



Guidance

Curriculum and  
Standards

# Key Stage 3

## National Strategy

# Tackling underperformance: a guide for school leaders

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**Headteachers,  
school strategy  
managers and  
senior leaders**

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## About this guide

The government's agenda for transforming secondary education builds on high expectations and a commitment to meeting the needs of every child. It seeks to ensure that every school is a good school with year-on-year increases in overall attainment at every age and above-average improvement for underachieving groups.

Tackling underperformance is a significant aspect of securing whole-school improvement. School improvement is often represented as a cyclical process, based on the questions 'How well are we doing? How do we compare to similar schools? What more should we aim to achieve this year? What must we do to make it happen?' and then taking action and reviewing progress. This guide follows the same approach and builds on the *Guide for school leaders* (DfES 0123-2004 G) published as part of the *Key Stage 3 National Strategy 2004–05* folder (DfES 0122-2004 G).

Promoting inclusion and tackling underperformance are important aspects of the Key Stage 3 Strategy. Underperforming pupils are those at risk of not achieving their potential. Pupils who are not on target to achieve the national expectation of level 5 at the end of Year 9 are especially at risk. In 2004–05 particular attention is being given to pupils who are still at level 3 at the start of Year 7 and those level 4 pupils at risk of not making sufficient progress to reach level 5 and beyond (the non-movers). Training in the core subjects aims to ensure that as many pupils as possible make good progress, with many more achieving two levels of progress across the key stage.

Using data is an important part of raising standards. Schools have access to a wide range of data. The challenge is to interpret this data wisely to inform improvement. The danger is that the information drawn from analysis is not put to use. The Pupil Achievement Tracker (PAT) is a useful analytical and diagnostic tool. It enables a school to interrogate its data, compare its performance and investigate possible patterns and trends.

The commitment and energy of senior leaders is vital if underperformance is to be tackled and improvements secured and embedded in the work of the school. Subject leaders, year leaders and the inclusion manager also must work with their teams to ensure that the improvements are sustained within their areas and that they have a shared understanding of their impact and how to move forward together.

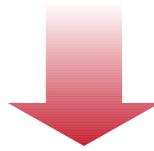
This guide helps school leaders to:

- review last year's Key Stage 3 national test results and the progress of pupils currently in Key Stage 3, to identify strengths and areas for improvement;
- identify underperforming groups or individual pupils, particularly those who are at risk of failing to reach the national expectation;
- use the review findings to improve schemes of work and teaching plans, draw up an intervention plan for pupils needing additional support and set curricular targets for pupils;
- ensure that the revised teaching and intervention plans are fully implemented;
- monitor the implementation of these changes and track pupils' progress to enable further adjustments to be made as necessary;
- appreciate the key features of level 5 performance in the core subjects;
- become familiar with the main features of the Pupil Achievement Tracker (PAT).

# A strategic approach to tackling underperformance

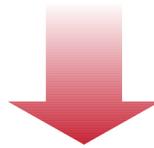
## 1 Review

- Review pupils' performance in last year's Key Stage 3 national tests. Identify pupils' strengths and weaknesses and any lessons to be learned.
- Review the progress of pupils currently in Key Stage 3. Identify pupils on target to meet or exceed the national expectation at the end of Year 9. Identify groups or individual pupils who are not making sufficient progress or are at risk of failing to meet the national expectation.



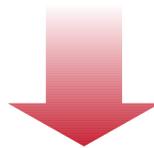
## 2 Plan

- Adapt schemes of work and teaching plans to address any weaknesses shared by many pupils.
- Draw up an intervention plan, set targets and organise support for pupils who are at risk of failing to reach the national expectation.



## 3 Implement

- Implement the revised schemes of work and teaching plans.
- Ensure that subject teams, year teams and key support staff work collaboratively to implement the intervention plan.



## 4 Monitor and evaluate

- Monitor the implementation of the revised schemes of work and teaching plans, and the intervention plan.
- Track pupils' progress towards their targets, particularly those receiving additional support.
- Evaluate the impact of the revised schemes of work and teaching plans, and the intervention plan. Adjust as necessary.

