

New Secondary Curriculum Local Authority Newsletter

Edition 13 – Summer 2009

Introduction to July Newsletter

Introduction

The end of the summer term is a good time to take stock of what has been achieved in relation to the New Secondary Curriculum over the last academic year and to think about the main focus for the next phase of development. We would like to thank all our Authority link colleagues who have actively informed us about what has been happening in the regions and have given feedback on what support would be valuable in the third phase of the partnership project, August 2009 to March 2010.

The next phase

The partners have been reflecting on the last year and met, together with some Local Authority colleagues, in late June to consider the key priorities for the next phase of development. These discussions were also informed by the feedback we have had from Local Authorities. From this meeting the following key areas for Phase 3 of the New Secondary Curriculum emerged:

- approaches to evaluating the changes in the curriculum
- a focus on the wider expectations of the 11-19 reforms
- developing greater coherence, engagement and inclusion
- developing more effective assessment

Ofsted

The recently published Ofsted report 'Planning for change: the impact of the new Key Stage 3 curriculum' provides early evidence of the developments having a positive impact on students' progress and enjoyment of learning. The report also identifies the factors which are supporting effective development. Key is leadership which 'ensures staff are involved in developing a vision of and model for a whole school curriculum, incorporating cross-curricular elements in ways that promote skills in subjects.'

The new Ofsted Framework for inspecting schools will be in use in the autumn. It makes the linkages between the 'Five Outcomes' and curriculum provision much stronger and focuses on the 'relevance of the curriculum to the needs of individuals and groups of pupils and its impact on the five outcomes.'

Conference for Local Authorities: 22 September 2009

Please remember the QCA/Aspect Conference on 22 September 2009. The focus will be on the priorities for Phase 3 and evaluation of the impact of curriculum developments. QCA is in the process of sending out invitations so please look out for yours. We hope to see you on 22 September!

We wish you a relaxed summer break and look forward to working with you in the final stage of the New Secondary Curriculum Project

Judith Hibbert

ASPECT National Adviser New Secondary Curriculum

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What are the partners doing?

Aspect

Support for Phase 3

Aspect has been planning a menu of support for Local Authorities to reflect the priorities for phase 3. Over the next eight months we can offer the following types of support for Local Authorities:

- one to one support for advisers responsible for secondary curriculum developments. This includes an update and the opportunity to discuss the most effective ways of supporting developments with schools
- support for developing a strategy for curriculum development in the changing context
- support in undertaking a needs analysis
- support and materials for developing a professional development programme for Local Authority colleagues and/or schools
- support for inter-Local Authority working
- contributions to a Local Authority progress review
- sessions for Local Authority teams etc.

Aspect Regional Advisers can provide or work with Local Authority link people to provide presentations and workshops on the following areas:

- the 'big picture' context for curriculum development – joining initiatives up
- implications for the curriculum of the new Ofsted framework
- developing a coherent curriculum
- increasing student commitment to learning
- disciplined innovation
- outcomes based accountability in relation to the curriculum
- developing governors' capacity to understand the implications of the New Secondary Curriculum

If you are interested in any of the above support please contact your Aspect Regional Adviser. Contact details are on the next page.

Aspect Regional Advisers

REGION	Associate	Email
South East & South West (part)	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	patricia.lockett@orange.fr
Eastern & South West (part)	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	etc@smoaklands.com

QCA



The new Qualifications and Curriculum Development Agency was launched on Monday, 20 July with Andrew Hall appointed as its Chief Executive.

The QCDA will be at the heart of England's education system. Its job will be to develop the curriculum, improve and deliver assessments and review and reform qualifications. And it will continue to work with you.

"Our ground-breaking work is made possible by the people we work with – the government and other experts inside and outside the world of education. Together our ideas and expertise will help education policy really work in practice," Andrew Hall, Chief Executive.

Please update your contact details for QCDA.

Telephone 0300 303 3010

Textphone 0300 303 3012

info@qcda.gov.uk

www.qcda.gov.uk

The direct telephone numbers you have for your contacts within the organisation will still work.

