



Primary *National Strategy*

Leading improvement using the Primary Framework

Guidance for headteachers and senior leaders

Primary headteachers and senior leaders

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Foreword



Dear Colleague

This booklet illustrates a shift in the way the Primary National Strategy aims to work with primary headteachers to get the best from the Primary Framework.

A growing body of research identifies important and interrelated keys to improvement. Using these well will enable us to free the way further to personalise learning. They will help us to ensure that all children make greater gains in speaking, listening, literacy and mathematics; and that children can confidently apply these skills to deepen and enrich their learning across the primary curriculum.

The first of these keys is **Assessment for Learning** (AfL). Evidence is unequivocal; although we have made a good start, the greatest prizes are still to be won. The key lies in deepening the professional learning of teachers in their understanding of how to use AfL to improve pupil progress in critical strands of literacy and mathematics.

The second key is the use of **continuing professional development** (CPD) which is **collaborative, classroom-centred and school-based**. Again the research evidence is unequivocal. Using these forms of CPD will help us to deepen the professional learning of teachers in their understanding and use of AfL *in ways which have the greatest impact on classroom learning*. This form of professional learning needs to be expertly led.

The third key then, is primary school leadership: **leadership for improvement**, to stimulate and engage teachers; leadership to raise expectations and bring to fruition sustained high-quality, high-impact professional learning. The next Primary Framework developments will focus on AfL, collaborative CPD, leadership for improvement and the sharing of what works well. The **Primary Framework** itself will be a vital resource – the fourth key.

This booklet, and the professional development associated with it, form a summary of what is now known about:

- leading improvement and personalising learning;
- building capacity in schools to create and share this professional knowledge.

It is also a practical introduction to an integrated CPD approach aimed at making a significant difference in areas of learning which have proved the hardest to teach well. As all schools utilise the renewed Framework in 2007, we hope it will develop a greater repertoire of approaches to learning, and learning how to learn most effectively – both for pupils in their classrooms and professionally for adults.

A handwritten signature in black ink that reads 'Pete Dudley'.

Pete Dudley
Director

Leading improvement using the Primary Framework

Guidance for headteachers and senior leaders

The booklet

This booklet is a reference document that informs the first phase of a professional development programme for headteachers on *Leading improvement using the Primary Framework*. It also provides resources which can be shared with your leadership team or with teaching staff in school at staff meetings. It sets out key messages, identifies guiding principles and offers models and examples of practice. The booklet is in three sections.



Section 1

Explains how schools can make effective use of the Primary Framework to inform and guide professional development in order to improve learning, teaching, progress and attainment. It provides the context for professional development in schools and focuses particularly on the role of senior leaders who hold the key to success in achieving school-centred excellence in learning, teaching and progress.

Section 2

Focuses on how the school improvement cycle can be contextualised to the school's priorities in mathematics and literacy and how the Primary Framework can be embedded in the different stages of the cycle. This section demonstrates how the Primary Framework provides senior leaders with a flexible tool for school improvement and begins to identify some of the features of continuing professional development (CPD) that the Framework can stimulate and support. There is particular reference to the importance of Assessment for Learning (AfL) in the classroom as the focus for this CPD.



Section 3

Sets out in diagrammatic form what we know and have learned about CPD models in schools which most improve children's learning. The section includes questions to stimulate discussion about the organisation, sustained implementation and evaluation of school-based CPD and the role which the Primary Framework can play in making it a success. Our goal is to create high-quality and high-impact professional learning in schools generating high-quality children's learning through support from the Primary Framework.

The CPD and leadership programme

This leadership programme is designed to help headteachers to identify how you can use the Primary Framework as a tool to improve teaching, learning, curricular planning and professional development in mathematics and literacy in your school. The Primary Framework not only helps teachers to access resources and planning, but is also a tool to support school improvement and self-evaluation.

The aim of the programme is to strengthen the role of school leadership of mathematics and literacy, embedding the use of the Primary Framework to help all teachers to understand:

- what high expectations are and what progression in mathematics and literacy looks like;
- how to use this knowledge to plan teaching and personalise learning to ensure that children meet these expectations;
- how to select and use teaching approaches that are fit for purpose and engage children in learning;
- how AfL works and how to use it to move all children on and to maximise their progress.

