



OPEN EDUCATION PROJECT

Education Reimagined

Whitepaper · Version 0.6 · July 2026
openeducationproject.org · openeducationproject.com

For serious parents, educators, school leaders, researchers, and partners.
Ambitious by design. Written to withstand scrutiny.

Evidence references current as of July 2026.

Executive summary

The problem. Many children still move through education in an industrial pattern: grouped by age, moved at one pace, taught through a curriculum only partly transparent to parents, and assessed in ways that reward coverage and compliance as much as deep understanding. The able learner is capped at the cohort's speed; the learner who needs more time is moved on before understanding is secure, and gaps compound. Major indicators show serious strain — OECD maths performance fell a record 15 points between 2018 and 2022 [15] — while the world moves faster than the model: 39% of core skills are expected to be transformed or outdated by 2030 [16], yet curricula are revised on cycles measured in years.

The project. Open Education Project is a non-profit building a complete, scientifically grounded, continuously improving education system for ages 5–18. Its core commitments: a demanding common core for every learner; progression earned by demonstrated mastery, not seat time; pace, depth, and support adapted to the individual child; parents given real visibility into what is mastered and what is fragile; and recognised international qualifications as the external anchor. It serves home-educating and parent-led families first, and is built so schools can adopt the same curriculum engine.

Open, but governed. Open contribution is how the system reduces the risk of going stale: qualified experts can improve the curriculum continuously, so it evolves with knowledge and the world instead of waiting years for revision. Governance is what makes openness usable in education: contributors meet published eligibility standards, every change passes layered expert review, and learners follow stable, versioned releases with transparent change logs. Version one is built by commissioned experts; open contribution scales as governance matures.

Proof, not promises. Learning is verified in three layers: frequent low-stakes checks, mastery gates before progression, and internationally recognised exam-based qualifications, with exam friction managed for families outside the school system. Success metrics are defined in advance and published whatever they show. The first cohort tests feasibility and mastery growth, not causal superiority — the evidence strengthens by design as the learner base grows.

Why now. UNESCO projects a 44-million teacher shortfall by 2030, making strong curriculum infrastructure more valuable, not less [1]. AI is lowering the cost of content and raising the value of architecture, governance, and trusted assessment. Home education in England reached roughly 175,900 children at some point during 2024/25, up 15% in a year [13], and new UK legislation asks those families to demonstrate the suitability of their provision [14] — precisely what a documented, benchmarked system provides.

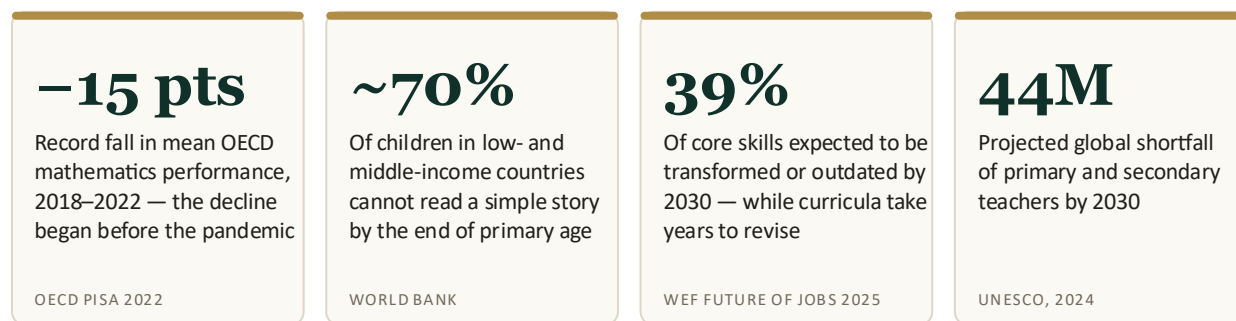
The path. Start in the UK: one flagship pathway, one age band, built to excellence and proven with a founding cohort against external benchmarks — then expand subjects, stages, and countries on evidence. The curriculum is free at the point of use; revenue comes from optional human support, and sponsored places fund access for families who cannot pay. This paper sets out the argument, the system, and an invitation to help build it.

1. The case for reimagining education

This paper does not take the easy route of claiming that all schools fail, that teachers are the problem, or that every traditional structure is useless. None of that is true. Many schools are life-changing. Many teachers are exceptional. Many young people thrive in conventional settings.