"The Qualifications and Curriculum Authority (QCA) is currently operating certain of its non-regulatory functions under the name Qualifications and Curriculum Development Agency (QCDA). The legal entity remains QCA, established under the Education Act 1997. QCA is an exempted charity under the Charities Act 1993"

Local Authorities Conference – 22nd September 2009

A conference for Local Authorities is being planned for the 22nd September 2009 to discuss the key messages and the implications for Local Authorities. Invitations are being sent out to Local Authorities during July 2009.

Subject Associations

The Subject Association National Subject Leads are as follows:

Art & Design	John Bowden	johnxbowden@btinternet.com
Citizenship	Pete Pattisson	pete@petepattisson.com
Design & Technology	Andy Mitchell	info@data.org.uk
Geography	David Rayner	david.rayner@blueyonder.co.uk
History	Alf Wilkinson	alf.wilkinson@history.org.uk
Languages	Kathy Wicksteed	kathywicksteed@tiscali.co.uk
Music	Jonathan Savage	j.savage@mmu.ac.uk
Physical Education	Andrew Frapwell	a.frapwell@btopenworld.com
PSHE	Nick Boddington	gnboddington@gmail.com
Religious Education	Dave Francis	nsl@natre.org.uk

Cross Curriculum Events in Autumn 2009/Spring 2010

The Subject Associations are currently involved in planning a series of cross curricular events for the Autumn and Spring. Below are the details of the subjects involved and the dates of the events. Further details of venues and timings will be available early in the Autumn.

Date of Event	Region	Subject Leading at event	other subjects to attend event
Autumn Term Events			
9th October 2009	East	PHYSICAL EDUCATION	Art, Citizenship, Geography, D&T
15th October 2009	NW	CITIZENSHIP	Art, Geography, D&T, PE
22nd October 2009	EM	DESIGN AND TECHNOLOGY	Art, Citizenship, Geography, PE
4th November 2009	SW	DESIGN AND TECHNOLOGY	Art, Citizenship, Geography, PE
9th November 2009	NE	PSHE	Music, Languages, History, RE
19th November 2009	WM	HISTORY	Music, Languages, RE, PSHE
23rd November 2009	SE	RELIGIOUS EDUCATION	Music, Languages, History, PSHE
25th November 2009	Y&H	LANGUAGES	Music, History, RE, PSHE
3rd December 2009	London	MUSIC	Languages, History, RE, PSHE
Spring Term Events			
26th January 2010	NE	PHYSICAL EDUCATION	Art, Citizenship, Geography, D&T
8th February 2010	East	LANGUAGES AND HISTORY	Music, RE, PSHE
10th February 2010	Y&H	ART AND DESIGN	Citizenship, Geography, D&T, PE
1st March 2010	WM	ART AND DESIGN	Citizenship, Geography, D&T, PE
2nd March 2010	NW	MUSIC	Languages, History, RE, PSHE
8th March 2010	EM	PSHE	Music, Languages, History, RE
11th March 2010	SE	GEOGRAPHY	Art, Citizenship, D&T, PE
16th March 2010	SW	RELIGIOUS EDUCATION	Music, Languages, History, PSHE
17th March 2010	London	CITIZENSHIP	Art, Geography, D&T, PE

National Society for Education in Art & Design

Website : www.nsead.org

e-mail : nscsupport@nsead.org

Art and design free new Secondary Curriculum support - NSEAD working in partnership with Local Authorities

The NSEAD art and design team responsible for the support programme for the New Secondary Curriculum in art and design is available to work flexibly with Local Authorities and local networks of schools to provide FREE art and design training as a partnership activity. The team is able to plan and provide a half day session for secondary art and design teachers within a Local Authority, or for teachers, from adjacent Local Authorities, who are working together.

The half day session consists of a presentation by a National Subject Lead covering the Art and Design Programme of Study and their implications, and a follow up audit activity which establishes development areas for each school attending. Some of the extensive support material that has now been developed, includes web based case studies and DVDs. These show cross curricular approaches that integrate art and design with other disciplines and also feature a possible cross curricular planning activity.

It would be the responsibility of the Local Authority network co-ordinator to send out publicity to their schools, provide the venue and meet any catering requirements; NSEAD would plan and deliver the programme content and interactive workshop activities for the event, with local Regional Subject Adviser(s) in attendance, who could subsequently contribute to any network that might develop from the event.

If there is someone in the Local Authority who would like to follow up this offer of free support could you please contact John Bowden, joint National Subject Leader for art and design in the New Secondary Curriculum, by e mail at nscsupport@nsead.org, or by telephone on 07947582012.

