

Key Stage 3 National Strategy 2004–05

Leading and managing the core training in your school

Guidance for senior leaders

Introduction

This guidance is for senior leaders, to help with the planning of the use of core training 2004–05. This year, by revisiting and building on Strategy training and materials to date, we aim to increase pupils' rates of progress. The focus will be on how the core subject departments can enable many more pupils to progress two levels across the key stage. In English and mathematics, attention will also be paid to those pupils who enter at level 3 and find it more difficult to progress to level 5. In science, the focus will be on pupils who achieve level 4 at the end of Key Stage 2 but find it difficult to make further progress to level 5 during Key Stage 3.

Senior leaders are vital in ensuring that training and support materials are used in classrooms, that the work is incorporated into the school improvement plan, and that its implementation is monitored and evaluated through the school's self-review procedures.

Since the teachers who attend the training will be in the vanguard of improvement, they will need to lead and work with other colleagues. It is important to identify the most appropriate people available to attend training and bring the learning and new practice back into the school. When identifying these teachers, senior leaders should consider their capacity to lead and work with their colleagues, and their particular expertise in working with the target groups of pupils.

What are the arrangements for core training in your LEA?

| | Duration | Date | Venue | Time |
|---|----------|------|-------|------|
| English | | | | |
| Improving writing, Part 3 | 1 day | | | |
| How to get more pupils from level 3 to level 5 in English, Part 1 | 1/2 day | | | |
| Increasing pupils' rates of progress in English | 1 day | | | |
| How to get more pupils from level 3 to level 5 in English, Part 2 | 1/2 day | | | |
| Mathematics | | | | |
| Interacting with mathematics at Key Stage 3 | 1 day | | | |
| How to get more pupils from level 3 to level 5 in mathematics, Part 1 | 1/2 day | | | |
| Increasing pupils' rates of progress in mathematics | 1 day | | | |
| How to get more pupils from level 3 to level 5 in mathematics, Part 2 | 1/2 day | | | |
| Science | | | | |
| How to get more pupils to level 5 in science, Part 1 | 1/2 day | | | |
| Increasing pupils' rates of progress in science | 1 day | | | |
| How to get more pupils to level 5 in science, Part 2 | 1/2 day | | | |
| ICT | | | | |
| Increasing pupils' rates of progress in ICT | 1 day | | | |
| Preparing Year 9 pupils for ICT assessment, including tests, Part 1 | 1/2 day | | | |
| Preparing Year 9 pupils for ICT assessment, including tests, Part 2 | 1/2 day | | | |
| Behaviour and attendance | | | | |
| Effective monitoring and evaluation of behaviour and attendance | 1 day | | | |
| How to teach social and emotional behaviour skills in secondary schools | 1 day | | | |
| Assessment for learning | | | | |
| Whole-school development of Assessment for learning | 1 day | | | |

Your LEA strategy manager will provide details of course dates, venues and times.

