being more consistently poor and follow contrasting patterns that are easier to see.

Code	Ethnicity	Female	Male	Total
NOBT	Not obtained	0.16	-1.13	-0.52
BOTH	Black Other	0.53	-0.75	-0.20
WIRI	White Irish Traveller	0.12	-0.74	-0.48
MWBC	Mixed White and Black Caribbean	-0.09	-0.49	-0.33
MWBA	Mixed White and Black African	0.18	-0.36	-0.06
BCRB	Black Caribbean	0.09	-0.25	-0.10
BAFR	Black African	0.63	-0.08	0.26
WBRI	White British	0.32	0.14	0.23
AIND	Asian Indian	0.64	0.20	0.41
MOTH	Mixed Other	0.57	0.22	0.40
WOTH	White Other	0.61	0.28	0.44
OOTH	Other	0.50	0.33	0.40
MWAS	Mixed White and Asian	0.66	0.36	0.51
ABAN	Asian Bangladeshi	0.39	0.38	0.39
APKN	Asian Pakistani	1.04	0.76	0.95
AOTH	Asian Other	0.60	0.90	0.73
WROM	White Gypsy Roma	-0.02	1.19	0.39
REFU	Refused	0.53	1.24	0.93
CHNE	Chinese	1.97	1.43	1.61

In general a positive score means students made better progress than expected. A negative score means they made worse progress than expected. The negative sign on these scores shows the indicated ethnic background is achieving below the national average which is zero (0). The male column have more negative signs, with males of six identified ethnic groupings under performing compared to two female ethnic groupings. With the males we see that five of the six achieving below the national average have the common link of having "Black" in their ethnic designation; Black Other at -0.75, Mixed White and Black Caribbean at -0.49, Mixed White and Black African at -0.36, Black Caribbean at -0.25 and Black African at -0.08. The non-Black under performer was White Irish Travellers at -0.74 and we also have the "Not obtained" ethnic grouping at -1.13, this last grouping we suspect contains a high proportion of "Black" children in it.

From the females column we can see that only two types of ethnic background are achieving below the national average which are White Gypsy Roma girls at-0.02 and Mixed White and Black Caribbean girls who performed (regarding Progress 8) worst than them at -0.09. This contrasts interestingly with the fact that regarding Attainment 8 Mixed White and Black Caribbean girls scored 42.4 where as White Gypsy Roma girls scored just 18.0. From the table data we can also see that females and males from the Chinese ethnicity have a notably higher Progress 8 score compared to all other ethnic / heritage groups.

We may ask ourselves what we can do to improve these results because out of the 38 "ethnicities" by gender groupings (19 x 2, which include nondescript classifications such as "not obtained", "other" and "refused") 9 gender groupings are falling under the Progress 8 average and two thirds of these are "Black". There is a clear need to make these results positive so that these consistently "failing groups" move to either working at or above the Progress 8 average, but then is this not the nature of statistics and averaging, must there always be some Ones at the bottom? Will they always be the same Ones at the bottom? We ask this because 6 out of the 9 poor performers have "Black" in their official ethnicity designation and were males (young Black males), and further it is likely that the "Not Obtained" ethnic designation blind-spot contains a significant proportion of Black boys tucked away in it too. Young Black males, are they the problem or are they victims of the problem? [ePoll]. Most profoundly what does it mean to fail to achieve the poor expectations that were given to you? Would it have been better if regularly failing sectors of the schools population were given low expectations and then succeeded in achieving that? These questions get to the heart of the flaws in the new accountability scheme.

This kind of results by ethnicity information is usually undisclosed (or obfuscated) by schools and so not much has been done about it, so us as parents, guardians and teachers we now have to ask resolutely what needs to be done to encourage schools to share and explore these dynamics, what can we do to improve these situations without a clear picture of what is really going on? There are so many questions, does the child's heritage or kinship affect the child's learning here, somehow lowering, relatively, their Attainment 8 and Progress 8 scores? Why and how would that happen?

