



Key Stage 3

National Strategy

Guidance

Curriculum and
Standards

Intervention toolkit

**Headteachers and
School Key Stage 3
Strategy Managers**

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Introduction

The pupils

Intervention is targeted at pupils who are working below national expectations but who have the potential to meet the expectations for their age group if they are given timely support and motivation. Intervention is not a special educational needs programme, though SEN pupils may be among the target audience.

Nationally, a significant minority of pupils is still working at level 3 at the end of Key Stage 2. Some pupils genuinely learn more slowly. They may be achieving well at level 3, considering their developmental difficulties. But in other cases, the pupils' learning has been slowed down by one or more external factors.

Some of this group may not have been taught the whole programme of study for Key Stage 2. Some may have difficulties resulting from misconceptions in their earlier work. Some may have been disadvantaged by circumstances at home, or have gaps in learning resulting from missed or interrupted schooling. For all of them, Key Stage 3 gives them a new opportunity to get back on track.

Provision

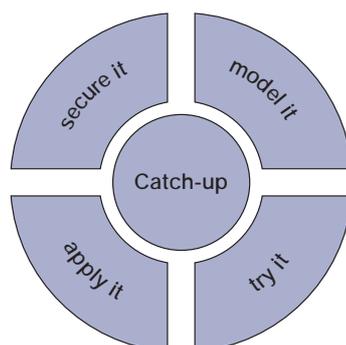
Early targeted support helps the pupils most. It is much easier to catch problems early on than to struggle with a backlog.

The traditional way of teaching underachievers is to slow down the curriculum and cut out the most demanding material. The result is slow progress and no prospect of catching up. The Key Stage 3 Strategy offers an extra, different approach: 'little and often'. This combines pace with short, intense concentration and built-in consolidation. In other words, it accelerates the process. The 'little and often' model feels quite different to teach if you are accustomed to the 'slow and secure' model.

Most Key Stage 3 pupils are aware of their difficulties. Teachers can enlist their support by taking a direct approach. If pupils know that the aim is to help them to catch up, good pace and directness can be very motivating.

The Strategy recommends that in your provision for the pupils you:

- focus and structure the teaching, whether in lessons or extra support groups, so that pupils know what is to be learned and how, and how it fits with what they know already;
- concentrate on the misconceptions, gaps or weaknesses the pupils have had with earlier work, with some extra consolidation;
- build into your catch-up programmes the principles of 'little and often' and a cycle of 'model – try – apply – secure';



- motivate the learning with pace, dialogue and stimulating activities;
- assess pupils' progress regularly, involving the pupils, and adapt your subsequent programme accordingly;
- have high expectations of the effort that pupils should make;
- create a settled and purposeful atmosphere for learning;
- organise extra support for identified pupils, perhaps before or after school and during breaks, when teachers, other adults and older peers can help them to prepare for or to consolidate their learning;
- offer mentoring sessions to any pupils who are disaffected or whose behaviour causes concern, to prepare them for whole-class work;
- encourage parents to help their children in specific ways.

Overcoming obstacles

There can be obstacles to overcome in making catch-up arrangements. Finding enough time for extra sessions, or staff to teach extra groups, is not easy. Sometimes there is too little diagnosis of pupils' strengths and weaknesses. Sometimes too much reliance is placed on particular programmes. And sometimes the programmes are not well-aligned with the needs of particular pupils. Catering for these pupils takes tremendous care and effort. However, with determination and support, many schools have been able to find creative local solutions to improve their catch-up provision.

To help, the Strategy will place extra materials on its website to increase the choice that you have. The first to appear will be:

- *Targeting level 4 in English and mathematics*: 'critical units' of work with lesson plans for teaching the crucial aspects of the Year 7 curriculum (mathematics available from May 2003 and English from June 2003);
- as part of the above, special consolidation lessons to help Year 7 pupils to prepare for the Progress test (available from March 2003 for both English and mathematics);
- the *Learning challenge* programme (mathematics available from mid-June 2003, reading from July 2003, writing from September 2003);
- guidance on one-to-one coaching (available autumn 2003).

There is even greater flexibility in the ways in which the Standards Fund for catch-up can be used. Extra funding is available for those schools who need it most and who have a good plan for using it.