The argument is narrower and stronger: the **dominant operating model** of schooling is too blunt for the educational challenge in front of us. It was built around standardisation, batch progression, and administrative convenience — around a statistical fiction, the average child. Group children by birth year; move them at one pace; teach to the middle; assess coverage on a fixed calendar. Those design choices made sense in a mass system built for scale. They are weaker when the goal is deep understanding, self-direction, talent cultivation, and earlier excellence — because real children are not average, and every child pays for the fiction differently. The able learner is paced by the cohort. The learner who needs more time is moved on before understanding is secure. The learner in an under-resourced setting inherits whatever quality the postcode allows.

The strain on the current model is measurable, in both directions at once. Across the OECD, mathematics performance fell by a record 15 points between 2018 and 2022 — equivalent to about three-quarters of a year of learning — and the decline began before the pandemic [15]. And the world is accelerating away from the model: employers expect 39% of core skills to be transformed or outdated by 2030 [16], while AI reshapes what is worth knowing and how it is learned — yet most curricula are revised on cycles measured in years. Teacher capacity is under global strain [1]. Foundational learning remains weak across much of the world [2]. To be clear about what this evidence does and does not show: it does not prove that any one model is the answer, and it does not prove that fixed pacing alone caused the decline. It establishes that the current model is under serious strain — and that alternatives designed around mastery, adaptability, and clearer evidence of learning deserve to be built and tested with discipline.



The problem in numbers. Sources: UNESCO, World Bank, OECD, World Economic Forum [1][2][15][16].

The default assumptions that need to be challenged: that age should determine pace more than mastery; that curriculum coverage is a reasonable proxy for understanding; that most pupils should move on together even when understanding is uneven; that talent development is a secondary concern rather than a core design objective; that parents mainly need reporting, rather than real visibility and partnership; that creativity, judgment, and self-direction can be left to culture rather than designed into the model — and that a curriculum, once written, can safely stand still.

None of this argues for less structure. **The future of education is not less structure. It is better structure: mastery-based, transparent, adaptive, and continuously improved.** That is the claim this paper defends.

2. What today's dominant model gets wrong

2.1 Fixed pacing over mastery

A child can sit through a unit, complete the term, and still carry conceptual gaps forward. This is not a minor flaw. It compounds: gaps in reading, mathematics, writing, and scientific reasoning do not remain local — they spread into later learning. Mastery learning offers a different logic: keep the outcome constant, but vary the time and support needed to reach it. EEF describes mastery learning in exactly these terms and reports a moderate average impact (+5 months), while stressing that implementation quality matters [8].

2.2 Standardisation over talent development

A healthy education system should protect against neglecting the struggling learner. It should not do so by quietly capping the stronger learner. A system that always teaches to the median is structurally wasteful. That does not mean crude sorting by 'ability' is the answer — the evidence does not justify it. EEF finds negligible overall attainment gains from setting and streaming, alongside worse outcomes for lower attainers [9]. Yet the same research literature points to what does work: a century of evidence finds that acceleration — letting ready learners move ahead in a domain — is among the most effective interventions for high-readiness students [17]. The stronger answer is therefore a demanding common core with flexible depth, acceleration, and extension — not a sorting machine.

What we mean by talent. Because the phrase can be misread, we define it. By talent we do not mean a fixed label attached to a child, nor high prior attainment alone. We mean emerging patterns of unusual readiness, motivation, depth, or performance in a domain. The system's role is not to sort children early into permanent categories; it is to notice these signals earlier, respond to them faster, and open routes to growth without weakening the common core. The routes differ, and the difference matters: acceleration (moving faster), enrichment (going wider), depth (going deeper), and mentorship (going further, with guidance) are distinct responses to distinct signals — not interchangeable labels for pushing children harder.

2.3 Weak attention to self-regulated learning

Students are often expected to become independent without being systematically taught how. Planning, monitoring, reflection, error analysis, revision strategy, and transfer are too often left implicit. This is one reason metacognition matters so much: EEF rates metacognition and self-regulation as high impact for very low cost (+8 months) [6], and OECD finds many students do not routinely use self-directed learning strategies [3]. A stronger curriculum should teach children how to learn, not simply what to cover.