Key Stage 3 National Strategy 2004–05 Core training programme

| Training course | Brief description | Who should attend? | Name of attendee | Is there pre-course work? | How should the training be used to further improve teaching and learning? |
|---|--|--|------------------|---|---|
| English Improving writing, Part 3 | Following on directly from Parts 1 and 2 last year, this course will focus on: <ul style="list-style-type: none"> building pupils' independence as writers; improving punctuation; progression in writing across the key stage. | Head of English or a key teacher who will lead developments in the selected area with colleagues in the department. | | Participants will be asked to undertake an evaluation of the impact of improving writing work to date, in relation to two case-study pupils chosen by the school. They will also attend LEA optional network meetings early in the summer term. | Participants should collaborate with colleagues to review their current teaching approaches and scheme of work, consider where to integrate elements of the materials and trial one or more of the teaching approaches. They should lead and advise the department in strengthening teaching and learning in relation to identified priorities and curricular targets. |
| How to get more pupils from level 3 to level 5 in English, Part 1 | This course will support departments in: <ul style="list-style-type: none"> identifying the needs of pupils working below expectations; specific strategies for increasing the rate of progress in key aspects of English; ways of tracking progress over time to ensure timely intervention if pupils begin to struggle. | An experienced Key Stage 3 teacher who has expertise and confidence in helping pupils who need extra support, or who frequently and successfully teaches lower sets or intervention programmes. This teacher will advise and support colleagues in developing this work throughout the department. | | Participants will be asked to bring information about the school's plan for intervention, identifying and profiling three individual pupils. | Participants should undertake a 'gap task', which involves tracking the progress of two pupils identified during the Part 1 course. Participants will also be asked to work closely with the head of department (or teacher who attends the training for increasing pupils' rates of progress in English) to ensure that the department's response to both courses attends to the needs of pupils who need to move from level 3 to level 5. |
| Increasing pupils' rates of progress in English | This course will revisit and build on earlier English training and show how raising more pupils' attainment by two levels across the key stage is realistic. It will build on the 'matrix' model developed in <i>Improving writing in 2003–04</i> and also cover aspects of progress in reading and speaking and listening. | Head of English or a key teacher who will lead developments in the selected area with colleagues in the department. | | Participants will be asked to investigate and bring data on their pupils' rates of progress from Key Stage 2 over the last three years, and also to bring examples of short-term lesson plans (one for each year group). | Participants should lead the department in identifying specific pupil groups and key curricular targets which need to be more effectively supported, and trial approaches to planning and teaching outlined during the course with colleagues. |
| How to get more pupils from level 3 to level 5 in English, Part 2 | This course will follow up Part 1 with a strong focus on the use of teaching units for pupils in Year 9 working below level 5, approaches to revision and booster materials, and lessons learned from analysis of pupils' performance in 2003 National Curriculum tests. | The same teacher who attends Part 1 or someone who will work closely with them over the year and during follow-up work. | | Participants should undertake the 'gap task' from Part 1 of the training. | Participants should review the provision for pupils starting in Year 7 at level 3 and how good progression can be ensured across the key stage. |

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| Mathematics | | | | | |
| Interacting with mathematics at Key Stage 3 | This course will introduce participants to one of the <i>Interacting with mathematics</i> in Key Stage 3 support packs selected by your LEA. It will show how to tackle some of the important but difficult parts of the curriculum and demonstrate some powerful teaching approaches. | Head of mathematics or a key teacher who will lead developments in the selected area with colleagues in the department. | | Participants will be asked to bring examples of their current scheme of work in the selected area. | Participants should collaborate with colleagues to review their current teaching programme, consider where to integrate elements of the materials and trial one or more of the teaching approaches. |
| How to get more pupils from level 3 to level 5 in mathematics, Part 1 | This course will consider the range of pupil performance data available and how to improve the tracking of pupils' progress in mathematics. It will also provide the opportunity to examine a Year 8 and Year 9 sample medium-term plan and intervention lessons to support the progression from level 3 to level 5. | Head of mathematics or a key teacher responsible for intervention in Key Stage 3 mathematics. | | Participants will be asked to bring a completed table of the conversion data 2000 Key Stage 2 to 2003 Key Stage 3 results for their school. (An Excel file will be provided.) | Participants should discuss with colleagues the implications of pupil tracking and plan to use the intervention materials effectively to support key groups of pupils. |
| Increasing pupils' rates of progress in mathematics | This course will revisit and build on earlier mathematics training. It will identify the big ideas that cause step changes in pupils' understanding about mathematics. It will focus on effective teaching strategies that increase pupils' rates of progress. It will also provide the opportunity to consider how mathematics teaching can link to whole-school initiatives so that pupils can reap the maximum benefits. | Head of mathematics. | | Participants will be asked to try out some questions with their Year 9 pupils and bring examples of their current scheme of work. | Participants should collaborate with colleagues to review their current teaching programme, consider where to integrate elements of the materials and trial one or more of the teaching approaches. |
| How to get more pupils from level 3 to level 5 in mathematics, Part 2 | This course will provide the opportunity to consider pupils' errors and misconceptions, how to improve their mental methods and the most effective booster provision for the key Year 9 pupils. | The same teacher who attends Part 1 or someone who will work closely with them over the year and during the follow-up work. | | Participants will be asked to bring examples of their current intervention planning. | Participants should use the guidance and plans provided to review the provision for pupils starting in Year 7 at level 3 and consider how improved rates of progress can be ensured across the key stage. |