Catch-up has a new urgency. The Strategy is committed to making it work. If you would like some support to make catch-up work in your school, then contact your Key Stage 3 strategy manager or your English and mathematics consultants, and they will try to extend support to you.

About this booklet

This booklet contains brief accounts of the various catch-up activities and resources published and promoted by the Key Stage 3 National Strategy. Some of these are already published and others will appear in the course of the year.

Use the booklet as a 'toolkit' – choose from it materials and other ideas to help address patterns of underachievement in your school. The flexibility it offers allows you to tailor what you do to the needs of your pupils, bearing in mind local circumstances.

Critical teaching units in English

Description

These are three units of 12 lessons designed to support the teaching of Year 7 pupils operating at level 3 and needing to make swift progress to level 4. The lessons are planned and resourced so that they may be taught to whole classes.

The collection of units is called *Targeting level 4 in Year 7: English*. The three units are:

- *Preparing for the progress tests* (from March 2003);
- *Narrative writing* (from June 2003);
- *Reading for meaning and information* (from June 2003).

The lessons follow the teaching sequence of the Literacy Progress Units and the Year 9 booster materials. Homework opportunities are built in at appropriate points. Each unit stresses key skills, pupil self-evaluation and use of individual reading and writing targets.

The units are not designed to replace the *Literacy Progress Units* – they are in addition to this programme. For example, some pupils may still need to work on spelling and phonics, which are not covered in the units.

The units have been tried out with Year 7 pupils who are operating at level 3. Evaluations confirm that the clear teaching sequence, resources and level of challenge help pupils to make good progress in reading and writing.

Audience

- Specialist English teachers
- Non-specialists teaching an English class

Tips

- Assess and identify pupils who would benefit from the units and re-group them into classes.
- All pupils would gain from the *Preparing for the progress tests* unit.
- Only pupils who are operating at level 3 in both reading and writing need to study *Narrative writing* and *Reading for meaning and information*.

Resources and information

- The Key Stage 3 Strategy folder: *Targeting level 4 in Year 7: English*
- Literacy Progress Units (see page 7)
- Key Stage 3 Strategy English consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Literacy Progress Units

Description

The Literacy Progress Units support the teaching of pupils working at level 3 in English, with the aim of moving them to level 4 in Year 7. The units teach pupils how to read with greater understanding and how to express themselves accurately in writing.

There are six units: *Spelling*, *Phonics*, *Writing organisation*, *Information retrieval*, *Reading between the lines* and *Sentences* (this unit has been rewritten: publication March 2003). Each unit contains:

- a pupil assessment profile, to be used to assess individual pupils' suitability for the unit;
- advice on the management, organisation and teaching of the unit;
- 18 sessions, each lasting 20 minutes, designed to be used over a period of approximately six weeks.

Very few pupils will need to experience all the units, so it is important that pupils' needs are identified correctly. Specific guidance on the use of the units for pupils learning English as an additional language can be found in the introduction to the new *Sentences* Literacy Progress Unit.

Organisation

The units are designed for use with small groups of six to seven pupils to allow close monitoring of their progress and appropriate pace and delivery of the programme. To ensure that the programme is successful:

- make it short-term and intensive (ideally, three 20-minute sessions each week);
- use Key Stage 2 results and evidence from pupils' work to decide which units are suitable for individual pupils;
- make all teachers who teach these pupils aware of the content of the programme so that pupils' learning can be reinforced across the curriculum.

Further advice on the use of Literacy Progress Units in schools that have large numbers of pupils working at level 3 in Year 7 can be found on the Key Stage 3 Strategy website: www.standards.dfes.gov.uk/keystage3.

Tips

- Use the Literacy Progress Units to complement and not replace the curriculum that occurs in English lessons.
- Monitor the impact of the programme on pupils' learning, for example, through focused teacher assessment and use of the Progress tests.

Resources and information

- Key Stage 3 Literacy Progress Units
- The Key Stage 3 Strategy folder: *Targeting level 4 in Year 7: English*
- Key Stage 3 Strategy English consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Critical teaching units in mathematics

Description

These materials are designed to support the teaching of Year 7 pupils working at level 3 and needing to make swift progress to level 4.