2.4 Parents treated as peripheral

In many systems, parents receive intermittent grades, occasional homework signals, and broad pastoral updates. That is not the same as genuine visibility. A stronger model treats parents as informed partners — not by making them full-time teachers, but by giving them high-quality visibility into progress, mastery, struggle, and next steps. The evidence supports taking this seriously: EEF reports a positive average effect for parental engagement (+4 months) [7], and OECD finds family support is linked to stronger well-being and confidence in self-directed learning [3].

2.5 Creativity and judgment outside the core

A system that treats creativity as a decorative extra is not preparing young people well. OECD's creative thinking assessment makes clear that serious systems now view the generation, evaluation, and improvement of ideas as assessable educational performance, not vague aspiration [4][5]. The point is not to turn schooling into permanent novelty. It is that explanation,

design, argument, problem framing, and original application belong in the core of rigorous education.

2.6 A curriculum revised slower than the world changes

Formal curricula move through official revision cycles that take years and often arrive dated. England's national curriculum framework, for example, was largely introduced from 2014, with subject-specific and guidance updates since — and it is under formal review again now. The point is not that curricula never change; it is that the machinery of formal curriculum change is slow compared with the rate at which knowledge, technology, and the demands on young people now evolve: employers expect 39% of core skills to be transformed or outdated by 2030 [16]. A curriculum designed as a fixed artefact cannot keep pace with a moving world. It needs to be designed as living infrastructure — built, like the best open systems, to be improved continuously by qualified people, under serious quality control. This is the deepest reason Open Education Project is open.

3. Founding thesis

Open Education Project aims to build a scientifically grounded, continuously improving education system that helps families and schools deliver stronger mastery, stronger self-direction, stronger character, and earlier talent development than conventional one-size-fits-all schooling.

Two definitions up front, so no word in that sentence is decorative. By **stronger character** we mean specific, cultivable dispositions — perseverance, honesty, intellectual humility, and disciplined work — developed through the daily practice of mastering hard things and defending one's reasoning, not through slogans. Talent is defined in Section 2.2. The thesis rests on seven convictions:

- A strong education system needs a clear common core, but it should not force every child to move through it in the same way or at the same speed.
- Mastery matters more than seat time.
- Talent should be developed early rather than discovered late by accident.
- Parents should be able to see, understand, and support the real shape of learning.
- Curriculum quality should not depend too heavily on local improvisation.
- Open contribution can be powerful, but only under serious governance.
- External credibility still matters; recognised qualifications remain an important bridge to the wider world.

3.1 What 'scientifically grounded' means here

The phrase is a commitment, not a prestige word, and it has an operational definition. Every major curriculum and design choice is tagged against a four-level evidence standard: **(1) strong evidence** — meta-analyses, systematic reviews, or large-scale replicated findings; **(2) promising evidence** — credible but narrower studies; **(3) expert consensus** — where controlled evidence is limited; and **(4) design hypotheses** — choices we believe are right, labelled as untested and evaluated transparently. Two rules keep the standard honest. First, we cite the balance of evidence, including where it cuts against our instincts — as with ability grouping, where the research warns against exactly the crude sorting a talent-focused system

might be tempted by [9][17]. Second, where evidence is weak or contested, we say so, rather than borrowing authority the research does not offer.

4. Design principles of the new model

Nine principles govern every design decision in the system. Where a feature, a policy, or a piece of content conflicts with them, the principles win.

Principle	Meaning in practice
Mastery before progression	Children should not routinely move on from important material with shallow understanding or unresolved gaps.
Excellence without exclusion	The system should stretch strong learners aggressively without turning weaker learners into casualties.
Strong common core, adaptive depth	Every learner needs intellectual breadth; not every learner needs the same pace, sequence, or depth in every domain.
Student agency within adult-guided structure	The model should cultivate ownership, but not confuse freedom with drift. Adults still lead the architecture.
Evidence-weighted knowledge	In science and factual domains, curriculum should reflect the balance of evidence. In contested interpretive domains, multiple grounded perspectives can be presented without false equivalence.
Parents as informed partners	Visibility, explanation, and practical next steps should be designed into the system from the start.
Open by design	The curriculum is living infrastructure: qualified contributors can improve it continuously, so it evolves with knowledge and the world rather than waiting years for official revision.
Stable delivery with continuous improvement	The curriculum can evolve, but learners and schools need clear release versions, dependable sequences, and transparent change logs.
Measured claims	The system does not claim superiority beyond what its evidence can support. It publishes results, limitations, and changes.

