

## New Secondary Curriculum Local Authority Newsletter

Edition 7 – January 2009

### Introduction to January Newsletter

A Happy New Year.

All the partners are now working to provide further support for schools and Local Authorities as we move through Phase Two of the New Secondary Curriculum. The Key Themes for this phase are:

- Increased coherence from the learner perspective 11-19
- Systematic planning for the whole curriculum (embedding subjects, PLTS and the dimensions)
- Developing approaches to increase learners' engagement, motivation and commitment to their learning
- Developing the conversation about assessment
- Disciplined Curriculum Innovation

You will see these themes form a strong thread throughout this newsletter. For example, you will find a number of articles focussing on how to make learning more interesting and engaging for young people including: benefits of Learning Outside the Classroom, from DCSF and practical ideas for planning learning, from subject associations

You will also find, in the article on page 21, key messages on effective curriculum innovation from Ofsted which support the key theme of Disciplined Curriculum Innovation.

The partners continue to develop the resources to support schools including updated websites, videos and other materials. The subject associations are providing a number of events around the country to ensure that all schools have accessed their entitlement to specialist subject support.

We have also updated the "Useful Web-links" to be found at the end of this newsletter.

**Judith Hibbert**  
**Aspect National Advisor**

To aid your navigation through this newsletter, please see a list of the contents below by page number

**What are the partners doing?**

Aspect/CfBT	Page 3
DCSF	Page 4
QCA	Page 6
NCSL	Page 7
Specialist Schools and Academies Trust	Page 8
National Strategies	Page 9

**Subject Associations**

Art and Design	Page 10
Geography	Page 12
History	Page 13
The Association for Language Learning	Page 14
Personal, Social, Health and Economic Education	Page 17
Religious Education	Page 19

<b>Key messages from the Ofsted report “Curriculum Innovation in Schools”</b>	Page 21
---	---------

<b>Calendar of events</b>	Page 23
---------------------------	---------

<b>Useful Web-links</b>	Page 25
-------------------------	---------

## What are the partners doing?

### Aspect / CfBT

Aspect is continuing its support for Local Authorities through:

- Contributions to conferences and workshops for Local Authorities
- Presentations to teams of advisers providing support for various aspects of the New Secondary Curriculum
- One to one advice for named Local Authority Links and advisers new to this area of work
- Production of packages of materials for Local Authority Advisers to use with colleagues and schools \*
- The production of the monthly E-Newsletter on behalf of all the partners

\* The Aspect packages are collected materials put together to support thinking around the following areas:

- Designing a coherent curriculum – which includes definitions of coherence; pupils’ perspectives on coherence in their learning; key PowerPoint’s and a number of activities to explore the concept of coherence and implications for curriculum development.
- Increasing commitment to learning – this promotes the QCA CD ROM materials on “Increasing Commitment to Learning” and focuses on activities that Local Authority colleagues can use to support schools in exploring this and thinking through effective ways of increasing student commitment to their learning.
- Disciplined Innovation (see article on page 21) – this provides support to Local Authority in embedding disciplined curriculum innovation in schools.
- Governor support – this is a set of Power Points and activities for Local Authority colleagues to help Governing Bodies understand the New Secondary curriculum and their challenge and support role.

**For further information on any of the above please contact your Regional Adviser:**

REGION NAME	SURNAME	Email
South East & South West	Martin Baxter	martin.baxter@sageinterim.co.uk
North West	Maxine Froggatt	maxinefroggatt@yahoo.co.uk
Yorks & Humberside	Judith Hibbert	judith.hibbert@ntlworld.com
West Midlands	Pat Lockett	pat@lockett74.freemove.co.uk
Eastern	Bill Miller	bill@csnconsultancy.co.uk
East Midlands	John Pearce	johnpearce@ntlworld.com
London	Vicki Pite	victoria@pites.globalnet.co.uk
North East	John Smith	jts@smoaklands.com

## DCSF

### **New Quality Badge - the key to less bureaucracy and more learning outside the classroom**

Ofsted's recent report, "*Learning outside the classroom: how far should you go?*" provides powerful evidence that young people of all ages benefit from 'hands on' learning. By seeing, hearing, touching and exploring the world around them and experiencing challenge and adventure, they find out how what they learn at school relates to their life outside of school. Learning outside the classroom (LOtC) contributes significantly to raising standards and improving pupils' personal, social and emotional development, as well as all five of the Every Child Matters outcomes.

The key recommendations from the Ofsted report are -

#### **Local authorities and their partners should:**

- build on their successful work in assuring appropriate health and safety practices by better supporting and encouraging schools in enhancing the quality of learning outside the classroom as a means of raising achievement.