The folder *Targeting level 4 in Year 7: mathematics* includes:

- a sample intervention plan;
- level 3 to level 4 lessons organised into units;
- 12 *Consolidation lessons* focusing on topics that pupils have found difficult but which are crucial to attaining level 4 in mathematics.

The sample intervention plan is organised in units of work, each with a set of clearly identified objectives and references to a selection of materials drawn from the level 3 to level 4 lessons, Springboard 7 materials and consolidation lessons.

The level 3 to level 4 lessons exemplify good interactive teaching with helpful prompts and references to the use of ICT to enhance learning. The lessons can be used for whole class teaching or with smaller groups.

Consolidation lessons may be used during the year as a key lesson to finish off a unit or to revise key topics.

The materials have been tried out with Year 7 pupils who are working at level 3. Evaluations confirm that the clear teaching sequence, resources and level of challenge help pupils to make sound progress.

Audience

- Specialist mathematics teachers
- Non-specialists teaching a mathematics class
- Teaching assistants working under the supervision of a teacher

Tips

- Assess and identify pupils who would benefit from the critical teaching units.
- Target the teaching at specific areas of weakness by choosing the appropriate units.
- Within each unit use the lessons sequentially.
- Adapt the lessons to match pupils' needs and your school timetable.

Resources and information

- The Key Stage 3 Strategy folder: *Targeting level 4 in Year 7: mathematics*
- *Springboard 7* (see page 9)
- Key Stage 3 Strategy mathematics consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Springboard 7

Description

Springboard 7 supports the teaching of pupils working at level 3 in mathematics with the aim of moving them to level 4 in Year 7.

The units are designed to enable teachers to address particular areas of knowledge and understanding in mathematics.

They are designed to be used during the autumn and spring terms. Not many pupils will need to experience all the units so it is important to diagnose individual weaknesses and target work appropriately.

The *Springboard 7* folder contains:

- 15 units of work arranged in topics;
- notes on planning the programme;
- clear teaching objectives;
- teaching hints and resources;
- revision guidance, oral and written test questions.

Organisation

Springboard 7 materials have been integrated into the *Critical teaching units in mathematics* (see page 8) to enable them to be used for whole-class teaching.

If you have only a small number of pupils to target, then *Springboard 7* can support an in-class intervention or withdrawal programme. To minimise disruption to other lessons, a withdrawal programme should:

- be short-term and intensive (e.g. one term only) with clearly defined targets for the selected pupils;
- provide extra support on one or two occasions per week, when the identified pupils could be withdrawn from subjects other than core subjects;
- link with work being done in lessons so that pupils can be readily re-integrated.

Teachers or teaching assistants can support this programme. Good liaison between staff will help everyone to be aware of the short-term targets for pupils and to track their progress.

Tips

- Assess and identify pupils who would benefit from participating in this programme.
- Identify specific weaknesses and set suitable targets for them.
- Be selective – use the materials to support your teaching – there is no intention that you should use them all.
- Monitor the impact of the programme on pupils' learning, for example, through focused teacher assessment and use of the Year 7 Progress test.

Resources and information

- The Key Stage 3 Strategy folders: *Springboard 7* and *Targeting level 4 in Year 7: mathematics*
- Key Stage 3 Strategy mathematics consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Learning challenge

Description

Learning challenge is designed to be focused support for individual pupils and is based on one-to-one coaching of pupils by volunteer coaches, mentors or teaching assistants. It is a sequence of general sessions to help pupils to organise themselves for learning in Key Stage 3 and beyond, and to accelerate their progress from level 3 to 4. Topics include: organising yourself; working on your own; working with others; homework; and working in different subjects.

Learning challenge encourages self-help with learning, thinking and study skills. The sessions are brief so that they can be slotted into different parts of the school day as appropriate. The programme combines detailed descriptions of sessions, with flexibility in what is chosen. Pupils need to participate in those sessions that address their identified needs.

The scheme is simple and pupils benefit from the individualised advice. The materials could also be used with small groups of pupils whose identified needs are similar.

