

**Key Stage 3**  
*National Strategy*

# **Spring *Headlines* 2005**

# Spring Headlines

This termly update provides headteachers and senior leaders with a brief summary of priorities, recommended actions and support offered by the Key Stage 3 Strategy in the spring term.

# 2005

Priorities	Action	Key Stage 3 Strategy support
<p>Make sure that the core training in English, mathematics, science and ICT is brought back into school and implemented.</p> <p>Target pupils in Years 8 and 9 who have lost momentum and support them through mentoring, coaching and setting personal targets.</p> <p>Ensure that pupils are fully prepared for this year's tests and examinations.</p>	<ul style="list-style-type: none"> <li>• Ensure that departments are given time and support to share messages from training and work collaboratively to introduce new practice.</li> <li>• Identify pupils in Years 8 and 9 whose progress is stalled. Set personal targets and support through mentoring and/or coaching. Ensure that these pupils receive a balanced programme of support and are not overwhelmed.</li> <li>• Review and refine booster provision both within and beyond lessons in the run up to the Key Stage 3 tests and GCSE examinations.</li> <li>• Review policy around GCSE study leave.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2004–05 particular attention is being given to pupils who are still at level 3 at the start of Year 7 and those level 4 pupils at risk of not making sufficient progress to reach level 5 and beyond (the non-movers). Core training in English, mathematics, science and ICT in the autumn term focused on increasing pupils' rates of progress so that many more pupils achieve two levels of progress across the key stage. This training complements the two-part training in English, mathematics and science focusing on level 3 pupils. The level 3 training began in the summer and continues in spring 2005.</li> <li>• <i>Tackling underperformance: a guide for school leaders</i> (DfES 0758-2004 G) is aimed at headteachers and senior leaders to help them develop a whole-school approach to tackling underperformance.</li> <li>• English booster materials have been revised and include the new Shakespeare set scenes. See <i>Year 9 booster kit: English 2005</i> (DfES 0550-2004 CD). Existing booster materials are available for mathematics (DfES 0015/2002) and science (DfES 0017/2002). The <i>Science intervention material</i> (DfES 0077-2004) is a set of short class activities focusing on key scientific ideas. New materials are available for ICT: <i>Boosting achievement in ICT</i> (DfES 0816-2003) and <i>Securing level 5 in ICT</i> (DfES 0885-2004 G), which contains three units on three key areas pupils find difficult: control and monitoring, handling data and modelling.</li> <li>• The <i>2003 GCSE booster pack</i> (DfES 0696-2003) has been extended with the <i>2005 supplement</i> (DfES 0687-2004). <i>Seeking alternatives to GCSE study leave</i> (DfES 0986-2004) contains a series of school case studies.</li> </ul>
<p>Continue to implement or introduce the whole-school priority work.</p>	<ul style="list-style-type: none"> <li>• Ensure a sustained whole-school approach to developing your chosen whole-school priority. <i>Assessment for learning (AfL)</i>, <i>ICT across the curriculum (ICTAC)</i>, <i>Literacy and learning</i> or <i>Leading in learning</i> (learning and thinking skills).</li> </ul>	<ul style="list-style-type: none"> <li>• The materials to support the whole-school priorities are being published across 2004–05 and you will have negotiated LEA consultant support to help your work in school. <i>Assessment for learning: subject development materials</i>, <i>ICT across the curriculum (ICTAC)</i> and <i>Literacy and learning</i> packs are now available. <i>Leading in learning</i> is designed to help schools develop a systematic approach to teaching thinking skills. It will be available in the spring term.</li> </ul>
<p>Review progress on attendance, identifying mid-year trends and anticipating imminent issues related to holiday booking and revision periods.</p> <p>Make sure that the behaviour and attendance core training is disseminated.</p>	<ul style="list-style-type: none"> <li>• Provide termly data to the DfES showing the school's progress towards its attendance trajectory (half-termly data required from target schools).</li> <li>• Develop an attendance support plan showing clear actions to improve attendance, with support from B&amp;A consultants where available.</li> <li>• Ensure that governors are well informed about attendance targets and sanctions the school has in place to address issues relating to unauthorised absence.</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour and attendance audit toolkit for attendance can be used to support staff, parents and pupils in promoting positive attitudes to attendance. Good practice guidance will be disseminated to support the work of the school governors.</li> <li>• <i>Behaviour and attendance core day 4</i> will examine the introduction of the social, emotional and behavioural skills programme and the importance of developing learning environments where emotional health and well-being are seen as intrinsic parts of school improvement. It will be provided by LEA consultants during the spring term.</li> </ul>
<p>Reflect on what has been learnt from experiences with transfer this year and begin planning ahead in collaboration with partner primary schools.</p>	<ul style="list-style-type: none"> <li>• Begin early discussions with partner primary schools to plan transfer arrangements for 2005–06.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curriculum continuity – Effective transfer between primary and secondary schools</i> (DfES 0116-2004 G) provides guidance on curriculum transfer between primary and secondary schools. <i>Transition and progression within Key Stage 3</i> (DfES 0748-2004 G) supports planning for transition within a secondary school.</li> </ul>

For more information contact your LEA Key Stage 3 Strategy manager or consult the Key Stage 3 website [www.standards.dfes.gov.uk/keystage3/](http://www.standards.dfes.gov.uk/keystage3/)