5. What Open Education Project actually is

Open Education Project should be understood as an education **system**, not merely a content platform. The platform matters. The curriculum matters more. The operating logic matters most.

System layer	Purpose
Curriculum architecture	Defines the common core, progression logic, subject maps, and what every learner must know or be able to do by stage.
Content & lesson library	High-quality learning materials: explanations, tasks, worked examples, readings, practice, and enrichment.
Assessment layer	Low-stakes checks, mastery gates, benchmark assessments, and evidence for external readiness.
Student portal	Pathway, goals, progress, tasks, feedback, and extension options.
Parent portal	What has been studied, what is secured, what is weak, how much support is needed, and what action is recommended.
Educator tools	Planning, grouping, intervention, feedback, and oversight for teachers, tutors, or parent-guides.
Leadership view	Standards coverage, performance, intervention needs, and system health for school leaders and programme operators.

Contributor governance	Submissions, review workflows, version control, audit trails, and approval authority.
------------------------	---

The operating rule that binds the layers together: keep the outcome constant; vary the time and support needed to reach it [8]. A learner who is ready accelerates or goes deeper; a learner who needs more time gets more support, not a lower bar. Pace, depth, sequence, and support are personalised; the standard — and the core — are not. And the parent portal deliberately does not lead with hours spent, because time can be logged without learning. The signals that matter are mastery, retention, consistency, benchmark performance, and the quality of a child's explanations.

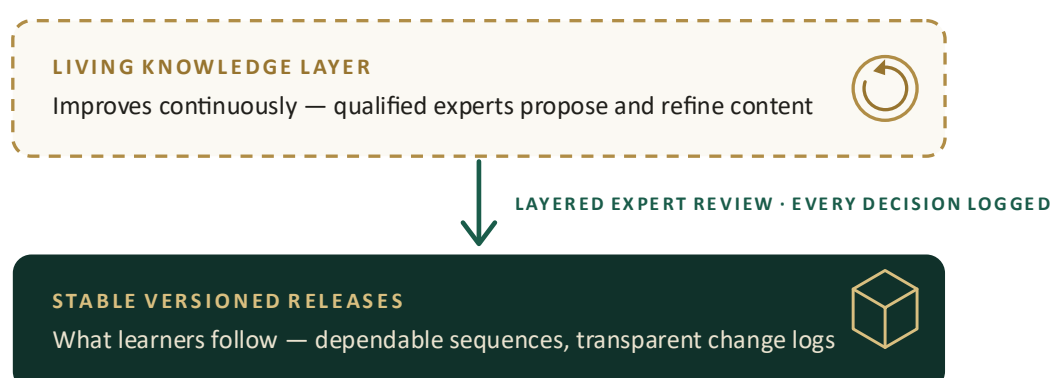
What it is not. It is not an ungoverned wiki. It is not a dumping ground for lesson plans. It is not anti-school or anti-teacher. It is not a free-for-all version of personalisation. And it is not a substitute for external credibility, safeguarding, or serious operational design.

And a note on scope, for honesty's sake. In its first phase, Open Education Project is an academic curriculum and mastery system, not a replacement for every function of school. The long-term vision is broader. The first proof point is academic and developmental rigour, delivered and measured properly.

6. Open, but governed

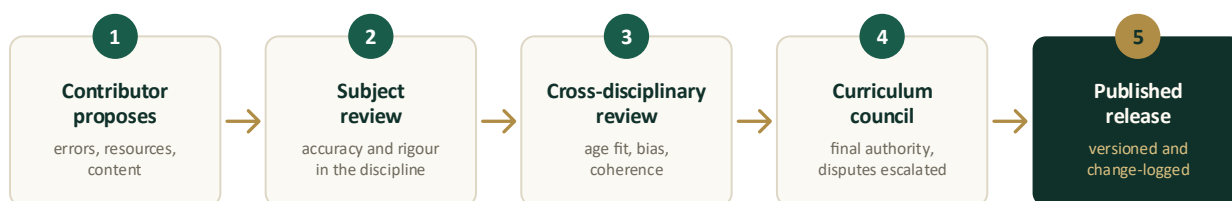
Why should a curriculum be open at all? Because the world it prepares children for refuses to stand still. Knowledge advances, technology reshapes work and daily life, and the skills that matter churn — while conventional curricula wait years for official revision. An open model changes the physics: like the open-source systems that run much of the modern world, the curriculum becomes infrastructure that **learns** — improved continuously by qualified contributors as knowledge, evidence, and the world move. Openness here is not an ideology. It is how the system reduces the risk of going stale.