The preliminary phase of this professional development programme, *Leading improvement using the Primary Framework*, focuses on:

- how the Primary Framework can promote CPD and support teachers in their planning and teaching;
- how this can enrich children's learning and raise attainment in mathematics and literacy;
- which CPD models make the most impact in classrooms.

The programme is based on the improvement cycle set out below; this cycle will be familiar to you. It highlights the initial stage of analysis of data and other evidence to identify and set priorities and targets for improvement. The second stage is to set expectations and outcomes with criteria for identifying success before planning the actions needed to support and challenge practice. These processes are common elements of school development planning and self-review. The third stage involves organising and providing training or other forms of support to develop specific skills and the professional knowledge of some or all teachers in the school.



Leading improvement through using the Primary Framework



The fourth and crucial stage is the learning-focused collaboration between teachers as they 'experiment' and trial ideas and practices together in classrooms. This period of joint planning, testing out and reviewing practice, with a strong focus on children's learning and outcomes, requires an investment of time and professional support. This stage is itself a cycle of joint activity to plan, review and refine practice and to decide what worked well and why – and how best to capture this learning and share it with other staff.



The fifth expected stage is an evaluation against children's learning and outcomes which should provide persuasive evidence of success. When the new learning and practice is shared more widely across the school for other staff to use and apply in the context of their children's learning needs and expectations, the newly-developed practice is legitimised through the evaluation evidence and identified success. It is also proven to improve the performance and understanding of the originators and thus it continually builds further capacity for improvement.

Section 1

Why is the time right to embed the Primary Framework in schools?

There have been enormous improvements in recent years in standards in English and mathematics and in the quality of learning and teaching. However, the momentum of improvement has slowed and in some areas regressed. The renewal of the Primary Framework was undertaken in order to address this plateau in attainment, helping senior leaders to:

- **encourage flexibility** in the organisation of the curriculum and the structure of mathematics and literacy lessons;
- **structure learning** over sequences of lessons as well as within individual lessons;
- **raise expectations** for all children, especially those at greatest risk of underachievement;
- **make more effective use of assessment** to inform and direct teaching and learning;
- **broaden and strengthen pedagogy** to include a clearer focus on inclusion.



These principles still apply and the time is right to convert them into practice in all schools. The challenge is to give attention to children's learning and to review curricular provision and teaching. The focus of this attention is to determine what might be changed, trialled and developed to improve the quality of learning for all children. The Primary Framework provides a tool to audit and track progress and to identify how to secure improved learning and outcomes for children. The flexibility offered by the Primary Framework helps teachers to draw on a wide repertoire of teaching approaches ensure that every learner follows their pathway towards age-related outcomes.

This personalising of children's learning is not a soft option – on the contrary it is demanding and sophisticated, requiring good subject, curricular and pedagogic knowledge and skills.

This professional development programme, *Leading improvement using the Primary Framework*, is designed to take the process forward and look at how senior primary school leaders can:

- use the Primary Framework to address priorities identified through school self-evaluation in the learning and teaching of mathematics and literacy;
- lead on learning in their schools and engage all staff in the improvement agenda within a learning community;
- use and tailor those models of effective CPD which have most impact on improving classroom practice and evaluate the impact they have made on children's progress;
- provide support for teachers to ensure that high-quality learning takes place in mathematics and literacy by making best use of the Primary Framework.

Why does this programme focus on the role of headteachers?

We know from a wealth of research that headteachers play a key role in effective schools. In the DfES publication *Making great progress*, the following leadership characteristics have been identified following visits to primary schools where all children have consistently made higher than expected progress.

Heads see themselves as the headteacher

Leading teaching, learning and achievement is their prime job: they organise everything else around this key priority. They know how to improve teaching in order to increase attainment and achievement.

Senior leaders are close to the learning

These leaders allocate a lot of time to being in the classroom with teachers and children. They exercise control over the details of learning, including the presentation of children's work, marking, record keeping and the progress made collectively by the whole class and by individual children in it.

Headteachers retain their energy and enthusiasm

The energy and enthusiasm of these people remain undiminished over the years; indeed, they appear to increase as these colleagues continually seek new challenges in the school. Their enthusiasm is infectious and they are great motivators. They all have a deep sense of duty towards the local community. Continuity of leadership helps to secure the continued progress of generations of children.

