

Primary
National Strategy

Guidance

Curriculum and
Standards



Developing the foundations for curricular target setting in ISP schools birth to five

**For use by local
authorities in
their work with
settings providing
government-funded
early education**

Status: Recommended

Date of issue: 09-2005

Ref: 1806-2005DOC-EN

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Curricular target setting in ISP schools

Effective practice in the Foundation Stage

These materials are intended for:

- practitioners in maintained schools who are implementing the Intensifying Support Programme (ISP) in their school;
- local authority inspectors (LAIs) and ISP consultants;
- other consultants providing subject-specific support;
- Foundation Stage advisers and consultants;
- others in the local authority who provide support and guidance in ISP schools.

Since the Children's Act (2005), *Every Child Matters*, schools are operating in a new landscape. The direction is set out in *Choice for Parents, the best start for children: a 10 year strategy for childcare (December 2004)*. Staff will now be working in a multi-agency context, with much closer links to provision in the private, independent and voluntary sectors. Local authorities are developing Children's Centres, often based in primary schools, that bring together the services needed by parents, carers and children. Children's Centres will be working in partnership with parents and carers to ensure that they are in a position to support the new learning that is taking place in school, and will be providing a supportive framework for families and children. This publication supports the work of the Primary National Strategy into the birth to five phase, and explores how staff in the early years can support curricular target setting in ISP schools.

The materials will ensure that a coherent and appropriate approach is adopted to framing curricular targets in the Foundation Stage to support the whole-school curricular target focus.

Introduction

The Foundation Stage is an integral yet distinct phase of the National Curriculum. Its implementation in schools is a statutory requirement (Education Act, 2002). This publication aims to clarify what is meant by curricular target setting in the Foundation Stage for ISP schools.

Approaches to learning and teaching in the Foundation Stage must match the development and age of the learner. The curriculum planned for the child, the group and the class will be shaped by two factors:

1. the principles and frameworks in the *Early Development and Learning Framework (Birth to Three Matters and The Curriculum Guidance for the Foundation Stage)*;
2. the particular needs of individuals and different groups of children.

This publication aims to:

- support the effective implementation of ISP programmes in the Foundation Stage;
- develop a process for using the stepping stones and early learning goals to promote progress through assessment for learning;
- support the use of observational assessment and other evidence of children's learning to identify their next steps in learning;
- use all this information to promote continuity within the Foundation Stage, and strengthen continuity across the Foundation Stage and Key Stage 1;
- promote effective practice across all sectors through establishing a deeper understanding of how the conditions for learning underpin the process of curricular target setting ('next steps');
- provide summary guidance for local authority Public Service Agreement targets 2005–08 in personal, social and emotional development (PSED) and in communication, language and literacy, and explain how curricular target setting supports this.

1. Curricular target setting in ISP schools

1.1 What are curricular targets?

Curricular targets are based on learning objectives. They are informed and identified by analysis of children's work, discussions with children, teacher assessment information and test performance. They identify whole-school priorities and areas for improvement. These priorities are included in the school development plan and linked to performance management.

1.2 Curricular target setting in ISP

ISP is a school improvement programme targeted at the schools below the floor target. It places emphasis on developing a whole-school approach to raising standards, improving teaching and learning, improving the conditions for learning and developing the school as a learning community.

As part of the process of improvement and review, schools identify priorities from data analysis and self-evaluation. These priorities or focuses can be drawn from information and evidence from the Foundation Stage and Key Stages 1 and 2, and addressed at whole-school level. These whole-school curricular focuses are then translated into year group targets based on age-related expectations, linked into the planning, teaching and assessment cycle. The process is illustrated in **Figure 1: Identifying learning focuses to support the whole-school curricular target.**

Curricular targets are used to support:

- whole-school improvement, raising standards and accelerating progress through the use of age-related targets to raise expectations and aspirations for children and adults;
- development of a whole-school approach to, and accountability for, school improvement;
- the identification of whole-school priorities and areas for development.