Male performance In Black and White:

Attainment 8 Summary: Black boys 36.53, White boys 47.25

Code	Ethnicity	Female	Male	Difference	Total
BOTH	Black Other	46.2	36.1	10.0	41.0
BAFR	Black African	47.1	36.6	10.5	41.8
BCRB	Black Caribbean	42.8	36.9	5.9	39.6
	Average:	45.37	**36.53**		40.80

Code	Ethnicity	Female	Male	Difference	Total
WOTH	White Other	42.6	38.9	3.7	40.6
WBRI	White British	54.3	55.6	-1.3	55.0
	Average:	48.45	**47.25**		47.80

Look and contrast the difference between the Black and White males (10.72 points) and the Black and White females (3.08 points).

Progress 8 Summary: Black boys -0.36, White boys 0.21

Code	Ethnicity	Female	Male	Total
BOTH	Black Other	0.53	-0.75	-0.20
BCRB	Black Caribbean	0.09	-0.25	-0.10
BAFR	Black African	0.63	-0.08	0.26
	Average:	0.42	**-0.36**	-0.01

Code	Ethnicity	Female	Male	Total
WBRI	White British	0.32	0.14	0.23
WOTH	White Other	0.61	0.28	0.44
	Average:	0.47	**0.21**	0.34

Look and contrast the difference between the Black and White males (0.57 points) and the Black and White females (0.05 points).

Please note:

We do not agree with the general system of "ethnic" classification, in science it has been highly questioned and is now formally presented as scientifically unsound and in practice there are many issues with its use politically and socially in everyday life. The terms are here used above as this is the national scheme, the ethnic groups selected above show a contrast in the experience of Black and White boys, whilst this is clearly not the whole picture our panel of advisors felt that this snapshot touches the tip of something important.

Looking at previous monitoring systems as well it can easily be seen that after years of similar patterns that our standard systems of education have not fully connected progressively to Black children, it has systematically been failing to enable the potential of countless children for African heritage, some of whom are now the parents of today's cohorts of Black children. After years of research and observation it can be argued that these kinds of results are just the tip of a very problematic iceberg. Is this due to flawed design in the education system or perhaps incompetence in the teaching pedagogy (the theoretical approaches to teaching and the facilitation of education) or something else? **Why is a particular segment of our children consistently predicted for poor performance and then scored below that, far below national averages?** Are we not able to protect and guide these young people's journeys in self-discovery and self-perfection?

This can only be solved by the education system working hand in hand with the community to hear each others perceived experiences and create a well targeted strategy to solve the underlying issues. **Typically "targeted" strategies have targeted the child and perhaps their guardians, however the new approach also needs to target the highly suspicious fault lines in the education system itself**, managing carefully the challenge of standard system education being engaged to do self-inspection. Furthermore, these African heritage ("Black") segments of the cohort who are performing worse than the general population and who have a history of being stigmatised by society as having apparently inherent "special needs" might be better off if they were treated as victims of something that has harmed them, the "support" that these children (and their families) have received is clearly not adequate, more and more looking like a failing system designed to do underdevelopment and containment. Who can truly say, show and prove that these "accountability measure" schemes are fit for a purpose communities can value and not just comply with ignorantly? Are these accountability measures primarily for monitoring or are they actually more projective, projecting subjective visions of failure forward into the future and gearing the bulky bureaucracy of standard system education towards making that come to be real? With such questions in the community mind is it any wonder that so many parents and children are feeling demoralised and disaffected with the educational system, enforcing the vicious cycle of poor results and poor learning engagement.

More scrutiny, discussion and progressive actions are required.

Relax... let's play.

abunDANCE in Schools

is a programme of innovative workshops for schools;

cross-curricular learning for children, teachers' professional development

and parent engagement: **abundancecentre.org**/inschools

Concerns, conversations to be had and solutions.

The data on Haringey's Attainment 8 and Progress 8 results when viewed through the protected characteristics of race and gender show concerning patterns. The apparent poor performance of Black boys is not new or particular to Haringey, having existed for what now seems to be too many generations with similar patterns in most other regions nationwide. In those quietly expanding corners where political correctness does not penetrate "the fault" may appear to rest with the children, their families and their communities.

Certainly "responsibility" (response ability) must exist with the children, their families and their communities, let us build that progressive capacity up. That said, let us face for a moment the context in which we live. Even today research into implicit bias in general school systems and teaching functions has barely been looked at for fear of scratching (let alone breaking) that very delicate surface. However on the ground few teachers would deny, in private if not in school, the challenges of cultural empathy and racial prejudice played out powerfully across all levels of school community life; teacher to teacher, student to student, teacher to student, senior management to teachers, teachers to parents, government to school and on and on. Such dynamics and more are associated with and hidden behind those "*small strange consistent discrepancies*" we mentioned earlier, we need to be far more observant, fearless and active to open the way for real quality improvement and a better future of genuine quality assurance.

