

Priorities	Actions	Secondary National Strategy support
<p>Analyse the 2006 results and attendance data.</p> <p>Review priorities and set challenging targets in the light of 2006 results and the implications of additional emphasis on English and mathematics at GCSE.</p>	<ul style="list-style-type: none"> ▪ Review the 2006 National Curriculum test results and GCSE results. ▪ Set targets (numerical, curricular and attendance) for pupils. Set statutory Key Stage 3 and GCSE targets for Year 8 and Year 10 pupils. ▪ Provide additional support for pupils not making good progress and at risk of not reaching the national expectations. ▪ Analyse the performance of departments. Identify strengths and weaknesses and act upon the findings. ▪ Review end-of-year attendance data including levels of unauthorised absence. ▪ Ensure that robust attendance data systems and structures are in place to provide reliable data returns. ▪ Review procedures for evaluating behaviour. 	<ul style="list-style-type: none"> ▪ Termly subject leader development meetings (SLDMs) for English, mathematics, science and ICT provide valuable guidance to subject leaders in their role of leading improvements in their subjects. ▪ <i>Leading professional development through collaborative curriculum planning</i> is provided through the summer term mathematics SLDM, and the series <i>Teaching mental mathematics from level 5</i> – see www.standards.dfes.gov.uk/keystage3/respub/matmml5up for details. Both resources offer guidance in responding to needs identified through analyses of attainment data. ▪ <i>Making the most of English test information</i> (web document) provides guidance on using the Pupil Achievement Tracker (PAT) to analyse question by question data currently downloadable from www.keytosuccess.dfes.gov.uk, and how to follow this up in adjusting schemes of work and planning intervention. (It is also intended that the PAT will be merged with Ofsted's PANDA in RAISEonline, with item level data later in the autumn term.) ▪ <i>Tracking for success</i> (DfES 1545-2005 FLR-EN) provides strategic guidance for headteachers, Strategy managers and senior leaders on developing and refining a whole-school tracking system. ▪ <i>Tackling underperformance: a guide for school leaders</i> (DfES 0758-2004 G). ▪ <i>The behaviour and attendance action plan toolkit: attendance</i> (DfES 0516-2004 CD) may be used to support staff, parents and carers, children and young people in promoting positive attitudes to attendance. ▪ <i>Behaviour reporting framework</i> – distributed via consultants.
<p>Draw on effective local practice to support and embed work in school.</p>	<ul style="list-style-type: none"> ▪ Ensure that core subject leaders are given time to share work from the termly SLDMs with their departments and that departments have time to work collaboratively. ▪ Gather support from lead practitioners, for example advanced skills teachers, to develop and enhance practice. 	<ul style="list-style-type: none"> ▪ English, mathematics, science and ICT subject leader development folders provide continuing guidance on progression into and through Key Stage 4. ▪ Updated and additional materials to support improving teacher assessment and improvements in planning, teaching and learning in Key Stage 4 English will be provided in the autumn term meetings. ▪ <i>Using whiteboard technology in science</i> provides guidance on the issues schools face in using whiteboards effectively to enhance teaching and learning in science. It will be produced in the autumn and referred to in the materials available for the autumn science SLDMs. ▪ <i>Enhancing teaching and learning in secondary science</i> DVD-ROM (DfES 0349-2006 DVD-EN) is a collation of materials, mainly training materials produced by the science programme in the first four years of the Strategy. The DVD is now available and can be used by science subject leaders and teachers to support specific developments in the teaching of science.
<p>Build the capacity of staff in school to provide effective intervention support linked with teaching in main lessons for pupils attaining below expectations in English and mathematics.</p>	<ul style="list-style-type: none"> ▪ Identify the team responsible for intervention: <ul style="list-style-type: none"> ▪ intervention leader; ▪ lead teachers for intervention in English and mathematics; ▪ teaching assistants. ▪ Facilitate training for these staff. 	<ul style="list-style-type: none"> ▪ Intervention website from November 2006 with: <ul style="list-style-type: none"> ▪ progression maps for English and mathematics; ▪ on-line training modules for intervention leaders and teachers which will blend with face-to-face training offered by LAs. ▪ LA training programme of support for intervention.

Ensure good continuity and progression for pupils starting secondary school and organise a sharply focused intervention strategy as appropriate.

- Review the induction arrangements for the new Year 7 pupils and transition arrangements.
- Provide induction and support for the parents and carers of new Year 7 pupils.
- Implement the intervention plan. Monitor and adjust as necessary.

- The on-line self-evaluation toolkit, *Supporting self-evaluation: transfer and transition* (<http://www.supportingselfevaluation.org.uk/>) is helpful in reviewing your approach and identifying actions to take.
- *Tracking for success* (DfES 1545-2005 FLR-EN).
- *Transfer and transition material to support curriculum progression through Key Stage 3* (DfES 1257-2005 POS-EN) is a poster outlining the range of materials available to support transfer and transition.
- *Getting involved* (DfES 0725-2004 G) gives parents and carers 10 top tips to help their child learn. *I can explain*: (DfES 1211-2005 DCL-EN) is a DVD to be used by schools with parents and carers on how they can support their child with the key skill of explaining.
- *The learning challenge* (DfES 0116-2006 DVD-EN) is a resource for schools to use with parents and carers to help them help their child with homework, revision and making the links between subjects.
- *Bridging plans from Key Stage 3 to Key Stage 4: English, mathematics and science* (DfES 0086-2004 G) and *ICT, design and technology, modern foreign languages* (DfES 0112-2005 G) link learning across Key Stage 3 and Key Stage 4. They aim to develop pupils as independent learners, to stimulate pupils' interest, keep them engaged and help them make a confident start to Key Stage 4.

Support and monitor the development of work on whole-school improvement initiatives.

- Ensure a sustained whole-school approach to developing your chosen whole-school improvement initiative.
- Maintain and build on the work already undertaken.
- Plan strategically, with clear links made between whole-school initiatives, intervention, B&A and subjects.
- Promote the use of subject development materials.
- Ensure that collaborative work is informed by the new guidance *Coaching in secondary schools*.
- Embed developments into school systems for monitoring and evaluation with a clear focus on impact.

- *Assessment for learning training and support materials*: CD-ROM and DVD; *AfL whole school training materials*, 2nd edition; CD-ROM *AfL subject development materials*, 2nd edition (DfES 1115-2005 G).
- *ICT across the curriculum* (DfES 0171-2004).
- *Literacy and learning* (DfES 0651-2004 G).
- *Leading in learning: developing thinking skills* (DfES 0034-2005 G).
- *Leading in learning: developing thinking skills in secondary schools: Key Stage 4 handbook for teachers* (DfES 2111-2006 DWO-EN); *Key Stage 4 guide for school leaders* (DfES 2110-2006 DWO-EN); *Key Stage 4 school training manual* (DfES 0001-2006 DWO-EN).
- *Pedagogy and practice: teaching and learning in secondary schools* (DfES 0423-2004 G).
- *Leading and coordinating CPD in secondary schools* (DfES 0188-2005 G).
- *Sustaining improvement* (DfES 0565-2003 G).
- *Coaching in secondary schools* (DfES 0115-2006 DVD-EN).

For more information contact your LA Secondary Strategy Manager or consult the Key Stage 3 website www.standards.dfes.gov.uk/keystage3/

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