

**Secondary**

*National Strategy*

for school improvement

# **Summer *Headlines* 2005**

# Summer 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 summer term.

# 2005

Priorities	Action	Secondary National Strategy support
Prepare for effective transition from Key Stage 2.	<ul style="list-style-type: none"> <li>Review the approach to transfer from primary/middle schools and determine what actions should be taken, such as the use of bridging units or other support programmes.</li> <li>Make effective use of teacher exchanges in the second part of the summer term to ensure continuity and progression in pupils' learning as they change school. Ensure that liaison is high value and includes, for example, discussion of work covered, observation of lessons and, if appropriate, a review of 2005 national test papers.</li> <li>Gather Key Stage 2 pupil-level data from feeder primary schools to inform Key Stage 3 pupil grouping and target setting.</li> <li>Ensure that transition information and data is made available to teachers and support staff; give particular attention to pupils entering at level 3, those who have just achieved level 4 and to behaviour and attendance issues.</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 working with feeder primary schools to ensure effective curriculum continuity.</li> <li><i>Transfer and transition material to support curriculum progression through Key Stage 3</i> (DfES 1257-2005-POS-EN) is a poster outlining the range of materials available to support transfer and transition.</li> <li>Bridging or transition units – a set of materials started in the last few weeks of primary school and continued after transfer to secondary schools – may be used to support continuity in the curriculum and pedagogy. <i>Transition from Year 6 to Year 7: English units of work</i> (DfES 0113-2002). <i>Transition from Year 6 to Year 7: Mathematics units of work</i> (DfES 0118-2002).</li> <li><i>Behaviour and attendance action plan toolkit: Attendance</i> (DfES 0516-2004 CD) may be used to support staff, parents and pupils in promoting positive attitudes to attendance.</li> </ul>
Make effective use of Key Stage 3 performance data (teacher assessment and national test data when available).	<ul style="list-style-type: none"> <li>Use the data to identify the performance of individual pupils against their targets, as well as the performance of groups of pupils (e.g. by gender, ethnicity and those who have received intervention support).</li> <li>Support subject leaders in their analysis of tests to identify areas of weakness.</li> <li>Review the Key Stage 3 curriculum in order to address the identified weaknesses in test performance and ensure that relevant curricular targets are incorporated into teaching programmes.</li> <li>Review the intervention and booster programmes in the light of pupil performance and make amendments as necessary.</li> </ul>	<ul style="list-style-type: none"> <li><i>Tacking underperformance: a guide for school leaders</i> (DfES 0758-2004 G) provides guidance on reviewing provision.</li> <li>Remember that Key Stage 3 English national test results will be delayed until late August this year.</li> </ul>
Prepare for effective transition from Key Stage 3 into Key Stage 4.	<ul style="list-style-type: none"> <li>Use information on pupils' progress in Key Stage 3 to plan groupings and for set Key Stage 4 targets. Implement 'catch-up' strategies for those pupils who are below national expectations at Key Stage 3.</li> <li>Focus on bridging plans to ensure pupils make a 'flying start' to Key Stage 4.</li> </ul>	<ul style="list-style-type: none"> <li><i>Bridging plans: from Key Stage 3 to Key Stage 4: English, mathematics and science</i> (DfES 0086-2004 G); <i>ICT, Design and technology, Modern foreign languages</i> (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.</li> <li><i>Transfer and transition material to support curriculum progression through Key Stage 3</i> (DfES 1257-2005-POS-EN) is a poster outlining the range of materials available to support transfer and transition.</li> <li>Remember that Key Stage 3 English national test results will be delayed until late August this year.</li> </ul>
Review Year 11 pre-examination provision.	<ul style="list-style-type: none"> <li>Identify alternatives to study leave and ensure that effective arrangements for GCSE study support are in place.</li> <li>Analyse Year 11 performance, including revision programmes, and make changes to strengthen approaches ready for next year.</li> </ul>	<ul style="list-style-type: none"> <li><i>Seeking alternatives to GCSE study leave: some case studies</i> (DfES 0986-2004 web only) describes a range of support programmes for Year 11 pupils as they prepare for GCSE examinations.</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/)