**Key Stage 3**
*National Strategy*

# Key Stage 3 National Strategy 2004–05

Raising standards and supporting whole-school improvement
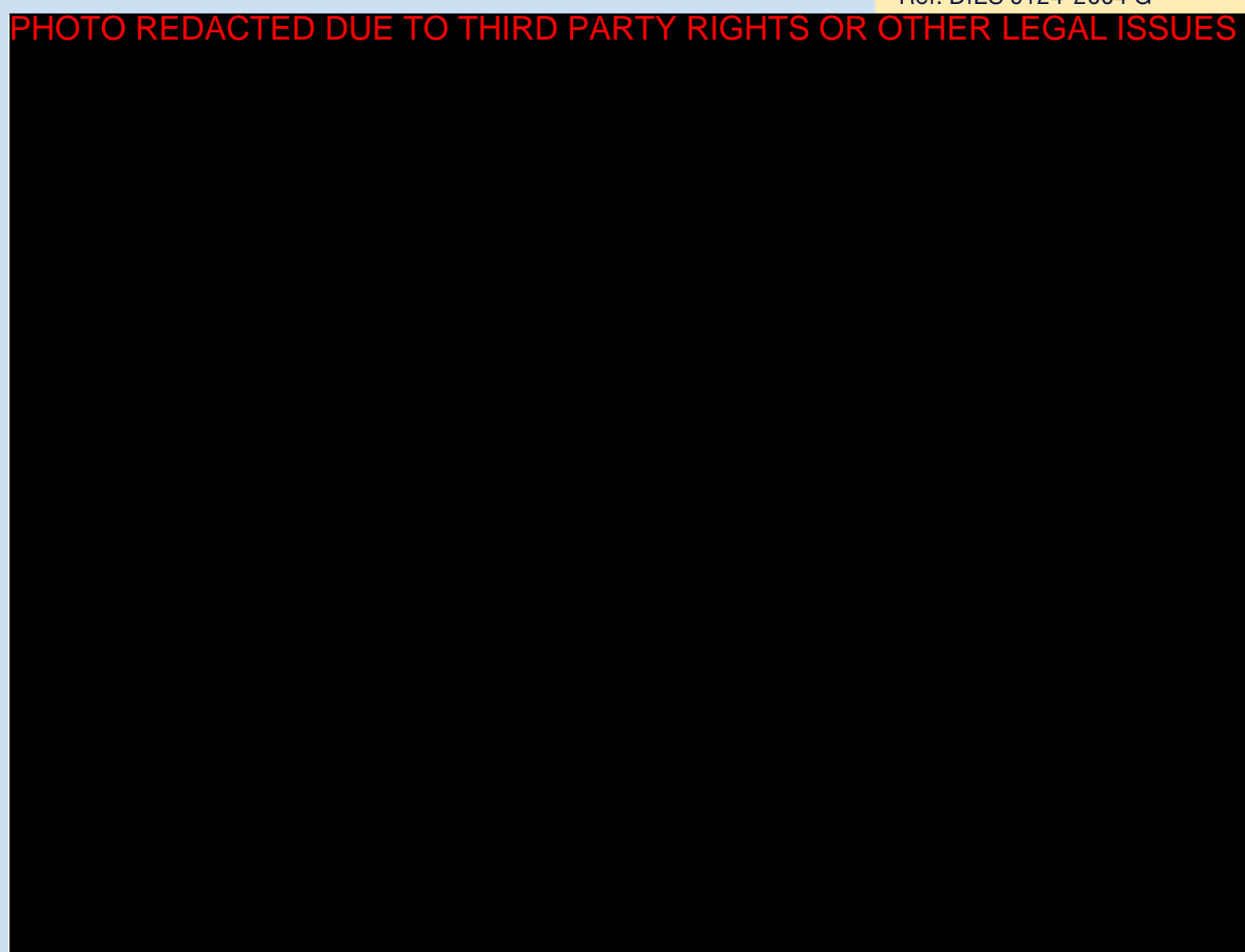
PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

**department for**
**education and skills**
creating opportunity, releasing potential, achieving excellence

# About this guide

This guide is for headteachers, school strategy managers, senior leaders and subject leaders.

The Government's agenda for transforming secondary education builds on high expectations and a commitment to meeting the needs of every child. The aim is to transform educational achievement by ensuring 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;

- high excellence is achieved together with high equity through personalised learning for every pupil. Careful attention is given to pupils' individual learning styles, motivation and needs; there is rigorous target setting linked to high-quality assessment; lessons are enjoyable and pupils are supported by others well beyond the classroom;

- workforce reform allows teachers more time to teach and schools to use a wider range of skilled staff;

- partnerships are developed beyond the classroom to enhance the quality of teaching and learning within the classroom and improve behaviour and attendance;

- schools have more freedom and flexibility in how they use and target their resources, in the way they design the curriculum and in the teaching methods they use, but work within a framework in which they are accountable for their performance.