But open contribution is valuable only if quality control is stronger than the temptation to move fast. In education, weak content does not merely create user dissatisfaction — it distorts what children learn. **Governance is what makes openness usable in education:** layered expert review over what becomes canonical, and stable versioned delivery so that continuous improvement never destabilises a child mid-pathway.



Two layers, one system: the curriculum improves continuously; learners follow dependable, versioned releases — with a transparent exception route for genuine errors.

Every proposed change — new content, revisions, corrections — flows through layered review before it can touch what a child learns:



EVERY APPROVAL, REVISION, AND REJECTION IS LOGGED

The governance pipeline. Contributors propose; experts review for accuracy, coherence, age fit, and bias; the curriculum council holds final authority; every decision is logged.

'Qualified' is defined formally, not socially. It does not mean famous, confident, or merely experienced. It means meeting published eligibility standards for that type of contribution — set by a recognised subject and education advisory group and reviewed periodically. Contribution is tiered, not binary: reporting an error, suggesting a resource, submitting content for review, serving as a subject reviewer, sitting on the curriculum council, and holding release authority are separate roles with separate eligibility and separate rights. Every approval, revision, and rejection is logged; the audit trail is part of the product.

Disagreement is designed for, not wished away. Where reviewers disagree, disputes escalate to a subject panel; minority positions are documented, but canonical content follows the weight of evidence under published decision rules. Curriculum council members serve fixed terms on the advisory group's nomination, conflicts of interest are declared and logged, and reviewers can be removed for cause. In an open curriculum, governance is not paperwork around the product — it is the product.

One epistemic rule. In evidence-dominant domains — science, mathematics, established fact — the curriculum reflects the balance of established evidence. In contested interpretive domains — much of history, ethics, politics, literature — students meet multiple grounded perspectives with clear framing and standards of evidence. Without that line, a curriculum drifts into dogmatism or false equivalence; both are failures, and both are designed against.

How AI is used — and not used. AI is a powerful tool for drafting, adaptation, feedback, diagnostics, and translation, and the system uses it for exactly that. The boundaries are explicit: AI never independently approves canonical curriculum — every canonical item carries named human accountability. Child-facing AI is bounded to the curriculum, age-appropriate, and logged. Learner data is protected by design. And assessment is built on the assumption that learners have access to AI — which is why explanation, oral defence, and supervised conditions carry the weight where stakes are high.

How version one is actually built. Open contribution is the destination, not the starting engine. Expert contributors arrive when a platform has credibility; credibility comes from excellent content. The first pathway is therefore built by commissioned experts — using AI tooling for drafting speed, with every item passing expert review before a child sees it. Open contribution scales the system once governance and standards have matured. Platforms that promise crowdsourced quality on day one are describing a hope, not a plan.

7. Proof, not promises

A reimagined system still owes the world credible proof of learning. Parents, universities, and employers need trusted signals, not internal conviction. The system provides three layers: frequent low-stakes checks for understanding and retention; mastery gates before progression; and recognised external qualifications at the appropriate stages.

7.1 International qualifications, with exam friction managed

The external anchor is internationally recognised qualifications — prioritising exam-assessed, private-candidate-accessible routes such as International GCSEs, which are the established path for learners studying outside conventional schools [10][11]. They are portable across borders, which matters for a system designed to serve learners anywhere, and universities and employers already trust them. One honest qualification: not every subject fits this route cleanly. Some specifications include coursework, practicals, or oral assessment that private candidates can complete only through willing centres [11]. Where a subject requires centre-supported components, the system either provides a supported route through approved partner centres or defers that specification until delivery is reliable — it does not promise what centres control.

Exam access itself is treated as a product problem. For families outside the school system, finding an exam centre, meeting entry deadlines months ahead, and arranging access accommodations is a genuine ordeal. The platform removes as much of that friction as possible: qualification planning, centre matching, deadline tracking, documentation, access-arrangement preparation, and partner coordination — support families outside conventional schooling rarely get.