1.3 The process of layering curricular targets

Curricular targets are translated into year group targets based on age-related expectations; they steer improvements, guide teaching and set the focus for future assessments linked to what has been taught. Curricular targets for year groups also set out targets for classes, groups and individual children, where appropriate. Basing these targets on the children's personal achievements helps them to recognise how well they are doing. Such targets support children's own assessments of what they need to do next to progress.

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The process of curricular target setting is already well established and effective in many primary schools and settings. Many schools and settings and LAs have established mechanisms to analyse National Assessment Agency (NNA/QCA) test data to identify particular areas of strength and weakness in English, mathematics and science, and to translate these into class or school targets. Most schools and settings that are successfully using curricular targets have embedded their use within literacy and mathematics, and recognise their application within other curriculum areas.

Planning and assessment for learning: 'Assessment for learning Professional development materials' pp. 21–29 (DfES 0521-2004G)

Work in the Foundation Stage is based on principles for best practice (*The Curriculum Guidance for the Foundation Stage*) as follows.

Principles for early years education

These principles are drawn from, and are evident in, good and effective practice in early years settings.

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Children are entitled to provision that supports and extends knowledge, skills, understanding and confidence, and helps them to overcome any disadvantage.

Practitioners should ensure that all children feel included, secure and valued. They must build positive relationships with parents/carers in order to work effectively with them and their children.

Early years experience should build on what children already know and can do. It should also encourage a positive attitude and disposition to learn and aim to prevent early failure.

No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

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Parents/carers and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence.

To be effective, an early years curriculum should be carefully structured. In that structure, there should be three strands:

- provision for the different starting points from which children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.

There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Children do not make a distinction between play and work and neither should practitioners. Children need time to become engrossed, work in depth and complete activities.

Practitioners must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

Well-planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them make progress in their learning.

For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. It provides the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

Above all, effective learning and development for young children requires high-quality care and education by practitioners.

2. Promoting effective practice in the Foundation Stage

2.1 Learning in the Foundation Stage

Developing curricular target setting in the Foundation Stage is underpinned by an understanding of how young children develop and learn. Foundation Stage practitioners plan for 'next steps' in learning on the basis of *Birth to Three Matters* and *The Curriculum Guidance for the Foundation Stage* in the context of the *Early Development and Learning Framework*. In early years next steps are reviewed frequently, sometimes daily, after observational assessment. The age of the children, and the range and diversity of their early development gives Foundation Stage targets (next steps) their distinctiveness in the context of the ISP. Foundation Stage targets must derive from *The Curriculum Guidance for the Foundation Stage*.

At this stage, children are developing confidence in themselves as learners, their emerging skills are progressing rapidly across all six areas of learning, but they are dependent on adults to create the right emotional and physical learning environment. Provision of a broad, rich Foundation Stage curriculum based on *The Curriculum Guidance for the Foundation Stage* is essential to support children's learning. The stepping stones and early learning goals are a developmental framework for guidance and do not in themselves constitute a curriculum. The curriculum is planned by the practitioner to reflect the interests, strengths and learning needs of individual children. When planning approaches to curricular target setting, all six areas of learning are equally important and interdependent and are informed by formative assessment.

The assessment process (observation, reflection, modified planning) provides the information needed to shape a relevant and appropriate learning journey that fulfils national aspirations for end of Foundation Stage achievement. Two schools may have the same whole-school curricular targets, but still need to develop different learning journeys for their Foundation Stage.

The assessment process in early years begins and ends with each child:

- Q. What type of activities engage and motivate this child?
- Q. Is it best to plan the provocations for learning outdoors or indoors?
- Q. What are the most appropriate next steps in learning that will best support, extend and develop this child's skills, knowledge and understanding?