If you wish to discuss alternative programme content, duration for the event, or any other ways in which the team might work with art and design teachers in Local Authorities please do not hesitate to make contact.



The Historical Association

Website : www.history.org.uk e-mail : alf.wilkinson@history.org.uk

We are absolutely delighted that the contract to support the New Secondary Curriculum has been extended until March 2010. There are a few amendments to the list of Lead Regional Subject Advisers for the next two terms. The new list is as follows:

History Lead Regional Subject Advisers 2009-2010

Govt region	RSA
North West	Rachael Povey
North East	Maggie Wilson
Yorkshire	Joanne Pearson
East Midlands	Eleanor-Langston-Jones
West Midlands	Rachael Povey
East Anglia	Joanne Philpott
South East	Dave Martin
South West	Dean Smart
London	Dave Martin

We would also like to remind you that there is a huge range of materials specifically designed to support the New Secondary Curriculum on the Historical Association website. These can be found at: www.history.org.uk/resources/secondary_resource_1215_45.html.

All Regional Subject Advisers can be contacted as usual via me - [e] alf.wilkinson@history.org.uk
[t] 01529 460553

or via their Historical Association email: [region]@history.org.uk.



Association for Language Learning

Website : www.all-nsc.org.uk e-mail : kathywicksteed@tiscali.co.uk

The Sophisticates, Grafters, Frustrated, and the Angry Victims: responding to the needs of our learners at Northgate High School

Vincent Everett

Vincent Everett is Head of Languages at Northgate High School, Dereham in Norfolk, a medium-sized comprehensive school with a specialism in literacy, art and drama. He is an elected member of the Executive Council of the Association for Language Learning and has co-written several coursebooks for Oxford University Press. This article was originally written for Norfolk Local Authority and the Rosemary Musker Strategic Languages Network.

The first thing to say about the New Secondary Curriculum for languages is that it is no longer “the” national curriculum. It is our curriculum. That means three main things for us at Northgate:

1. The curriculum we create has to respond to the needs of our learners at Northgate High School.
2. The responsibility for the curriculum lies with us. If pupils are not engaged by the new curriculum, we cannot blame an externally imposed curriculum. It is up to us to create a curriculum which ensures interest, progression and outcomes.
3. Our curriculum has to sit well within the overall curriculum of the school. Northgate's specialism in humanities emphasises literacy, art and drama; the ethos of the whole curriculum is of using language for a purpose and an audience, through display and performance. MFL directly benefits from this emphasis and can play a major role in developing the school's aims.

Year 9 focus groups

In the summer term of 2007 we carried out interviews with focus groups of Year 9 pupils learning French, to find out what they wanted from their language lessons. Following the example of Terry Lamb's research at the University of Sheffield, we split the pupils into four groups:

1. The Sophisticates: high motivation and high attainment

The Sophisticates say French is a “hard” subject, but that this is something they enjoy. They referred both to the challenge of the content and also the way we teach: putting them on the spot with fast paced activities. They enjoy Year 9 where they are more able to put together French for themselves rather than learning whole junks. They cited connectives and verbs as particularly helpful.

They feel that they are still dependent on the teacher, because if they attempt to be more creative, they will make mistakes. They adapt sentences, using different options.

They are not particularly clear on how to do better in French. They accept that they will not be able to extend, because they rely on the teacher. They think that learning more words and writing longer pieces are the main measures of success. They depend on the teacher for feedback and to feel successful.

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They confidently give the pronunciation of words they know but are less confident with the pronunciation of individual sound clusters. They willingly take part in choral repetition because they are keen to learn the pronunciation of words. They have positive extrinsic motivation, saying that they have never actually used the French they are learning, but that it could be useful one day. They think that to “speak French” you would have to do it to degree level. They would like to go on trips or have penfriends to start using their French.

2. The Grafters: high motivation but low attainment

The Grafters spoke very positively of French and their teachers. They were positive about themselves and their learning. They considered themselves able to speak French. Their main view of language-learning was the need to get it “to stick in your head”. They had good strategies for learning vocabulary. They thought their teachers had good approaches that helped them learn, memorise and recall language. They say French is better than other subjects because of the range of activities, games, fun, not just writing. They would welcome more learning about France.