An absolute and sustained focus on improving standards

These senior leaders are unswerving in their focus on improving standards. Regardless of the starting point of the children, they ensure that all individuals make significant progress. There is no coasting or underachievement. Both lower- and higher-attaining children are challenged and supported and progress at a significant rate. Being on the special educational needs (SEN) register is not an excuse to make poor progress.

Established systems allow time to think and act strategically and innovatively

The importance of thinking strategically and innovatively is paramount in these schools. Systems are in place and staff are organised in such a way that leaders are proactive rather than reactive in leading the school. Procedures and processes are constantly honed in the quest for more time to focus on children's progress and achievement.

A confident and assured style of leadership

Actions are decisive. Leaders do not shy away from making decisions, which are based on a clear and firm vision of where the school is going. There is an openness to try out different practices, informed in a variety of ways from outside the school, including by research. However, if the practice does not result in improved outcomes for children, it is swiftly suspended.

Passion for order and thoroughness

A prevailing feature of these schools is the headteacher's insistence, persistence and consistency about certain non-negotiables. These often differ from school to school and can appear, on the surface at least, to be quite small things such as tidiness of books or coats. They arise from the headteacher's own personal values which are, however, adopted over time by the school as a whole. They are pursued with a zeal that could be construed as a fussiness which, however, often has a profound impact on the smooth running of the school and its focus on achievement.

Organising a team around functions rather than status

Unashamedly, these headteachers exploit the skills and interests of all the staff regardless of where they fit into the hierarchy. Over time, senior leaders assume multi-layered roles, for example a headteacher might who also take on the role of inclusion manager as well as being a member of the Year 3/4 team, in addition to taking on responsibility for a subject, say history. Adopting all these different roles enables senior leaders to exercise influence across the school and to keep the focus firmly on children's progress.

The forging of strong, professional relationships

Although formal meetings are scheduled regularly, a greater emphasis is placed on the quality of professional relationships. Headteachers have considerable contact with staff. For some this means organising time to be in classrooms, for others the accent is on working with staff during their planning time. This way of working assures consistency of approach throughout the school and has a significant impact on individual children's progress.

Doing jobs that need to be done

These leadership teams do not allow a perceived lack of a capacity to get in the way: they get on and do what needs to be done, without complaint. They have their own checklist of non-negotiables that must be in place to assure the progress of each child.

Section 2

Using the Primary Framework

Section 2 explains how the developing Primary Framework can support school leaders and subject leaders in leading improvement in the teaching and learning of mathematics and literacy.

The Primary Framework seeks to support headteachers in leading on learning. This section offers clear routes to making effective use of the tools available to support the school self-evaluation process and the identification of priorities for improvement in mathematics and literacy. As guidance, this section provides:

- a visual map of leading on improvement in mathematics using the Primary Framework;
- a visual map of leading on improvement in literacy using the Primary Framework;
- key points on how the Primary Framework supports schools to develop AfL and the range of further AfL support materials being developed during this year;
- information on how the Interactive Planning Tool (IPT) can support headteachers and teachers in improving planning and teaching, and specifically in personalising learning.

Leading improvement in mathematics and literacy using the Primary Framework

The Primary Framework has a number of components and is an ever-expanding resource which is the focal point for the Primary Strategy's work. The main component is the electronic Primary Framework, which can be accessed on the Internet and is a tool for planning, setting of expectations and targets, drawing down resources and for reviewing school policy and practices against the guidance documents the site contains.

Primary Framework supporting materials include the pupil tracking tool and accompanying guidance, as well as the subject leader handbook and DVD, and a handbook and CD-ROM providing supporting guidance for headteachers and chairs of governors. Over time, additional resources and guidance materials have been added to the electronic Primary Framework, including the IPT. A DVD copy of the site has also been provided to schools. There is a wealth of resources and support materials to build into any CPD programmes that are focused on improvement in mathematics and literacy.

