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| **Consultation Response Form**  **Consultation closing date: 16 April 2013** **Your comments must reach us by that date.** |
| Reform of the National Curriculum in England:Consultation Response Form |

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| **Please tick if you want us to keep your response confidential.** | Confidential |
| Reason for confidentiality: | |
| |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | Please specify |  | | | |

|  |  |
| --- | --- |
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If your enquiry is related to the Department for Education e-consultation website or the consultation process in general, you can contact the Public Communications Unit by e-mail: [consultation.unit@education.gsi.gov.uk](ailto:consultation.unit@education.gsi.gov.uk) or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](ttp://www.education.gov.uk/help/contactus) page.

Please tick one category that best describes you as a respondent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Primary School | Primary School | Secondary School | Secondary School | Special School | Special School |
| Organisation representing school teachers | Organisation representing school teachers | Subject Association | Subject Association | Parent | Parent |
| Young Person | Young Person | Higher Education | Higher Education | Further Education | Further Education |
| Academy | Academy | Employer/Business Sector | Employer/Business Sector | Local Authority | Local Authority |
| Teacher | Teacher | x | Other |  |  |

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| --- | --- | --- |
| |  |  | | --- | --- | | DfE | Please Specify:  I represent the Japan Foundation, London.  The Japan Foundation was established in 1972 under the direction of the Japanese Ministry of Foreign Affairs, and became an Independent Administrative Institution in 2003. We promote international cultural exchange between Japan and the rest of the world, and provide financial support for a range of international cultural exchange programmes. Our activities are financed by annual subsidies from the Japanese government, capital gains accrued from the management of our original endowment fund, and contributions and donations from the private sector.  One of the main activities of the Japan Foundation London is to support Japanese teaching in the UK. This includes:   * Providing grants to promote Japanese language education or to introduce it into schools. * Producing and distributing Japanese language educational materials. * Running events, training courses and networking opportunities for teachers of Japanese and schools with links with Japan * Providing information and advice to teachers of Japanese * Running an in-house library for Japanese language education resources that is available free of charge to UK teachers   We also support learners of Japanese, and distribute information and answer enquiries on all aspects of Japanese teaching and learning in the UK.  More information about our organisation can be found at [www.jpf.org.uk](http://www.jpf.org.uk). | |

Are you answering this consultation in response to particular subjects? Please tick all those that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| English | English | mathematics | mathematics | science | science |
| art & design | art & design | citizenship | citizenship | computing | computing |
| design & technology | design & technology | geography | geography | history | history |
| x | languages | music | music | physical education | physical education |
| Not applicable | Not applicable |  |  |  |  |

1 **Do you have any comments on the proposed aims for the National Curriculum as a whole as set out in the framework document?**

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| |  |  | | --- | --- | | DfE | Comments:  The aim to introduce pupils to the “core knowledge that they need to be educated citizens,” and the description of a National Curriculum that prepares pupils for the “opportunities, responsibilities and experiences of later life” sounds fantastic. However it could be argued that the narrow range of proposed languages in Key Stage 2 might cut off opportunities and experiences to children in maintained schools, to experience languages and culture outside of the restrictive list of seven languages.  As the consultation document mentions, proficiency in languages is vital to the future economic well-being of this country. The national curriculum should prepare pupils to compete to study anywhere in the world and cope in internationalised workplaces. Language education is not simply about studying words and phrases; it also builds students’ intercultural understanding and teaches them to respect diversity. Narrowing the choice of languages at primary level would not only deprive students of the chance to learn about a wide range of languages and culture while they are at an impressionable age; it might also rob them of their natural enthusiasm to try to understand other cultures. It is language ability in conjunction with intercultural competence that will allow UK pupils to compete internationally.  Therefore we believe that the proposed restrictive list of seven languages at Key Stage 2 will prevent schools from achieving the stated aims of the national curriculum. | |

2 **Do you agree that instead of detailed subject-level aims we should free teachers to shape their own curriculum aims based on the content in the programmes of study?**

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| --- | --- | --- | --- | --- | --- |
| Agree | Agree | Disagree | Disagree | x | Not sure |

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| --- | --- | --- |
| |  |  | | --- | --- | | DfE | Comments:  The new draft National Curriculum will limit teachers to teach from a list of only seven languages at Key Stage 2. If we free teachers to shape their own curriculum aims, we should also give them the freedom to teach the language that best suits the school’s individual circumstances and linguistic competencies. | |