The Key Stage 3 Strategy is designed to support schools to address the learning needs of pupils aged 11–14. Everything the Strategy offers is capable of local tailoring and selection, so it offers choice as well as challenge. It provides subject specialist support within the context of a whole-school improvement strategy. It offers a platform for professional development across the school through its emphasis on teaching and learning.

This guide provides a brief summary of progress in the Key Stage 3 Strategy to date and sets out the 2004–05 offer of what the Strategy will provide. Information about additional development work is also included.

This guide should be read in conjunction with the *Guide for school leaders* (DfES 0123-2004 G), which gives advice for school leaders about how to use the Strategy to support whole-school improvement and raise standards.

# Contents

# Raising standards and supporting whole-school improvement

Pupils at 11 to 14 are changing, aspirational and emergent; they are adults in the making and have a range of learning needs. Secondary schools are complex organisations where lasting change is the product of concerted and sustained effort. The Key Stage 3 Strategy deals in these needs and these complexities.

There has been a steady improvement in Key Stage 3 results since the inception of the Strategy in 2001. In English the number of pupils achieving level 5 or above has increased by four percentage points, to 69% in 2003. In mathematics the number of pupils achieving level 5 or above has increased by five percentage points, to 71% in 2003. Results in science and ICT have also improved since the introduction of these strands in 2002. Science has increased by two percentage points, to 68% in 2003, and ICT has increased by one percentage point, to 67% in 2003.

This year we need to consolidate and strengthen the successes of the first three years of the Strategy, and build on what we have learned as we look forward to the 2007 targets. Expectations for 2004 are high, as the first cohort to have benefited from the Strategy from Year 7 through to Year 9 will sit the national tests.

In 2004–05, the Key Stage 3 Strategy's priority is to raise standards and support whole-school improvement. There are four main areas of work:

- improving teaching and learning;
- promoting inclusion and tackling underperformance;
- strengthening the whole curriculum;
- supporting school leadership.

In seeking to improve teaching and learning, we must give attention to pupils who are still at level 3 at the start of the key stage and accelerate their progress so they go on to achieve the national expectation. We also need to ensure that pupils who enter at level 4 make good progress and go on to achieve level 5 and beyond. Resources also continue to be directed to areas of greatest need, with a continuing focus on tackling underperformance.

To strengthen teaching and learning across the curriculum, more attention is directed to supporting schools on whole-school initiatives which promote effective teaching and the development of pupils' learning skills across the curriculum. These developments are organised around the themes of Assessment for learning (AfL), ICT across the curriculum, Literacy across the curriculum (LAC) and Leading in learning (learning and thinking skills).

Effective leadership is the key to schools making good use of the Strategy. With more freedom and flexibility, schools are now able to select and use the Strategy materials that are most appropriate to the individual learning needs of their pupils. In some schools a range of factors has held the Strategy back; these include weak leadership, staffing difficulties and isolation from other policies. This year there will be further support for school leaders; the Strategy will work in ways that do not weaken fragile staffing; and it will seek to be more coherent with other initiatives, such as the Leadership Incentive Grant (LIG) collaboratives.

Improving teaching and learning

# English

## Progress to date

There has been a four percentage point rise in the number of pupils achieving level 5 or above in the English tests since 2001 and this represents significant progress compared with earlier years. There are also indications that the achievement gap between boys and girls is narrowing.

Last year's emphasis on improving writing has generated some very focused improvement work in many schools. Departments used the gap task to identify specific aspects of their pupils' writing that needed attention, and teachers have worked together on planning and classroom approaches, especially in relation to improving sentence construction, paragraphing and helping pupils to plan, organise and express their ideas more successfully. Individual pupils have also benefited from the closely targeted support introduced in the *Intervention toolkit* (DfES 0178/2003), especially the reading and writing challenges.

We are building on this way of working in 2004–05 so that subject leaders and teachers can harness the benefits of training to improve work in classrooms. Our focus is on how to help all pupils make progress and to see many more pupils progress by two levels across the key stage.

## The 2004–05 offer: what will the Strategy provide?

The three days of English core training are designed to help teachers accelerate the progress of all pupils.