## 1. Review

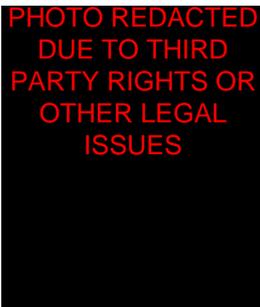
A review of last year's national test results and scripts will reveal pupils' strengths and weaknesses and any lessons to be learned, and will enable staff to plan improvements to schemes of work and teaching plans for the coming year. A thorough review of pupils' attainment and progress in each Key Stage 3 year group will identify pupils on target to meet or exceed the national expectation at the end of Year 9. It will also identify those groups or individual pupils who are not making sufficient progress or are at risk of not reaching the national expectation.

### Tasks for senior leaders

- Use the Pupil Achievement Tracker (PAT) to review pupils' performance in last year's Key Stage 3 national tests and identify any underperforming groups of pupils (see page 13). Consider the performance of boys/girls, ethnic minority groups, pupils learning English as an additional language, gifted and talented pupils, and those pupils with special educational needs who entered Key Stage 3 at level 4.
- Identify the pupils who were at level 3 at the start of Year 7 and did not go on to achieve level 5 in Year 9, and those who were at level 4 and did not go on to achieve level 5 (the non-movers).
- Review the progress of pupils targeted for Year 9 booster lessons last year to check the effectiveness of the programme.
- Compare pupils' performance in different subjects and in different teaching groups. Identify any significant differences and consider any implications for professional development and support for teachers.
- Work with subject leaders, year leaders and the inclusion manager to review the performance of pupils in each Key Stage 3 year group and ensure a mechanism is in place to track their progress.

### Tasks for subject leaders, year leaders and the inclusion manager

- Use the Pupil Achievement Tracker (PAT) to analyse pupils' performance in last year's Key Stage 3 national tests.
- Identify what the test scripts and question-level analysis show about what those pupils who failed to progress from level 3 to level 5 could not do.
- Identify what the test scripts and question-level analysis show about what those pupils who failed to progress from level 4 to level 5 could not do.
- Work with other subject leaders and other senior staff responsible for aspects of inclusion, e.g. heads of Years 7, 8 and 9, EMA coordinator and gifted-and-talented coordinator, and review the progress of Key Stage 3 pupils to identify:
  - pupils on target to reach or exceed level 5 at the end of the key stage;
  - pupils who are not making sufficient progress in one or more subjects.

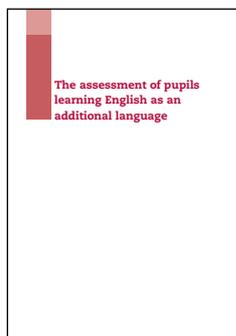


- For groups or individual pupils who are not making sufficient progress determine whether:
  - they share common weaknesses which can be tackled by improving schemes of work and teaching plans. Gather information from work sampling and discussions with teachers and pupils. Compare findings with the findings from the analysis of last year's national test papers. For further guidance on sampling pupils' work see *Organising a work sample* (DfES 0390/2003);
  - they are at risk of not reaching the national expectation at the end of Year 9 and require additional support in the form of targeted intervention. The following information will help identify these pupils: transfer information from feeder schools, assessment records (e.g. Year 7 progress tests, Year 7 and 8 optional tests and teacher assessments), conversations with pupils and work sampling.
- Share the findings with departmental colleagues and year tutors.

## Notes



*Organising a work sample* (DfES 0390/2003): this booklet provides guidance on work sampling as part of school self-evaluation.



*The assessment of pupils learning English as an additional language* (available on the Key Stage 3 website): this document offers guidance to schools on the effective assessment of EAL learners so that they may make rapid progress during Key Stage 3. The focus is on how data gathered through assessment of learning can be used formatively and reflected back into classroom planning, teaching and learning.

## 2. Plan

The review of last year's national test scripts together with the review of the progress of pupils currently in Key Stage 3 will highlight weaknesses that are shared by specific groups of pupils and can best be addressed by adapting schemes of work and teaching plans. This is the most efficient and effective way of working with relatively large numbers of underperforming pupils. There are also opportunities within lesson plans to focus teaching on small groups of pupils who may have shared learning needs; for example, pupils learning English as an additional language may benefit from work to structure their writing.