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|---|--|--|------------------|---|---|
| <p>Science</p> <p>How to get more pupils to level 5 in science, Part 1</p> | <p>This course will:</p> <ul style="list-style-type: none"> examine the issue of non-moving level 4 pupils in science nationally; relate local circumstances to the national picture; look at identifying pupils who may be at risk of making less progress in science during the key stage, and their areas of weakness; relate common areas of weakness to the demands of working at level 5 in science; explore what effective, targeted intervention looks like for these pupils, including examples of teaching and learning resources. <p>Post-course work will be based around trying out some intervention materials with a targeted group of pupils.</p> | <p>Teacher responsible for Key Stage 3 science or teacher with responsibility for intervention in science.</p> | | <p>Participants will be asked to identify a sample of three or four pupils who may be at risk of not making progress from level 4 to at least level 5 during Key Stage 3. They should photocopy some examples of these pupils' work and bring it to the training. (It is essential that teachers come with work from pupils they have identified in order that the messages from the training connect with real pupils' needs.) Participants may also be asked to bring Key Stage 2 and Key Stage 3 science level data on all pupils currently in Year 10, to facilitate a review of progress in Key Stage 3.</p> | <p>This training should lead to:</p> <ul style="list-style-type: none"> more effective identification of which pupils are at risk of not making progress during the key stage; more effective identification of what these pupils' areas of weakness are; a better understanding of the difference between level 4 and level 5; more focused teaching, which includes different teaching and learning approaches supported by the resources provided in the training. <p>Participants should try out one or two of the intervention activities provided with identified pupils.</p> |

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|--|--|---|------------------|---|--|
| Increasing pupils' rates of progress in science | <p>This course emphasises the key role of the head of department in leading and managing developments in teaching and learning in his/her own department, and increase the rate of progress of pupils through Key Stage 3. It will revisit and build on earlier training and materials and identify:</p> <ul style="list-style-type: none"> the contribution that the climate for learning in the science department makes to improving the engagement, and hence the progress, of pupils; the importance of scientific enquiry as a vehicle for raising standards of engagement and achievement for all pupils. <p>In the final session, participants plan key actions to carry forward into their own departments.</p> | Head of science. | | Participants will be asked to undertake lesson observation and guided interviews with pupils. | This training should be used to identify key areas where the head of science will lead development and improvement in teaching and learning in science to increase rates of progress for all pupils in Key Stage 3. |
| How to get more pupils to level 5 in science, Part 2 | <p>This course will consider:</p> <ul style="list-style-type: none"> feedback on the use and impact of the intervention materials distributed in the first half-day; a review of what makes effective teaching for pupils at risk of making less progress during the key stage; planning an appropriate curriculum for these pupils; using the ideas for effective teaching and learning discussed on the course to develop a more targeted and effective programme to prepare pupils for the Year 9 tests. | The same teacher who attends Part 1 or someone who will work closely with them over the year and during follow-up work. | | Participants should try out one or two of the intervention activities provided in Part 1 of the training with identified pupils. Prepare to feed back on the impact of this work on pupils' learning, using examples of pupils' responses in lessons. | <p>This training should lead to:</p> <ul style="list-style-type: none"> better targeted and more effective intervention with pupils at risk of making less progress during the key stage, using resources provided on the training or developed in school; an improved understanding of how to plan an effective curriculum for these pupils; more targeted and effective preparation for the Year 9 National Curriculum tests. |

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| ICT | | | | | |
| Increasing pupils' rates of progress in ICT | <p>This course emphasises the key role of the subject leader in leading and managing developments in teaching and learning in his/her own department, to increase the rate of progress of pupils through Key Stage 3. It builds on earlier training and teaching materials. The session will consider:</p> <ul style="list-style-type: none"> the importance of an awareness of pupils' experience in ICT in Key Stage 2; the contribution that the climate for learning makes to improving the engagement, and hence the progress, of pupils; the importance of the key staging posts in the development of ICT capability; curricular and pupil target setting. <p>In the final session of the unit, participants plan key actions to carry forward into their own departments using materials already available in schools.</p> | Subject leader for ICT. | | Participants should have a clear understanding of the key messages from <i>Year 7: transfer and progression in ICT</i> , including work on inclusion and adaptation of the sample teaching units. | This training should be used to identify key areas where the subject leader for ICT will lead development and improvement in teaching and learning in ICT, to increase progression for all pupils across Key Stage 3. |
| Preparing Year 9 pupils for ICT assessment, including tests, Part 1 | <p>This course will explore issues of assessment in ICT and help schools prepare for the 2005 ICT national test pilot, which is being developed by QCA. The course will consider:</p> <ul style="list-style-type: none"> the importance of reliable initial teacher assessment; the assessment model used in the test; how teachers can ensure curriculum coverage and thus best prepare pupils for the test; the timetable of implementation of the test. | Subject leader for ICT. | | Participants should come with a clear view of how reliable their school's teacher assessment is, if they have not already done so, they should organise a departmental moderation exercise or attend one run by the LEA. | This training should lead to more effective teacher assessment and give teachers a clearer understanding of the ICT national test pilot and the assessment method. |