Below are expanded versions of the improvement cycle set out in Section 1. There is a version for mathematics and a version for literacy. These indicate how the Primary Framework can be embedded in this cycle. In particular the Primary Framework can be used to:

- review policy and practice in the school using the guidance materials and audits;
- map out progression within a strand or within a theme and across all year groups, for example the literacy strand *Sentence structure and punctuation*, or in mathematics link progression in mental calculation in the *Calculating* strand to explaining and reasoning in the *Using and applying mathematics* strand;
- set clear year-by-year learning expectations and targets to inform planning and teaching and the particular focus of the evaluation process;
- plan how to judge success and impact on learning using the 'I can ...' statements and the assessment questions.

Leading improvement in mathematics

Below is an example of the improvement cycle set in the context of mathematics. The priorities identified are on improving mental calculation skills and the use of images and jottings to support these calculations. These priorities relate to three of the strands in mathematics: *Counting and understanding number*; *Knowing and using number facts*; and *Calculating*. To develop the teaching and learning of this aspect of mathematics the focus is on the use of questioning to prompt, probe and promote learning and to provide assessment feedback on the confidence underpinning the children's learning. This will involve the setting of problems involving different contexts that require children to apply their learning and asking children to transfer what they already know to derive related facts and to explain their reasoning. This relates to progression in the *Using and applying mathematics* strand. The balance between use of open and closed questions and sustained dialogue to teach children how to explain their thinking and strategies will also be part of the classroom-focused activity. The Primary Framework's learning objectives set out progression in mental calculation with Foundation Stage children undertaking practical activities to discuss and describe adding and subtracting and counting on or back to Year 6 children calculating mentally with integers and decimals. The blocks and units provide more detailed guidance on the use of images and assessment for learning opportunities that can be built into plans and trialled and reviewed collaboratively in the classroom.



Leading improvement in literacy

Below is an example of the improvement cycle set in the context of literacy. The priorities identified are on improving sentence structure and punctuation, drawing on the learning objectives in Strand 11 *Sentence structure and punctuation*. To develop the teaching and learning of this aspect of literacy, layered targets are mapped out drawing on the age-related expectations identified through the Primary Framework's learning objectives. The progression in this strand involves Year 1 children composing and writing simple sentences, independently, to communicate meaning and by Year 6, expressing subtle distinctions of meaning by constructing sentences in varied ways, using punctuation to clarify meaning in complex sentences. As in mathematics, the ongoing assessment of progress will inform future learning and teaching with plans annotated and adapted using the IPT. The collaborative classroom practice provides opportunity to trial lessons and to refine approaches. The particular focus is on the development of guided writing sessions and the impact these are having on children's confidence as writers.

1. Analysis and self-review

Senior team and subject leader analyse and self-evaluate using a range of evidence from across the school, e.g. work scrutiny, lesson observation, discussions between adults and children and evidence from teacher assessment to identify a priority area for literacy and a possible whole-school target, e.g. *literacy, sentence structure and punctuation*.

2. Planning of CPD

Senior team and subject leader support teachers to use the Primary Framework objectives to demonstrate progression in this strand across key stages and year groups, e.g. *Strand 11: sentence structure and punctuation*. Establish layered curricular targets for each year group mapped against age-related expectations using resources on the Framework, e.g. *Year 5 — I can use a range of different sentence types in my writing, including simple and complex sentences*. Use tracking information and ongoing assessment to inform groupings and then differentiate group targets. Use the Framework's planning guidance to inform teaching and learning within literacy for the next extended unit of work.

3. Professional support and challenge

Skill teachers up to use the IPT to plan the teaching sequence, e.g. *Year 5, narrative unit 5: Film narrative*. Use tools within the IPT to adapt and personalise the teaching sequence to allow for explicit teaching and learning using group curricular targets and for continual opportunities to assess children's progress, e.g. *use of questions during a guided writing session: 'Could you use a different sentence type to change the pace?' or use of response partners during a plenary to redraft key sentences*.

5. Evaluation

Review unit outcomes and ongoing assessment to measure progress and inform future planning, e.g. *through observations made during shared and collaborative writing, discussions with children to assess whether the children demonstrated that they are able to use simple and compound sentences. During the next unit of work the children will work on an extension of this target to develop their use of complex sentences using conjunctions*. Use the units of work in the Framework and the IPT to adapt planning for the next teaching sequence.