Draw up an intervention plan for underperforming groups and individual pupils at risk of not achieving the national expectation by the end of Year 9 who need additional support. These underperforming pupils are likely to be those who began Year 7 still at level 3 and who are making only slow progress.

### Tasks for senior leaders

- Work with subject leaders to draw together the findings from the review of last year's national test results and the review of how well current Key Stage 3 pupils are doing. Identify common weaknesses which can best be tackled through adapting schemes of work and teaching plans.
- Work with subject leaders to ensure that core training opportunities are taken up and that training and support materials are incorporated into plans and are used in classrooms. Provide time and support for departments to work collaboratively to introduce and refine new practice.
- Work with the inclusion manager, year leaders and subject leaders to review individual pupils who may be receiving support in more than one subject to ensure that this support is appropriate and coherent.

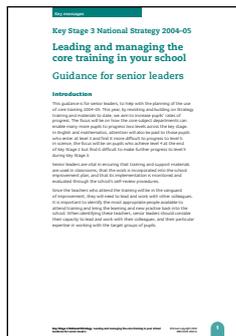
### Tasks for subject leaders, year leaders and the inclusion manager

- Subject leaders should discuss with departmental colleagues the key features of progression from level 3 to level 5 and beyond. What are pupils who are 'stuck' on level 3 or level 4 not able to do that prevents them from going on to achieve level 5 and beyond?
- Make sure that the information and materials from core training sessions are shared in the department and that teachers use them in their teaching.
- Make sure that newly qualified teachers, overseas and non-specialist teachers acquire the necessary subject and pedagogical knowledge.
- Adapt schemes of work and teaching plans to address those weaknesses shared by many pupils. Consider:
  - new units of work or mini-courses targeted on particular learning objectives;
  - regrouping pupils, where blocking allows, to address specific problems;
  - focused guided teaching during the main activity of the lesson;

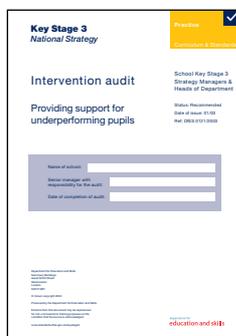
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- use of support materials from the *Intervention toolkit* (DfES 0178/2003) for targeted groups or individuals;
- consolidation or revision lessons embedded at key points.
- Draw up a fully costed intervention plan for pupils needing additional support. Identify their strengths and weaknesses and set curricular targets with the pupils. Ensure that these are shared with the year heads and year tutors. Subject leaders should work with departmental colleagues to identify the weaknesses of the pupils identified for additional support and the likely causes. Assemble a reasonable sample of their work to include their English, mathematics and science work, other work across a range of subjects, examples of extended writing, from English or history, and their planner or homework diary. Further guidance on sampling pupils' work is included in the *Intervention audit* (DfES 0121/2003) and *Organising a work sample* (DfES 0390/2003).
- Select appropriate support material from the *Intervention toolkit* (DfES 0178/2003). Be selective and remember that programmes do not have to be used in their entirety. The art lies in matching provision to need. For a summary of the content of the various support programmes in the *Intervention toolkit* see page 16.
- Year leaders should work with year tutors and support staff to coordinate curricular targets for individual pupils.

## Notes

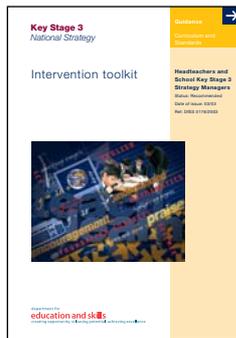


In 2004–05 the core training in English, mathematics, science and ICT focuses on increasing pupils' rates of progress across the key stage. Particular attention is being given to supporting those pupils who begin Year 7 still at level 3 and those who become 'stuck' on level 4 and find it difficult to progress to level 5 and beyond. *Key messages: Leading and managing the core training in your school – Guidance for senior leaders*, DfES 0239-2004 G (included in the *Key Stage 3 National Strategy 2004–05 folder*, DfES 0122-2004 G), sets out the main features of the 2004–05 core training programme. It includes a summary of the training courses in English, mathematics, science, ICT, behaviour and attendance, and assessment for learning (AfL). Pages 10 and 11 in the *Key messages* leaflet give points for senior leaders to consider with subject leaders.