3. The process

3.1 How do I frame curricular targets in the Foundation Stage?

Curricular targets relate to what children will be learning. They are appropriate across the whole primary 3–11 age range. Practitioners in the Foundation Stage plan focuses for their work with children using *The Curriculum Guidance for the Foundation Stage*. This provides exemplification for planning, teaching and assessing against the stepping stones and early learning goals. Many examples of good practice already exist in ISP schools. For example, in one school the curricular target was to improve personal interpretation and response to literature. This was interpreted in the Foundation Stage through the use of talk and role-play in response to a shared story. Many Foundation Stage practitioners relate their assessment focuses to the whole-school curricular target focus.

When setting curricular targets for the Foundation Stage with the school some points to consider are that:

- the targets are appropriate for children in the Foundation Stage or can be adapted to meet differentiated needs;
- the targets link with the planned focuses for work for the children in the Foundation Stage;
- the whole-school target-setting process incorporates an understanding of how young children learn in the Foundation Stage;
- the targets are:
 - informed by a knowledge of how young children learn and include sufficient opportunities for children to make individual choices in their own learning to follow their own needs and interests;
 - framed by adults and supported by appropriate subject knowledge.

All staff should understand the requirements surrounding target setting in the Foundation Stage.

3.2 Where do I set the starting points in the Foundation Stage?

In ISP, whole-school curricular targets are identified through analysis of data. In the Foundation Stage, curricular targets should also be informed by:

- the Foundation Stage curriculum as planned by early years staff in response to *The Curriculum Guidance for the Foundation Stage*;
- learning priorities identified by analysis of Foundation Stage Profile data¹;
- the analysis of observational assessment².

Notes

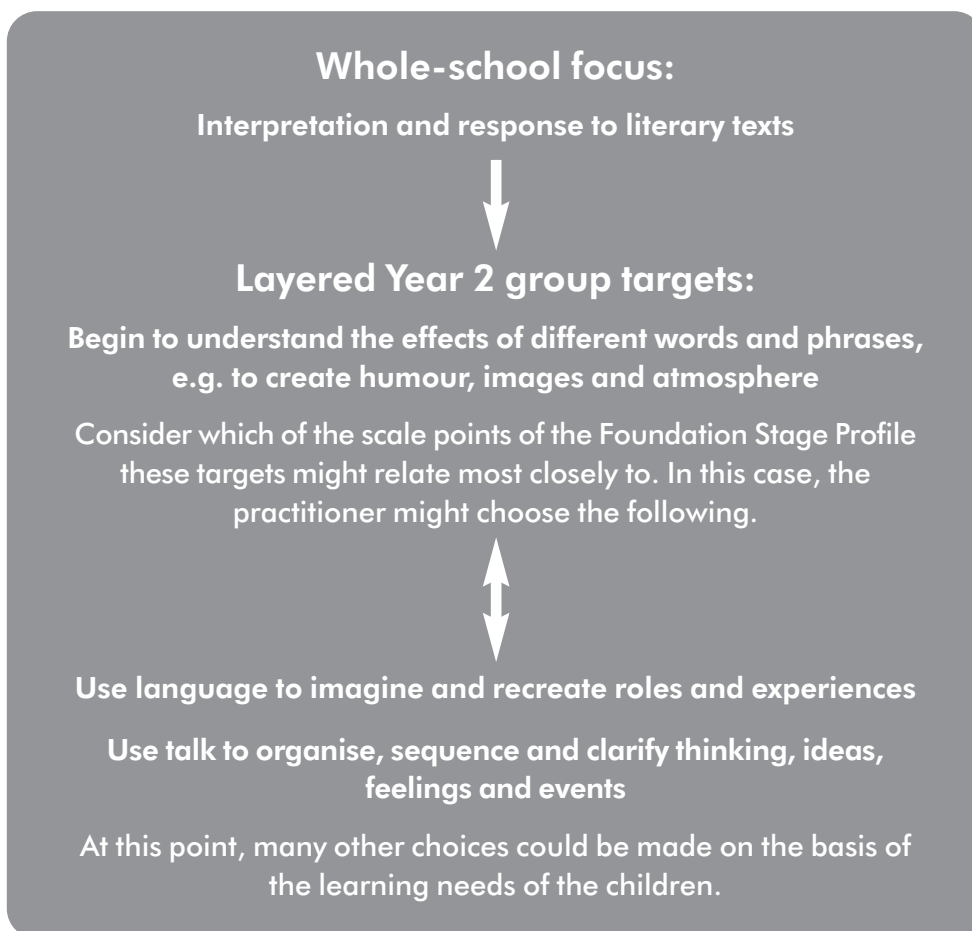
¹ NAA (2005) *Continuing the Learning Journey*, Section 4 Activity 2 and pp. 12–15 QCA/05/1590

