

Training materials for the foundation subjects

- About this folder 3
- The Foundation subjects strand 4
- Implementing the Foundation subjects strand 5
- Auditing a foundation subject 7
- Action planning 7
- The foundation subjects training modules 9
- About the foundation subjects training modules 10
- Selecting foundation subjects training modules 10
- Organising training: practical aspects 12
- Using the training materials 12
- Using the video 14
- Extending good practice 15

About this folder

This folder is for headteachers, senior managers, subject leaders, heads of department and teachers in secondary schools as they implement the **Foundation subjects** strand of the Key Stage 3 National Strategy. It gives advice based on the experiences of the pilot and the first year of the Strategy.

This folder should be used in conjunction with the following Key Stage 3 National Strategy documents:

- *Managing the second year* (ref. DfES 0143/2002)
- *Securing improvement: the role of subject leaders* (ref. DfES 0102/2002)
- *Designing the Key Stage 3 curriculum* (ref. DfES 0003/2002)
- *Auditing a subject in Key Stage 3* (ref. DfES 0756/2001)

The Foundation subjects strand

The Key Stage 3 National Strategy aims to raise standards by strengthening teaching and learning across the curriculum for all 11- to 14-year-olds. The purpose of the Foundation subjects strand is to raise standards by supporting and delivering high quality teaching and learning. It aims to help teachers to become more effective so that pupils improve in what and how they learn. To be successful, implementation will need good leadership and management, sustained commitment and strong support.

The principles for teaching and learning in the Foundation subjects strand are consistent with those informing the rest of the Strategy.

The principle	The action
Focus the teaching	Plan according to objectives and ensure pupils know what they are
Provide challenge	Set expectations and teach to them so that pupils surpass previous levels of achievement
Make concepts and conventions explicit	Use questioning, explaining, modelling
Structure the learning	Use starters and plenaries and a clear lesson structure
Make learning active	Provide tasks in which pupils make meaning, construct knowledge and develop understanding and skills through problem-solving, investigation and enquiry
Make learning engaging and motivating	Use stimulating activities and materials
Develop well-paced lessons with high levels of interaction	Use collaborative tasks and talk for learning
Support pupils' application and independent learning	Use prompts, frames or other forms of support and targeted intervention
Build reflection	Teach pupils to think about what and how they learn, and involve them in setting targets for future lessons

A key feature of the Foundation subjects strand is the emphasis it gives to the teaching of thinking skills and to assessment for learning. These help pupils to reach higher levels of attainment and become independent learners.

Implementing the Foundation subjects strand

The Foundation subjects strand is for all schools. In 2002–03 all schools receive funding through the Standards Fund to enable staff to attend the LEA half-day briefing and core training on the strand.

The Foundation subjects strand is being introduced on a rolling programme and LEAs receive funding to provide additional support for some schools in 2002–03. This funding is for additional training days and a development grant for each foundation subject department. LEAs also receive funding for foundation subjects consultants based on the number of secondary schools in the LEA. Each consultant is expected to work with 12 foundation subject departments in the 'additional support schools'. There is complete flexibility for schools with their LEAs to decide on the number of schools and departments to be involved. This additional support for foundation subjects will be provided for other schools in 2003–04, or later.

The foundation subjects training materials are available to all schools and can be used regardless of whether the school is receiving additional support in 2002–03.

The foundation subjects allocations are summarised below.

All schools	Additional support schools
<p>Half-day briefing on the training folder in October for a senior manager and a teacher who will provide in-school training.</p> <p>Standards Fund allocation – 1 day's supply cover (£145) for all schools with Key Stage 3 pupils.</p>	<p>Half-day briefing on the training folder in October for a senior manager and a teacher who will provide in-school training.</p> <p>Standards Fund allocation – 1 day supply cover (£145) for all schools with Key Stage 3 pupils.</p>
	<p>Consultant support and in-school training for foundation subject departments.</p> <p>Each consultant is funded to work with 12 foundation subject departments.</p> <p>Optional courses in the Autumn and Spring. LEAs are encouraged to make this training available to all schools.</p> <p>Standards Fund allocation – 8 days supply cover (£1 160) plus £450 grant for each foundation subject department.</p>

Checklist for implementing the Foundation subjects strand

The development of foundation subjects should be in line with whole-school and departmental improvement plans. The checklist below for implementing the Foundation subjects strand outlines the sequence of actions necessary to implement the strand, together with the main questions schools need to consider.