7.2 Assessment robustness

No serious system promises to be cheating-proof. The honest standard is robustness: large, varied item banks; frequent low-stakes checks so anomalies stand out; explanation and oral-defence tasks for important outputs; timed assessments in controlled conditions where stakes are high; identity verification and audit logs where they matter; clear escalation rules. Not surveillance theatre — trustworthy signals.

7.3 How we will know if we are wrong

A serious researcher will raise this, so we raise it first: families who choose an ambitious alternative are not a random sample. If learners here outperform, how much is the system, and how much is who chose it — or maturation, tutoring, and motivated households? The design answers directly, in stages. **The first cohort will not prove causal superiority, and this paper will not pretend it can.** Year one tests feasibility, engagement, mastery progression, and whether learners move from independent baselines to credible external outcomes — with success metrics defined and published before results are known, and reported with the selection caveat attached.

The evidence then strengthens by design, on a ladder: matched comparisons against similar learners using prior attainment and starting points as the base grows; independent third-party evaluation of assessment quality and outcomes; controlled pilots where settings allow, such as microschools and school partners; and longitudinal tracking of retention, progression, and wellbeing. And exam results are deliberately not the only proof. Outcomes are measured across five domains — academic mastery, external attainment, retention and transfer, learner agency and self-regulation, and wellbeing — because a system that optimised only for grades would become the thing it criticises. If the model does not produce measurable gains under these rules, the model changes — not the measurement.

8. Why now

The strain is measurable. The record post-2018 decline in OECD performance — three-quarters of a year of learning in mathematics — began before the pandemic and points to structural pressures, not a passing shock [15]. In too many systems, progress is stalling or reversing.

The delivery crisis makes curriculum infrastructure precious. A projected 44-million teacher shortfall by 2030 [1] makes expert delivery capacity the scarcest resource in education. A rigorously engineered curriculum concentrates expert design once, then lets good teachers, tutors, and parent-guides deliver it consistently.

AI is inverting the economics. AI is rapidly lowering the cost of producing draft educational content — which makes coherence, quality assurance, and trusted assessment more valuable, not less. What AI does not supply is what this project is built around: a coherent mastery architecture across thirteen years of learning, governance that guarantees children are taught what is true, assessment that produces trusted signals, and recognised credentials. A curriculum built to update continuously is the only kind that can absorb change this fast.

Families are already moving — for many reasons. Roughly 175,900 children in England were home educated at some point during 2024/25, up 15% on the year before [13]. The population is diverse: families seeking more ambitious provision, families whose children left school for wellbeing reasons — mental health is now among the most commonly reported factors, and special educational needs are meaningfully represented [13] — and families underserved by local options. A serious system must be able to serve ambition and recovery alike, responsibly. What this fast-growing population lacks is not willingness but a rigorous, credible, complete system; most assemble a patchwork of providers and hope it coheres.

Families increasingly need to demonstrate rigour. The Children's Wellbeing and Schools Act 2026 introduces mandatory registration for children educated outside school in England and Wales, with expanded local-authority oversight of suitability; practical detail will follow in secondary legislation and guidance [14]. Families choosing education outside school increasingly need a way to demonstrate the quality of their provision transparently. For families on this system, that demonstration largely writes itself: a structured, evidence-based curriculum, documented mastery progress, external benchmarks, recognised qualification pathways.

9. The path: prove it, then scale it

The ambition is a global system serving learners anywhere. The discipline is to earn it: one flagship pathway, in one country, built to a standard no serious educator can dismiss, and proven with real learners against external benchmarks — before expanding.

Why the UK first. A large, fast-growing, underserved home-educating population [13]; mature examination infrastructure for independent candidates [10][11]; a regulatory environment in which demonstrable rigour is increasingly valuable [14]; and globally respected qualifications. Because the pathway anchors to international qualifications from day one, the architecture and delivery model are born portable: the UK is the proving ground, not the boundary.

The sequence. Fix the standards first — the common core, personalisation boundaries, evidence rules, governance, and release model — so growth never outruns quality. Build one flagship pathway, one age band, complete end to end. Prove it with a founding cohort of families, measured under the staged evidence rules of Section 7.3. Publish the results either way. Then expand what is proven: more subjects, stages, and countries; open contribution as governance matures; school and microschool delivery as the engine hardens.