#### **Schools and colleges should:**

- ensure that their curriculum planning includes sufficient well structured opportunities for all learners to engage in learning outside the classroom as a key, integrated element of their experience
- evaluate the quality of learning outside the classroom to ensure that it has maximum impact on learners' achievement, personal development and well-being
- ensure equal and full access for all learners to learning outside the classroom by monitoring participation in activities by different groups of learners and removing any barriers.

To help Local Authorities and schools provide more of these essential experiences for young people, a **Quality Badge** for providers has been launched by Ed Balls as part of the 'Out & About' package.

The **Quality Badge** will enable Local Authorities and schools to identify organisations and settings providing high quality learning outside the classroom experiences and managing risk effectively. Such venues include field study and adventurous activity centres, museums, historic houses, places of worship, theatres, galleries, zoos, botanic gardens and farms, as well as organisations providing expeditions and cultural, language and study visits abroad. To gain the Badge, providers will have to demonstrate they meet a set of quality indicators

- The provider has a process in place to assist users to plan the learning experience effectively
- The provider provides accurate information about its offer
- The provider provides activities, experience or resources which meet learner needs
- The provider reviews the experience & acts upon feedback
- The provider meets the needs of users
- The provider has safety management processes in place to manage risk effectively

Underneath each high level quality indicator are a number of sub-indicators. The quality indicators are the same for all types of LOtC provider.

Mick Brookes, general secretary of the NAHT, says the 'Out & About' package has the union's "full endorsement", adding, "as a former Head teacher, I can testify to the impact that learning outside the classroom has on children and young people. Going forwards, we would like to see schools providing more opportunities for pupils to take part in adventurous activities in particular, which provide huge benefits for all young people. With all learning outside the classroom activities, we will need to be confident that all health and safety aspects are secure but non-bureaucratic."

The Quality Badge should help schools and Local Authorities overcome some of the barriers preventing them from providing out of classroom experiences for pupils – as a regular and frequent part of the curriculum, and beyond. It will simplify the task of planning and running activities when choosing an external provider, while helping to cut down on the paperwork involved in risk management planning. This scheme is designed to improve the quality of learning outside the classroom and, over time, as more organisations gain the Quality Badge, ensure more young people have access to these exciting and challenging experiences. External providers of learning outside the classroom can apply for the Quality Badge from 29<sup>th</sup> January 2009.

To complement the Quality Badge, the 'Out & About' package also includes guidance and resources to help schools build more learning outside the classroom into the curriculum, and teachers to plan and run these experiences. The aim is for schools, supported by Local Authorities, to provide much more learning outside the classroom for children and young people of all ages and abilities.

**To see the full Ofsted report, and for more information about the Learning Outside the Classroom and the Quality Badge, please visit [www.lotc.org.uk](http://www.lotc.org.uk)**

## QCA

### **New assessment pages go live**

A major update of the assessment pages is now live on QCA's curriculum website. The new guidance reflects QCA's latest thinking on assessment and is designed to help schools review and rethink their practice in this area in ways that will embed assessment in the curriculum and help learners progress.

The new content includes sections providing:

- an outline of QCA's 4 key principles for assessment
- guidance on how to use day-to-day, periodic and transitional assessment as new way of organising assessment and looking at what learners do and say
- an introduction to the assessing pupils' progress (APP) approach to assessment including links to the materials and a downloadable booklet
- updated information on exemplification of standards in the new secondary curriculum and progression in personal, learning and thinking skills (PLTS)

Further guidance on planning whole school approaches to assessment and a short film on day-to-day, periodic and transitional assessment will be available soon. The assessment pages can found on the curriculum web site: <http://curriculum.qca.org.uk/key-stages-3-and-4/assessment/index.aspx>

### **Dimensions Conference, London, March 2009**

The Qualifications and Curriculum Authority is holding a National Dimensions Conference on 12 March 2009 in London.

The conference, which is being run in conjunction with the British Council, will raise the profile of dimensions for curriculum planning and demonstrate how dimensions are interdependent and mutually supportive.

Director of Curriculum Mick Waters says: "We want young people to understand, consider and influence the world in which they live. The curriculum has to help them to explore key dimensions by bringing their learning together around key issues that affect our changing society."

Workshops at the conference include:

Making learning real and relevant: sustainable development in action/schools

Community participation

BBC News School Report – technology and media in action

Creating Global Citizens: the role of connecting classrooms in the global dimension

Enterprise Week Achievements 2008

For more information and to register, please visit [www.equity-events.co.uk/dimension](http://www.equity-events.co.uk/dimension)

## NCSL

### The New Secondary Curriculum – Leading the change in special schools

- Target audience – Head Teachers, Deputy Heads and Curriculum Leaders from special schools. Workshops led by 'Heads' for 'Heads'.
- Workshops are 'free' and invites will arrive in schools early December 2008 for details of how to register – 2 representatives per school will be invited to attend.
- Details of the host school venues and dates and registration link for schools/colleges – [www.ncsl.org.uk/11-19](http://www.ncsl.org.uk/11-19)

Six national workshops are being offered to leaders in special schools in January 2009 by the National College for School Leadership (NCSL) and the Specialist Schools and Academies Trust (SSAT). These workshops are additional to those offered to secondary and middle schools in October 2008 and offer personalised support and guidance tailored specifically for special schools.