3. The Frustrated: low motivation but high attainment

They are confused by the rationale for topics and the way we move from one topic to another.

The Frustrated said they were bored and frustrated in French. They feel they do not understand what they are learning, although they gave a very clear explanation of exactly what it was. They actually have a good grasp of grammar, while feeling that they are confused by “all the endings”. Their view of language learning is that you have to “get it all into your brain”. They feel that Year 9 is exactly the same as Year 7 but harder. They don’t enjoy games or activities where you are “picked on”. They don’t know if they are doing well or not. They feel as if they are doing a bit of French, but not actually “learning French”.

They think that success in French is a question of whether you actually did the work or whether you didn’t finish it. They also think it could be a factor of length and accuracy, and that you have to focus on memorising everything. They think they are not good at memorisation and are not confident practising speaking. They would like to spend longer on each set of vocabulary to really “get it into your head”. The main source of frustration seems to be “other people” who have better strategies for dealing with memorisation, grammar and understanding. People who have these strategies seem to pick things up and learn them quicker. The Frustrated feel they have to rely on hard work, and they are increasingly reluctant to do so. They feel that you have to

learn everything from the teacher, but that most things you could want to say on each topic are covered. They are confused by the rationale for topics and the way we move from one topic to another. They lack extrinsic motivation and think learning French is an interminable process that they will never succeed in.

4. The Angry Victims: low motivation and low attainment

Some Angry Victims had started off very positive and lost their enthusiasm along the way. Their main observation is that lessons in Year 9 are basically the same as lessons in Year 7. "Repeat after me" was singled out in particular. They said they didn't bother to join in anymore. "Write it down" isn't much better. They said there were teacher-led games, but you didn't "get anything out of them". Games on computers in the computer room would be better.

They would like to work in groups with more autonomy and responsibility and with an end product or objective

They would welcome activities that let them use the French they have been learning. They would like more choice of topic and activity. They would like to work in groups with more autonomy and responsibility and with an end product or objective. They gave drama activities as an example, but acknowledged this would not appeal to all. They are very keen on trips or email links and more learning about France.

Answering the pupils' concerns

Our curriculum needed to answer their concerns in the following areas:

- Sharing the rationale for topics better with our pupils.
- Making the criteria for progress and success more explicit.
- Tackling the sound/spelling link early on.
- Strengthening the knowledge and understanding of life in countries where the language is spoken.
- Giving pupils ownership over a core of language they can use to express themselves.
- Giving pupils opportunities to use the language for real purposes from early on.
- Matching topics to pupils' interests and maturity.
- Balancing the emphasis on memorisation with the development of other skills.
- Setting up projects for pupils to work together creatively.

These priorities have provided the essential map for building our new curriculum.

Further information and case studies about the New Secondary Curriculum for languages can be accessed on www.all-nsc.org.uk.



National Association for Music Educators

Website : www.name.org.uk

e-mail : j.savage@mmu.ac.uk

Supporting the Implementation of the National Curriculum for Music

The National Association of Music Educators (NAME) has recently published a range of online materials designed to help music teachers implement the new National Curriculum for Music at Key Stage 3. These materials have been produced by teachers and consultants working with NAME and CfBT as part of a three year project. This project has offered schools across the United Kingdom support as they implement the new National Curriculum (starting with Year 7 in 2008) and leading to the first end of Key Stage 3 assessments in 2011.

These materials should be read in conjunction with the QCA website material for the New Secondary Curriculum [<http://curriculum.qca.org.uk>] which also contain a range of helpful materials for Subject Leaders looking to develop their curriculum planning. In particular, the planning wizard and music support materials contained within this website [<http://www.newsecondarycurriculum.org>] is highly recommended.

NAME's online materials are organised into three main sections:

1. **Case studies** of how individual schools have responded to the demands of the new National Curriculum and implemented exciting new ideas;
2. **How to Teach Guides** which introduce a new element of the music curriculum and explore how it can affect and develop new planning (e.g. working collaboratively with musicians, using new technologies to teach music performance, etc);
3. **Other Resources**, including PowerPoint presentations and PDFs which introduce the new National Curriculum, run through the main changes and help teachers get to grips with how they can develop their teaching through it.

All materials can be found on NAME's website at www.name.org.uk.