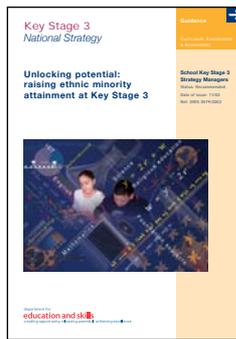


The *Intervention audit* (DfES 0121/2003) assists schools in identifying underperforming pupils and the specific areas in which they need support.

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The *Intervention toolkit* (DfES 0178/2003) contains a range of catch-up activities which can be used to support underperforming pupils.



*Unlocking potential: raising ethnic minority attainment at Key Stage 3* (available on the Key Stage 3 website): this training material helps a school to review its current practice in relation to ethnic minority pupils and those learning English as an additional language, and then to identify the key actions that will improve these pupils' attainment.

## 3. Implement

Implementation of the revised schemes of work and teaching plans will need the commitment of the whole department team. The implementation of the intervention plan will need the collaborative effort of subject teams, year teams and key support staff.

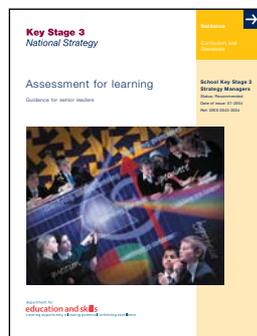
### Tasks for senior leaders

- Provide direction and support for subject leaders and teachers to implement revised plans and the intervention plan.
- Ensure that subject leaders and their departmental colleagues, together with year leaders and their year tutors, are able to work collaboratively to ensure that pupils targeted through the intervention plan receive a coherent and balanced programme of support.
- Make sure that the deployment of support staff including teaching assistants is effective in contributing to raising attainment of underperforming pupils.

### Tasks for subject leaders, year leaders, the inclusion manager and key support staff

- Make sure that the information and materials from the core training sessions in English, mathematics, science and ICT are shared in the departments and that teachers use them in their teaching.
- Engage departmental colleagues in the review and implementation of teaching plans.
- Ensure that departmental colleagues involved in implementing the intervention plan fully understand their role and responsibilities.
- Make sure that teachers set and share learning goals and curricular targets with pupils and that pupils know and recognise the standards they are aiming for.
- Gather and share information in order to maintain an overview of the support provided for groups and individuals.

### Notes



The *Assessment for learning* (AfL) folder (DfES 0043-2004 G) provides a range of practical strategies to help teachers develop their planning and teaching skills. The folder provides an overview of AfL and training materials to help teachers advance their practice in developing objective-led lessons, oral and written feedback, peer and self assessment and curricular target setting. AfL subject development material further supports the development of AfL practice in subject areas.

## 4. Monitor and evaluate

It is important to track the progress of pupils to ensure that modifications to schemes of work and teaching plans have been appropriate and are leading to improved attainment and that the targeted support provided through the intervention plan is appropriate and effective.

### Tasks for senior leaders

- Work with year leaders, year tutors and the inclusion manager to ensure that they are well informed about pupils' individual curricular targets and their role in coordinating these and working with pupils on setting, reviewing and following up targets.
- Work with subject leaders and year leaders to make sure that an efficient system is in place for gathering and sharing information on pupils' progress.
- Use the school's self-evaluation procedure to monitor and evaluate the impact of the improvements. Use the findings to adjust provision as necessary.
- Work with subject leaders to monitor the implementation of the revised schemes of work and teaching plans through examining schemes of work, lesson observations and talking to pupils.
- Work with subject leaders, year leaders and the inclusion manager to monitor the implementation of the intervention plan.
- Maintain an overview of pupils' progress, gathering information from subject leaders, year leaders, year tutors, the inclusion manager and key support staff.

### Tasks for subject leaders, year leaders, the inclusion manager and key support staff

- Work with the departmental team or year tutor team to ensure that individual pupil curricular targets are set, reviewed termly and followed up.
- Regularly review with teachers their assessment of progress for classes, groups and individual pupils.
- Keep plans and schemes of work under review through lesson observation, work scrutiny and discussion with teachers and pupils.
- Collect pupil attainment data regularly to ensure that learning objectives and curriculum targets are being met and pupils are making good progress.