**Improving writing, Part 3**, in summer 2004, will help departments strengthen their teaching and learning approaches in relation to their priorities and curricular targets.

**How to get more pupils from level 3 to level 5 in English, Part 1 and Part 2**, consists of two half-days, one in summer 2004 and one in spring 2005. The first half-day will focus on supporting pupils who start on level 3 and those who find it hard to progress from level 4. It will look at three aspects: how to identify the needs of pupils who are failing to make progress; planning for powerful teaching and effective, timely intervention; and tracking progress and securing the gains made. The second half-day will address underperformance in Year 9.

**Increasing pupils' rates of progress in English**, in autumn 2004, will show how the range of Strategy resources can be used to help as many pupils as possible improve by two levels across the key stage.

Your head of English will receive further detailed information to support their work and to enable them to use the Strategy resources best suited to meet their pupils' needs. We will provide additional resources for promoting pupils' independence and enthusiasm for reading. Support for teachers in key areas of subject knowledge related to the English Framework will also be made available during 2005.

Improving teaching and learning

# Mathematics

## Progress to date

The improvement in mathematics results since 2001 has been impressive. The number of pupils achieving level 5 or above has increased by five percentage points. In 2003 nearly half of the pupils achieved level 6 or above.

Many departments are now refining their teaching units using the examples and information from training. This is leading to better continuity, particularly on transfer, and better progression between topics. Teachers now have access to high-quality sample teaching units which provide innovative strategies to tackle many of the important and challenging concepts in mathematics. Many teachers are using these to raise expectations, strengthen pupils' engagement with the subject and extend their range of teaching strategies.

This year, our focus is on ensuring that those pupils who achieved a strong level 3 or level 4 at the end of Key Stage 2 go on to attain level 5 or better at the end of Key Stage 3.

## The 2004–05 offer: what will the Strategy provide?

The three days of mathematics core training are designed to help teachers accelerate the progress of all pupils.

**Interacting with mathematics at Key Stage 3**, in summer 2004, will focus on improved strategies for teaching algebra or, where local needs dictate, build on previous work on proportional reasoning, handling data or geometrical reasoning.

**How to get more pupils from level 3 to level 5 in mathematics, Part 1 and Part 2**, consists of two half-days, one in summer 2004 and one in spring 2005. The first half-day will focus on supporting pupils who start on level 3 and on those who find it hard to progress from level 4. It will look at three aspects: how to identify the needs of pupils who are failing to make progress; planning for powerful teaching and effective, timely intervention; and tracking progress and securing the gains made. The second half-day will address underperformance in Year 9.

**Increasing pupils' rates of progress in mathematics**, in autumn 2004, will show how the range of Strategy resources can be used to help as many pupils as possible to improve by two levels across the key stage.

Your head of mathematics will receive further detailed information to support their work and to enable them to use the Strategy resources best suited to their pupils' needs. There will also be opportunities for teachers to strengthen their subject expertise through optional *Planning and teaching mathematics* courses in autumn 2004 and spring 2005. Elements of this course, in the form of supported self-study modules, will be available on the Key Stage 3 website from September 2004.

and learning

# Science

## Progress to date

The number of pupils achieving level 5 or above in science has increased each year, to 68% in 2003. It is now just two percentage points below the target for 2004. The number of pupils achieving level 6 or above increased by seven percentage points, to 40% in 2003.

The core training last year focused on effective teaching and learning, and more lessons now have clear objectives and sharper starting activities. Teachers have made good use of training materials to improve the planning of investigative work. Visits to primary classrooms have enabled teachers to recognise and build on pupils' earlier learning in science.

In 2004–05 we will build on this by providing further support for heads of science and also practical ideas for developing teaching and learning strategies. Our aim is for all pupils to make at least one level of progress, with as many pupils as possible improving by two levels across the key stage.

## The 2004–05 offer: what will the Strategy provide?

The two days of science core training are designed to help teachers accelerate the progress of all pupils.

**How to get more pupils to level 5 in science, Part 1 and Part 2**, consists of two half-days, one in summer 2004 and one in spring 2005. The first half-day will focus on supporting pupils who start on level 3 or are a weak level 4 and who find it hard to progress to level 5. It will look at three aspects: how to identify the needs of pupils who are failing to make progress; planning for powerful teaching and effective, timely intervention; and securing the gains made. The second half-day will address underperformance in Year 9.

**Increasing pupils' rates of progress in science**, in autumn 2004, will support heads of department in leading and managing teaching and learning in their department. It will look at how the range of Strategy resources can be used to help the maximum number of pupils improve by two levels across the key stage.