² *The Foundation Stage Profile Handbook* QCA/03/1006; *Observing Children – Building the Profile* QCA/04/1304 (CD-ROM) QCA/05/1569 (booklet). All available on *The Foundation Stage Toolkit* (DfES 1198-2005 GCDI).

Developing appropriate curricular targets for the Foundation Stage as part of the ISP may occur in a range of ways. The school should be analysing information from the Foundation Stage Profile to identify priorities. Foundation Stage targets will also be developed in response to a whole-school focus that considers outcomes at the end of Key Stage 1 and 2, framed using *The Curriculum Guidance for the Foundation Stage*.

3.3 How the process might work

The process of planning learning opportunities to support the curricular target should include assessment and observational records, other scale points which support the learning focus, and consideration of whether all the scale points that support the focus area have been achieved. **Table 1: Informed target setting in language development – developing success criteria for children’s end of key stage achievement to improve teaching** illustrates the process. The possible informed targets for the Foundation Stage are highlighted in red. The scale points also required to support this are highlighted in blue: any of these, in any area of learning, might also form a useful learning focus in relation to the whole-school curricular target.



It is important to consider the meaning of any gaps. A gap may indicate a learning need or a next step. It may require revisiting the stepping stones across some or all the areas of learning and incorporating the approaches of *Birth to Three Matters*.

Equally, it may indicate any one of the following, that:

- the Foundation Stage is not appropriately resourced;
- staff will benefit from training in:
 - child development;
 - how to develop an appropriate Foundation Stage curriculum, using the areas of learning;
 - the relevance of *Birth to Three Matters* approaches to younger children;
 - observational assessment;
 - subject-specific knowledge;
- resourcing is not used effectively to promote learning.

Figure 2: Informed target setting in language development – developing success criteria for your teaching, planning and resourcing shows how all six areas of learning are interrelated, and how the conditions for learning³ can be used to support the focus of whole-school curricular targets. *The Curriculum Guidance for the Foundation Stage* provides suggestions for improving the conditions for learning which impact on achievement.

The most important part of the process is to refer back to *The Curriculum Guidance for the Foundation Stage*, paying particular attention to the general guidance on learning and teaching for the area of learning that relates to the chosen scale points, and those scale points' early learning goals and stepping stones. In this example, the chosen scale points are:

Use language to imagine and recreate roles and experiences

Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

The role of PSED in supporting achievement needs to be constantly considered within all curricular target focuses. In *The Curriculum Guidance for The Foundation Stage* there are sections entitled 'Examples of what children do' and 'What the practitioner needs to do next'. These are useful in supporting the planning, teaching and assessment cycle in relation to the curricular targets. For children who are working towards the early learning goals above, a more appropriate starting point may be found in the preceding stepping stones:

Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another. Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.

Begin to use talk to pretend imaginary situations.

Note

³ Conditions for learning should also be evaluated using an appropriate tool: ECERS-E, KEEP, EEL, the Leuven scales or an accredited QA system. Many schools may wish to use the TTA Foundation Stage Audit Materials (TEA0321/1p/20K/fmp/mar04)

It is important to emphasise that **the next step in learning may be in another area of learning** altogether. For example, in the case of writing, access to large equipment (physical development – PD) and a range of stimuli (creative development – CD) may be the logical next step. For all scale points, the PSED stepping stones and early learning goals are required. To support language and talk, as in the example, the following ‘Examples of what children do’ and ‘What does the practitioner need to do?’ will be helpful.