### Note

- Systematic monitoring involves gathering evidence from a range of sources: review of plans and schemes of work, lesson observations, work scrutiny and discussion with teachers and pupils.

## Reaching the national expectation

The National Curriculum level descriptions describe the type and range of performance that pupils working at that level should characteristically demonstrate. The following summaries describe the key features of level 5 performance. The National Curriculum in action website ([www.ncaction.org.uk](http://www.ncaction.org.uk)) uses pupils' work and case study materials to show what the National Curriculum looks like in practice.

### *English*

- Show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.
- Retrieve and collate information from a range of sources.
- Select examples and relevant information to support their views.
- Convey meaning clearly in a range of different forms for different readers and purposes using a formal style when appropriate.
- Organise simple and complex sentences into paragraphs, use a range of punctuation accurately and write with clear, cursive handwriting.
- Use vocabulary precisely and/or imaginatively as appropriate and spell words accurately, especially those with regular patterns.
- Talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Begin to use standard English in formal situations.

### *Mathematics*

- Select from and use a range of strategies when solving problems.
- Justify their answers and give explanations to demonstrate their understanding.
- Select from and use appropriate methods, mental, written or calculator, to complete calculations.
- Understand that algebra is a language used to express generalisations and that algebraic conventions reflect the rules of arithmetic.
- Demonstrate geometrical reasoning and construction skills and an appreciation of logical deduction.
- Compare statistical information and draw conclusions from graphs and charts.

## *Science*

- Recall science knowledge and scientific language and use it correctly when giving explanations.
- Begin to understand and use some abstract scientific ideas.
- Apply and explain ideas in a range of simple familiar and unfamiliar situations, not just recall facts.
- Look for and describe common features or simple patterns which link properties, events or structures.
- Be able to plan, carry out and conclude a simple scientific investigation identifying critical features with help or from a given range.

## *ICT*

- Combine the use of ICT tools to reach solutions, not just combine text and graphics.
- Make and justify decisions about content, structure and fitness for purpose.
- Show a clear understanding of the 'input, process, output' sequence of events.
- Show their understanding of their work justifying choices and showing the processes they have gone through.
- Check the accuracy and plausibility of the information they select and their own outcomes.

## The Pupil Achievement Tracker (PAT)

The Pupil Achievement Tracker (PAT) is a powerful tool for in-depth data analysis and for setting school targets. It enables schools to make the most of the attainment data they hold about each pupil. Using software like the PAT can make a significant difference to the efficiency and effectiveness of a school's approach to tackling underperformance. It does much of the routine administrative work involved in data processing and target setting, leaving school leaders and teachers to think about the implications for teaching and learning.

The power of the PAT derives primarily from drawing on the huge national pupil database, which includes all the PLASC characteristics. Schools will have the data sets to look at the performance of all the different PLASC pupil groups in their own school. When the limits of this are reached, or other issues are to be looked at such as the relative performance of different sets, then schools can easily add other categories. The extension to data literacy that this implies needs to go hand-in-hand with the increase in schools' independence. The aspirations for the improvements in pupils' progress must be challenging but realistic and based on a good and robust analysis of the available data.

Among the most useful and improved features of the PAT that will make it both more incisive and easier to use are:

- matched data sets for each school that can simply be downloaded into the PAT;
- an item-level analysis for English for each school that can be easily downloaded and used to review pupils' performance in each of the areas tested. This does the job that the QCA diagnostic software sought to do in 2003. The national lines for mathematics and science are also included although the marks from the Key Stage 3 test papers for these subjects will need to be entered;
- the customised value-added graphs that plot the school's performance against national lines;
- a target-setting tool that will, for the first time, be based on Key Stage 2 subject performance to Key Stage 3 subject performance;
- some sample pre-loaded data sets that can be used for training, which are also supported by example scenarios, training presentations and scripts.