- **21<sup>st</sup> January 2009**      **Inscape House (Together Trust Conference Centre), Cheadle, Manchester**
- **23<sup>rd</sup> January 2009**      **Muntham House School, Horsham, West Sussex**
- **28<sup>th</sup> January 2009**      **Forest Way School, Coalville, Leicestershire**
- **29<sup>th</sup> January 2009**      **Ravenscliffe High School & Sports College, Halifax**

The workshops above will focus on:

- The leadership of change in your school
- Foundation Learning Tier
- Personal, Learning and Thinking Skills
- Presentation by 'host' special school leaders – Leading the journey of change within the school
- What next? Planning for 2009 and beyond

### Local Authority Process for Registering for Workshops

Local Authority representatives can register for these events. Places are limited to 2 per local authority.

Local authority representatives wishing to attend should email their details to [11-19leadingchange@rslive.co.uk](mailto:11-19leadingchange@rslive.co.uk)

Please supply the following information:

**Local Authority:**

**Local Authority Number:**

**Title & Full Name:**

**Position:**

**Telephone Number:**

**Fax Number:**

**Preferred Region:**

**Preferred Venue & date:**

Please also indicate if you have any special requirements – access, dietary, other.

Contact for queries, Alison Matthews, 0115 872 2567

## Specialist Schools and Academies Trust

Happy New Year from the Specialist School and Academies Trust

We have just finished our fourth set of events looking at the organisation of the learning process. Over 900 schools attended 13 events where they had the chance to participate in workshops with presenters from all over the country. Delegates who attended said:

'Enjoyed the ability to see how four different schools manage curriculum design and organise learning processes - great to discuss and collaborate with other special schools'.

'Appreciated hearing about the range of implementation styles. What has worked to move groups of teachers/staff forwards. Strategies for building confidence working in different ways themed days/weeks etc.'

'Listening to existing practitioners' personal experience; not providing answers, but encouraging me to think of solutions.'

### The Website

The SSAT website has been relaunched with a new look and new functionality. You will still find all the Curriculum Design information at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign) including our library of school based resources which can be found under four main themes

- Personal Learning and Thinking Skills
- Structure
- Collaboration
- Progression and Transition

To set up your own personalised homepage go to [www.schoolsnetwork.org.uk](http://www.schoolsnetwork.org.uk).

### Forthcoming Events

Our next suite of events will take place in March 2009 and focus on collaboration and the curriculum. Events will be happening in a school near you with presenters from schools already delivering diplomas talking about how their collaborative arrangements have impacted on the curriculum. Watch for further news in the February edition of this local authority newsletter

## National Strategies

### Assessing Pupils' Progress

In January 09 the National Strategies publishes a full set of resources to support the use of Assessing Pupils' Progress (APP) in English, mathematics, science and ICT. The resources are all that a school needs to use to implement APP and establish it as key element in improving pupils' progress:

- A handbook that contains all the relevant guidance and information
- Assessment guidelines with assessment criteria from levels 3-8
- Standards Files (annotated examples of pupils' work to show attainment at various levels)

These materials are available on the new National Strategies website:

### The new National Strategies website

<http://nationalstrategies.standards.dcsf.gov.uk/>

The new website now houses all key National Strategies resources and materials in a new interactive format. This improved offer represents a significant step forward in the delivery of our products over the web. Not only does it bring our content into one place but it brings a number of useful features to the education world. These features range from a comprehensive glossary tool to discussions and features that allow our users to rate our content. Alongside the new features the site also delivers new advanced search functionality and sophisticated navigation aimed at making it much easier for users to find and use our content.

## Subject Associations

nsead

### National Society for Education in Art and Design

Website: [www.nsead.org](http://www.nsead.org)

e-mail: [nscsupport@nsead.org](mailto:nscsupport@nsead.org)

#### **Additional updates for those art and design teachers who have so far been unable to attend previous events**

These conferences are specifically targeted at those art and design teachers who have not so far attended a briefing event, or taken advantage of the available support from Regional Subject Advisers. Others are welcome to attend if they think it might be useful.

The programme will include a **brief session summarising the 'big picture' for the New Secondary Curriculum**, and its implications for revisions in the organisation of learning across the whole school. This will be followed by a **talk illustrating the key features of the POS in art and design, through a range of examples of students work**. The **web resources** that have been developed so far will be highlighted, including **the latest two DVDs which show the New Secondary Curriculum in practice**. There will be **opportunities for questions and discussion**.