In addition to these online materials, NAME is able to provide support for teachers as they implement the new National Curriculum. To be put in touch with a Regional Subject Advisor, please contact Dr Jonathan Savage (the National Subject Lead for Music) at j.savage@mmu.ac.uk.

The PSHE Association

Website; www.pshe-association

Email: gnboddington@gmail.com

A comprehensive, progressive and assessed provision for PSHE education plays a central role in enabling schools to meet both the three statutory aims of the national curriculum and schools' statutory responsibility to promote student wellbeing through the Every Child Matters agenda. A programme of compelling PSHE education set within the context of the 'Healthy School' promotes the attitudes, interpersonal skills, relationships and climate for learning that underpins the drive to '*narrow the achievement gap*'.

PSHE Education Regional Conferences.

Nine regional PSHE education conferences are being planned to take place before the end of the spring term to support teachers implementing PSHE education in their schools. Details will be available early in the autumn term.

Independent Review of Personal, Social, Health and Economic education.

Sir Alasdair Macdonld's Independent Review of the proposal to make Personal, Social, Health and Economic (PSHE) education statutory has now been published and the public consultation is currently underway.

Sir Alasdair makes 20 key recommendations in his review including the following;

- PSHE education should become part of the statutory National Curriculum in both primary and secondary phases
- At secondary level PSHE education should become a foundation subject in the National Curriculum with the existing programmes of study forming the basis for public consultation on the core entitlement.
- At primary level the proposed new programme of learning 'Understanding physical development, health and wellbeing' should form the basis for public consultation of the core entitlement.

With regard to SRE Sir Alasdair recommends;

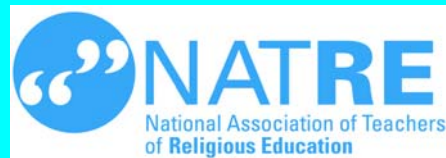
- Governing bodies should retain the right to determine their schools approach to SRE, to ensure that this can be delivered in line with the context, values and ethos of the school. However this must be consistent with the core entitlement to PSHE education
- The existing right of parental withdrawal from SRE should be maintained. (Extract)

The review also makes a number of recommendations for a variety of PSHE education Continuous Professional Development opportunities for teachers, support staff and the wide children's workforce.

Although the review recommends that PSHE education be excluded from statutory levels of attainment, Sir Alasdair does recommend DCSF and QCA work together to find appropriate and innovative ways of assessing pupil progress in PSHE Education.

The deadline for taking part in the consultation process is 24th July 2009 and to assist you in this important process Sir Alasdair's full review and the consultation questionnaire are available to download from the PSHE Association home page.

These documents are also available to download from the QCA website.



The National Association of Teachers of RE

Website: <http://www.natre.org.uk>

e-mail: info@natre.org.uk

One way of helping schools develop their own 'compelling learning experiences' that involve religious education is to direct them towards the **33 case studies** that are published on the NATRE website. Many of these case studies (all written by our Regional Subject Advisers) involve links with other subjects of the curriculum and make connections with the whole-curriculum dimensions.

It is important in any sequence of learning in Religious Education to include a good balance of material across the two attainment targets that feature in most agreed and aided schools syllabuses (usually termed 'learning about religion' and 'learning from religion'). To this end, NATRE has produced an analysis of the case studies in terms of the focus that they contain on the 'key concepts' recommended in the non-statutory programme of study.

Many teachers find it helpful to think of these key concepts in terms of their relation to one or other of the attainment targets. Thus, the first three concepts may be linked broadly to AT1 and the second group of three may be linked broadly to AT2 (see analysis below).

In the chart on the next page you will see how the NATRE case studies combine a focus on two key concepts across the two attainment targets.

Additional case studies by Angus Dawson (Spirituality & Sport), John James (Body Image) and Kathryn Wright (Humanities) are open to any combination of key concepts.

Dave Francis

e: nsl@natre.org

To read the case studies in full go to: www.natre.org.uk/secondary/search.php

Type the author's name or the case study title into the search box.

Analysis of Case Studies by Key Concept Combinations

Key RE Concepts

Attainment Target 1: **A** Beliefs, teachings and sources; **B** Practices and ways of life; **C** Expressing meaning;

Attainment Target 2: **D** Identity, diversity and belonging; **E** Meaning, purpose and truth; **F** Values and commitments.