Organisation

Common ways of using *Learning challenge* are in one or more of the following:

- pre-school sessions;
- tutor time;
- lunch-time and after-school sessions;
- withdrawal from lessons for an explicit programme;
- occasional sessions in selected lessons.

The scheme needs an overall school organiser. Coaches can be teaching assistants, mentors or other suitable adult volunteers. Senior pupils with the necessary skills can also be used. Coaches require training and support, which can be provided by the school, using materials provided by the scheme.

Tips

- Identify and prepare a teacher to organise the scheme across the school. The organiser will need to act as a link between the coaches and class teachers.
- Secure staffing and teaching time as early as possible.
- Get information about individual pupils in advance, especially their personal targets.
- Analyse the Key Stage 2 test results carefully. Look beyond the numeric results.
- Carry out the brief assessment of pupils using the format provided.
- Design a flexible programme that matches pupils' needs and can be taught in the time.
- Work on skills that are relevant to several subjects (e.g. presentation of work, organisation of homework).

Resources and information

- Key Stage 3 Strategy consultants for foundation subjects
- The Strategy website: www.standards.dfes.gov.uk/keystage3

See also *Reading challenge*, *Writing challenge* and *Mathematics challenge* (pages 11–13), which are part of the same scheme.

Reading challenge

Description

This scheme to boost level 3 readers in Year 7 and level 3 or 4 readers in Year 8 is based on one-to-one coaching of pupils by volunteer coaches, mentors or teaching assistants. Coaching is focused by a diagnosis of the pupil's most pressing reading difficulty and is designed to remedy it.

The scheme is flexible. It allows schools to build on existing arrangements for academic mentoring or paired reading, use either adults or senior pupils as coaches, and to vary the number, length, venue and timing of coaching sessions. The materials consist of:

- information for school organisers;
- a support pack for coaches;
- photocopiable resources to support the operation of the scheme;
- a video demonstrating the programme in operation.

Reading challenge will be available from July 2003.

Organisation

The scheme needs an overall school organiser to coordinate the Challenge programme and a specialist English organiser. Coaches can be teaching assistants, mentors or other suitable adult volunteers. Senior pupils with the necessary skills can also be used. Coaches require training and support, which can be provided by the school, using materials provided by the scheme.

Tips

- Identify and prepare a teacher to organise the overall scheme. The organiser will need to act as a link between the coaches and class teachers.
- Identify the specialist English organiser.
- Ask English teachers to identify the pupils and, with the specialist English organiser, set suitable targets for them.
- Recruit coaches well in advance – it may take time.
- Resource the project with suitable time, volunteers, space and books.
- Allocate time for the school organiser to train the coaches in general coaching techniques.
- Reading materials suitable for this age and level of pupil can be found but are not plentiful. Allow time to identify them. Guidance on resources can be found in the information for the organising teacher.
- Give pupils coaching matched to their targets.
- Consolidate pupils' learning in normal lessons.
- Review progress against the targets.
- Give teachers feedback on pupils' progress.

Resources and information

- A school organiser's handbook and training video (available to every school from their LEA from autumn 2003)
- Key Stage 3 Strategy English consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Writing challenge

Description

This scheme to boost level 3 writers in Year 7 and level 3 or 4 writers in Year 8 is based on one-to-one coaching of pupils by volunteer coaches, mentors or teaching assistants. The coaching is focused by a diagnosis of the pupil's most pressing writing difficulty and is designed to remedy it.

The scheme is flexible. It allows schools to build on existing arrangements for academic mentoring or paired reading, to use either adults or senior pupils as coaches, and to vary the number, length, venue and timing of coaching sessions. The materials consist of:

- information for school organisers;
- a support pack for coaches;
- coaching units and resources;
- a video demonstrating the programme in operation.

Writing challenge will be available from September 2003.

Organisation

The scheme needs an overall school organiser to coordinate the challenge programme and a specialist English organiser. Coaches can be teaching assistants, mentors or other suitable adult volunteers. Senior pupils with the necessary skills can also be used. Coaches require training and support, which can be provided by the school, using materials provided by the scheme.