3 **Do you have any comments on the content set out in the draft programmes of study?**

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| |  |  | | --- | --- | | DfE | Comments:  **Key stage 2, Foreign Languages:**  We welcome the decision to introduce language learning to primary schools but we are strongly opposed to the restrictive list of languages suggested in the programmes of study. If the government insists on including a list of languages, at the very least, this list should be to *suggest* possible languages that can be taught, rather than restricting them.  The wording could be the following:  “Teaching should focus on enabling pupils to make substantial progress in a foreign language such as French, German, Italian, Japanese, Mandarin, Spanish, Latin or Ancient Greek. Schools may teach any foreign languages based on their local needs and circumstances.”  We believe it would be far more beneficial not to restrict schools at all in their choice of languages at Key Stage 2; it is important to allow schools to teach to their strengths and make use of their existing teachers’ language abilities. In the UK in particular, where so many schools enjoy rich linguistic and cultural diversity, it makes little sense to restrict the choice of languages to the exclusion of languages already studied by a significant proportion of school pupils. Ultimately, we fear that the restrictive selection of languages will lead to the exclusion of other languages being taught at Key Stage 2, including languages such as Japanese that have a long history of success within UK schools.  However if the government insists on maintaining the restrictive list of languages, I have listed some of the specific reasons against excluding Japanese at from the list of seven languages for Key Stage 2 below. I am sure that many of these reasons would also apply to other languages not included in the proposed list, but with regards to Japanese in particular:   1. Japanese is a very suitable language choice for primary school children. Japanese pronunciation is very easy for English speakers and beginner-level grammar is highly logical, consistent and easy to learn. We have also found that children relish the chance of learning a new script and that dyslexic and SEN children also respond well to the phonetic characters of Japanese. 2. Like Latin and Ancient Greek, Japanese is a particularly good language as a foundation for further language learning. In the last worldwide survey of Japan Language Education in 2009, 88% of respondents from the UK mention that the reason pupils study Japanese is because they have an interest in Japanese language learning, this is higher than any other reason for studying Japanese. Studying Japanese gives pupils a love of language learning, which they can then use to study additional languages. 3. There is a tremendous amount of support for Japanese language teachers and schools offering Japanese, including resources specifically designed to meet the needs of primary education. These services can help to ensure that Japanese remains a sustainable subject and that the quality of Japanese teaching continues to improve. Some of the support services available from the Japan Foundation and other Japan related organisations are listed below:  * We run [workshops, teacher training and networking](http://www.jpf.org.uk/language/coursesandevents.php) for teachers of Japanese. These are almost always free for participants. We are happy to continue this and to introduce workshops for primary teachers of Japanese (both for specialist teachers and for non-specialists that would like to teach the basics.) * We run courses for non-native teachers to brush up their Japanese language skills. This includes [week-long refresher courses](http://www.jpf.org.uk/language/non-native-teachers.php#refresh) for intermediate and advanced level teachers, an [online course](http://www.jpf.org.uk/language/non-native-teachers.php#basicOnlineCourse) for teachers with basic Japanese as well as [funding](http://www.jpf.org.uk/language/non-native-teachers.php#outsidejapan) for teachers to go to study Japanese and pedagogy in Japan. * We have two in house Japanese language professionals who can run workshops/advise teachers about teaching methods, help create language resources, write schemes of work or Japanese syllabuses etc. * We run the Japanese Language Local Project Support Programme that schools can apply to for [funding](http://www.jpf.org.uk/language/funding.php) (up to £3000) for schools that would like to add Japanese into their curriculum. * We can provide professional, personal advice to schools and teachers looking to start Japanese, and can even assist them in finding a specialist Japanese language teacher. * We have a [scheme of work for Japanese at KS2](http://www.jpf.org.uk/language/teaching_resources.php#primary) that is free to download. * We have 10 week long programme of teaching materials called [Ready Steady Nihongo](http://www.japansociety.org.uk/rsn/), designed for non-specialist teachers who would like to introduce the basics of Japanese. This is all online, free and includes all lesson plans, games, hand-outs etc. * We run a [web-based discussion group](https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=JLE-UK) for teachers of Japanese in the UK where they can swap ideas and ask each other questions (there are currently over 700 members signed up to this list.) * We have a specialist [Japanese language education library](http://www.jpf.org.uk/library/) including approximately 10,000 Japanese language resources that can be borrowed by teachers of Japanese from any UK Educational institution. We even have a postal loan service which means that teachers do not need to travel to London in order to benefit from our library. * We run a [volunteer programme](http://www.jpf.org.uk/language/teaching_stepout.php) where we send Japanese speakers to schools to give free Japanese language taster sessions. This has been very popular with primary schools. * We also run other activities to encourage, support and inspire pupils that study Japanese. For example, in 2011/2012 we ran the [Japan Webpage Contest for Schools](http://www.japanwebpagecontest.org.uk/vote2011.php). This was a great success and demonstrated how many primary schools already teach Japanese language and culture to their pupils. This kind of project is especially good for enhancing cross curricular activities. * In addition to the support offered by the Japan Foundation, there are many other Japan related organisations that also run grant programmes and/or offer support to UK schools. These include the Daiwa Anglo Japanese Foundation, the Embassy of Japan, the Great Britain Sasakawa Foundation and the Japan Society. All of this means that Japanese is a sustainable and well-supported choice for a primary language.  