<i>Key RE Concepts: B & D</i>	<i>Key RE Concepts: C & F</i>	<i>Key RE Concepts: A & E</i>
<ul style="list-style-type: none"> Helen Simpson (Empathy) Marianne Fleming (St Bede) Claire Parkinson (Buddhism) Rebecca Ruddock (Salah) Sue Wilson (Islam) Susan Thompson (Diversity) Simon Bennett (Sacred World) Dave Bennett (Identity) 	<ul style="list-style-type: none"> Simon Bennett (Sacred World) Alastair Ross (Art & Symbols) Olivia Seymour (Faith in the Workplace) Rebecca Costambeys (Photography) 	<ul style="list-style-type: none"> Paul Hopkins (Terraforming) Lesley Prior (Free Will) Andrew Midwinter (Truth) Amanda Head (e-Revision Guide)
<i>Key RE Concepts: C & E</i>	<i>Key RE Concepts: A & D</i>	<i>Key RE Concepts: B & F</i>
<ul style="list-style-type: none"> Kath Counce (Creativity) Chris Paul (Creation) Claire-Marie Cuthbert (Music) Cathy Lyall (Spirituality through Art) Alison Clark (Creation through Art) 	<ul style="list-style-type: none"> Bethan Ruth ('Bloody RE') Simon Bennett (Sacred World) Dave Bennett (Identity) 	<ul style="list-style-type: none"> Sue Wilson (Charity) Ed Pawson (Iconic Images) Gavin Collins (Theatre of Learning) Olivia Seymour (Faith in the Workplace) Rebecca Costambeys (Photography)
<i>Key RE Concepts: A & F</i>	<i>Key RE Concepts: B & E</i>	<i>Key RE Concepts: C & D</i>
<ul style="list-style-type: none"> Leila Hedges (Injustice) Gurjit Shergill (Debating Skills) Olivia Seymour (Faith in the Workplace) Rebecca Costambeys (Photography) 	<ul style="list-style-type: none"> Paul Hopkins (Terraforming) James Holt (Special Places) 	<ul style="list-style-type: none"> Kevin Norwood (The Numinous) Liz Pope (Creative Arts) Jo Fellows (Resolving Conflict) Simon Bennett (Sacred World) Dave Bennett (Identity)

Case Study

Implementation of the New Secondary Curriculum Wolverhampton Local Authority

Case study provided by Rita Chowdhury, Senior School Improvement Adviser
rita.chowdhury@wolverhampton.gov.uk

Context

Wolverhampton is a culturally diverse city where almost a quarter of the population is of black and minority ethnic heritage. The largest black and minority ethnic group is Indian but there is also a significant African Caribbean community. There are considerable variations between neighbourhoods: some are relatively affluent, but 27% are in the top 10% of the most deprived neighbourhoods in the country.

The City has 18 secondary schools all of which have sixth-form provision, two Pupil Referral Units and six special schools with secondary age pupils. Achievement for children aged 11 and 14 is in line with similar authorities but below the national average: standards of achievement overall are in line with similar authorities. The percentage of children achieving at least five A*–C grades at GCSE or equivalent is in line with the national average and above similar authorities. However, achievement in mathematics and English is significantly lower than the national average.

There is a strong collaborative ethos amongst secondary schools in the City and they are organised into consortia to widen the curriculum offered at 14–19.

In terms of Building Schools for the Future developments the City is currently at the dialogue stage with identified bidders.

What are we trying to achieve?

The Local Authority was determined to encourage schools to make an early start to considering changes to the secondary curriculum and established a Key Stage 3 Curriculum Review project in which schools were invited to participate.

The aims of the project are:

- To involve representatives from secondary, special schools, Pupil Referral Units and strategy consultants to prepare for the implementation of the New Secondary Curriculum in Sept 08.
- To improve the organisation and teaching of the Key Stage 3 curriculum so that it motivates and engages all pupils, responds to their needs and leads to improved standards and outcomes.
- To link the Secondary Curriculum Review and the Building Schools for the Future programme in order to provide opportunities for development in Key Stage 2-3 transition.

- To provide opportunities for reflection, thinking and sharing.
- To explore the potential of collaboration in supporting implementation.