Your head of science will receive further detailed information to support their work and enable them to use the Strategy resources best suited to their pupils' needs. Optional training, from the end of the autumn term 2004, will be available to strengthen the teaching and learning of geological changes. More intervention materials, for use with pupils whose progress is below that expected, will be available from spring 2005, together with advice on using teaching examples from contemporary science.

**Improving teaching and learning**

# ICT

## Progress to date

Since the introduction of the ICT strand in 2002 the number of pupils achieving level 5 or above, by teacher assessment, increased by one percentage point to 67% in 2003.

Last year, training focused on standards in ICT, assessment and Year 9. It was well received and now teachers have a much clearer view of National Curriculum levels, with many schools developing moderation activities. Teachers have made good use of the sample teaching units and Year 9 case studies to raise expectations, increase pace and challenge, and extend their range of teaching strategies. Materials from the successful ICT pilot for special schools will be made available in summer 2004.

There is now a need to build on this work to accelerate pupils' progress across the key stage.

## The 2004–05 offer: what will the Strategy provide?

The two days of ICT core training are designed to help teachers accelerate the progress of all pupils.

**Increasing pupils' rates of progress in ICT**, in autumn 2004, will enable teachers to have clear expectations and deploy specific strategies for accelerating pupils' progress to between one and two levels across the key stage.

**Preparing pupils for ICT assessment, including tests, Part 1 and Part 2**, consists of two half-days, one in autumn 2004 and one in spring 2005. This training will support teachers preparing Year 9 pupils for assessment, including how to make good use of formative assessments and curriculum targets.

In summer 2004, materials and guidance will be available showing how the ICT sample teaching units can be adjusted to teach pupils working below level 3. In spring 2005, ICT-based materials will also be available for teachers who are new to Key Stage 3, are inexperienced or not specialists in ICT teaching. These materials will aim to strengthen teachers' subject knowledge in key areas of the ICT Framework. Your head of ICT will receive further detailed information to support their work and to enable them to use the Strategy resources best suited to their pupils' needs.

The accuracy of teacher assessment in ICT remains a concern and further work with the Qualifications and Curriculum Authority (QCA) on exemplifying standards will support progress in this area. New end-of-key-stage tests for ICT will be piloted nationally in 2005. There will be continued support for teachers on making judgements about pupils' progress and achievement, with more examples and advice about formative assessment and recording progress.

Improving teaching
and learning

# Foundation subjects

## Progress to date

The generic focus on teaching and learning has had a significant impact in many
schools, with better-structured lessons and pupils more actively engaged in their
learning. Work on Assessment for learning and links with Literacy across the curriculum
has also contributed to improved standards in the foundation subjects.

The great majority of schools nationally are taking up the Key Stage 3 modern foreign
languages (MFL) programme. Teachers are enthusiastic about the high quality of the
optional training and materials and the impact of the programme on extended speaking
and writing and boys' motivation.

The design and technology pilot has been successfully launched in 80 schools.
Teachers in the pilot schools are developing a clearer understanding of standards and
progression in design and technology. Improved collaborative planning is contributing
to more effective teaching and learning. The pilot runs to summer 2004 and the revised
materials will be disseminated nationally in autumn 2004.

## The 2004–05 offer: what will the Strategy provide?

Further information on foundation subjects developments will be provided through
the school strategy manager network.

We will provide further subject exemplification of key whole-school priorities,
particularly Assessment for learning.

In spring 2005, we will make available MFL guidance and training materials on using
Year 7 Framework objectives to improve transition from Key Stage 2 to 3, for use
by primary and secondary schools in their liaison work. There will also be guidance
on using Framework objectives in Year 9 to improve motivation and take-up in
Key Stage 4.

The dissemination of design and technology materials will begin in September 2004.
You will receive the revised design and technology Framework, together with guidance
on the use of the Framework and teaching approaches. You will be able to access
optional training through your LEA on a buy-back basis.

A small music pilot, with development work taking place in 40 schools, will begin during
the year.

Improving teaching
and learning

# Pedagogy and practice

## Progress to date

Securing effective teaching and learning is central to successful whole-school improvement. The Key Stage 3 *Key messages: Pedagogy and practice* booklet (DfES 0125/2003) provides guidance on the relationship between pedagogic approaches and teaching and learning strategies.

Last year, the Strategy's guidance and training materials were adapted to support teachers working in LIG collaboratives. These materials have now been revised and expanded and will be made available to all schools. The materials are designed to help you to develop your continuing professional development programmes and build capacity in ways that best suit your school needs and circumstances. They are also a useful resource for working with individual teachers and their use can be extended into Key Stage 4.

