

2016 No. 478

EDUCATION, ENGLAND

**The Education (National Curriculum) (Specified Purpose)
(England) Order 2016**

<i>Made</i>	- - - -	<i>31st March 2016</i>
<i>Laid before Parliament</i>		<i>1st April 2016</i>
<i>Coming into force</i>	- -	<i>1st September 2016</i>

The Secretary of State makes this Order in exercise of the power conferred by section 76(2)(b) of the Education Act 2002(a).

Citation and commencement

1. This Order may be cited as the Education (National Curriculum) (Specified Purpose) (England) Order 2016 and comes into force on 1st September 2016.

Specified purpose of assessment arrangements

2. The purpose of providing evidence to the Office of Qualifications and Examinations Regulation(b) on changes in the performance of pupils over time in English language and mathematics at the end of the fourth key stage is specified for the purposes of section 76(2)(b) of the Education Act 2002.

31st March 2016

Nick Boles
Minister of State
Department for Education

EXPLANATORY NOTE

(This note is not part of the Order)

Part 6 of the Education Act 2002 (“the 2002 Act”) is concerned with the curriculum for maintained schools in England. One aspect of the National Curriculum for England (as to which, see section 80(1)(b) of the 2002 Act) is the arrangements for assessing pupils for certain purposes (assessment arrangements). This Order, made under section 76(2)(b) of the 2002 Act, specifies an

(a) 2002 c. 32. Section 76(2) was inserted by sections 174 and 192 of, and paragraphs 31, 32(1) and (5) of Schedule 12 to, the Apprenticeships, Skills, Children and Learning Act 2009 (c. 22).
(b) The Office of Qualifications and Examinations Regulation is a Non-Ministerial Department established under section 127 of the Apprenticeships, Skills, Children and Learning Act 2009 (c. 22).

additional purpose for which such arrangements may be made. The purpose specified is providing evidence, to the Office of Qualifications and Examinations Regulation (Ofqual) on changes in pupils' performance over time in English language and mathematics at the end of the fourth key stage (when GCSEs in those subjects are most commonly taken), principally through testing pupils.

An impact assessment has not been produced for this instrument as no, or no significant, impact on the private, voluntary or public sectors is foreseen.

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