Tips

- Identify and prepare a teacher to organise the overall scheme. The organiser will need to act as a link between the coaches and class teachers.
- Identify the specialist English organiser.
- Ask English teachers to identify the pupils and, with the specialist English organiser, set suitable targets for them.
- Recruit coaches well in advance – it may take time.
- Resource the project with suitable time, volunteers, space and books.
- Allocate time for the school organiser to train the coaches.
- Give pupils coaching matched to their targets.
- Consolidate pupils' learning in normal lessons.
- Review progress against the targets.
- Give teachers feedback on pupils' progress.

Resources and information

- A school organiser's handbook and training video (available to every school from their LEA from autumn 2003)
- Key Stage 3 Strategy English consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Mathematics challenge

Description

This scheme to boost the learning of Year 7 pupils currently working at level 3 in mathematics is based on one-to-one coaching of pupils by volunteer coaches, mentors or teaching assistants. It could be used with small groups where appropriate. The coaching is carefully targeted on specific areas of difficulty in mathematics.

The materials provide:

- support for diagnosing pupils' difficulties in mathematics;
- coaching units to target improvement;
- support for coaches;
- support for those managing the programme.

Each unit covers a topic that is suitable for a short focused input, perhaps of four or five 15-minute sessions over 2 to 3 weeks.

The materials can be used with pupils in other years working at a similar level.

Mathematics challenge will be available from June 2003.

Organisation

The scheme needs an overall school organiser. Coaches can be teaching assistants, mentors or other suitable adult volunteers. Senior pupils with the necessary skills can also be used. Coaches require training and support, which can be provided by the school, using materials provided by the scheme.

Tips

- Assess and identify pupils who would benefit from participating in these sessions.
- Identify their difficulties and set suitable targets for improvement.
- Identify and train a teacher to organise the scheme. The organiser will need to act as a link between the coaches and class teachers.
- Recruit coaches well in advance – it may take time.
- Resource the project with suitable time, volunteers and space to work.
- Allocate time for the school organiser to train the coaches.
- If possible, give support before a topic is met in normal lessons so that pupils are well prepared.
- If possible, give each pupil or small group a minimum of one 15 to 20-minute session per week, on a particular topic, for a clearly identified number of weeks.
- Consolidate pupils' learning in normal lessons.
- Review progress against the targets.
- Give teachers feedback on pupils' progress.

Resources and information

- The Key Stage 3 Strategy folder: *Mathematics challenge*
- Key Stage 3 Strategy mathematics consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Summer schools

Description

Summer schools are a substantial sequence of sessions giving continuous support on literacy and/or numeracy for targeted pupils from the later stages of Key Stage 2 well into Key Stage 3. Schools create a welcoming environment and make available their ICT suites, libraries, learning resource centres and sports facilities. Summer schools serve a dual purpose of introducing pupils to a new school and accelerating their progress from level 3 to level 4.

Organisation

Historically, summer schools have been located in the secondary school to which pupils will transfer, have focused on literacy or numeracy and lasted two weeks. Most of them run early or late in the summer break. The curriculum is a pragmatic mix of sound teaching, fun activities, high interest topics and motivating rewards.

Variations to the 'traditional' summer school have included:

- mixed literacy and numeracy schools, swapping mornings and afternoons;
- cross-curricular schools: a subject a day, exploring literacy and numeracy;
- Easter schools;
- Saturday schools, beginning in Year 6 and continuing into Year 7.

Evaluations have shown that the best staffing of a summer school is likely to include a specialist English or mathematics teacher, a primary teacher, and a range of helpers, including teaching assistants and older or former pupils who have received training in working in summer schools.

Key points

- Summer schools instil confidence in the pupils most at risk of falling behind.
- Staff get a good profile of each pupil.
- Quick progress in some aspects of work can be achieved.
- To recruit suitable staff and pupils may take effort.
- Combining motivating activities with academic progress.

Tips

- Secure staffing as early as possible.
- Use primary schools to recommend the pupils who are most likely to benefit from attending the summer school.
- Gather a range of assessment information about individual pupils in advance, especially their personal targets.
- Track pupils' progress through the summer school and into Year 7, linking into catch-up programmes as appropriate.
- Design a curriculum that can be taught in the time. Draw on the literacy and numeracy summer school materials as appropriate.
- Ensure a balance of teaching strategies: avoid 'death by worksheets'!
- Establish links with parents to involve them in the programme.