It was felt important that schools were given the time and space to think, reflect and share, particularly in the light of Building Schools for the Future developments and its agenda to transform learning. Connectivity with Building Schools for the Future developments has been essential and planning for changes to the secondary curriculum has supported schools in developing their transformational visions.

How did we organise?

- Using the QCA's questions as a framework for the project with the first phase very much getting schools to focus on "What are we trying to achieve?" and then, "How are we organising learning?"
- A residential launch conference in early October 2007 which was supported by inputs from QCA
- Developing a Key Stage 3 Curriculum Review Project Network involving staff from schools leading on curriculum change.
- The dissemination of work already undertaken by a number of schools as well as developments from other City wide initiatives to inform thinking and planning.
- Asking schools to produce initial plans and to undertake some action research to help them to refine plans further; the emphasis of the action research was very much on learning from each other through visits to other schools
- A programme of regular events and meetings during 2007-08 designed to keep participants informed, encourage sharing of developments and to make links with other initiatives
- Using current Local Authority structures to engage wider groups of staff in thinking about curriculum development and to keep them informed of regional and national events – eg subject leader networks, leading teacher networks.
- Encouraging schools to make use of each others training days where appropriate to support staff development – eg one school opened up its training day on thinking skills to others.
- Making use of regional subject advisers' support at subject leader networks
- Using our network of leading teachers to develop compelling learning experiences.

What's gone well?

- Maintaining the engagement and Involvement of schools in the Key Stage 3 Curriculum Review Project Network – the programme of events has been well supported
- The willingness of schools to open themselves to visits and to share current work which has helped schools to refine plans
- Schools have welcomed the opportunities for reflection and discussions with each other
- A number of schools have reported that there has been a great deal of enthusiasm and interest from staff in becoming involved in planning groups.
- Coming back to the QCA's questions as a framework to support schools in their developments
- Work on changes to Year 7 curriculum being seen as an opportunity to "test bed" to support Building Schools for the Future visions and developments.

What's gone not so well?

- Work on looking more closely at Key Stage 2 to 3 transition
- Initial timescales for the project have had to be extended
- Finding an efficient way of capturing the processes and journeys that each school is making in preparation for implementation

What's still to do?

Although initially viewed as a one year project, it has been extended. This was very much welcomed by schools as they still wanted to have the opportunities to meet as a network to share and plan. As a result we have now combined our network for Strategy Managers in schools with the Key Stage 3 Curriculum Review Project to establish a Secondary Curriculum Network. This meets half termly.

The next phase of the project will be to focus more intensively on "How well are we achieving our aims?" There have already been some discussions with schools regarding initial plans for how they and the Local Authority can collaboratively work together to evaluate changes to the Year 7 curriculum. In addition, the Local Authority is using additional resources to set up smaller task groups to undertake specific pieces of work around further development of progress in and assessment of Personal, Learning and Thinking Skills and Key Stage 2 to 3 transition.

A report has been produced that describes the steps that schools have made in making changes to their Year 7 curriculum. It describes a variety of approaches that schools have taken to develop a curriculum which meets the needs of the students and the context of the school.

Through Building Schools for the Future, staff from a number of schools had the opportunity to visit High Tech High in San Diego to look at its Project Based Learning approach. A return visit from staff at High Tech High and presentations at the Secondary Heads, conference and Secondary Curriculum Network have very much captured the imagination and interest of schools. There is evidence that schools are considering this approach in further developing and embedding changes.

Calendar of events

QCA

Phase Three of the Secondary Curriculum Implementation Programme

QCA/Aspect Local Authority Conference 22nd September 2009

NSCoPSE

Conference - PSHE Education Comes of Age ~ Unlocking the door to the future

NSCoPSE is the professional organisation for Local Authority advisers, inspectors and advisory teachers with responsibility for all aspects of personal and social education, including health education and citizenship. Membership also includes independent consultants and inspectors, as well as health promotion professionals.

This year, NSCoPSE is 21 and we are hosting our 20th **Annual National Conference** on **Tuesday 6th & Wednesday 7th October** at Brandon Hall, Coventry, CV8 3FW.

Conference delegates can join NSCoPSE for a reduced fee of £30. There are reduced rates for members confirming attendance before 31st July and further reductions for additional delegate(s) from the same authority.