Course presenters are the joint National Subject Leaders for art and design supported by Lead Regional Subject Advisers for the region.

Details of these events are overleaf:

**These events, with the exception of the SW event (see below), commence at 4.30 p.m and end at 6.15 p.m.**

<b>Date</b>	<b>Venue</b>	<b>Target LAs</b>
27 <sup>th</sup> January 2009	Hertfordshire Development Centre, Robertson House, Stevenage, SG12FQ Tel : 01438845111	Hertfordshire
28 <sup>th</sup> January 2009	Mercure Dunkenhalgh Hotel, Blackburn Rd, Clayton Le Moors, Accrington, Lancs	Lancashire/Bolton/St Helens
9 <sup>th</sup> Feb 2009	Novotel Reading Centre, 2b Friar St, Reading, RG11DP	Berkshire/ Windsor and Maidenhead/ Bracknell/ Reading/ West Berks/ Wokingham
23 <sup>rd</sup> Feb 2009-	Britannia International Hotel, 163 Marsh Wall, East London	Tower Hamlets / Hackney/ Newham/ Southwark/ Greenwich/ Islington/ Camden
24 <sup>th</sup> Feb 2009	Linden Hall, Longhorsley, Morpeth, Northumberland NE658XF	Northumberland/Gateshead/ Newcastle/S Tyneside
26 <sup>th</sup> Feb 2009 <b>10 a.m. – 4 p.m.</b>	Liskeard Community College	Cornwall/Plymouth

**Enquiries to John Bowden, Joint National Subject Leader Art and Design on 07947582012**



## Geographical Association

Website : [www.geography.org.uk](http://www.geography.org.uk) e-mail : [info@geography.org.uk](mailto:info@geography.org.uk)

### Networks of teachers

Sharing good practice is an excellent way for teachers to encourage each other, spark ideas, develop new and exciting lessons and save time! At networks sessions in Northamptonshire, Bolton, Leicestershire and Suffolk we have been sharing ideas and circulating 'Top ideas sheets'. Here are some of their ideas...

1. Use **Geography at the Movies**: <http://www.gatm.org.uk/> which holds lots of video clips for geography teachers. They are excellent for starters and plenaries.
2. **Making Models**: Use **play dough** to recreate physical features learnt in the classroom eg coastal features, try caves, arches and stacks.
3. Produce **street children diaries** on scrap materials eg cereal boxes.
4. Use the **Horrible Geography books by Anita Ganeri**, to help explain geographical ideas in an entertaining way, eg Wicked Weather to explain hurricane formation.

Getting teachers together can be difficult. At the Geographical Association we are using NINGs to create virtual networks of teachers. A NING is a type of social network, a bit like Facebook. You can use them to keep in touch, have discussions, share photos, videos and other resources as well as invite people to events. The Key Stage 3 Geography network has over 450 members and has a resource bank of many teaching ideas and current discussions include the use of GIS and teaching HIV/AIDS. Check it out on <http://ks3geography.ning.com/>

If Geographers in your Local Authority would like help in planning an exciting and relevant new Key Stage 3. Please get in touch with us.

There are 20 Regional Subject Advisers [RSAs] available to work with networks of schools in each of the nine government regions. They can offer a range of sessions from full day to twilight plus support via email. RSAs are currently involved in developing sessions on using GIS in lessons and increasing the use of Learning Outside the Classroom, however the focus for these sessions is completely negotiable, and therefore dependent on your needs.

Ruth Totterdell ([ruth@totterdell.co.uk](mailto:ruth@totterdell.co.uk))

David Rayner ([david.rayner@blueyonder.co.uk](mailto:david.rayner@blueyonder.co.uk))

**National Subject Leads for Geography working on behalf of The Geographical Association**



### The Historical Association

Website : [www.history.org.uk](http://www.history.org.uk) e-mail : [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk)

### Support Materials:

There are now lots of materials available to support the New Secondary Curriculum. Some recent additions to the HA website include:

*Advice on using Museums and Learning outside the Classroom*

*Planning for a 2-year Key Stage 3 course*

*Using Evidence*

*Developing your pupils' understanding of Cause and Consequence*

*What makes an effective enquiry in history?*

*A Case Study on innovative use of Year 9 to teach in a Cross-Curricular way.*

You can access these items, and many more, to help you implement the NSC on the HA website: [www.history.org.uk/resources/secondary\\_guide\\_1215\\_54.html](http://www.history.org.uk/resources/secondary_guide_1215_54.html)

### Video Case Studies:

In the next phase of video case studies for the CfBT New Secondary Curriculum website, the Historical Association has decided to investigate one of the key concepts of the new programme of study. Dereham Neatherd High School, in Norfolk, teaches KS3 thematically and in doing so has faced the challenge of teaching pupils' chronological awareness and understanding. The film centres around the questions the department has faced in engaging pupils in chronological activities and mapping progression across this area of historical learning. Departmental discussion should give viewers a flavour of the questions the new curriculum has posed Dereham Neatherd's history department while lesson activities and pupil discussion profile how teachers have begun to tackle these issues. The video features Joanne Philpott, Lead RSA History, for the Eastern Region, and will be available on the CfBT website in early February.

