Westminster Education Forum policy conference:
Next steps for English curriculum and qualifications reform in England
Timing: Morning, Monday, 22nd February 2027
*****Taking place online*****

Draft agenda subject to change

8.30 Registration

9.00 **Chair's opening remarks**
Senior Parliamentarian

9.05 **English education in the reformed curriculum**
Dr Tim Mills, Visiting Professor, University of Coventry; and RISE Advisor and Curriculum Drafter, English, Department for Education
Matt Carnaby, Director, Secondary Curriculum and Assessment, Astrea Academy Trust; and Curriculum Drafter, English, Department for Education
Questions and comments from the floor

9.50 **Strengthening foundation literacy and oracy, and supporting progression from primary to secondary English**
revised programmes of study and progression in reading, writing and spoken language across key stages | oracy's equal status with reading and writing - teaching, assessment and evidence base | vocabulary, listening and confidence in spoken communication | reading fluency, comprehension and reading for pleasure | school libraries and reading cultures | composition, grammar and teacher assessment | literacy gaps linked to disadvantage and SEND, and provision of early support | KS2-KS3 transition and use of primary assessment information | planned statutory Year 8 reading assessment, school-based writing assessment and implications for teaching | proposed secondary oracy, reading and writing framework | literacy across subjects
Senior representative, primary school
Senior representative, secondary school
Senior commentator
Questions and comments from the floor

10.25 **English teaching and literary study - breadth, capacity and subject expertise**
Professor Robert Eaglestone, Professor, Contemporary Literature and Thought, Royal Holloway, University of London; and Lead, Cross-Sector Educational Policy, English Association

10.35 **Teacher development and implementation of the revised English curriculum across education settings**
lead-in time, workload and preparation for revised content | implications of the consultation timetable for curriculum planning and implementation | recruitment and retention of specialist secondary English teachers | primary subject expertise | initial teacher training and early career support | subject-specific professional development for new content including oracy, language study and multimodal texts | supporting non-specialist teachers | subject leadership and departmental capacity | teaching resources, curriculum guidance and planning support | roles of trusts, RISE teams, English Hubs and subject networks in sharing practice | adaptive teaching, accessible resources and support for pupils with SEND and those facing disadvantage
Senior representative, English Hub
Senior representative, teacher training

10.45 Questions and comments from the floor

11.05 **Chair's closing remarks**
Senior Parliamentarian

11.10 Break

11.20 **Chair's opening remarks**
Senior Parliamentarian

11.25 **Next steps for GCSE English Language and Literature - curriculum content, assessment and accountability**
proposed changes to GCSE English Language and Literature | distinct purposes, duplication and balance of knowledge and skills | established literary works and flexibility over texts, authors and poetry | reading for pleasure, engagement and progression to A level | spoken communication, writing and print, digital and multimodal texts | assessing spoken language | reducing examination time while maintaining validity, accessibility and rigour | reasonable adjustments and access arrangements | proposed Progress 8 and Attainment 8 changes | recognition of progress, subject choice and curriculum breadth | attainment data and school improvement support across English outcomes | on-screen assessment and AI-assisted marking and feedback
Senior representative, secondary school
Senior representative, awarding organisation
Senior representative, RISE
Senior commentator
Questions and comments from the floor

12.10 **Post-16 English - resits, qualifications and progression**
outcomes of current GCSE English resit arrangements | progress towards grade 4, repeated resit cycles and their impact on learner engagement and college capacity | implications of the condition of funding | proposed Level 1 preparation-for-GCSE English qualification, including purpose, intended learners, content, assessment and progression routes | suitability for students with lower prior attainment | relationship between GCSE resits and Functional Skills, including recognition of progress below grade 4 | developing English and literacy across further education and technical programmes | English requirements for progression into further study and employment
Senior representative, secondary school
Senior representative, further education college
Senior representative, employer
Senior representative, SEND
Questions and comments from the floor

12.55 **Policy priorities for English curriculum and assessment reform**
Senior representative, policy
Questions and comments from the floor

13.20 **Chair's and Westminster Education Forum closing remarks**
Senior Parliamentarian
Elsa Woodworth Jones, Westminster Education Forum