Resources and information

- The Key Stage 3 Strategy folder: *Making links: guidance for summer schools*
- Key Stage 3 Strategy English and mathematics consultants
- The Strategy website: www.standards.dfes.gov.uk/keystage3

Academic mentors

Description

Mentors provide one-to-one support for underachieving pupils. Mentoring is academic rather than pastoral. For example, a mentor might:

- review performance across all subjects;
- set pupils' personal learning targets;
- support progress towards the targets through discussion, tuition and coaching;
- draw in subject-based support as necessary;
- coordinate support, for example, from parents or friends;
- coordinate a whole-staff approach to the individual pupil.

This year's funding is targeted at Year 7, 8 or 9 for help with particular problems, revision, homework or catch-up.

Organisation

Common ways of organising mentoring are:

- before or after-school sessions;
- lunchtime sessions;
- holiday sessions.

The mentor in this scheme needs to be qualified to remedy the pupils' misconceptions and to teach skills that have not been successfully learned in class.

Key points

- Focused support is tailored to needs of individual pupils.
- Pupils are motivated by the one-to-one attention.
- Identifying suitable mentors can be problematic.
- Making sure that the mentoring is academic, not merely pastoral, can be a difficulty.
- Effort may be needed to ensure that pupils turn up for the sessions.

Tips

- Identify a suitable venue where mentor and pupils can have some privacy.
- Identify pupils who can really benefit.
- Negotiate agreement of outcomes and commitments.
- Focus on current work so that pupils can see the immediate value, for example:
 - review current work with a pupil;
 - give advice on organising homework, revision, files, bag and kit;
 - coach the pupil on taking notes, researching, better presentation, communication skills;
 - debrief the pupil after tests or examinations;
 - support the pupil's homework and oversee redrafts or corrections.

Resources and information

- Key Stage 3 Strategy consultants
- Experience of mentoring in Excellence in Cities schools
- Management guide for the second year of the Strategy
(see the Strategy website: www.standards.dfes.gov.uk/keystage3)

Year 9 booster sessions

Description

These materials, updated for 2003, consist of a set of three booster kits, one each for English, mathematics and science. The materials aim to help pupils achieve levels 5 and 6 in the Year 9 tests. Each kit contains:

- advice on helping pupils prepare for the Key Stage 3 tests, including what to focus on and how booster lessons can be arranged;
- a set of booster lesson plans and associated print resources (for 2003 there are 16 lesson plans each for English and mathematics and 20 for science);
- a leaflet for pupils on how to prepare for the tests;
- a leaflet for parents giving details of the test and how they can best support their child.

The kits were sent directly to schools in November 2002. Funding for extra teaching was provided directly to schools through the Standards Fund.

Organisation

The varied approaches used by schools in 2002 included:

- organising pupils whose attainment was judged to be borderline level 5 into a discrete additional group and employing a supply teacher to teach them;
- using the booster lesson for all Year 9 classes, irrespective of attainment;
- organising extra after-school lessons and inviting selected pupils to attend, sometimes with a reward, such as a CD voucher, for full attendance;
- planning booster days, sometimes in the Easter holidays and often at an attractive venue other than school, and offering the pupils a lunch.

Most schools found it best to staff booster lessons with teachers who were currently teaching Year 9 classes. Sometimes a school used recently retired teachers or those who had a regular commitment to working in the school.

Key points

- Schools who used the booster lessons last year generally felt that they had made a significant contribution to raising attainment.
- The materials support a variety of forms of organisation.
- Materials can be used flexibly. Teachers are encouraged to take and use what they need from the lesson plans.
- Targeted pupils may need encouragement to attend voluntary booster sessions and to 'stay the course'.
- Recruiting staff to teach the extra sessions can be difficult.

Tips

- When targeting pupils for voluntary sessions, include parents in the invitation for pupils to attend in order to elicit their support.
- Coordinate across the three core subjects so that individual pupils are not overburdened by booster support.

Resources and information

- The booster kit folders for English, mathematics and science
- Key Stage 3 Strategy consultants for English, mathematics and science
- The Strategy website: www.standards.dfes.gov.uk/keystage3

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