

# Comparison of the Reclaiming Education 7 Point Election Manifesto with Party Policy Statements and Practice

	Reclaiming Education 7 points	Labour	Lib-Dems	Conservatives	Greens	UKIP
1	<b>The National Curriculum</b> should be what it says – a curriculum for <b>all</b> children in <b>all</b> English schools. As originally promised, it should be a curriculum to which all children are <b>entitled</b> , broadly based, balanced and designed to promote children's emotional, as well as intellectual, development.	No change to National Curriculum. New 14-19 baccalaureate - academic & technical. Academy curriculum freedoms for all state schools.	Slimmed down national curriculum taught in all state-funded schools. Developed by Edu Standards Authority free of Ministerial control.	Academies exempt from National Curriculum. 'British values' taught in all schools. Those that do not enrol all students for academic GCSEs cannot achieve good or outstanding Ofsted rating.	National Curriculum replaced by learning entitlements. Cooperative and participative learning including group work	1 exam board for GCSEs and 1 for A Levels. Apprenticeship qualification equivalent to four GCSEs
2	<b>No school should be allowed to choose its pupils.</b> Admission to schools should be fairly administered according to well understood rules drawn up by a locally elected education service. Selection tests must end. No child should be branded a failure at 11.	Strengthen Admissions Code while allowing schools to be their own admission authority. Recognises damage caused by selection but no abolition.	Ensure fair admissions for all schools (no details).	Current overt & covert selection regime to continue. Expansion of existing grammar schools not ruled out.	Child-centred approach. End current testing regimes & age related benchmarking. All-ability schools, balanced intakes	Grammar schools and secondary moderns in every town.
3	<b>Inclusion and equal opportunities</b> need to be at the heart of education provision and discrimination and segregation tackled in all their forms. The needs of every child, including those with SEN and disabilities, should be fully met.	Restore disabled students' allowance; strong presumption of inclusion in mainstream. Existing types of schools and governance to remain.	Extend Pupil Premium funding.	Reduced SEN support and reduced entitlement of SEN to continue. Compulsory setting a threat.	Diversity of opportunity and equality of opportunity for students (of all ages)	Grammar schools and secondary moderns in every town.
4	<b>All schools</b> should be treated equally and funded according to a common formula which responds to pupils' needs.	Parents and charities allowed to set up schools but only where places are needed. Academy chains to be inspected. No for-profit schools.	National Funding formula. New schools only funded where needed. No profit-making schools. Councils select school sponsors if not sponsoring school themselves.	School budgets cut. Education Service Grant cut. For-profit schools possible but no immediate plans to introduce.	All publicly funded schools integrated into LA school system for local democratic accountability & oversight.	
5	<b>All schools within the same area should work together, rather than compete against each other.</b> A locally elected education service should guide, support and monitor schools as well as take decisions on school places.	Schools must demonstrate collaboration to satisfy Ofsted. No commitment to LA-wide initiatives, support or monitoring. Directors of School Standards (approved by Office of Schools Commissioner) as "middle tier" but extent of local accountability unclear.	Democratically accountable middle tier (no details). Local Heads to form Head Teacher Boards to help schools.	Increasing academies and free schools run by private organisations. Regional Schools Commissioners for academies but with additional powers to remove "Ofsted failed" schools from LAs.	Education decisions devolved to the most local level possible. Abolish league tables in their current form.	
6	<b>The inspection system</b> is perceived by schools as hostile and threatening. It should be replaced by one which is supportive, as well as rigorous. Standards should be agreed through a national consultation process and inspectors should be trained to help schools improve where necessary.	Keeping Ofsted but inspection should be more collaborative and less confrontational. Ofsted to inspect academy chains.	Ofsted to inspect local authorities and academy chains.	Carry out plans to bring Ofsted in-house at DfE	LA monitor quality of education, range of options & consistency of internal LAs monitored centrally for consistency & to share best practice	A petition of 25 per cent of parents and governors to trigger Ofsted inspection.
7	<b>All those</b> whom we employ to educate our children should have qualified professional status. Continuing professional development should be an entitlement and requirement for all staff. Unqualified staff should be given appropriate training to become qualified.	QTS for all teachers. Appropriate training & professional development for school support staff. National negotiating bodies for teachers and support staff.	From Sept 2016 all state funded schools employ only qualified teachers. Development for all teachers and Royal College of Teachers.	Continue to allow unqualified teachers. Reduced teacher workload promised – no details. Royal College of Teachers to be supported.	All teachers in state funded education will be employed through Local Authorities and have QTS.	



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