If we can support you and/or the networks in your Local Authority implement the NSC please get in touch:

Alf Wilkinson, NSL History; [e] [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk) [t] 01529 460553.

[p] 33 Hall Road, Great Hale, Sleaford, Lincs, NG34 9LJ.

Remember, free support is only guaranteed until the end of March.



## Association for Language Learning

Website : [www.all-nsc.org.uk](http://www.all-nsc.org.uk) e-mail : [kathywicksted@tiscali.co.uk](mailto:kathywicksted@tiscali.co.uk)

### Thinking about languages in a new way

It is a paradox of planning the New Secondary Curriculum that the emphasis on innovation, skills and dimensions requires a profound understanding of subject disciplines. Getting it right means that subjects can become flexible, creative, exciting and relevant to the 21<sup>st</sup> century. Getting it wrong may lead to a loss of depth and challenge in the curriculum and a narrowing of pupils' opportunities.

Language learning, like drama, can be a vehicle for engaging with any theme or subject, as well as possessing its own cultural dimension. It lends itself superbly to multimedia and web-based technologies. Curriculum design for language learning can draw on a wealth of pedagogical research, excellent support from a range of national agencies and a vibrant subject community that shares ideas and inspiration through blogs, forums and networks.

Despite many examples of outstanding practice, languages overall are not yet sitting comfortably in the New Secondary Curriculum. We need to begin to think differently and work towards languages taking a broader, more embedded and more flexible role.

How should curriculum designers think about language learning? Here are a few guidelines that reflect proven practice and the spirit of the revised programme of study:

#### 1. Break down the walls

When planning themed activities, involve languages fully and make the most of their natural links with citizenship, humanities and the arts. Break down the barriers between different languages as well. If pupils experience more than one language other than English, that is even more effective in developing overall linguistic ability. The EU's policy on multilingualism reflects this view and provides food for thought – [http://ec.europa.eu/education/languages/index\\_en.htm](http://ec.europa.eu/education/languages/index_en.htm).

In key stage 4, integrate language learning with the practical aspects of vocational courses. Languages were made for 'learning by doing'.

#### 2. Don't water it down

Language learning means just that, even when part of a cross curriculum activity. If English is used to support learning, it should be subordinate to the time spent communicating in the language. A parallel might be pupils' discussing the rules and techniques of a sport as distinct from the time spent practising and playing it.

Pupils rapidly become confident in using a language actively if they have regular opportunities to do so. Just as they are allowed to be less than perfect artists and musicians, they can be less than perfect language users and still communicate effectively and with enjoyment.

### 3. Build from the roots up

Be very clear about the 'why' of language learning: the central role of languages in pupils' understanding of their own culture and identity; raising pupils' awareness that they are world citizens; teaching empathy; widening opportunities for careers and travel; encountering a different culture; developing more articulate and effective users of language across the curriculum. Build a flexible, imaginative role for languages based on these roots.

### 4. Access support

It is a big jump from using a text book to creating an integrated curriculum. Listen to the views of the languages team about what will work, ensure they have time to manage change, and that they are taking advantage of support from local or regional networks. There are superb ready-made resources available and more being developed all the time.

### 5. Adhere to the basic rules

There are some essential requirements for the organisation of language learning, just as for other subjects. The most important of these are:

- Regular and frequent engagement with the language – three times a week is better than twice, and once a week is not enough.
- Real language use – repetition and other exercises should be preliminaries to real communication
- Meaningful contexts – linking languages with other subjects or grown-up topics can revolutionise pupil engagement
- Cultural understanding and experience – a key concept of the revised programme of study and at the emotional heart of language learning
- Finally, as for other subjects, activities that are active, engaging and enjoyable will lead to the best outcomes.

## 6. Establish language pathways for all pupils

This approach balances flexibility with a languages entitlement and creates a readily understandable policy for languages. The idea is that every pupil engages with languages in some form throughout their education. For some pupils in Key Stage 4, this might take the form of preparation for a visit abroad, a drama performance, or an after school club rather than a formal qualification. By establishing the concept of the pathway you are expressing the school's commitment to an international outlook and ensuring a baseline entitlement to international experience and communication. There is now a wide choice of different forms of accreditation for languages in key stages 4 and 5 which contribute to performance tables – see <http://www.cilt.org.uk/14to19/>.