4. Collaborative development of improvements in classroom practice

Teachers plan, teach/observe and analyse trial lessons together. They use ongoing assessment strategies and the flexibility of the IPT to annotate planning and adapt teaching and learning according to the needs of the children and follow the progress of key children in the lessons, e.g. *following modelled and shared writing, a need is identified to work with the higher achieving group of children to develop their ability to manipulate the clauses in a sentence for different effects on the reader. Plan an additional guided writing session for this group*.

How the Primary Framework supports schools to develop AfL

What we know

We know that effective AfL informs learning and teaching and this produces gains in children's achievements¹. Reviews at different points during a lesson maintain children's focus on learning. Accurate evaluations of children's progress and carefully constructed questioning help teachers to determine the next steps in learning². AfL ensures that children are clear about their learning goals, the standards that are expected of them and how they know they have achieved these goals. Engaging children fully in this process identifies for them what they are to do to improve their performance and how they will do it³.

We also know that when assessment **of** learning (summative assessment) is combined with assessment **for** learning (formative assessment), a powerful tool is created for ensuring that all learners make good progress. Both forms of assessment support learning and teaching, develop motivated and independent learners and maximise the potential for raising standards⁴.

Where schools have placed attention on developing AfL practices in the classroom, this has resulted in changes in teaching and learning. Identifying what has been learned and what needs to be learned is essentially a review of what aspects of teaching have been successful and why. It leads to reflection and review of the fitness for purpose of particular teaching approaches and learning strategies and leads to a refined and more varied teaching repertoire. Focusing on the question 'What learning has been successful and why?' is core to effective teaching and learning. It leads to better planning of teaching sequences, more engaging and personalised learning and more responsive and better focused teaching.

What we need to do

Many schools and teachers have been developing their assessment skills and this has had a significant impact on standards. National Strategy materials and support for schools have been used widely but to make further improvements in progress we have to plant and nurture the good practice that exists by taking it into all classrooms². The challenge now is to ensure the following.

- AfL is used in those areas of mathematics and literacy that children find difficult to learn and teachers find difficult to teach. These include mental calculation strategies and problem solving, particularly those involving subtraction and division, the use and application of mathematics, particularly reasoning and explaining why something works or does not, and key aspects of writing.
- The understanding behind the use of features of assessment for learning such as 'traffic lights' or 'no hands up' is deepened, so teachers know why AfL works. They understand the cognitive and affective processes involved – so a wide range of techniques and assessment information are used to best effect⁵.
- Teachers have the knowledge and understanding of the principles and practice of AfL to be able to embed AfL in everyday teaching in order that it becomes an ongoing and joint activity between the children and the teacher.

1 Black, P. et al. (2002) *Working inside the black box: assessment for learning in the classroom*, NFER-Nelson

2 HMI (2006) *Evaluation of the Primary National Strategy*, Autumn

3 DfES. (2007) *2020 Vision: Report of the Teaching and Learning in 2020 Review Group*

4 Birmingham City Council (2005) *Effective assessment principles and practice*

5 James et al. (2006) *Learning how to learn*, TLRP

The 2020 Vision report identifies five core strategies that have been shown to have an impact on pupils' performance. The relevant section in the report is shown below.

Assessment helps teachers to collect information about pupils' achievement in order to adjust teaching to meet pupils' learning needs more fully, through the implementation of five core strategies.

1 Engineering effective discussions, questions and tasks that elicit evidence of learning

This might involve teachers developing new questioning techniques, such as waiting longer to allow pupils time to think about their answer, adopting a 'no hands up' policy or designing questions around common misconceptions.

2 Providing feedback that moves learners forward

This might involve teachers identifying selected tasks on which to provide structured comments, with a particular focus on what the pupils could do to improve their work.

3 Clarifying and sharing learning intentions and criteria for success

This might involve giving pupils access to mark schemes and asking them to mark their own, or each other's work, with reference to key criteria.

4 Activating pupils as the owners of their own learning

This might involve pupils selecting tasks from a range offered by the teacher and conducting self-assessments of their progress.

5 Activating pupils as resources for one another

This might involve pupils asking each other for help in answering a question, working in groups to tackle a task or providing feedback on each other's work.