For too many families continued poor performance in schools (now normalised) clashes harshly with their personal testimonials of witnessing the loss of their child's early years brilliance, correlated by them with the growing immersion in school life. Who hears these subdued cries? Have you too observed this apparent loss of early years brilliance? [ePoll]. All that frustration, at witnessing the disruption of nature self-perfecting. How is such a potent concern dispelled? It is not and it is not easy for your typical parent to communicate concerns that grow in such chronic ways, most parents are simply intimidated by the institution of school and some schools enjoy that protective veil.

It is said that every parent thinks their child is brilliant, well the idea being that most see closely their children's profound beauty through their multiple intelligences whether they be bubbling under cover latent to others or dynamically expressed for all to see. Maybe many parents are generally deluded like that however it is a fact that one small yet profoundly consistent segment of society's youngest cohort fail under standard system education consistently taking damage to their life prospects. Why? **We are warning here that this is the tip of an iceberg**. As a civil society of communities we must ask the questions and build the answers that restore justice and harmony for all; we must establish and maintain the common good. "Tip of an iceberg" here means that these issues protrude from a broader body of issues that affects everyone in the UK. Raising the care levels required to solve the issues raised in this report will **raise up the kind of integrities that will see the whole system improve**.

UK schools fail to climb international league table

Richard Adams, Sally Weale, Helena Bengtsson and Severin Carrell

theguardian

Tue 6 Dec 2016 10.44 GMT First published on Tue 6 Dec 2016 10.00 GMT

https://www.theguardian.com/education/2016/dec/06/english-schools-core-subject-test-results-international-oecd-pisa

OECD PISA

> The government's ambition to make Britain's schools among the best in the world in teaching core subjects by 2020 appears to have been foiled, after international comparisons published on Tuesday showed few signs of improvement.
>
> The Organisation for Economic Co-operation and Development's programme for international student assessment (Pisa) found a little-changed performance in reading, maths and science among 15- and 16-year-olds in England – but good enough to make it the best performing UK nation after a sharp decline in Scotland's performance.
>
> In the 2015 election campaign, the Conservatives said they aimed to have England among the top countries in Europe by 2020 based on international rankings. But the steep improvement now required means the ambition is doomed after the latest results were almost identical to the OECD's 2012 tests.
>
> The Pisa exams are administered to more than 500,000 pupils in the 70 countries that paid to take part, with the three subjects examined worldwide at the end of 2015.
>
> the article continues...

The Equality Act, which came into force on 1 October 2010 speaks to such points and is focused around the nine protected characteristics; age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

In regard to gender ("sex") the Act affirms protection for both male and female persons against discrimination on the grounds of their gender. The Act affirms protection to people against discrimination on the grounds of their "race" (beings of a given cultural heritage originating in particular kinships), which includes colour, nationality, ethnic, national origin or other deeper points of self identity. Therefore any nationally instituted monitoring system must be able to recognise, properly report on and reform any point that appears as possible equalities violations, especially as these discrepancies now appear as chronically unresolved. This is obvious. If the schools monitoring system identifies a school that is consistently underperforming there are inbuilt "monitoring" mechanisms that kick into gear to tackle that under performance. What would be the point of a monitoring system that did not connect and lead to action when problems were identified?

Clearly communities need to be far more mindful of their counter-checking duties as without real community involvement powerful monitoring systems can easily be turned into powerful forecasting tools, predicting and projecting into the future and then covering up.... systemic failures of an acceptable minority (statistically acceptable), deluding their ignorant guardians. Even being ignorant is not a defence as not counter-checking amounts to counter-signing, implicit approval. Maybe it can be like ticking that agreement box at the end of a long agreement contract that you have not read, if you tick the box you've agreed to all the terms (and their consequences). Are these words too harsh?

How hard will it be for leaders of your local schools to open up to civic civil society that data that reveals the extent of the issues, biting that rusty bullet. Awards should be given to such progressive senior leadership teams as they will be the ones who open up the way truly seeking equality and justice. The Futurist, our Trust would fully back that, actively encouraging the support and commendation of such educational leaders.