Action	Questions to consider
Link to whole-school developments	<ul style="list-style-type: none"> • What are the main teaching and learning priorities in our school improvement plan? • Where are we in meeting our priorities? • How can work in the Foundation subjects strand help us take the next steps to further improve teaching and learning? • Are we ready to introduce the Foundation subjects strand now?
Provide leadership and support for teachers of foundation subjects	<ul style="list-style-type: none"> • As with the other strands of the Key Stage 3 Strategy, senior managers have a key role in providing leadership and support for foundation subjects. How do we, as a senior management team and as a school, endorse, nurture and support the changes introduced?
Select foundation subject department(s) and teachers	<ul style="list-style-type: none"> • Which departments and teachers will be involved? • Are there current strengths which we can build on? • Is there a commitment to improvement and a capacity for doing so?
Undertake a subject audit to identify action points for each subject chosen	<ul style="list-style-type: none"> • Auditing a subject in Key Stage 3 is intended to help a department to decide on priorities for strengthening its work and to identify action points. What evidence will inform the audit? Consider the use of pupils' assessment and progress data, sampling of pupils' work and information from lesson observations.
Action planning	<ul style="list-style-type: none"> • Are the action points clear and the tasks appropriate? • Is the action plan manageable? • Does the plan contain success criteria for monitoring and evaluation?
Provide training using appropriate foundation subjects training modules	<ul style="list-style-type: none"> • Which training modules best meet the needs identified? • Who will provide the foundation subjects training? • When and how will the training be organised?
Monitor the implementation of the action plan and evaluate the impact on the quality of teaching and on pupils' learning and attainment	<ul style="list-style-type: none"> • Is the action plan being implemented on time? • Is data and information being collected systematically to inform evaluation?
Extend foundation subjects good practice	<ul style="list-style-type: none"> • How will good practice in foundation subject departments be embedded and shared? • How do we make meaningful links across the curriculum with literacy, numeracy and developments in ICT?

Auditing a foundation subject

Auditing is a key part of a school's self-review process. It informs planning for school improvement through the identification of strengths and areas for development. The purpose of the subject audit is to help a department or faculty to decide on priorities for strengthening its work and to identify action points to improve standards in the subject. Using the results of their audit, a department will select which training modules they should use to address these action points.

The audit should identify the sources of information that relate to standards of pupils' attainment and which provide evidence of the quality of teaching and learning in the department.

The document *Auditing a subject in Key Stage 3* has the following sections, which are to be completed as part of the audit:

- standards in Key Stage 3;
- attainment and progress in Key Stage 3 of different groups of pupils;
- attainment in different aspects of the subject;
- pupils' attitudes and behaviour;
- planning;
- short-term planning;
- teaching;
- assessment;
- management of the subject and general issues;
- action plan.

To be successful, each audit should be led by the subject leader/head of department and a senior manager. All members of the department should be included in discussions and contribute to gathering evidence.

Further guidance on completing a subject audit can be found on the DfES Standards website: www.standards.dfes.gov.uk/keystage3. The website has an interactive version of *Auditing a subject in Key Stage 3* (ref. DfES 0756/2001, revised 09/01), which includes hyperlinks to 'Guidance notes'.

Action planning

Each departmental audit identifies action points for improving the quality of teaching and learning and for raising standards in the subject. It also contributes to the school improvement plan.

The process of action planning helps teachers focus on the detail of what needs to be done and the resource implications. Action points are vital for monitoring and evaluating progress and need to have clear, appropriate and achievable success criteria. Action planning is an ongoing process and plans should be kept under constant review.

Points to consider when drawing up an action plan

1 Clarity and appropriateness

- Are the action points clear and specific? Is there sufficient emphasis on the most important issues?
- Do the action points clearly relate to the outcomes of the departmental audit and to the school improvement plan?
- Are the action points expressed in terms of improving standards of pupils' performance and the quality of teaching and learning?
- Is it clear how actions will be achieved? Who is responsible for what and by when? What resources are required?