Examples of what children do

- Lewis described how they had made cakes earlier in the day. ‘First we put them in the oven for 20 minutes, but it wasn’t enough, so we cooked them a bit longer.’
- Trudie was sorting out the brick box. ‘These ones all fit in here and go in here ... Put all the blue ones together and I’ll have the greens.’
- The children were looking out of the window at the waving branches. ‘We won’t play out today because it’s too windy ... You might get blown away. Last time some branches got blown off.’

What does the practitioner need to do next?

- Set up displays that remind children of what they have experienced, using resources such as objects, artefacts, photographs, books.
- Provide opportunities to reflect on and recount past events and stories. Encourage story making, using well-known characters and themes.
- Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening, and act out the scenarios in character.
- Ask children to think in advance how they will accomplish a task. Talk through and sequence the stages, for example, in making soup, ‘We peel the vegetables before we chop them up.’
- Encourage children to categorise and order things, for example in tabletop games with bricks, in puzzles, when sorting out snacks or putting things away, and in role-play.
- Use materials that work, for example water wheels, batteries and bulbs, and construction materials, so that children can predict and explain processes and outcomes.
- Use stories to focus children’s attention on predictions and explanations, for example, ‘What will she have to do now?’ ‘Why did the boat tip over?’ and general patterns, for example what generally happens to ‘good’ and ‘wicked’ characters at the end of stories.
- Encourage children to see patterns in experiences and events, for example, ‘When I put my wet gloves on the radiator, they dry out.’

4. Methodology

4.1 Promoting quality

In the Foundation Stage targets:

- are based on *The Curriculum Guidance for the Foundation Stage*;
- are used to support child involvement and adult interactions;
- are founded on planned provision that supports child-initiated learning;
- relate to all areas of learning.

To support the continuous review of quality in the early years, these qualitative targets can be monitored and evaluated, and if necessary measured quantitatively through:

- the ECERS-E scales;
- the KEEP self-evaluation framework (DfES 1201-2005);
- monitoring and evaluating child involvement and adult engagement⁴.

The same purposes may be achieved by quality assurance schemes that support and promote reflective practice, informed self-evaluation and targets for improvement. This approach links directly to the work on self-evaluation promoted by Ofsted and the TTA.

The principles for assessment for learning help practitioners to put the child at the heart of the learning process. In the Foundation Stage this means developing:

- formative assessment based on observations and other evidence of learning;
- discussions with the children about their learning wherever possible and involving them in self-assessment;
- strategies for using observational assessment to inform planning;
- the involvement of children in planning their next steps in learning⁵;
- manageable processes for documenting and sharing evidence of learning;
- the interpretation of observational evidence to identify key learning;
- the involvement of parents/carers and learning support assistants in the assessment process.

Notes

⁴This could be through the use of scales as illustrated in the Effective Early Learning project or through the Leuven scales

⁵Based on NAA (2004) *Observing Children: Building the Profile* QCA/05/1569 (booklet). Available as part of *The Foundation Stage Toolkit* (DfES 1198-2005 GCDI).

4.2 'Target getting' in the Foundation Stage

Curricular targets for the practitioner should be based on the principles of best practice for early years education (see page 5) and linked to the sections: 'What children do' and 'What does the practitioner need to do next?' in *The Curriculum Guidance for the Foundation Stage*. Practitioners should also be aware of the main findings of the Effective Provision of Pre-school Education project (EPPE)⁶ research.

- Effective pedagogy is both 'teaching', and the provision of instructive learning environments and routines.
- The most effective settings provide both teacher-initiated group work and freely chosen yet potentially instructive play activities.
- Excellent settings tend to achieve an equal balance between adult-led and child-initiated interactions and activities.
- Cognitive outcomes relate to focused group work planned and initiated by practitioners and the amount of sustained shared thinking between practitioners and children.
- The curriculum is differentiated according to age.
- Research findings support the general approach to learning in *The Curriculum Guidance for the Foundation Stage*.
- The most highly qualified staff provide the most direct teaching, but also the kind of interactions which guide but do not dominate children's thinking.
- Less qualified staff perform significantly better when supervised by qualified practitioners.