### Training scenarios

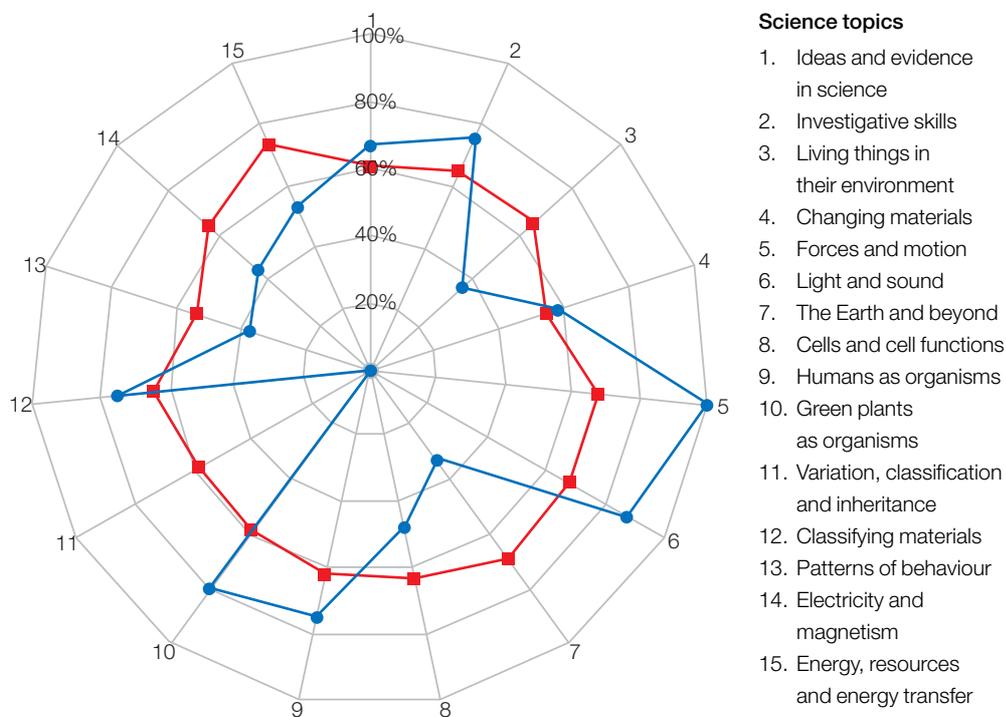
The training scenarios illustrate how the PAT can be used and focus on key and current issues related to pupils' progress. Such scenarios model how the PAT can be used to investigate patterns of pupils' performance and serve to show how it is a skill that needs to be developed as part of the professional repertoire of all teachers. The training scenarios include:

- reviews of Key Stage 2 results of new intakes by mathematics and science departments and the way in which the reviews can be used to identify the implications for teaching and learning for Year 7 teachers;

- the identification of non-movers at the end of Key Stage 3 by a senior manager and the head of English, and the implications such an analysis has for Key Stage 3 and Key Stage 4 teaching;
- effective transfer into Year 10 by the Key Stage 4 science coordinator and teachers. This focuses on the analysis of question-level data from the Key Stage 3 national tests and highlights how the information can be used to focus teaching as the year group moves into Year 10;
- target setting for Year 10 teachers. This simulates the target-setting process for Key Stage 3 and Key Stage 4 teachers and reflects on the appropriate support that may be required for pupils to achieve their potential. It uses the PAT target-setting tool to generate an initial target. Six pen portraits of pupils will help in refining this target along with other data found within the PAT;
- reflection by subject leaders on the performance of pupils, focusing on the value-added results in relation to ethnic background, gender and intervention strategies, and a review of the implications for the current Year 8;
- key Year 7 staff reviewing the needs of Year 7 pupils in mathematics and English. In particular, implications for teaching and learning, and the identification of pupils who will benefit from intervention (e.g. *Level 3 to level 4 lessons in mathematics and Literacy progress units*).

## Using PAT for question-level analysis

The PAT allows schools to see how their pupils performed in each of the national test questions compared with performance nationally. The example below shows the percentage of a pupil's correct responses in science (blue line) compared with the national average scores (red line).