2 Resources

- Is each action costed?
- Have sources of funding been identified?
- Is teacher time included?

3 Monitoring

- How will the development work be monitored?
- How will data and information be collected systematically so that it can be used to inform evaluation?
- Are monitoring personnel named? Are senior managers, governors or external consultants involved?
- Is there a schedule for monitoring each action point, which is linked to milestones for each of them?

4 Evaluation

- Are there clear criteria for measuring success? Are they expressed in terms of pupils' standards and the quality of teaching and learning?
- Who will evaluate the impact of the plan? Are there named senior managers, governors or external consultants?
- Are methods for evaluation specified?
- How and when will evaluations be reported, and to whom?

Further guidance on action planning is available on the DfES Standards website: www.standards.dfes.gov.uk/keystage3.

The foundation subjects training modules

This folder contains 14 modules. The modules are about teaching and learning and are organised under four themes. These themes are:

- planning and assessment;
- teaching repertoire;
- structuring learning;
- knowing and learning.

Planning and assessment

- 1 Assessment for learning in everyday lessons
- 2 The formative use of summative assessment
- 3 Planning lessons

Teaching repertoire

- 4 Questioning
- 5 Explaining
- 6 Modelling

Structuring learning

- 7 Starters
- 8 Plenaries
- 9 Challenge
- 10 Engagement

Knowing and learning

- 11 Principles for teaching thinking
- 12 Thinking together
- 13 Reflection
- 14 Big concepts and skills

About the foundation subjects training modules

Each module lasts 75 minutes and can be used during an INSET day or in a twilight INSET session.

The training modules are designed to ensure that participants are:

- active;
- interactive;
- given space to consolidate thinking;
- committed to putting the training into practice.

The modules have a common structure:

- Objectives
- Resources
- Session overview with timings
- Notes for presenters: These provide preliminary information about the module.
- Pre-course task: Some modules have a pre-course task; others do not.
- Training 'script': This is annotated with notes for presenters in which key points are highlighted. These notes are designed to be supportive, not prescriptive. The OHTs and handouts are included in miniature in the text.
- Ready for more? Suggestions are given for further work.
- Photocopiable appendices, OHTs and handouts

The training folder is accompanied by a CD-ROM which contains a PowerPoint presentation of the OHTs from all the modules, and by the video *Key Stage 3 National Strategy: Foundation subjects*.

Unless there is a direct effect on teaching, training cannot be said to be effective. It follows that training must have action built into it, with some way of monitoring the action taken. For this reason, each module contains ideas and strategies to try following the training.

Selecting foundation subjects training modules

The modules are designed so that departments can tailor their training to their priorities and their identified action points. The modules may be used flexibly and it is up to the school and department to select the modules it most needs and to decide when and how to use them. The table below shows examples of how the training modules may be linked to the principles underpinning the Strategy. The modules are appropriate for whole-staff use or for smaller groups. The management group for the Key Stage 3 Strategy will provide strategic support for the development of the Foundation subjects strand.

When planning training to address a department's identified action points consideration should also be given to the valuable training materials in the

Literacy across the curriculum (LAC), Numeracy across the curriculum (NAC) and Managing aspects of ethnic minority achievement folders.

Special schools and units

Teachers of pupils with moderate learning difficulties or behavioural difficulties are advised to use the material as other teachers do, selecting modules according to the action points identified through their audit. Some teachers may teach several subjects, which may help them to draw links between the Foundation subjects strand and other strands of the Key Stage 3 Strategy. Since teachers of pupils with severe and profound and complex learning difficulties plan for the holistic needs of their pupils, the generic nature of some of this training material may lend itself to adaptation, although some of the examples of practice may be less relevant.