These ways of thinking about language learning have been shown to work, and are the norm in many primary schools. There are also growing numbers of secondary schools developing exciting and innovative approaches. If you are involved in or know of interesting examples, please get in touch. Sharing ideas will be crucial in helping schools to take their next steps.

Kathy Wicksteed National Subject Lead, Languages

[kathywicksteed@tiscali.co.uk](mailto:kathywicksteed@tiscali.co.uk)



## The PSHE Association

Website : [www.pshe-association.org.uk](http://www.pshe-association.org.uk) e-mail : [Kathryn@pshe-association.org.uk](mailto:Kathryn@pshe-association.org.uk)

### Independent review of Personal, Social, Health and Economic education- call for written evidence

The PSHE Association has been called to contribute evidence to the Independent Review led by Sir Alasdair Macdonald.

"Over the next few months I intend to consult widely, listening to pupils, parents, communities, social partners and other stakeholders, so that we can find the most effective way to make a real difference to the confidence and skills of young people as they deal with the challenges and opportunities of modern life. The first stage in this process is to gather written evidence to help us begin to develop and evaluate possible ways forward, which we will then consult you further on."

If you would like to find out more about the review and read the Association's response go to [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### Regional Briefing Events for PSHE education:

#### Economic Wellbeing and Financial Capability (EWBFC)

The PSHE Association, together with CfBT will be holding Regional Briefing Events for PSHE education: Economic Wellbeing and Financial Capability, between January and March 2009.

Eight Regional Briefing Events will be delivered in which the key audience will be school subject leaders and teachers. The key purpose will be to offer support to colleagues within schools for PSHE education, with a particular focus on the Economic Wellbeing and Financial Capability Programme of Study.

The programme for each event will cover the following : The big picture, QCA Key messages for "Phase 2", EWBFC Models of delivery, PSHE education, Links between the two PoS, auditing / mapping for the EWBFC PoS, active learning and next steps.

**We encourage our local authority colleagues to forward this information onto their PSHE education school subject leaders and teachers.**

Please see overleaf for details of dates and venues :

Date	Region	Location
27 Jan 2009	West Midlands	Ramada Park Hall Hotel, Park Drive, Wolverhampton WV4 5AJ
28 Jan 2009	East Midlands	Holiday Inn Leicester, 129 St Nicholas Circle, Leicester LE1 5LX
4 Feb 2009	North West	Holiday Inn Liverpool City Centre, Lime Street, Liverpool L1 1NQ
5 Feb 2009	Yorkshire & Humber	Crowne Plaza Leeds, Wellington Street, Leeds, LS1 4DL
10 Feb 2009	North East	Holiday Inn Newcastle, Great North Road, Seaton Burn, Newcastle upon Tyne, NE13 6BP
12 Feb 2009	London	Holiday Inn Kensington Forum, 97 Cromwell Road, London SW7 4DN
3 March 2009	South West	Redwood Lodge Hotel & Country Club, Beggar Bush Lane, Failand, Bristol, Avon BS8 3TG
5 March 2009	East of England & South East	Holiday Inn Regents Park, Carburton Street, London W1W 5EE

**Notes:**

- The South East and East of England is a joint event
- Colleagues from London, East of England and the South East can attend either event in London, on the 12 February or 5 March 2009.

Please go to the PSHE Association website [www.pshe-association.org.uk](http://www.pshe-association.org.uk) to view the programme and request **your free delegate place** via the CfBT booking form.



**National Association of Teachers of Religious Education**

**Website:** [www.natre.org.uk](http://www.natre.org.uk)

**Email:** [Info@natre.org.uk](mailto:Info@natre.org.uk)

## HEAD OF RE ARRESTED!

**‘Oi! What the hell do you think you’re doing?’**

Not quite hidden in the long grass near Portland Prison, with his Panasonic Camcorder in hand, local Head of Religious Education, Angus Dawson, had been secretly filming the exterior of the prison buildings, gathering stimulus material for his Y7 classes. There was no point in running. Two burly prison warders were shouting and rushing in his direction and were almost upon him.

‘Alright, Sonny Jim,’ said the quicker of the two, breathing hard, ‘What’s your game?’ No explanation was going to convince the two officers and Angus found himself escorted inside the prison buildings while the Deputy Governor was called in. After about 20 minutes grilling and a phone call to the Governor, all was sorted and Angus found himself the recipient of an invitation to come into the prison and film as much as he liked, including views of the prison chapel and Muslim prayer room as well as interviews with inmates and recordings of poems they had written. It was an unorthodox approach to getting material for the new secondary curriculum, and probably not to be recommended, but effective nonetheless.

One of the exciting things about the new secondary curriculum is the opportunities it provides for innovation in what is being provided in response to pupils’ identified needs and interests. The results of Angus Dawson’s films are being used as part of a project to ease the transition between local primary schools and the Royal Manor Arts College, Portland, helping pupils to manage the change more effectively.