## The 2004–05 offer: what will the Strategy provide?

All schools will receive *Pedagogy and practice: teaching and learning in secondary schools*, in September 2004. This pack will contain a management guide, an assessment guide and a suite of 20 self-study guides on the essence of good teaching and learning. The assessment guide will enable individual teachers to identify the next steps in their own professional development. The study guides will explain and exemplify the key factors that contribute to effective teaching and learning, namely, creating the right conditions for learning, choosing the right strategies and techniques, and selecting the most appropriate pedagogy to meet the stated objectives of the lesson.

The study guides may be used by an individual but are likely to be more effective if used as part of a planned programme in which teachers are working together. The *Pedagogy and practice: teaching and learning in secondary schools* pack will also be made available on DVD for additional flexibility.

**Improving teaching and learning**

# Supporting new teachers, parents and carers

## Progress to date

It is essential that newly qualified teachers (NQTs) and other teachers who are new to the school (for example, overseas-trained, returners and supply teachers) receive good professional development to enable them to become confident and proficient classroom practitioners working with Key Stage 3 pupils.

The Key Stage 3 Strategy is an important feature of initial teacher training (ITT) courses, and the majority of NQTs are knowledgeable about its principles and practices and well prepared to teach Key Stage 3 pupils. In 2003–04, volunteer higher education tutors and mentors in partnership schools took part in pilots to improve trainees' use of plenaries and guided group work in lessons.

Parents and carers are key partners in pupils' academic success, and they too need to be informed and advised on how they can best support and guide their children's learning.

## The 2004–05 offer: what will the Strategy provide?

We will provide a range of training and support materials for new teachers, parents and carers in 2004–05.

A resource kit and video for use with parents and carers will be provided in summer 2004.

In autumn 2004, training will be offered for mentors and coaches via LEAs and higher education institutions on how best to improve the effectiveness of teachers who are new to teaching Key Stage 3 pupils.

There will be an interactive DVD of study materials for new teachers, to allow them to identify and address their development needs.

During autumn 2004, there will also be training materials, distributed via your LEA strategy manager, for teachers new to teaching Year 9.

To encourage more parents and carers both to become involved in and to support their children's learning, leaflets and an accompanying video for them will be made available via your LEA in summer 2004.

Promoting inclusion and tackling underperformance

# Behaviour and attendance

## Progress to date

The behaviour and attendance strand was launched in September 2003 in order to help reduce exclusions and truancy and tackle bullying across schools. Poor staff recruitment and retention is often linked to poor behaviour in schools; one of the aims of the strand is to increase the confidence of all staff, providing them with the skills to teach behaviour for learning and develop good habits of attendance for all pupils.

Last year, core training was provided for school behaviour and attendance leaders on reviewing and implementing behaviour and attendance strategies and examining effective classroom practice.

## The 2004–05 offer: what will the Strategy provide?

There will be two days of core training for the behaviour and attendance strand in 2004–05.

Both days will build on the earlier training and will explore strategies to improve in- and out-of-class behaviours and encourage regular attendance. The training on procedures and approaches to develop effective practice in schools is aimed at all staff and can be tailored to meet the needs of schools in different situations.

In autumn 2004, the core training will provide guidance and support in effective monitoring and evaluation of behaviour and attendance. This will be followed in spring 2005 with training in the development of social, emotional and behavioural skills in secondary schools. This training will focus on emotional health and well-being and will link with the Healthy Schools Programme and the National Healthy Schools Standard.

There has been a positive response from schools undertaking the behaviour and attendance initial review and audit, and a toolkit of further materials is being offered to help schools with follow-up work from January 2004. The toolkit may be used as self-study modules or as the basis for departmental or whole-school discussion.

Optional training materials to support transition and transfer for pupils with poor behaviour and attendance will be available in summer 2004, and materials for use with parents on how to improve their children's behaviour and attendance will be available in autumn 2004.

Further work will be undertaken on specialist areas of behaviour and attendance, including guidance for pupil referral unit (PRU) and learning support unit (LSU) provision as an alternative to exclusion, and on managing escalating violence in schools and conflict resolution in schools.

Promoting inclusion
and tackling
underperformance

# Inclusion

## Progress to date

Strategy materials on aspects of inclusion have been well received, and the targeting of support for underperforming pupils is becoming increasingly effective. In particular, the materials focused on the teaching of minority ethnic pupils and those learning English as an additional language have led to improved practice, both in the mainstream and in additional support groups. More recently, the trialling of a range of practical materials and advice for teachers working in London schools, as part of London Challenge, has resulted in raised attainment of specific targeted groups, in particular African-Caribbean boys and pupils who enter secondary school during Key Stage 3.