We also need to ensure that our school systems help us to track children's progress against national standards and that we use the information that we gain from assessments systematically and frequently to improve learning and teaching.

How the use of the Primary Framework can support AfL in schools

Currently (summer 2007) the Primary Framework supports schools to develop AfL in the following ways. The Framework:

- identifies assessment opportunities in teaching sequences and suggests possible approaches to assessment;
- provides clarity about progression through year groups, subjects and strands;
- highlights assessment opportunities across the curriculum;
- helps practitioners to take account of prior learning in their planning;
- outlines use of the IPT to support the tailoring and personalisation of the curriculum;
- provides guidance in assessing curricular as well as language learning for children learning English as an additional language;

It is intended that the next development of the Framework (January 2008) will include:

- guidance on the use of AfL in some of the most challenging aspects of teaching and learning in mathematics and literacy with subject-specific and strand-specific examples of AfL approaches and techniques;

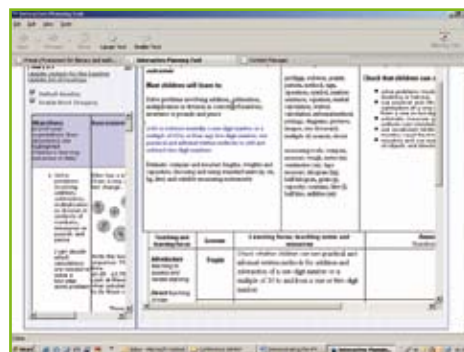
- links to and from the range of Excellence and Enjoyment materials: *Learning and teaching in the primary years* (Ref: 0518-2004G) as well as *Learning and teaching for bilingual children in the primary years* (Ref: 0013-2006PCK-EN), which will be reproduced as online versions;
- support for the whole-school development of AfL practices including links to guidance materials on conditions which support assessment of bilingual and other minority ethnic learners and effective use of the P levels for children working significantly below age-related expectations;
- guidance on the role of *Excellence and Enjoyment: social and emotional aspects of learning* (Ref: 1378-2005G) in supporting children to develop 'learning to learn' skills;
- support for the development of summative teacher assessment using materials developed and piloted in partnership with QCA;
- online exemplification of national standards linked to and from the appropriate area of the Primary Framework;
- Links to DfES and QCA guidance and CPD materials for assessing children learning English as an additional language: *Marking progress: training materials for assessing English as an additional language* (DfES/QCA 2005); *A language in common: assessing English as an additional language* (QCA/00/584).

How the IPT can support headteachers and teachers in improving planning and teaching

The IPT is designed to support teachers' use of the Primary Framework website. The tool enables teachers to plan electronically using the Framework materials, allowing them to organise the Primary Framework content to personalise learning and teaching in their classroom.

The IPT allows teachers to:

- build upon templates and plans already in place in their school;
- draw together text and images from the Framework website along with other websites of their choice to build planning that is adapted to the needs of the class;
- link resources such as whiteboard files, texts, images and interactive teaching programs directly into plans for use in the classroom.



The IPT builds upon the confidence that teachers have gained in navigating the Framework website since it was launched in October 2006. There is a screen video tutorial and printable guide to support its use.

School leadership teams and subject leaders for mathematics and literacy could support teachers in becoming confident in using the tool by introducing them to key features:

- opening a template of their choice;
- selecting materials to support the teaching of a specific unit from the Framework;
- sending these materials to the IPT;

- making decisions about what to prioritise, which resources to draw upon and how to assess children's learning and progress;
- building up the teaching sequence by pasting materials into the chosen template, editing and adapting them as necessary;
- downloading resources into the plan including key materials to support intervention;
- saving the plan to their computer or the school network.

Introducing the IPT provides the opportunity to review and improve planning for mathematics and literacy, ensuring that all teachers are building sustained teaching sequences over an extended period of time that take into account children's prior learning, have high expectations and can adapt flexibly to children's learning needs.