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| Preparing Year 9 pupils for ICT assessment, including tests, Part 2 | This course will explore the practice materials for the ICT national test pilot in more detail, together with other issues of assessment in ICT. The course will consider: <ul style="list-style-type: none"> • how the tests will mark pupils' work; • the outcomes of the test and how these may be used formatively; • preparing pupils for the test; • the importance of Assessment for learning in teacher assessment. | Subject leader for ICT. | | Participants will need to come prepared with a view of how their school is going to prepare for the test, even if not participating in the national pilot. | This training should give teachers a clearer understanding of the ICT practice test and how to use this for formative assessment, and lead to more effective use of Assessment for learning in teacher assessment. |
| Behaviour and attendance | | | | | |
| Effective monitoring and evaluation of behaviour and attendance | This course will: <ul style="list-style-type: none"> • examine the specific areas within behaviour and attendance that can be monitored and the tools which are most commonly used (this will include bullying); • match these areas to what is known nationally about their impact on teaching and learning; • introduce a calculator which can be used to keep a record of incidents; • examine how the calculator can be used as part of everyday school routines; • link the use of the 'calculator' to developing strategies and structure to promote positive behaviour and attendance; • use case studies to exemplify how effective monitoring can inform whole-school CPD. | Behaviour and attendance leader or the member of staff responsible for collating monitoring information in relation to punctuality, attendance and exclusions. | | Participants should bring their behaviour and attendance data. | This training should enable schools to use their data to help identify the most effective strategies to: <ul style="list-style-type: none"> • reduce bullying; • reduce truancy; • reduce exclusions; and thus provide greater opportunity to access teaching. |

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| How to teach social and emotional behaviour skills in secondary schools | <p>This course will:</p> <ul style="list-style-type: none"> examine the underlying principles and theory of emotional health; identify current school systems to support development of emotional health in secondary schools; determine the role of the school leadership team (SLT) in supporting its development; describe structures which will support development of SEBS (Social, Emotional and Behavioural Skills) in secondary schools; explore the introduction of SEBS across the curriculum. | Behaviour and attendance leader or the member of staff responsible for emotional health and well-being or the Healthy Schools coordinator. | | Participants should bring copies of their school citizenship and PSHE policy documents. | <p>This training should:</p> <ul style="list-style-type: none"> provide all staff with an awareness of the social and emotional skills which impact on learning; begin to identify the skills pupils need in order to develop more effective approaches to learning. |
| Assessment for learning | | | | | |
| Whole-school development of Assessment for learning | <p>This course will:</p> <ul style="list-style-type: none"> deepen senior leaders' understanding of how Assessment for learning (AFL) can support improvements in teaching, learning and standards; provide senior leaders with an understanding of the scope and purpose of the AFL materials; support senior leaders in fulfilling their role in implementing AFL at a whole-school level; begin to identify how senior leaders can match the relevant AFL units to their own school priorities. | Senior leader responsible for developing Assessment for learning and/or teaching and learning, or the school's Key Stage 3 Strategy manager. This course is not appropriate for colleagues whose focus is primarily on data analysis. | | Participants should be briefed by the school Key Stage 3 Strategy manager about the AFL whole-school initiative. | <p>This training will show how developing AFL can improve teaching and learning at whole-school and individual subject level. Participants may provide whole-school training and subsequently support developments in individual subjects.</p> |

Points for senior leaders to consider with subject leaders

1. Who will attend each core training session?
2. When will they undertake the pre-course work and what is needed?
3. Is the follow-up work appropriately incorporated into Key Stage 3 planning?

4. What resources and support will you, as senior leaders, need to provide?

5. What improvements in teaching and learning will you expect?

6. How will progress be monitored and improvements evaluated?

Notes