How hard will it be for parents and community leaders really interested in education to build truly robust complimentary, supplementary and alternative educational provisions, that are not clones of the standard system model or more pupil referral units under the guise of "mentoring projects"? How hard will it be for parents and community leaders to defend the common value that it was not the children who failed but actually it was the system itself that failed to nurture the child's educative experience from a learner-centred point? How hard will it be for parents and community leaders to give the overdue respect to the cultural places of being from where children first emerged as naturally living learning beings full of potential? Parents and community leaders in the UK interested in building truly effective family directed educational provisions, will need to think way outside of the box, what they build mostly will not look like the standard system's standard form. Who is brave enough to work through this kind of community development works? You?

Perhaps there is a middle ground where progressive characters in each body of stakeholders can meet to get right down to the task of transforming these issues.

This article comes to you from that place,
we call this development space a
home-school-knowledge-exchange.

Through out this report we have asked many questions, they are real questions and we have created a way for all to share their opinions and advance the conversation. So now that you've reviewed most of the report do tell us;

- Should schools be most accountable to the community or the government? [ePoll].
- How much did you know about Attainment 8 and Progress 8 before reading this report? [ePoll].
- Do you want more help understanding what's going on regarding the monitoring of student performance in schools? [ePoll].
- Can our society create better equality in attainment and progress regarding the ethnic factor, can we remove the ethnic inequalities that exist today? [ePoll].

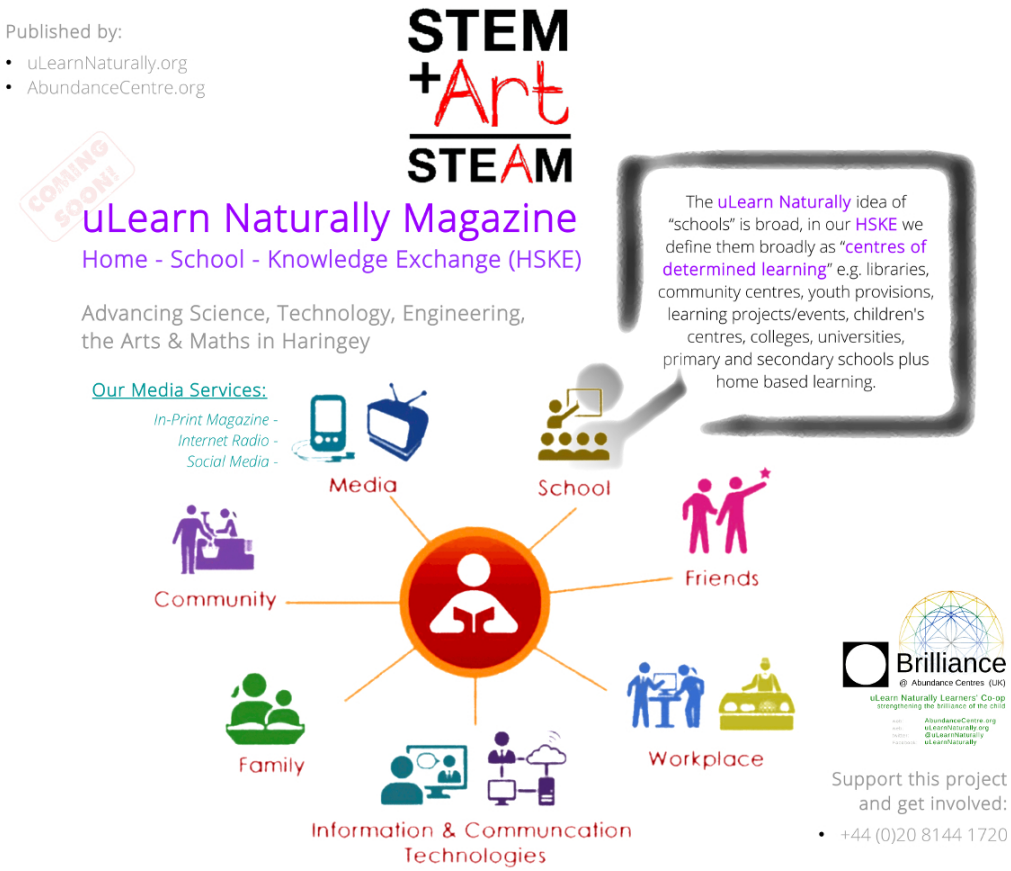
Click the [ePoll] links and share your opinion now.