1. Japan is the world’s third largest economy and a very useful business language.   A recent article by Bloomberg rated Japan as the third best country for business in 2013. Bloomberg analysed data from 11 data sources and ranked 161 nations on six broad criteria. Although there is a large push from the current government to push Mandarin, China dropped to 24th place in this ranking.  Also a recent CBI Education and Skills survey (2012) rated Japanese as joint eighth (with Russian) as a foreign language that is rated as useful to organisations. [A recent article in the Telegraph](http://www.telegraph.co.uk/education/universityeducation/9552659/Graduate-jobs-Top-10-degree-subjects-by-lifetime-salary.html) also stated that “*Japanese was ranked as one of the top 10 foreign languages to study in a recent survey of UK employers' preferences. Those students who enrol in degree courses studying the language, as well as Japanese culture and literature, also perform extremely well on lifetime salary, averaging £36,437 from graduation through to the age of 65. Perhaps surprisingly, this puts Japanese studies well ahead of subjects not on this list such as Law, which ranks 37th among degrees by lifetime salary – only 46 per cent of law grads will go on to become highly paid lawyers.”*  In recent years Japan has worked hard to internationalize itself. Japanese universities and companies have actively sought to recruit foreigners, especially native English speakers. There are currently many Japanese companies that employ UK graduates, both in the UK, and abroad. According to the Japan Foundation survey on Language Education in 2009, over 3 million people are currently leaning Japanese in East and South East Asia. This means Japanese language learners in the UK will have a language in common with millions of people and business is the East. Japanese language ability increases pupils employability in the UK, as well as in Asia, and we are worried that the restrictive list of languages at Key Stage 2 might have a detrimental effect on pupils employability in the future.  5. There is a large base of Japanese-speaking graduates able to teach the language within the UK: The government-run Japan Exchange and Teaching (JET) Programme has continued to employ UK graduates to go to Japan and teach in Japanese schools for 1-5 years since 1987. After 25 years there are now over 11,000 JET alumni in the UK, including many who became teachers.  There is also a large population of Japanese nationals living in the UK with over 63,000 people. There are several institutions in London that run Japanese language teacher training programmes in the UK specifically for Japanese nationals.  In addition, many regions in the UK in which Japanese companies are located have strong links with Japan. In these regions, pupils, their families and teachers have a strong interest in Japan, and knowledge of Japanese could have substantial vocational value for young people there. This is best exemplified by a comment from one of the Japanese language teachers from a city with a major Japanese automobile factory, saying: “We have had huge successes in the teaching of Japanese, with many of our students continuing their study of Japanese at university or being successful in securing a job because of their knowledge of Japanese….the impact on their global understanding and on widening horizons has been huge.” We hope this could happen more in other areas of England.  6. As well as language learning, the study of Japanese offers a great insight into culture (including modern popular culture) that inspires children and helps provide enthusiasm for language learning. Japanese manga, anime, characters and games are with children popular throughout the world and we have noticed this makes English children very enthusiastic when they start learning the language. This strong cultural dimension to language learning makes Japanese particularly interesting for many children. Anime, manga and video games are also major Japanese industries that the Japanese government endeavours to further popularise abroad. For this reason, the demand for workers who speak Japanese, including Japanese-English translators is likely to increase in the future.  Finally, I would like to highlight that we are currently administering a survey about Japan language education in the UK. We would be happy to share our results with the Department for Education. We run this survey every three years, and the results of the 2009 survey are [here](http://www.jpf.go.jp/e/japanese/survey/result/index.html).  We would be very interested in working with the Department for Education to expand our provision for primary languages. If you have any questions whatsoever, please feel free to contact my colleague at [Josephine.audigier@jpf.org.uk](mailto:Josephine.audigier@jpf.org.uk).  **Key Stage 3, Modern Foreign Languages:**  We are concerned about the wording for modern foreign languages at Key Stage 3. It says “teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2.” We are concerned that this may be misunderstood, and that teachers may assume this means they should teach the same languages as were previously taught at Key Stage 2. We would like to request clarification to make it clear that it is fine to study *any* language at Key Stage 3.  For example:  “Teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2, but not necessarily in the same language(s) as were previously taught at Key Stage 2.”  **Languages in both Key Stage 2 and 3:**  In the beginning of the national curriculum it mentions that the purpose of study is “an opening to other cultures” as well as that it should “foster pupils’ curiosity and deepen their understanding of the world.” However there is nothing else mentioned about intercultural understanding after that. The programme of study for languages should also include points about studying culture and intercultural competence in addition to language learning. | |