Work was begun last year on ensuring a smooth transition from primary to secondary school, and it is clear that schools are beginning to liaise more effectively and transfer curriculum information and data more efficiently. This work will continue this year.

## The 2004–05 offer: what will the Strategy provide?

Detailed case studies of effective practice and classroom-tested materials will be made available this year. In May 2004, the first publication will offer advice and guidance on further improving progression at transfer. This will be followed by a set of publications in the autumn term on reducing the attainment gap between girls and boys, raising the attainment of African-Caribbean boys and increasing the number of pupils attaining level 6 and above, and materials aimed at improving the attainment of pupils with special educational needs.

From September 2004, there will be a new research project focusing on a different underperforming group, for example, Turkish boys, Bangladeshi girls. Again, materials and lessons learned from this research will be disseminated to all schools during 2005–06.

In spring 2005, an optional training day on inclusive teaching and learning will help you consider the Strategy's overarching principles of inclusion and how these may be used to inform whole-school practice.

# Intervention

**Promoting inclusion and tackling underperformance**

Intervention is targeted at pupils who are working below national expectations but who have the potential to meet the expectations of their age group if they are given timely support. Early targeted support helps pupils the most.

Effective intervention involves identifying pupils' strengths and weaknesses; sharing learning goals with pupils and setting them targets; providing feedback to help them to recognise their progress and see the next steps to take; and rigorously monitoring their progress.

The *Intervention audit* (DfES 0121/2003) helps you to identify pupils who need additional support. The *Intervention toolkit* (DfES 0178/2003) is a suite of catch-up materials which you can draw on to work with these pupils. *Science intervention materials* (DfES 0077-2004), published in February 2004, can also be used to support these pupils. Additional funds are available through your LEA to support intervention work.

## Intervention toolkit

Introduction
Critical teaching units in English
Literacy progress units
Critical teaching units in mathematics
Springboard 7
Learning challenge
Reading challenge
Writing challenge
Mathematics challenge
Summer schools
Academic mentors
Year 9 booster sessions

Strengthening the
whole curriculum

# Whole-school initiatives

## Progress to date

Whole-school initiatives were introduced in 2003–04 as the Strategy began to evolve into a whole-school strategy. These included the behaviour and attendance strand, the Intervention strategy to support pupils working below national expectations, work on teaching and learning and the *Sustaining improvement* modules (DfES 0565-2003 G).

## The 2004–05 offer: what will the Strategy provide?

The purpose of the whole-school initiatives in 2004–05 is to reinforce and strengthen pupils' key learning skills, enabling them to develop and apply their learning in a variety of contexts. These key skills improve pupils' capacity for independent learning and thus their self-esteem and motivation.

During 2004–05, you will be able to select from four whole-school initiatives. You will need to select the one which best supports your development priorities and is likely to have the greatest impact on improving the quality of teaching and learning and thus on improving pupils' standards. In addition, through your LEA, you will be offered four days of consultancy support and a £1000 grant to support the work.

### Assessment for learning (AfL)

AfL is fundamental to good teaching in all subjects and good AfL practice motivates pupils and raises standards. It is a key strategy through which teachers can better meet the individual learning needs of pupils. In summer 2004, there will be a core training day on AfL available for all schools. You will also receive training materials consisting of generic training material to support whole-school training and subject-specific exemplification. These materials should be used selectively and can be used both by those relatively new to AfL and by those who wish to improve their existing practice.

### ICT across the curriculum

ICT has a significant role to play in enhancing creativity, extending learning opportunities and incorporating different paces and styles of learning to meet the individual needs of pupils. The application and transfer across the curriculum of the skills taught in ICT lessons are essential to increase the momentum of improvement. The materials to support ICT across the curriculum will be available in the second half of the summer term 2004.

Strengthening the whole curriculum

## Literacy across the curriculum (LAC)

LAC makes a powerful contribution to pupils achieving higher standards in all subjects. Many schools have made good use of the *Literacy across the curriculum* folder (DfEE 0235/2001) and this work needs to be sustained and built on. Work will particularly support the development of writing. The materials to support LAC will be available in the second half of the autumn term 2004.

## Leading in learning

Leading in learning involves improving pupils' learning and thinking skills and promoting their development as independent learners. Following a successful pilot last year, the revised guidance on planning and management, together with teaching materials, will be available in spring 2005.