The IPT can be downloaded from <http://www.standards.dfes.gov.uk/primaryframeworks/planningtool/>

Section 3

Support to schools and support in schools

The support we are offering will:

- build on previous CPD materials, the Primary Framework CD-ROM and DVD for headteachers and subject leaders;
- draw on models of effective CPD and a good understanding of how the Primary Framework can be embedded in locally tailored CPD;
- start from the school improvement cycle to plan the leadership of collaborative classroom enquiry and the collection of evidence to evaluate impact on learning;
- look at how to capture what has worked well and how to transfer successful practice from classroom to classroom and beyond the school;
- include locally based CPD support for teachers with school-based follow-up activities;
- make available professional development modules (PDMs) for school-based use;
- make available CPD materials for literacy that address:
 - early reading
 - writing (with a focus on guided writing)
 - reading comprehension;
- make available CPD materials for mathematics that address:
 - calculation with a focus on mental and informal methods
 - progression in number concepts
 - the development of interpretation and reasoning, and children's use of mathematical language and vocabulary in the context of calculation and number.

Leading professional learning through children's learning

'Adults are the most important resource in any school.' DfES 2007

The focus of a primary school is to provide effective learning across a broad and rich curriculum and ensure that all children achieve high standards. Any leadership of school improvement therefore needs to ensure that all adults engaged in the learning process are professionally equipped for the task.

Research has shown us that if it is to make a difference to classroom practice, professional development needs to be collaborative and to a significant degree, contextualised in classrooms. We now know beyond doubt that for new practice to become embedded, teachers need the time and space to develop, practise and refine their skills, knowledge and understanding in the classroom within a supportive, collaborative and professionally critical environment. This process of professional learning can take time and often involves some elements of risk-taking. For the school this represents an investment which needs careful planning, monitoring and review, but when it is successful the investment reaps significant and continuing rewards.

Evaluating impact

The focus for any evaluation of effective CPD is on the outcomes it has on the children's learning in the school. Making the links between successful teacher learning and effective children's learning is crucial. These links need to be clear and well-defined at the outset – a key role for the leadership of CPD in the school. Effective leadership of adult learning ensures that measures of success are the outcomes of learning rather than just changes in teacher behaviour.

The Primary Framework provides a tool which helps teachers to set, plan and refine their work in the light of children's learning outcomes and achievements. It can be used to establish the links between teachers' learning and children's learning. It provides support for CPD structures, within which teachers work collaboratively to plan, teach, review and refine. Teachers working on developing approaches to guided writing or the teaching of mental calculation strategies will trial, review and refine their approaches based upon the learning of the children and draw upon the Primary Framework for support. Their expected outcomes can be informed by the learning outcomes set out in the Primary Framework.

CPD is an important element of the Primary National Strategy's commitment to improve the quality of learning and teaching and to raise standards of achievement within a broad and rich curriculum. It is an integral feature of the support for school improvement offered by Primary National Strategy programmes and guidance materials. Leading improvement in schools can be informed by the Primary Framework, since it provides a single point of reference to help school leaders and teachers understand:

- what progression in mathematics and literacy looks like for all children;
- how to identify and set appropriate and high expectations;
- what can be done to put these into practice.

In-school activity

A key part of this professional development programme is an in-school activity. This forms the second phase of the *Leading improvement using the Primary Framework* programme.



The activity involves addressing the school's priorities for improvement in mathematics and literacy, and establishing collaborative CPD opportunities for two or more teachers. This CPD will be carefully designed and framed with clearly defined learning outcomes and success criteria that focus on the teachers' and the children's expected learning. The activity therefore will require careful leadership and management at school level.

The in-school activity will involve you and your leadership team and identified teachers in a number of linked tasks. These involve:

- analysis of a school-level improvement need in the teaching of mathematics and literacy and a mapping of these needs against progression set out in the Primary Framework strands;
- identification of the children for whom an improvement in teaching and learning in this strand is being planned; their expected progress in relation to the aspect of teaching and learning in mathematics and literacy you are aiming to improve;
- using the Primary Framework to identify approaches to improving teaching in the aspects of mathematics and literacy you are going to trial, analyse and improve;
- collaborative planning and teaching and shared understanding of the assessment strategies to be used to establish the learning that has taken place; building expertise in using classroom enquiry models, coaching, a lesson study approach, or classroom-based action enquiry;
- analysis of what improvements have been made, starting with the impact on children's learning, and consideration as to how you can capture and record these improvements in order to build them into successful practice across the school.