The value of HSKE

A home-school-knowledge-exchange can be likened to Dmitri Mendeleev's famous organisation of the periodic table of chemical elements in order of relative atomic mass. How so? Well to get into that we must first redefine "schools" in a very broad way as "centres of determined learning" including for example libraries, youth provision, learning projects/events, children's centres, primary and secondary schools etc. With these "centres of determined learning" our Trust through our media services and other projects seeks to create community led infrastructure that allows learning processes and networks to work in more innovative and effective ways thereby raising learning outcomes and impacts.
We have two main media services:

- uLearn Naturally Radio
  - (internet radio)

- The Futurist - STEAM'd uP^3 magazines and publications
  - (localised, in-print and digital)



With our high values for Family Directed Learning and community led development we have two flagship project centres from which we work and these media services also support several Abundance Centres "Member Trusts".

Our flagship Knowledge Exchange project centres:

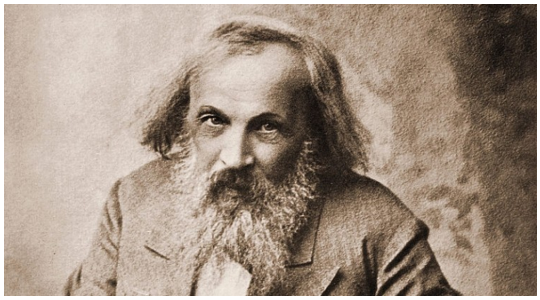
- Chestnuts Community Centre, Tottenham, Haringey [website]
- The Village HQ, Clapham North, Lambeth [website]

So what does all this have to do with Dmitri Mendeleev's famous organisation of the periodic table? Mendeleev's draft of the periodic table was not a listing of all elements, it was a listing of a few elements in a far more meaningful arrangement, based on higher principles of their essential organisation, their true characteristics. This is why his basic format has stood the test of time and has been updated with additional "new" elements that have simply slot into correct places based on knowledge of the correct principles. **The "standard system of schooling" is not the principle element of learning**. From a more holistic perspective it should be viewed in a network of other "centres of determined learning", existing in communal harmony with them and in the whole, which is the community. Therefore all schools in service to the whole will stand most upright when in harmony with **community-led learning** and **community-led quality assurance**.

Would you like help forming
a local study group, a learners' co-op, a forum
or some other community-led structure?
It could be for children, adults, parents,
educators or any other principle.

Abundance Centres (UK) will support you.
Find out more, engage with the issues you want
and need to improve and transform.

Contact Us
Now !



Part of the beauty of his insight and visionary organisation was in its utility as a predictive tool. When he saw gaps in the table (the network, the organisation) he didn't so much view this as a problem, he realised that these gaps were indicators of future discoveries to be made. He was proven correct over time, our home-school knowledge exchange is like this. Because modern western educative practice has been dominated by one general standard format for a few hundred years its reformation may be challenging to some. This article has highlighted some important points of concern, in writing it we have sort to give a comprehensive introductory guide to the key factors surrounding the issues of educational inequality and systemic failure we have identified with a small segment of Haringey's youngest members, we especially hope that civic and civil society will help resolve these concerns.

In the light of our emerging home-school knowledge exchange we ourselves have already been able to make several innovative breakthroughs in education provision to both;

1. schools in the form of workshops for children and teachers [link] and
2. direct community-led educative services for children, young people, parents and families as family units.

Like Mendeleev we too now have profound predictive powers, we are The Futurist. We predict that when the UK is able to properly address society's systemic failure of young Black males our national education system will take on a globally progressive leadership position, one to be really proud of, like Europe's pride in moving to a more humanistic (guided / scaffold / differentiated instruction / individual appreciating / integrated) approach to learning that emerged from the European Renaissance. As you may have noted the UK does not speak with one voice so the new educational reform we are alluding to will definitely be a dynamic one, pushing and pulling, probing and disturbing, giving and taking, listening and learning. Success will be in the cooperative action.