The principle	Examples of training module
Focus the teaching	1 Assessment for learning in everyday lessons 2 The formative use of summative assessments 3 Planning lessons 11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills
Provide challenge	1 Assessment for learning in everyday lessons 2 The formative use of summative assessment 9 Challenge
Make concepts and conventions explicit	4 Questioning 5 Explaining 6 Modelling
Structure the learning	7 Starters 8 Plenaries 9 Challenge 10 Engagement
Make learning active	4 Questioning 9 Challenge 10 Engagement 11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills
Make learning engaging and motivating	9 Challenge 10 Engagement
Develop well-paced lessons with high levels of interaction	9 Challenge 12 Thinking together
Support pupils' application and independent learning	11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills
Build reflection	8 Plenaries 13 Reflection

Organising training: practical aspects

When planning a training session it is important to give careful attention both to the preparation of the training materials and to practical arrangements.

Preparation of the training material

Presenters should:

- give adequate time to familiarise themselves with the content of the training module;
- identify the key messages and the links with other Key Stage 3 Strategy materials such as the *Literacy across the curriculum* and *Numeracy across the curriculum* folders;
- distribute any pre-course tasks or pre-course reading for participants at least a week before the training.

Practical arrangements

Presenters should:

- prepare the venue and arrange the furniture so that it is appropriate for the nature of the activities to be undertaken;
- prepare a programme and course register (if required); photocopy materials/handouts for participants;
- gather other useful documents and examples of teachers' and pupils' work, as appropriate;
- ensure the resources required are available (TV and video, OHP or PowerPoint equipment, flipchart, marker pens, scissors, paper, etc.);
- organise refreshments.

Using the training materials

Leading training is a teaching and learning situation. The principles of good teaching and learning apply!

- Use the module 'script' as the basis of any training session. The training modules have been carefully written and extensively trialled in the pilot schools. They contain important messages. Training has been least successful when rambling presenters have underused the script, video, OHTs and handouts and have not made the key messages explicit.
- Remember that adult learners come with prior learning, experience and views. Consider what you know about the background and experience of the participants and also what modules they might have experienced before. Where colleagues have valuable experience or insight, you may be able to draw on it. Think about whether you need to prime them beforehand. Beware of the assumption that 'we do this already.' It may be true that aspects of the content of the training are familiar, but the modules should be seen as a catalyst to

extend and develop ideas and practice through collaboration between colleagues. We can all learn something from the material by working on it together. The folder is there to support this collective effort.

- Consider leading the training session jointly with a colleague. This can add variety and can also help with matters such as keeping to timings, distributing materials, dealing with unhelpful responses and, most importantly, emphasising the key messages.
- The size of the training group has an impact on how you manage the session. With a small group the dynamics will be very different than with a large group and some discussion of individual issues may be more possible.
- When working with staff brought together from different schools, think about whether they should work in mixed-school groups or in single-school groups. The former encourages the sharing of practice; the latter allows for a focus on particular school issues. Subject-based groups may prove a useful strategy in certain contexts.
- When the training involves a pre-course task, consider the opportunities for getting this done. Be prepared for the possibility that some participants may not have done the task.
- When gathering feedback or leading group discussion, try to avoid closed or bland responses which inhibit discussion. Do more than simply acknowledge an individual response. When a response begins to contribute a key idea, draw out that idea by inviting further detail and by probing questioning. Try to summarise the key features of a response, link one response to another and draw out generalisations.
- In feedback sessions, deal with 'red herring' responses politely but decisively so that time is not wasted and the session maintains pace and direction.
- The training modules include handouts. Think about the paper you give out; don't swamp participants with additional paper unnecessarily.
- Many of the modules provide opportunities to model the good practice being promoted. Such modelling is a powerful way to deliver key messages and – especially if it is supported by the presenter 'thinking aloud' as they do so – can significantly add to the impact of the training.
- The purpose of all of the training is to improve classroom practice in order to raise pupils' standards of achievement. The presenter should retain this emphasis throughout and therefore specifically focus upon enhancing each participant's inclination and ability to develop best classroom practice.

Using the video

Videos of classroom practice are a powerful tool for training and development but they need to be used carefully. When using videos, there are obvious practicalities to consider such as: checking the availability and appropriateness of equipment and the room; trying out equipment and cueing up tapes; having a back-up tape available and becoming familiar with the equipment controls.