The third phase of the programme will involve reviewing and sharing information with peers on what has worked well. The focus of this review will be on the impact the CPD has had on teachers' and children's learning to assess the impact of the use of the Primary Framework as a tool for school improvement. This third phase will also focus on developing good AfL practices as part of the CPD support to teachers.

Professional learning that impacts upon classrooms involves:

- learning-focused activity;
- two or more teachers working together;
- shared planning;
- joint observation of groups of children to identify learning;
- interviewing and talking to children;
- evaluation of learning to gather information;
- refining the plans for further teaching;
- understanding what has worked and why;
- feeding back to the whole school.

Using the Primary Framework to support...

Collaborative learning	Observation and peer coaching	Extending structured professional dialogue	Independent study
<ul style="list-style-type: none"> ■ planning teaching sequences and taking risks to create new opportunities for learning ■ joint motivation to persevere in the face of competing pressures ■ structure for dialogue and reflection ■ good questions which support the learning of their peer coaching partner ■ access to practices in other classrooms ■ learning goals and ground rules for shared planning, observation and feedback ■ building professional trust and mutual respect 	<ul style="list-style-type: none"> ■ informal and formal observation of learning ■ follow-up reflection on quality of learning to establish a learning conversation where negotiated meaning stimulates further reflection ■ observation to support the learning of the observing and the observed teachers ■ rather than answers and suggestions, new questions are posed to stimulate reflection and thinking about the next steps ■ shared exploration and interpretation of classroom events in relation to agreed learning goals 	<ul style="list-style-type: none"> ■ professional dialogue between teachers and with specialists ■ exploring teachers' understanding and interpretations of new approaches that have been explained, illustrated or modelled by facilitators ■ exploring beliefs about teaching, learning and the subject under focus ■ guiding and refining teachers' adaption of new ideas to specific classes and learning ■ team teaching and focusing dialogue on professional learning 	<ul style="list-style-type: none"> ■ web research building on the Framework's resources ■ reading guidance documents or articles to research features of learning and teaching ■ attending local training to become more familiar with the Framework ■ getting help with subject knowledge ■ specialist courses on SEN, EAL, inclusion ■ remote learning to extend skills ■ accessing resources to trial and support collaborative activity

All contribute to...

Effective CPD which:

- has a direct relationship with what teachers are doing in their own classrooms;
- involves observation and feedback – especially teachers observing and learning from each other and expert colleagues;
- provides scope for participants to identify the focus of their development in the context of the school's priorities;
- enables staff to be reflective and to focus on their contribution to children's learning and attainment;
- provides opportunities to work with other colleagues and share practice;
- includes opportunities to hold regular professional dialogue and structured feedback;
- applies processes for sustaining CPD over time to embed learning in classroom practice;
- includes opportunities for independent self-study;
- provides opportunities for the sharing of what has worked well.

Leading, planning, implementing and evaluating professional learning

The following questions may help you to begin to evaluate the range and effectiveness of CPD in your school.

Identifying priorities for CPD

- What does the data analysis identify as whole-school CPD priorities in mathematics and literacy?
- What is the leadership team of the school seeking to achieve? How is this to be communicated to staff?
- How is the CPD focused on developing teaching to improve learning for children?
- Has the school identified the priorities for mathematics and literacy using the Primary Framework with clear identification of whole-school curricular targets?

Implementing and tailoring models of CPD

- Which are the areas of the Primary Framework that staff need most help to use in order to help children achieve these priorities?
- How will the support be tailored to address the features of learning and teaching that the CPD is seeking to enhance?
- What are the models of CPD that your school is using to support staff?
- Do the CPD processes allow for reflective enquiry and collaborative, classroom-contextualised professional development?
- Are there opportunities for trialling and practising new skills in the classroom?
- How are teachers organised for the CPD and how will they be engaged as learners?
- Are there opportunities for teachers to plan, teach, observe, review and refine practices collaboratively?
- How will 'taking risks' in order to learn be legitimised and managed?

Evaluating the impact of CPD, sharing learning and next steps

- How are CPD and performance management integrated?
- What are the success criteria? Do they relate directly to age-related outcomes in the Primary Framework?
- How are success criteria developed, shared and to be used to inform the school's evaluation of the CPD?
- How will the outcomes of the CPD inform the next stage of the school's development?



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