Let us be cooperative...

together.

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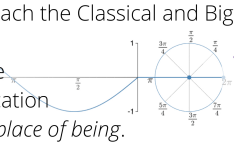

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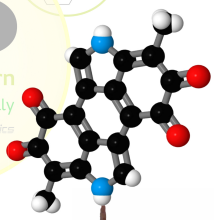

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uLearn Naturally Learners' Co-op is administered by **Abundance Centres (UK) Development Trust**. We are established to work with centres ("schools") throughout the UK building groundbreaking projects and media service provisions that are designed to support **Home-School Knowledge Exchange (HSKE)** principles and projects. We are experienced in working with both primary and secondary schools providing a broad range of cross-curricular workshops and programmes for students, teachers and/or parents. We are experienced in working directly in and around local communities, providing advice, council, educative infrastructure, groundbreaking learning resources and much more. Get involved now, you can definitely start now by following all the links that ask questions - [ePoll], we really do need to hear from you, this is how it works, through knowledge exchange. Active links are contained in the digital version of this special report article which can be accessed here:

https://www.futuriststeam.co.uk/doclinks/201807-0001.html

The flaws in Attainment 8 Part 1:
Should schools be most accountable to the community or the government?

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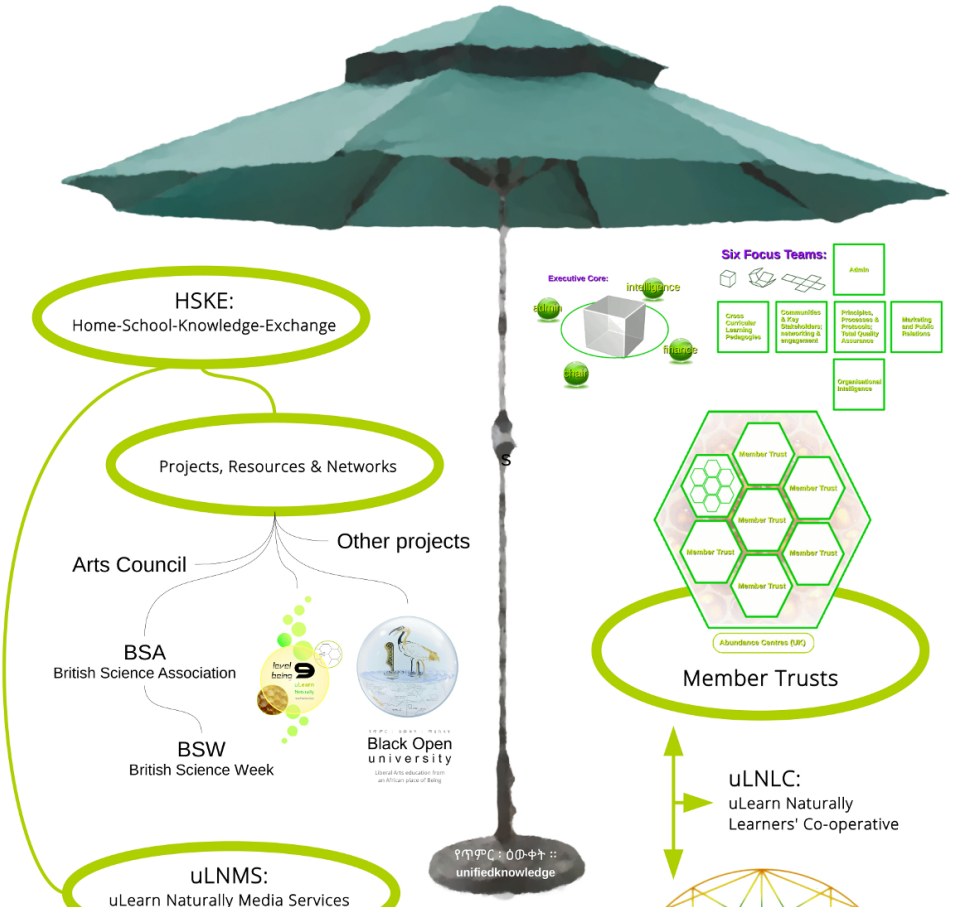
Get all the helpful links and extra resources

This special article report has been published as a supplement for **The Futurist (Haringey) Episode 01 – 2018.** There are many other interesting articles

CLICK to READ the full episode:

Read this report
Online:

Get all the links
and extra resources,
+ engage with [ePoll].