## Updates

The PAT can be downloaded in full, or upgrades can be easily carried out, by logging on to the PAT website ([www.dfes.gov.uk/performance](http://www.dfes.gov.uk/performance)). There is a national helpdesk (e-mail [pat.enquiries@dfes.gsi.gov.uk](mailto:pat.enquiries@dfes.gsi.gov.uk) or telephone 020 7925 5119). The website also includes information on when new features and upgrades will be available and answers to frequently asked questions.

## PAT sources of data

The richness of the analysis obtainable from the PAT depends on the types of data entered and the number of years of data imported.

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Current data	The most important data, without which no analysis is possible in the PAT. Data for previous years will give trend graphs and comparative data. Obtainable from school MIS and LEA databases, e.g. Keypas.
Matched data	Matched data is information for a pupil at the end of a key stage that has been linked to their prior attainment. Pupils at the end of Key Stage 3 will have matched data in the form of their Key Stage 2 outcomes. Essential for accurate and complete value-added data. Obtainable from school MIS or the national pupil database. Important that the DfES number of the assessing school is included in the file.
Prior attainment data	Results of the pupils coming into the school, such as the Key Stage 2 results of Year 7 pupils.
Attribute	Essential for analysing data by different groups of pupils. Can be obtained from school MIS, PLASC or other LEA databases. Needs regular updating, and for schools to add their own attributes.
QCA optional tests	No mandatory data collection, and can only be derived from the item-level analysis data. Can only analyse value-added data.
Non-core Key Stage 3 subjects	Mandatory data collection aggregated to numbers of boys and girls at each level, pupil-level data in school. Very limited analysis in the PAT.
Item-level analysis	Item- or question-level analysis looks at how pupils or groups of pupils perform on individual questions, attainment targets and topic areas, and compares this with the performance of other pupils or groups. It helps schools to focus on specific areas of the curriculum that may need adjustment, and to identify where further support is needed for some pupils. Obtainable from QCA diagnostic software, LEA software, school's own spreadsheets or from <a href="http://www.qcaupdate.com">www.qcaupdate.com</a> for Key Stage 3 English.

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## Intervention toolkit

	Target group	Brief description	Resources
<i>Critical teaching units in English</i>	Year 7 pupils at level 3 and needing to make swift progress to level 4.	Three units of 12 lessons: <i>Preparing for the progress tests; Narrative writing; Reading for meaning and information</i> . These units add to but do not replace the <i>Literacy progress units</i> . The lessons are planned and resourced so they may be taught to whole classes.	<i>Targeting level 4 in Year 7: English</i> . DfES 0103/2003, 0104/2003, 0105/2003.
<i>Literacy progress units</i>	Year 7 pupils at level 3 and needing to make swift progress to level 4.	Six units: <i>Spelling</i> (0475/2001); <i>Phonics</i> (0477/2001); <i>Writing organisation</i> (0473/2001); <i>Information retrieval</i> (0474/2001); <i>Reading between the lines</i> (0476/2001); <i>Sentences</i> (0066/2003). The units are designed for use with small groups of 6 to 7 pupils as an intensive short-term programme. Level 2 foundation units: <i>Phonics</i> (available on Key Stage 3 website); <i>Handwriting and presentation</i> (DfES 0223-2004); <i>Running reading records</i> (available on Key Stage 3 website). These foundation units are aimed at those pupils working within level 2 on entry to Year 7. They provide progression into the <i>Literacy progress units</i> or may be combined with them.	<i>Key Stage 3 Literacy progress units</i> . <i>Level 2 foundation units</i> .
<i>Critical teaching units in mathematics</i>	Year 7 pupils at level 3 and needing to make swift progress to level 4.	Units of level 3 to 4 lessons and 12 consolidation lessons. The lessons may be used for whole-class teaching or with small groups. The <i>consolidation lessons</i> may be used during the year as a key lesson at the end of a topic or for revision.	<i>Targeting level 4 in Year 7: Mathematics</i> . DfES 0085/2003, 0142/2003, 0291/2003.
<i>Springboard 7</i>	Year 7 pupils at level 3 and needing to make swift progress to level 4 in mathematics.	Fifteen units of work arranged in topics which are designed to be used in the autumn and spring terms. Not all pupils will need to experience all the units. They may be used for whole-class teaching or with small groups.	<i>Springboard 7</i> . DfES 0049/2001.
<i>Learning challenge</i>	Pupils needing to accelerate their progress, particularly those with poor learning, thinking and study skills.	Focused support for individual pupils based on one-to-one coaching. Five topics: <i>organising yourself; working on your own; working with others; homework</i> and <i>working in different subjects</i> .	<i>The learning challenge</i> . DfES 0393/2003.
<i>Reading challenge</i>	Weak level 3 readers in Year 7 and level 3 or 4 readers in Year 8.	A flexible scheme based on one-to-one coaching of pupils. Materials consist of: information for school organisers; support pack for coaches, photocopiable resources, and video showing the programme in operation.	<i>Reading challenge: Handbook for school organisers</i> . DfES 0293/2003.
<i>Writing challenge</i>	Weak level 3 writers in Year 7 and level 3 or 4 writers in Year 8.	A flexible scheme based on one-to-one coaching of pupils. Materials consist of: information for school organisers; support pack for coaches, photocopiable resources, and video showing the programme in operation.	<i>Writing challenge: Handbook for school organisers</i> . DfES 0314/2003.