The training videos are focused on teaching strategies and are about the processes of teaching and learning. Viewers get a glimpse of only a very small extract from the learning planned for that week/term/year; the extract fits into a sequence of lessons about which we have limited knowledge of what went before and what is to follow. Individual videos are filmed in particular schools and settings but form part of a suite of examples from a wide range of schools, settings and circumstances. They are constructed and selective: the videos are not 'a slice of life'. The process of filming and the impact of editing affect the behaviours and reactions of those videoed. The examples of teaching and learning on the training videos provide a focus for discussion related to the aims of a session. Use them to encourage reflection on the issues involved and lead from them to generalisations which can be applied more broadly to a range of schools, circumstances or settings.

The training videos are not whole lessons captured 'as they happened'. They are not designed to exemplify behaviour management or to promote particular pupil grouping arrangements or teaching 'styles'. The training videos are not intended to be ideal or exemplary or to be imitated in their entirety. Neither are they intended to challenge teachers' own styles of delivery or relationships with pupils or to present a false 'reality' or idealised picture.

Using videos as part of training

- Know the videos really well. The training videos repay repeated viewing and can be used for a variety of purposes, apart from the module(s) for which they were filmed. The videos are most useful when they are watched with a clearly prepared agenda that has been discussed in advance of viewing and are then efficiently followed up.
- Refer in advance to potential distractions and engage people with the main focus before viewing – for example, 'Our focus here is on A, although on occasion you might notice the use of B in the lesson.'
- Transfer briskly and efficiently from preparatory discussion to viewing, and from viewing to follow-up activity. When the video has finished, give immediate and clear signals as to what participants should do next.
- Try to anticipate the range of possible responses. How might you develop positive responses and deal with negative responses?
- Keep discussion focused on the aims of the session. Be aware that you may receive responses which are not directly related to the sessions' aims and which you may not want to develop.

Extending good practice

The Key Stage 3 Strategy aims to make substantial and sustained improvements in teaching and learning because teachers and senior managers recognise them as valuable and want to adopt them, not because they are asked to do so. The challenge is to embed the practice of sharing the benefits more widely and thus ensure that the improvements become self-sustaining.

The school's management group for the Key Stage 3 Strategy will ensure a clear focus on improving teaching and learning and will coordinate the various strand activities to ensure that their implementation is coherent and has the widest possible impact.

The DfES Strategy for professional development makes clear the importance of teachers 'learning from each other . . . learning from what works'.

'When teachers are asked about the development activities that have had most impact on their classroom practice they mainly mention one of two things:

- *opportunities to learn from and with other teachers, in their own and other schools:*
 - *by observing colleagues teaching and discussion what they have observed;*
 - *through collaborative enquiry into real improvement problems, drawing on best practice in developing solutions;*
 - *taking part in coaching or mentoring;*
- *high-quality focused training on specific skill areas, underpinned by excellent teaching materials and direct support to apply their learning back in the classroom.'*

Learning and teaching – A strategy for professional development (ref. DfEE 0071/2001, paragraph 19)

Coaching is acknowledged as a highly effective form of professional development, when measured by impact on student attainment. Coaching is a process in which a teacher helps a colleague, through discussion and guided activity, to improve their practice. For example, a teacher who is more expert in a particular area may help another to plan a lesson, then observe and video that lesson and assist in the analysis of the lesson. By training coaches to work across subjects in sharing and developing pedagogical skills, a school will also be building its capacity to improve practice in the long term. Successful coaching is a learning experience for both teachers involved as it provides the opportunity to reflect on their developing knowledge and skills.

Points to consider

- What will be needed now and in the longer term to ensure that good practice in teaching and learning becomes a part of the everyday life of the school?
- How will high-quality training and support, both in-house and external, be secured?
- How will teachers be encouraged and supported to take new ideas and practice from training sessions into their lessons?
- What support do teachers need to help them work collaboratively to develop their expertise and practice? How will coaching be used to provide feedback and accelerate teacher development?
- How will best practice be spread within a department and across departments?
- How will ongoing training and improvement strategies be made routine so that they become a normal part of the school's CPD programme?
- How will coaching be used to develop that deep professional understanding that underpins everyday teaching?

Disclaimer

The Department for Education and Skills wishes to make it clear that the Department, and its agents, accept no responsibility for the actual content of any of the materials suggested as information sources within this document, whether these are in the form of printed publications or on a website.