By meeting with primary RE coordinators, Angus has focussed on some *key concepts* in RE and Literacy that can be linked through the Key Stage 2 and 3 programmes of study and designed some activities that will enable pupils to make connections in their learning across the primary – secondary divide.

Using short films of the local area and interviews with local people including prison inmates as a stimulus, pupils will develop their ideas of 'hope in the local community' and produce their own creative responses to a *key question* about where 'spirituality' might be found. Year 6 pupils will visit the College as part one of the project and will begin Year 7 with an extension of the exercise.

The process of consulting pupils, developing resources and creating activities is what might be called 'disciplined innovation'. Priorities for pupils' learning are identified, the starting point is noted, goals are set and curriculum changes are designed and implemented. This part of the process is currently being filmed for a short video that will appear on the new secondary curriculum website in February 2009. You will also be able to see it, along with a few other short films about RE in the new curriculum, on the NATRE website at: <http://www.natre.org.uk/secondary/video.php>.

The next stage of the process will be to review the progress pupils make as they transfer from their primary schools, looking especially for the impact the project may have. The evaluation will be used as a basis for moving on in the following year.

In the meantime, you may be relieved to know that Angus suffered no ill-effects from his unexpected 'arrest', and is looking forward to sharing the full 'inside story' at forthcoming dinner invitations.

Dave Francis

Email: [nsl@natre.org.uk](mailto:nsl@natre.org.uk)

## Key messages from the Ofsted report “Curriculum Innovation in Schools”

Published October 2008.

The full report may be downloaded from here [Curriculum Innovation in Schools](#)

### Introduction:

This Ofsted report focuses on the factors that contribute to successful curriculum innovation. The findings link well to disciplined innovation, promoted by QCA and supported by all the other partners. A particularly useful feature of the Ofsted report is that it identifies key conditions that support effective curriculum innovation.

Disciplined Curriculum Innovation is about leading change for the benefit of learners by asking three key questions:

1. What are we trying to achieve?
2. How will we organise learning?
3. How will we know we have achieved our aims?

useful powerpoint describing this can be downloaded from here [Disciplined Curriculum Innovation - QCA Power Point](#)

### Extract from the Executive Summary of “Curriculum Innovation in Schools” Ofsted October 2008.

The survey identified four broad categories of curriculum innovation:

- organising the curriculum around themes which drew from different subjects
- reorganising the school day or adjusting the school year to allocate longer blocks of time to activities
- introducing a number of pathways through Key Stages 3 and 4 in order to meet the needs of learners of all abilities and interests
- developing pupils’ learning skills.

These approaches were not always new in themselves. However, they were new to these schools. Where they had been tried elsewhere, the schools were careful to research and learn from the strengths of previous practice. School leaders often had to overcome deeply embedded resistance to change because there was a nervousness about making potentially wrong choices, concerns about the costs and sustainability of innovation, and apprehension that change might have a negative impact on results in national tests. In some cases, the concerns arose from a misapprehension that Ofsted favoured a specific model of curriculum delivery and might take a negative view of alternative approaches.

The most successful schools went through a systematic process of investigation, consultation, planning and evaluation. Essential contributors to successful innovation included head teachers' confident, persuasive and visionary leadership; complementary strengths in middle managers; and a committed, collaborative and well trained teaching force. Honest evaluation of the impact on pupils' learning and well-being, combined with a readiness to adapt where necessary, ensured that the demands made on schools by the changes were justified by positive impact.

### Key findings

- In most of the 30 schools visited, the innovations led to clear improvements in pupils' achievement and personal development. In two of the schools, although the modified curriculum had increased pupils' interest and engagement, it was not providing sufficient academic challenge.
- The innovations fell into four broad categories: organising the curriculum through themes or interdisciplinary links rather than discrete subjects; using curriculum time flexibly; providing alternative curriculum pathways; and developing learning skills.
- The principal barriers to innovation included anxiety from staff about a possible negative impact on national test and examination results; concerns about inspectors' attitudes to innovation; uncertainty about longer-term finance and resources; concerns about the reluctance or inability of staff to implement change; possible resistance to change among governors, parents and the local community.
- Successful innovation was linked principally to strong leadership at all levels. This ensured that everyone involved had a clear understanding of the rationale behind innovation and the roles and responsibilities of individuals.
- Other factors in successful innovation included detailed planning linked to rigorous self-evaluation; clear systems, timescales and criteria for evaluating impact that drew on detailed data and information from a wide range of stakeholders; carefully designed professional development programmes for staff to implement the new approaches.
- The most successful schools based their reforms on considerable background research into theories of learning and different ways of approaching the curriculum.