The development of whole-school curricular targets should take place in the context of the review and if necessary the improvement of the conditions for learning.

4.3 What makes a good target?

A good target has a specific focus. This will be an area for development, improvement and enhancement – 'building on one's previous best.' Good targets need to be ambitious, involve those responsible for delivering the outcomes sought, and integrate evidence, analysis and best practice. The purpose of a target is to improve the quality of involvement, engagement and well-being of all those involved. A good target will improve the learning and teaching process. It is as likely to be framed around promoting learning through play and child-initiated activity as around adult-led teaching.

The stepping stones and early learning goals are not age-related. Although they are presented in a hierarchical order, not all children will conform to this sequence

Note

⁶ <http://www.surestart.gov.uk/ensuringquality/research/earlyyears/epped/>

of learning. Their achievements and their development will depend, among other things, on previous experience, gender and date of birth.

Schools and settings have their own ways of documenting learning and recording achievement from birth to age 5. The stepping stones and the early learning goals provide a broad view of the range of developmental pathways children may follow during the Foundation Stage. Staff should track children's progress through the use of practitioner assessment.

This publication illustrates how staff can look at both the provision of a broad, rich Foundation Stage curriculum while also reflecting on how to promote a particular skill or aspect of learning in the whole-school curricular target-setting process.

It is important to remember that when planning next steps in learning in the Foundation Stage, all six areas of learning are equally important and interdependent and are informed by formative assessment. The 'next step' is an 'informed target', linked to the whole-school curricular target focus and is based on *The Curriculum Guidance for the Foundation Stage*. An informed target may be for the individual, the group or the cohort and should promote progress while being broad enough to reflect individual strengths, interests and learning styles.

Additional information

PSA targets 2005–08

Summary

The Spending Review White Paper, published on 12 July 2004, announced the Public Service Agreement (PSA) targets for 2005–08. Those relating to Sure Start and improving outcomes for children and young people more generally are listed under Objective 1. Sure Start is now finalising key indicators to monitor progress and support delivery of the objectives for Sure Start, including objectives for health.

PSA 1: Outcomes for children

This target reflects the Government's commitment to giving all children a good start in life and to reducing inequalities. It will be measured through the Foundation Stage Profile (FSP).

The target focuses on communication, language and literacy (CLL) and personal, social and emotional development (PSED) because they have a big impact on learning and life chances. However, delivery of the *whole* Foundation Stage curriculum remains equally important and must not be compromised. Sure Start will review the 50% target level in light of the 2004 and 2005 FSP results. In the context of PSA targets, a 'good' level of development is defined as a score of 6 points or more across all 7 assessment scales in CLL and PSED. Sure Start will be looking for stronger progress in the 20% most disadvantaged areas as children's centre services are rolled out.

Full details of the PSA targets may be found on:

<http://www.surestart.gov.uk/aboutsurestart/makingsurestartwork2/psa200508/psa200508full/>

The Effective Provision of Pre-school Education project (EPPE) research

The EPPE project is the first major European longitudinal study of a national sample of young children's development (intellectual and social/behavioural) between the ages of 3 and 7 years.

The EPPE findings indicate that at age 5 years the average difference in child development between those who have attended pre-school and those without pre-school experience is 4–6 months. The research also shows that disadvantaged children can benefit significantly from good quality pre-school experiences, giving them a developmental boost at entry to primary school which continues to the end of Key Stage 1. <http://www.surestart.gov.uk/ensuringquality/research/earlyyears/eppe/>

Data use

Linkages to Key Stage 1 outcomes should be approached with caution. Key Stage 1 national tests are carefully designed to measure specific aspects of the English and mathematics curriculum. The Foundation Stage Profile is a whole key stage, whole-curriculum practitioner assessment designed to assess both affective and cognitive aspects of learning.