For ICT across the curriculum, Literacy across the curriculum and Leading in learning, there will be support materials consisting of introductory guidance, together with a specific management guide and a half-day training session for a senior manager and a lead teacher. These materials are designed for use by senior leaders, subject leaders and teachers.

Schools will have a further opportunity to work on another of the whole-school initiatives in 2005–06.

Supporting school
leadership

# Supporting school leaders

## Progress to date

As the Strategy develops to support whole-school improvement, school leaders have an increasingly important role to ensure that it is used in a consistent and coordinated manner to improve quality and raise standards. The Strategy now places demands on leaders at all levels to audit, plan, manage and evaluate their work. The role of your school strategy manager has been given increasing importance, as he or she is the main conduit through which your school receives information about Strategy guidance and training.

Many schools have made good use of the *Subject leader development programme* (DfES 0390/2002) to tailor a professional development programme for subject leaders and year leaders. Work with subject leaders through the strands has helped them to work with departmental colleagues to translate training into improved classroom practice.

## The 2004–05 offer: what will the Strategy provide?

To support the greater coherence across the strands and the emphasis on whole-school improvement, this year we will give more attention to developing and supporting the leadership role of headteachers, school strategy managers, senior leaders and subject leaders. We will seek to ensure that you are well informed about the Strategy, are equipped to use it to support your development priorities, and can develop and share good practice in teaching and learning.

Your school strategy manager will continue to be the first to receive materials and briefings on whole-school development through the half-termly meetings. These meetings provide an important forum for disseminating key messages and for sharing good practice. Senior leaders will receive termly updates on the Strategy and we will provide information and advice for subject leaders, leading professionals and advanced skills teachers (ASTs). Network meetings will be organised for some subject leaders to support work in Key Stage 4.

There will be further opportunity for LEA-nominated school strategy managers to receive training in working with colleagues from other schools to help share good practice and sustain improvement.

The *Guide for school leaders* (DfES 0123-2004 G) accompanies this booklet. It provides strategic guidance for school leaders on how to use the Strategy to support whole-school improvement and thus raise standards.

Appendix 1

# Additional development work

## Key Stage 4

In 2003–04 we developed support materials for GCSE pupils and Key Stage 3 to 4 bridging courses, and extended the learning challenge into Key Stage 4. Research was undertaken with 25 LEAs to investigate the factors that lead to poor GCSE results, and material was produced to support the training of overseas-trained teachers, returners and supply teachers to teach GCSE. In 2004–05 we plan to build on these projects, extending them to other subjects, developing exemplification materials and providing additional guidance on tackling disaffection. We will also provide network support through meetings in autumn and spring for your key staff in English, mathematics, science, ICT, design and technology, and modern foreign languages, and for Key Stage 4 managers.

## Key Stage 3 Strategy and London Challenge

This is an exciting collaboration between the Key Stage 3 Strategy and the London Challenge, focusing on teaching and learning. It addresses issues that are of particular concern to London schools: for example, transition arrangements and provision for pupils who enter school after the start of Year 7. Work is also being undertaken on raising the attainment of African-Caribbean boys and White European boys with free school meal entitlement. Effective practice will be disseminated to all London schools and will also be shared more widely.

## Proposed pilot programme for meeting the needs of pupils working at level 3

This pilot will address the challenges that are faced by schools in which a very substantial proportion of the pupils enter at level 3 and struggle to access the secondary curriculum because their core skills in literacy, numeracy and learning are weak. As the numbers are great, such schools cannot rely on extraction and individual approaches for catch-up. We plan to work closely with a group of about 16 schools in four areas of the country to explore more radical ways of providing support for these pupils by rethinking the content and the construction of the curriculum. The pilot will identify implications for the existing Key Stage 3 National Curriculum and end-of-key-stage tests. The outcomes of the pilot should provide a firm foundation for influencing future directions of educational developments from the end of Key Stage 2 and throughout the secondary phase.

## Support for collaboratives

Some schools facing challenging circumstances achieved outstanding results in the 2003 Key Stage 3 national tests. Some of the more disadvantaged LEAs have achieved a step change in standards and the Strategy's additional development work will continue to build on this in 2004–05.

*Pedagogy and practice: teaching and learning in secondary schools* was originally piloted in LIG collaborative schools and will be made available to all schools in September 2004 (see page 9). We will also provide support for schools working in LIG collaboratives through two main activities in 2004–05. Drawing on good practice, curriculum models for schools with large numbers of low-attaining pupils on entry will be developed and guidance and case study material will be published. Guidance on and case studies of models of successful continuing professional development will also be developed, with a particular emphasis on schools that are challenged by high staff mobility and/or significant numbers of unqualified staff. The material from both activities will be disseminated through headteacher conferences.