Last years speakers included Mick Waters, Margaret Jones and Baroness Morris of Yardley. Further details to be announced but application forms are available from www.NSCoPSE.org.uk

Religious Education – London event

“Making Cross-Curriculum Projects Meaningful and Manageable”

Please contact Dave Francis nsl@natre.org for further information on a number of events taking place throughout the country.

Cross Curriculum Events in Autumn 2009/Spring 2010

The Subject Associations are currently involved in planning a series of cross curricular events for the autumn and spring. Below are the details of the subjects involved and the dates of the events. Further details of venues and timings will be available early in the autumn.

Date of Event	Region	Subject Leading at event	other subjects to attend event
Autumn Term Events			
9th October 2009	East	PHYSICAL EDUCATION	Art, Citizenship, Geography, D&T
15th October 2009	NW	CITIZENSHIP	Art, Geography, D&T, PE
22nd October 2009	EM	DESIGN AND TECHNOLOGY	Art, Citizenship, Geography, PE
4th November 2009	SW	DESIGN AND TECHNOLOGY	Art, Citizenship, Geography, PE
9th November 2009	NE	PSHE	Music, Languages, History, RE
19th November 2009	WM	HISTORY	Music, Languages, RE, PSHE
23rd November 2009	SE	RELIGIOUS EDUCATION	Music, Languages, History, PSHE
25th November 2009	Y&H	LANGUAGES	Music, History, RE, PSHE
3rd December 2009	London	MUSIC	Languages, History, RE, PSHE
Spring Term Events			
26th January 2010	NE	PHYSICAL EDUCATION	Art, Citizenship, Geography, D&T
8th February 2010	East	LANGUAGES AND HISTORY	Music, RE, PSHE
10th February 2010	Y&H	ART AND DESIGN	Citizenship, Geography, D&T, PE
1st March 2010	WM	ART AND DESIGN	Citizenship, Geography, D&T, PE
2nd March 2010	NW	MUSIC	Languages, History, RE, PSHE
8th March 2010	EM	PSHE	Music, Languages, History, RE
11th March 2010	SE	GEOGRAPHY	Art, Citizenship, D&T, PE
16th March 2010	SW	RELIGIOUS EDUCATION	Music, Languages, History, PSHE
17th March 2010	London	CITIZENSHIP	Art, Geography, D&T, PE

Useful Resources



Global Learning

New resources: 'Exploring together: A global dimension to the secondary curriculum' and '2009-10 Global Wallplanner'

The global dimension is an essential part of the secondary curriculum and helps to prepare young people as successful learners, confident individuals and responsible citizens in a globalised world.

The education charity DEA has recently published '**Exploring together: A global dimension to the secondary curriculum**', a pack of leaflets exploring the global dimension to each secondary National Curriculum subject.

The pack provides starting points for exploring what the global dimension means for particular subjects and can also be used for cross-curriculum planning. One copy of the **Exploring together** pack has been sent to all secondary school headteachers in England, together with the **2009-10 Global Wallplanner** which can help with planning for schemes of work, assemblies and other whole school activities.

Further copies of the pack, and of the individual subject leaflets, can be downloaded as PDF files from www.globaldimension.org.uk/explore, where you can also provide feedback and submit case studies. Extra wallplanners can be ordered via www.globaldimension.org.uk/wallplanner.

There are many local organisations, including Development Education Centres, that can support schools with work on the global dimension. Further details are at www.globaldimension.org.uk/localsupport.

Useful Websites

DCSF Local Authority support site:

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=3104&categoryID=75&subcategoryID=106>

QCA home:

<http://www.qca.org.uk>

QCA Curriculum design site: NEW SECONDARY CURRICULUM WEBSITE

<http://curriculum.qca.org.uk>

QCA Curriculum general:

http://www.qca.org.uk/qca_104.aspx

Functional Skills

http://www.qca.org.uk/qca_6066.aspx

National Strategies Renewed Frameworks:

<http://www.standards.dcsf.gov.uk/secondary/frameworks/>

NCSL home:

<http://www.ncsl.org.uk/>

SSAT curriculum design:

www.ssatrust.org.uk/curriculumdesign

CfBT New Secondary Curriculum:

<http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

New Diplomas:

http://www.qca.org.uk/qca_13916.aspx

TEACHERNET home:

<http://www.teachernet.gov.uk>

Ofsted: <http://www.ofsted.gov.uk/>