4 **Does the content set out in the draft programmes of study represent a sufficiently ambitious level of challenge for pupils at each key stage?**

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| --- | --- | --- | --- | --- | --- |
| Sufficiently ambitious | Sufficiently ambitious | x | Not sufficiently ambitious | Not sure | Not sure |

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| |  |  | | --- | --- | | DfE | Comments:  **For Foreign languages at Key Stage 2:**  As I have mentioned above the programme of study is not ambitious enough. It would be better if the languages taught at Key Stage 2 were not restricted to a list of seven languages.  **For modern foreign languages at Key Stage 3:**  The programme of study does set out an ambitious level of challenge for some European languages, but does not seem to consider non-European languages. For example, “identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied” maybe difficult in French, with the various verb congregations for different tenses but this is very easy for a languages like Japanese (where teaching tenses would only take up a couple of lessons.) In comparison there is no mention of learning different scripts, which may take up a large segment of time for students of Mandarin or Japanese. The Japan Foundation has developed the [JF Standard for Japanese Language Education](http://jfstandard.jp/) which is based on the Common European Framework of Reference for Languages (CEFR), and we would be happy to support the Department for Education when they finalise this programme of study.  Schools that have excellent language teachers will be able to use this programme of study to create a sufficiently ambitious level of challenge for pupils. However those that are less experienced are likely to teach the syllabus outlined by exams (for example GCSEs) and use those levels as a guide. For this reason the curriculum reform needs to be closely linked to reforms of exams as the ambitiousness of the National Curriculum may well depend on the scope of assessments. | |

5 **Do you have any comments on the proposed wording of the attainment targets?**

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6 **Do you agree that the draft programmes of study provide for effective progression between the key stages?**

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| Agree | Agree | Disagree | Disagree | x | Not sure |

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| |  |  | | --- | --- | | DfE | Comments:  We are concerned about the wording for modern foreign languages at Key Stage 3, and how this could affect progression from Key Stage 2 to Key Stage 3. It says “teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2.” We are concerned that this may be misunderstood, and that teachers may assume this means they should teach the same languages as were previously taught at Key Stage 2. We would like to request clarification to make it clear that it is fine to study *any* language at Key Stage 3. For example:  “Teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2, but not necessarily in the same language(s) as were previously taught at Key Stage 2.”  We do not think that draft programme of study alone can ever provide effective progression between the key stages, especially for languages. There needs to be co-operation between secondary schools and their primary feeder schools as well as training for teachers at both levels to help bridge the progression of languages from Key Stage 2 to Key Stage 3.  We would be happy to help provide this kind of training or to provide networking opportunities for teachers from both levels, to help bridge this progression. The Japan Foundation has been involved in the Japanese Global Articulation Project (J-GAP), which is a project of the Japanese Language Education Global Network. It aims to achieve articulation in Japanese language education world-wide. This project has regular seminars and events in the UK, and they invite teachers of Japanese to take part in these events. | |