+ engage with polls:

" [ePoll] "

The Futurist is about real engagement. Share your opinions and see how others feel with our ePolls. Where you see an " **[ePoll]** " link you should visit our poll listing and share your views.

Sense | Learn | Engage

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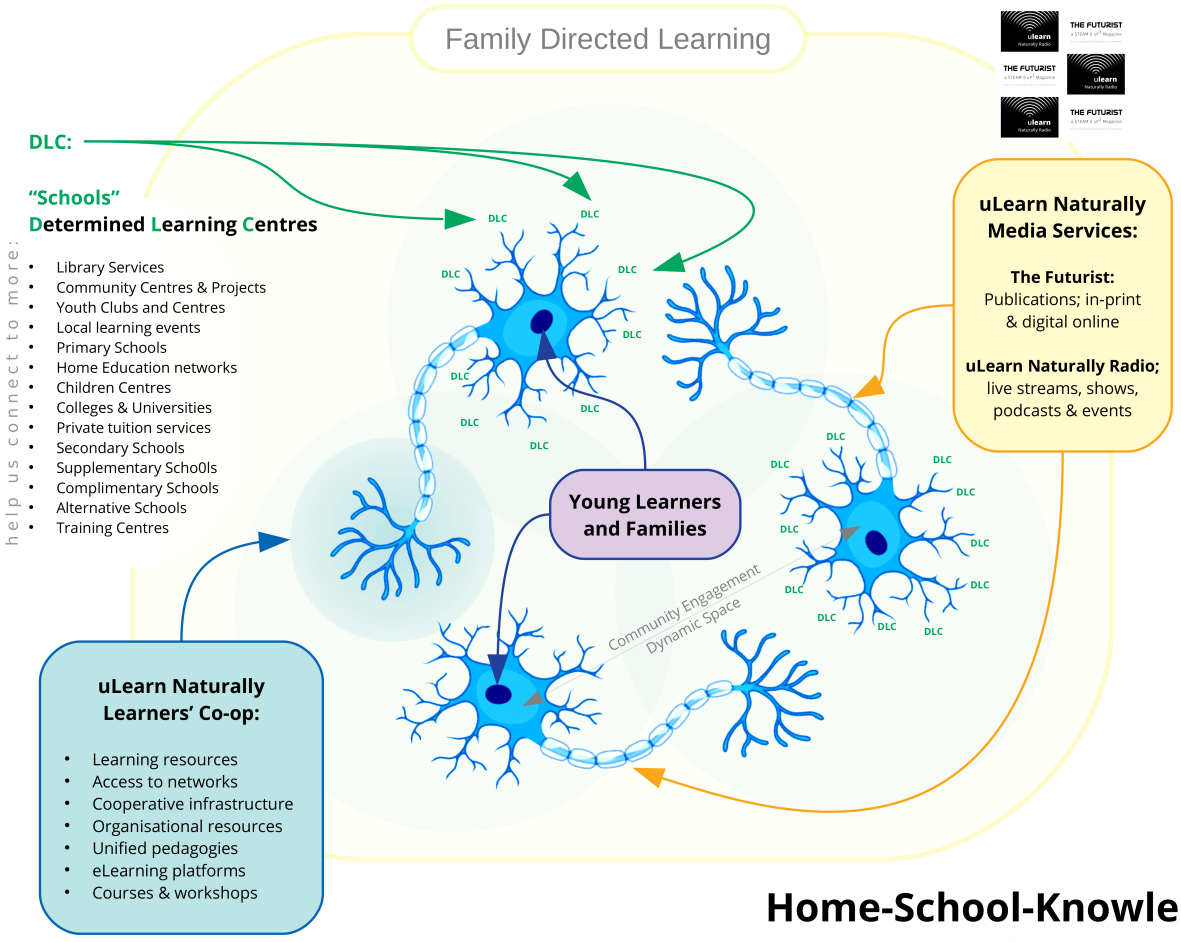
Online:

Get the links and extra resources, + engage with polls.

https://www.futuristSTEAM.co.uk



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Home-School-Knowledge-Exchange

a key to our project's organisation at Abundance Centres (UK)