### Recommendations

Schools considering significant change to the curriculum should:

- be clear about why change is necessary and its intended benefits
- research widely to ensure changes are suitable, necessary and appropriate to meet learners' needs
- ensure that there is strong leadership at all levels to support innovation and that everyone involved understands clearly the rationale for it
- tightly so that the innovation gives good value for money
- provide high-quality professional development and support, matched closely to the requirements of the innovation and the needs of staff
- undertake rigorous and regular evaluation, based on clear criteria, focusing on the impact on pupils' achievement, standards and personal development, and use the outcomes to adjust the new approaches.

## Calendar of events

### **NCSL - The New Secondary Curriculum – Leading the Change in Special Schools**

(see page 7 for details)

21 <sup>st</sup> January 2009	Inscape House (Together Trust Conference Centre), Cheadle, Manchester
23 <sup>rd</sup> January 2009	Muntham House School, Horsham, West Sussex
28 <sup>th</sup> January 2009	Forest Way School, Coalville, Leicestershire
29 <sup>th</sup> January 2009	Ravenscliffe High School & Sports College, Halifax

**QCA - National Dimensions Conference**                      12<sup>th</sup> March 2009                      London

(see page 6 for details)

### **Art and Design Events**

(see page 11 for details)

<b>Date</b>	<b>Venue</b>	<b>Target LAs</b>
27 <sup>th</sup> January 2009	Hertfordshire Development Centre, Robertson House, Stevenage, SG12FQ    Tel : 01438845111	Hertfordshire
28 <sup>th</sup> January 2009	Mercure Dunkenhalgh Hotel, Blackburn Rd, Clayton Le Moors, Accrington, Lancs	Lancashire/Bolton/St Helens
9 <sup>th</sup> Feb 2009	Novotel Reading Centre, 2b Friar St, Reading, RG11DP	Berkshire/ Windsor and Maidenhead/ Bracknell/ Reading/ West Berks/ Wokingham
23 <sup>rd</sup> Feb 2009-	Britannia International Hotel, 163 Marsh Wall, East London	Tower Hamlets / Hackney/ Newham/ Southwark/ Greenwich/ Islington/ Camden
24 <sup>th</sup> Feb 2009	Linden Hall, Longhorsley, Morpeth, Northumberland NE658XF	Northumberland/Gateshead/ Newcastle/S Tyneside
26 <sup>th</sup> Feb 2009 <b>10 a.m. – 4 p.m.</b>	Liskeard Community College	Cornwall/Plymouth

### **National Conference for PSHE education: Economic Wellbeing and Financial Capability (EWBFC)**

26<sup>th</sup> January 2009                      Radisson Edwardian Bloomsbury Street Hotel, London

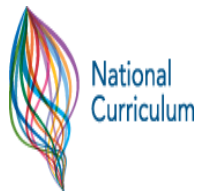
**PSHE Regional Events (see page 17 for details)**

Date	Region	Location
27 Jan 2009	West Midlands	Ramada Park Hall Hotel, Park Drive, Wolverhampton WV4 5AJ
28 Jan 2009	East Midlands	Holiday Inn Leicester, 129 St Nicholas Circle, Leicester LE1 5LX
4 Feb 2009	North West	Holiday Inn Liverpool City Centre, Lime Street, Liverpool L1 1NQ
5 Feb 2009	Yorkshire & Humber	Crowne Plaza Leeds, Wellington Street, Leeds, LS1 4DL
10 Feb 2009	North East	Holiday Inn Newcastle, Great North Road, Seaton Burn, Newcastle upon Tyne, NE13 6BP
12 Feb 2009	London	Holiday Inn Kensington Forum, 97 Cromwell Road, London SW7 4DN
3 March 2009	South West	Redwood Lodge Hotel & Country Club, Beggar Bush Lane, Failand, Bristol, Avon BS8 3TG
5 March 2009	East of England & South East	Holiday Inn Regents Park, Carburton Street, London W1W 5EE

**Notes:**

- The South East and East of England is a joint event

Colleagues from London, East of England and the South East can attend either event in London, on the 12 February or 5 March 2009.



National  
Curriculum

### **Really Useful Web-links**

**When your PC is connected to the internet**

**Click on these useful links to keep up to date**

**[QCA Website Key Stages 3-4](#)**

**[5 min film explaining QCA website](#)**

**[Mick Waters explains the "Big Picture"](#)**

**[National Strategies - Renewed Frameworks](#)**

**[Foundation subjects support materials](#)**

**[The Diplomas website](#)**

**[NCSL - Personalised Learning materials and support...](#)**

**[Teachernet - resources and information](#)**

**[DCSF Local Authorities Website](#)**

**[www.history.org.uk/resources/secondary\\_guide\\_1215\\_54.html](http://www.history.org.uk/resources/secondary_guide_1215_54.html)**