7 **Do you agree that we should change the subject information and communication technology to computing, to reflect the content of the new programmes of study?**

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| Agree | Agree | Disagree | Disagree | Not sure | Not sure |

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8 **Does the new National Curriculum embody an expectation of higher standards for all children?**

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| Yes | Yes | x | No | Not sure | Not sure |

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| |  |  | | --- | --- | | DfE | Comments:  In the subject content for languages, it states children should study literary texts, stories, songs and poems. We agree with this and think that it will help children’s intercultural competences and cultural tolerance. However this should not simply be listed as “linguistic competence,” but rather it should be defined as (inter)cultural competence. In this way schools will be able to achieve the broad aims of the purpose of study.  Also, for Key Stage 2, it could be argued that the proposed list of seven languages cannot lead to an expectation of high standards, as it discourages schools that would like to teach languages not on the list of seven languages. | |

9 **What impact - either positive or negative - will our proposals have on the 'protected characteristic' groups?**

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| |  |  | | --- | --- | | DfE | Comments:  As I mentioned above it is highly problematic to create the notion that some languages and cultures as more important than others by limiting the list of languages that should be taught at Key Stage 2. Schools should be places where students can learn to celebrate diversity in languages and culture, and give them a chance to have fun learning about different languages and cultures within their community. Limiting the languages that are available could easily have a negative effect on students as it may foster an incorrect and damaging belief that not all languages and cultures are not valued by UK society. For this reason it would be far better not to limit the choice of languages and allow schools to choose which the ones that fit their school’s unique linguistic and cultural circumstances (as well as take into account the language skills of the school’s current teachers.) | |

10 **To what extent will the new National Curriculum make clear to parents what their children should be learning at each stage of their education?**

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| |  |  |  |  | | --- | --- | --- | --- | | DfE | |  |  | | --- | --- | | DfE | Comments:  In the Key Stage 3 programme of study it says “Teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2.” We are concerned that this wording will confuse parents and encourage them to assume that their children should continue to study the same language that they have previously studied in Key Stage 2. This possible misunderstanding could restrict the number of languages taught at Key Stage 3, if parents think their children should study only languages on the list of modern foreign languages from primary school (French, German, Italian, Spanish, or Mandarin)  It would help to adjust the wording to be something like: “Teaching may be of any modern foreign language and should build on the foundations laid at Key Stage 2, but not necessarily in the same language(s) as were previously taught at Key Stage 2.” | | |

11 **What key factors will affect schools’ ability to implement the new National Curriculum successfully from September 2014?**

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| |  |  | | --- | --- | | DfE | Comments:  Some of the main factors that **will affect schools’ ability to implement the new National Curriculum successfully are teacher training, funding and the availability of good quality (free) resources. I have listed how we can help below.**  **Teacher training:**  As I mentioned previously we run [workshops, teacher training and networking](http://www.jpf.org.uk/language/coursesandevents.php) for teachers of Japanese. These are almost always free for participants. We are happy to continue this and to introduce workshops for primary teachers of Japanese (both for specialist teachers and for non-specialists that would like to teach the basics.) We are also able to customise training to the specific needs of schools or local authorities  In particular a key factor for languages at Key Stage 2 will be the ability for generalist teachers to begin teaching languages, without specialist training. The Japan Foundation would be able to offer funding, resources and teacher training to help schools implement Japanese within the national curriculum from September 2014.  **Funding:**  We run the Japanese Language Local Project Support Programme that schools can apply to for [funding](http://www.jpf.org.uk/language/funding.php) (up to £3000) for schools that would like to add Japanese into their curriculum. This grant programme can also be used by teachers or institutions that would like to develop new resources, but who need some funding to start.  **Resources:**   * We have a [scheme of work for Japanese at KS2](http://www.jpf.org.uk/language/teaching_resources.php#primary) that is free to download. * We have 10 week long programme of teaching materials called [Ready Steady Nihongo](http://www.japansociety.org.uk/rsn/), designed for non-specialist teachers who would like to introduce the basics of Japanese. This is all online, free and includes all lesson plans, games, hand-outs etc. * We have a whole range of web based resources to help teachers of Japanese. These include both language and cultural based activities, videos, games and interactive learning. One of the most popular websites is called “Erin’s challenge” which can be used to support both teachers and learners of Japanese. * We have a comprehensive set of teaching resources to support the GCSE curriculum, called “Chikara”. The resources are designed for students to learn the structure of Japanese language and to practise the language learnt in a communicative setting. * We have a specialist [Japanese language education library](http://www.jpf.org.uk/library/) including approximately 10,000 Japanese language resources that can be borrowed by teachers of Japanese from any UK Educational institution. We even have a postal loan service which means that teachers do not need to travel to London in order to benefit from our library. | |