Structure, money, and sustainability. The project is being established as a non-profit, and what is free is defined, not vague: the curriculum, the mastery pathway, and parent visibility are free at the point of use — a public good. Revenue comes from the optional human layer around that core: mentorship, live cohorts, coaching, examination support. The public-good layer is funded deliberately, not incidentally — by philanthropy, by margin from the paid tier, and by sponsored places through which paying families and donors fund full support for learners who

could not afford it. One priority is fixed in advance: if funding is ever constrained, the quality of the canonical pathway is protected before breadth, features, or growth. No child is ever denied the education itself.

Development beyond academics — what exists now, and what is deferred. A system that stands alongside school must eventually answer for more than academics — friendship, teamwork, belonging. From the start, the platform supports safeguarded online cohorts, discussion, and project-based collaboration, and gives families structured guidance for building rich local social lives. Safeguarding is treated as architecture, not paperwork: child data protection, wellbeing escalation routes, and defined adult-role boundaries are designed in from day one. In-person group learning and enrichment remain part of the long-term vision but are deliberately not the near-term build: physical provision for children carries safeguarding, vetting, insurance, and regulatory obligations that deserve dedicated design, not a side feature's diligence. The platform will operate an in-person layer only when it can do so to the standard children deserve.

10. An invitation

If the argument of this paper holds, what follows is not a product launch but the early formation of an institution — and institutions are built with others. In rough order of what the project needs first:

- **Founding families:** the founding cohort will shape this system more than anyone. If you want your child educated to mastery, at their pace, with full visibility — we are building this with you.
- **Educators and subject experts:** the first pathway is being commissioned and the governance bodies formed now. If you know how your subject should be taught, this is the place to encode it.
- **Researchers and evaluation advisors:** the proof design is pre-registered, staged, and published either way. Help us hold it to that standard — and make it stronger.
- **Funders and partners:** a non-profit building public curriculum infrastructure, with a disciplined, testable first milestone. If that is the ambition you back, the time is now.
- **School and programme leaders:** the engine that serves families can serve schools. We want to learn from your constraints early, ahead of school delivery later in the path.

Education can be more demanding, more adaptive, more transparent, and more continuously improvable than the default most families inherit. That claim is now specific enough to be tested — and that is exactly what we intend to do.

openeducationproject.org

References

- [1] UNESCO & International Task Force on Teachers for Education 2030, Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession, 2024.
- [2] World Bank, Ending Learning Poverty — learning poverty indicator and 2022 global update.
- [3] OECD, PISA 2022 Results (Volume II): Learning During — and From — Disruption, 2023.
- [4] OECD, PISA 2022 Creative Thinking — assessment framework and overview.
- [5] OECD, PISA 2022 Results (Volume III): Creative Minds, Creative Schools, 2024.
- [6] Education Endowment Foundation, Metacognition and Self-Regulation, Teaching and Learning Toolkit.
- [7] Education Endowment Foundation, Parental Engagement, Teaching and Learning Toolkit.
- [8] Education Endowment Foundation, Mastery Learning, Teaching and Learning Toolkit.
- [9] Education Endowment Foundation, Setting and Streaming, Teaching and Learning Toolkit.
- [10] Ofqual, Student Guide to Exams and Assessments in 2026 — guidance for private candidates.
- [11] Joint Council for Qualifications (JCQ), Private Candidates — guidance and centre information, including subject components (coursework, non-exam assessment, practicals) requiring centre support.
- [12] Ofqual, GCE Subject Level Conditions and Requirements for Science, 2021.
- [13] Department for Education (England), Elective Home Education statistics — children recorded in elective home education at any point during academic year 2024/25, with reported reasons and SEN status.
- [14] Children's Wellbeing and Schools Act 2026 (Royal Assent 29 April 2026): Children Not in School registration and local-authority oversight; implementation subject to secondary legislation and guidance.
- [15] OECD, PISA 2022 Results (Volume I): The State of Learning and Equity in Education, 2023 — record 15-point decline in mean OECD mathematics performance 2018–2022.
- [16] World Economic Forum, The Future of Jobs Report 2025 — 39% of workers' core skills expected to be transformed or become outdated over 2025–2030.
- [17] Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016), 'What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students' Academic Achievement', Review of Educational Research, 86(4).

Open Education Project — Whitepaper vo.6, July 2026. A working draft: written to be edited, challenged, and improved.