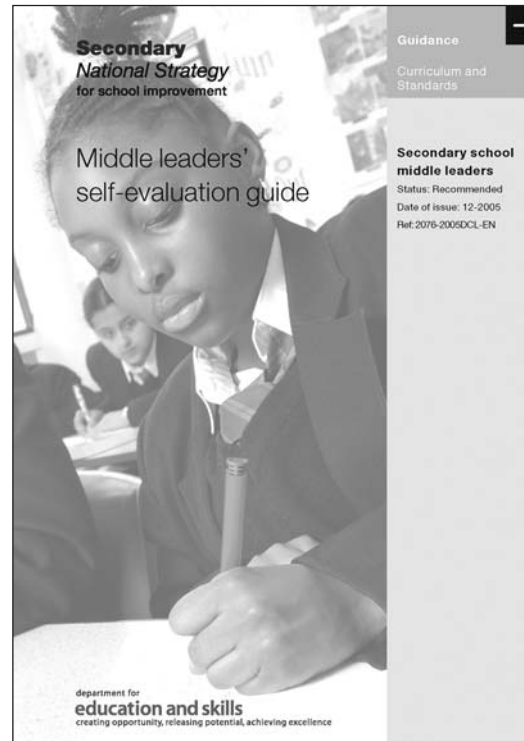


# Spring *Headlines* 2006

## New publication



# Spring Headlines

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

# 2006

Priorities	Action	Secondary National Strategy support
<ul style="list-style-type: none"> <li>Review pupils' efforts and progress across all subjects.</li> <li>Ensure that pupils are fully prepared for this year's tests and examinations.</li> <li>Ensure schools' readiness to participate in on-line ICT tests which will be a statutory requirement in 2008.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Annual Schools Census data, due to be published in February, to contextualise the performance of pupil groups and to evaluate targeted support and intervention for underperforming groups.</li> <li>Use mock National Curriculum test to check Year 9 pupils' progress.</li> <li>Use mock GCSE examination to check pupils' progress.</li> <li>Review and evaluate impact of current intervention support and begin to plan ahead for 2006/07.</li> <li>Plan the use of booster programmes, Easter schools, alternatives to study leave.</li> <li>Consider participating in 2006 and 2007 ICT pilots to help prepare teachers for administering and teaching for the new style of testing.</li> </ul>	<ul style="list-style-type: none"> <li>Booster materials are available: <i>Year 9 booster kit: English 2005</i> (DfES 0550-2004 CD), <i>Year 9 booster kit: mathematics</i> (DfES 0015/2002) and <i>Year 9 booster kit: science</i> (DfES 0017/2002).</li> <li>English booster lessons for Shakespeare should be adapted to address this year's set scenes, using previous years' materials as models.</li> <li>The <i>Science intervention material</i> (DfES 0077-2004) is a set of short class activities focusing on key scientific ideas. <i>Boosting achievement in ICT</i> (DfES 0816/2003) and <i>Securing level 5 in ICT</i> (DfES 0885/2004 G) contain three units on three key areas pupils find difficult: control and monitoring, handling data, and modelling.</li> <li>2003 <i>GCSE booster pack</i> (DfES 0696-2003) and 2005 <i>supplement</i> (DfES 0687/2004).</li> <li><i>Seeking alternatives to GCSE study leave</i> (DfES 0986-2004) contains a series of school case studies.</li> <li>ICT subject leader development meetings will continue to focus on teaching within a testing environment. For more information visit <a href="http://www.ks3ICTpilot.com">www.ks3ICTpilot.com</a>.</li> <li>The <i>Key Stage 4 Learning Challenge</i> provides a set of modules to help students improve the general skills they will need in planning their time and coursework, doing revision and approaching their GCSE examinations. For more information visit <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>.</li> </ul>
<ul style="list-style-type: none"> <li>Make sure that subject leader meetings are followed up and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up subject leader development meetings and ensure implementation in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>English, mathematics, science and ICT termly updates for SL Development Folders. These include school-based activities to support improvements in planning and teaching.</li> <li><i>Guidance and assessment materials for assessing pupils' progress in reading and writing at Key Stage 3</i> (APP CD-ROM).</li> </ul>
<ul style="list-style-type: none"> <li>Continue to work to improve pupils' attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Review attendance patterns, including unauthorised absence, over the autumn term to identify improvement and address slippage.</li> <li>Review policies on holidays in term time and test and post-test periods and implement strategies to reduce the numbers of pupils with high unauthorised absence. Implement changes and measure impact.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance leaders' network meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to implement whole-school priority work.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a sustained whole-school approach to developing your chosen whole-school priority.</li> </ul>	<ul style="list-style-type: none"> <li><i>Assessment for Learning: Guidance for parents</i> (web-based).</li> <li>Coaching DVD-ROM based on the National Framework for Mentoring and Coaching will help schools to develop coaching programmes to embed the Strategy work.</li> </ul>
<ul style="list-style-type: none"> <li>Begin planning for 2006/07 transfer with partner primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct review of last year's transfer arrangements.</li> </ul>	<ul style="list-style-type: none"> <li><i>Curriculum continuity: Effective transfer between primary and secondary schools</i> (DfES 0116-2004 G).</li> <li><i>Transfer and transition material to support curriculum progression through Key Stage 3</i> (DfES 1257-2005-POS-EN).</li> <li><i>Bridging plans from Key Stage 3 to Key Stage 4: English, mathematics and science</i> (DfES 0086-2004G); <i>ICT, design and technology, modern foreign languages</i> (DfES 0112-2005 G) link learning across Key Stage 3 and Key Stage 4.</li> <li>A new web-based toolkit will be available in February to support the evaluation of transfer arrangements and planning of next steps.</li> </ul>

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