Reference documents

DfES (2004) *Every Child Matters: Change for Children* (contact DfES Publications, tel: 0845 60 222 60; quote DfES/1081/2004)

DfES (2004) *Excellence and Enjoyment: Learning and teaching in the primary years*

DfES (2005) *Foundation Stage: Parents: Partners in learning* DfES 1210-2005 G

DfES (2004) *Intensifying Support Programme* (contact DfES Publications, tel: 0845 60 222 60; quote DfES 0041-2004G, *Parents: Partners in learning*)

DfES Research Brief (EPPE) RB356 ISBN 1841853580; tel: 0845 60 222 60

DfES Research Brief (SPEEL) RB363 ISBN 1841857653; tel: 0845 60 222 60

DfES (2003) *Removing Barriers to Achievement*

DfES (2002) *Special Educational Needs Code of Practice*

HM Treasury (2004) *Choice for Parents, the Best Start for Children: A ten year strategy for childcare* (ISBN 1-84532-056-5. Also web document, see below)

NAA (2005) *Continuing the Learning Journey* QCA/05/1590

National Literacy Strategy (2001) *Developing Early Writing* DfEE 0055/2001

PNS (2005) *Key elements of effective practice* DfES 1201-2005 G

PNS (2004) *Learning and teaching in the primary years* DfES 0518-2004 G

PNS (2004) *Using curricular targets in Year 2* DfES 1021-2004

PNS (2004) *Using curricular targets in Year 6* DfES 1022-2004

QCA (2000) *The Curriculum Guidance for the Foundation Stage* QCA/00/587

QCA (2002) *The Foundation Stage Profile Handbook* QCA/03/1006

QCA (2004) *Observing Children – Building the Profile* QCA/04/1304 (CD-ROM); QCA/05/1569 (booklet). Both items available as part of *The Foundation Stage Toolkit* DFES 1198-2005 GCDI

Sure Start Unit (2004) *The Effective Provision of Pre-school Education (EPPE) Project: Findings from the early primary years* (contact DfES publications 0845 60 222 60; quote SSU/SF/2004/02)

TTA (2004) *Foundation Stage Audit materials* TEA0312/1p/20K/fmp/mar04

For further information on the EPPE project and published technical papers visit www.ioe.ac.uk/projects or telephone 020 7612 6219

Web-based materials

Choice for Parents, the Best Start for Children: A ten year strategy for childcare

http://www.hm-treasury.gov.uk/pre_budget_report/prebud_pbr04/assoc_docs/prebud_pbr04_adchildcare.cfm

Curriculum Guidance for the Foundation Stage

<http://www.qca.org.uk/ages3-14/foundation/223.html>

EPPE: Effective Provision of Pre-school Education

<http://www.surestart.gov.uk/ensuringquality/research/earlyyears/eppe/>

Excellence and Enjoyment: Learning and teaching in the primary years

<http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/>

Every Child Matters

<http://www.everychildmatters.gov.uk>

Foundation Stage Profile Handbook

<http://www.qca.org.uk/ages3-14/foundation/163.html>

Intensifying Support Programme

<http://www.standards.dfes.gov.uk/primary/publications/isp>

Principles into Practice

<http://www.principlesintopractice.org>

Learning and Teaching in the Primary Years

http://www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/898051/pc_learn teach034404_improve.pdf

Parents: Partners in learning

<http://www.standards.dfes.gov.uk/primary/publications/literacy/1092095/>

Removing Barriers to Achievement

<http://www.standards.dfes.gov.uk/primary/publications/inclusion/883963/>

Special Educational Needs Code of Practice

http://publications.teachernet.gov.uk/default.aspx?PageFunction=product_details&PageMode=publications&ProductId=DfES+0581+2001

SPEEL: Study of Pedagogical Effectiveness in Early Learning

<http://www.dfes.gov.uk/rsgateway/DB/RRP/u013617/index.shtml>

Teacher Training Agency: contact details for publications

<http://www.teach.gov.uk/php/read.php?sectionid=155&articleid=979>

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