12 **Who is best placed to support schools and/or develop resources that schools will need to teach the new National Curriculum?**

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| |  |  | | --- | --- | | DfE | Comments:  We understand the Department for Education is keen to move towards a market based approach to support schools and develop resources for the new National Curriculum. However there is a limit to what schools can manage to produce on their own. Often teachers need professional organisations to support them.  For Japanese, there are several organisations and systems that can support teachers and develop resources. Teachers are often best placed to create sharable resources and the Japan Foundation can provide funding that will allow them to do this. We also help provide networking opportunities (both with our mailing list for teacher of Japanese and at teacher training events). We can also provide expert Japanese language advisors to help with these kinds of projects.  We will also maintain the huge range of support for language education that I previously mentioned in Question 3.  In addition to the support offered by the Japan Foundation, there are many other Japan related organisations that also run grant programmes and/or offer support to UK schools. These include the Daiwa Anglo Japanese Foundation, the Embassy of Japan, the Great Britain Sasakawa Foundation and the Japan Society. | |

13 **Do you agree that we should amend the legislation to disapply the National Curriculum programmes of study, attainment targets and statutory assessment arrangements, as set out in section 12 of the consultation document?**

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| --- | --- | --- | --- | --- | --- |
| Agree | Agree | Disagree | Disagree | Not sure | Not sure |

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14 **Do you have any other comments you would like to make about the proposals in this consultation?**

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| |  |  | | --- | --- | | DfE | Comments:  In the previous government consultation about the proposal to require Key Stage 2 to teach one or more of seven languages (French, German, Italian, Mandarin, Spanish or a classical language out of Latin or Ancient Greek) at Key Stage 2, 61% of respondents disagreed with the idea of restricting the list of languages. In the consultation, 13% of respondents specifically mentioned that Japanese should be taught, or included on the list of languages.  Despite this, the government has decided to push forward with the idea of a restrictive list of languages for Key Stage 2 without taking these opinions into consideration. We are concerned that the responses to these consultations have little impact on the government’s decisions, and that there was no explanation from the Department for Education about why they decided to ignore the results of their own consultation. It seems like the Department of Education has not reflected on the results of the previous consultation, and is just following procedures, without taking the results into account.  We want the Department of Education and Secretary of State to reflect on the responses to the previous consultation (as well as this one), rather than disregarding the input of experts and ploughing ahead with unpopular policies. | |

15 **Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.)**

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| --- | --- | --- |
| |  |  | | --- | --- | | DfE | Comments: | |

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply x**

|  |  |
| --- | --- |
| **E-mail address for acknowledgement:** | Josephine.audigier@jpf.org.uk |

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

|  |  |
| --- | --- |
| x  Yes | No  No |

All Department for Education public consultations are required to meet the Cabinet Office [Principles on Consultation](http://www.cabinetoffice.gov.uk/resource-library/consultation-principles-guidance)

The key Consultation Principles are:

* departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
* departments will need to give more thought to how they engage with and consult with those who are affected
* consultation should be ‘digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
* the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how Department for Education consultations are conducted, please contact Carole Edge, Department for Education Consultation Coordinator, tel: 0370 000 2288 / email: [carole.edge@education.gsi.gov.uk](mailto:carole.edge@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 16 April 2013

Send by post to:

Consultation Unit,

Area 1c,

Castle View House,

East Lane,

Runcorn,

Cheshire,

WA7 2GJ.

Send by e-mail to: [NationalCurriculum.CONSULTATION@education.gsi.gov.uk](mailto:NationalCurriculum.CONSULTATION@education.gsi.gov.uk)