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	Target group	Brief description	Resources
<i>Mathematics challenge</i>	Weak level 3 pupils in Year 7.	A flexible scheme based on one-to-one coaching of pupils. Materials consist of: support for diagnosing difficulties, coaching units, support for coaches and those managing the programme.	<i>Mathematics challenge: Handbook for school organisers.</i> DfES 0200/2003.
<i>Summer schools</i>	Pupils needing to accelerate their progress from level 3 to 4 at the start of Year 7 (or later in Key Stage 3).	Summer schools provide a substantial sequence of sessions giving continuous support in literacy and/or numeracy for targeted pupils. They introduce pupils to their new school and accelerate their progress from level 3 to 4.	<i>Making links: guidance for summer schools and Year 7 support programme.</i> DfES 0244/2002.
<i>Academic or learning mentors</i>	Any under-achieving pupils.	Mentors provide one-to-one support for underachieving pupils. Mentoring is academic rather than pastoral. It may involve: reviewing performance and setting targets; discussion, tuition and coaching support; coordination of support. A range of guidance materials can be found at 'learning mentors' in the School Improvement and Excellence section of the Standards Site ( <a href="http://www.standards.dfes.gov.uk/sie/eic/eiclearningmentors/Guidance/">www.standards.dfes.gov.uk/sie/eic/eiclearningmentors/Guidance/</a> ).	
<i>Year 9 booster lessons</i>	Year 9 pupils needing additional support to help them achieve levels 5 and 6 in Year 9 national tests.	Booster kits for English, mathematics and science consisting of: advice on organisation, booster lesson plans and resources, leaflets for pupils and parents.	Year 9 booster kits: English, mathematics and science. DfES 0712/2002; 0015/2002; 0017/2002.
<i>Science intervention</i>	Years 8 and 9 pupils needing to move from level 4 to level 5.	A set of 10-minute class activities focusing on the key scientific ideas. The suite includes <i>loop games, dominoes, sentence and explanation builders, short, focused teaching sequences, four mini-booster lessons</i> and <i>teacher's notes</i> . The materials can be used at any time and with whole classes or small groups.	<i>Science intervention materials.</i> DfES 0077-2004.
<i>Pupils learning English as an additional language</i>	Years 7 and 8 pupils working at levels 3 and 4 who need additional support with academic English.	<i>Access and engagement</i> – a set of subject-specific booklets designed for subject teachers when working with pupils learning EAL. <i>Grammar for writing: supporting pupils learning EAL</i> – designed to be used by EMA teachers and/or English teachers with guided groups of pupils to support them in writing more formally.	<i>Access and engagement at Key Stage 3.</i> DfES 0645/2002. <i>Grammar for writing: supporting pupils learning EAL.</i> DfES 0581/2002.
<i>Curriculum continuity</i>	Year 7 pupils.	The purpose of this guidance is to help schools consider what more they can do to ensure curriculum continuity between the primary and secondary curriculum, so that pupils new to secondary schools get off to a flying start.	<i>Curriculum continuity.</i> DfES 0116-2004 G.

## Notes

## Notes





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