## Two-year Key Stage 3 project

The two-year Key Stage 3 project aims to develop ways of completing the Key Stage 3 programmes of study that will improve pupils' motivation and engagement, accelerate the pace of learning and raise standards. Twenty schools have been developing and trialling models for a shortened Key Stage 3. From summer 2004, a further 20 schools from the London area will work on exploring creative transition models. The time saved will open up curriculum flexibility throughout the 14–19 phase and could be used for a variety of purposes, including curriculum enrichment, the development of learning skills, additional catch-up support, vocational work and early introduction to GCSEs.
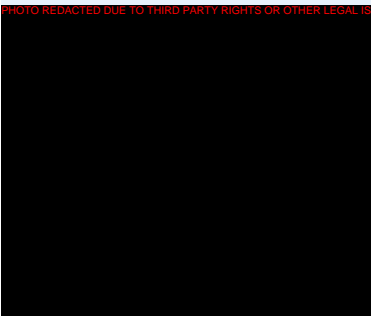
**Appendix 2**

# Core training 2004–05

Since the introduction of the Key Stage 3 Strategy, significant progress has been made in raising pupils' standards. This year, the focus will be on building on this success to further accelerate the progress of all pupils so that many more pupils 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 difficult to progress to level 5.

The training in English, mathematics and science will share common features. The two-part training on getting more pupils to level 5 will consider how to identify pupils who need to accelerate progress, selecting and using strategies, and securing progress. There will be a pre-course task. The autumn term training on increasing pupils' rates of progress will consider planning for progression from Year 7 to Year 9 and planning and teaching for step change. There will also be a pre-course task.

Senior leaders are vital in ensuring that training and support materials are used in classrooms. This means ensuring 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 who will be able 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.

Appendix 2

## Core training programme

The 2004–05 core training programme is set out below. The right-hand column shows the recommended 'training windows' when LEAs are encouraged to provide the various training activities.

| Summer 2004 | | | |
|---|---|---|---|
| English | Improving writing, Part 3 | 1 day | From 31 May to end of summer term 2004 |
| English | How to get more pupils from level 3 to level 5 in English, Part 1 | ½ day | From 31 May to end of summer term 2004 |
| Mathematics | Interacting with mathematics at Key Stage 3 | 1 day | From 31 May to end of autumn term 2004 |
| Mathematics | How to get more pupils from level 3 to level 5 in mathematics, Part 1 | ½ day | From 31 May to end of summer term 2004 |
| Science | How to get more pupils to level 5 in science, Part 1 | ½ day | From 31 May to end of summer term 2004 |
| Assessment for learning | Whole-school development of Assessment for learning | 1 day | From 19 April to end of summer term 2004 |

| Autumn 2004 | | | |
|---|---|---|---|
| English | Increasing pupils' rates of progress in English | 1 day | From 4 October to end of autumn term 2004 |
| Mathematics | Increasing pupils' rates of progress in mathematics | 1 day | From 18 October to end of autumn term 2004 |
| Science | Increasing pupils' rates of progress in science | 1 day | From 8 October to end of autumn term 2004 |
| ICT | Increasing pupils' rates of progress in ICT | 1 day | From 4 October to end of autumn term 2004 |
| ICT | Preparing Year 9 pupils for ICT assessment, including tests, Part 1 | ½ day | From 4 November to end of autumn term 2004 |
| Behaviour and attendance | Effective monitoring and evaluation of behaviour and attendance | 1 day | From 4 November to end of autumn term 2004 |

**Appendix 2**

| Spring 2005 | | | | |
|---|---|---|---|---|
| English | How to get more pupils from level 3 to level 5 in English, Part 2 | ½ day | From 10 January to end of February 2005 | 21 |
| Mathematics | How to get more pupils from level 3 to level 5 in mathematics, Part 2 | ½ day | From 10 January to end of February 2005 | |
| Science | How to get more pupils to level 5 in science, Part 2 | ½ day | From 10 January to end of February 2005 | |
| ICT | Preparing Year 9 pupils for ICT assessment, including tests, Part 2 | ½ day | From 1 February to end of spring term 2005 | |
| Behaviour and attendance | How to teach social and emotional behaviour skills in secondary schools | 1 day | From 1 February to end of spring term 2005 | |

# Notes

# Notes

# Notes

department for
**education and skills**
creating opportunity, releasing potential, achieving excellence

**Raising Standards**
**Standards and Effectiveness Unit**