

## New Secondary Curriculum Local Authority Newsletter

Edition 12 – June 2009

### Introduction to June Newsletter

We are now nearing the end of Phase Two of the implementation of the New Secondary Curriculum and will be starting Phase Three in August. The partners involved in implementation, which include: QCA; The National Strategies; the National College of School Leadership; the Specialist Schools and Academies Trust; CfBT; Aspect; and the Subject Associations are meeting in late June, together with representatives from Local Authorities, to plan for Phase Three.

From Aspect's work with Local Authorities it is becoming clear that a key priority over the next year is to embed the New Secondary Curriculum and link it into other developments including the Strategy for Change and Building Schools for the Future. Local Authorities can play a key role in ensuring strategic coherence between, what some see as, competing priorities.

We would like to draw your attention to the forthcoming Ofsted Report on the New Secondary Curriculum entitled "Planning for Change – the impact of the New Secondary Curriculum" due to be published this month. The report should provide Local Authorities with a useful overview of the early developments of the New Secondary Curriculum in schools and some of the emerging issues.

There are still vacancies for the SSAT Curriculum Design Events this summer. We would ask you to encourage schools to take up their entitlement to this support.

A number of Subject Association conferences have been planned for the summer and autumn this year. These include Design and Technology; Religious Education; and Personal, Social and Health education. These events provide a good opportunity to pick up key messages and explore the developments in these curriculum areas in more depth. Details can be found on pages 20 and 21.

Finally, please note the **QCA conference for Local Authorities to be held on 22 September 2009**. Further details can be found on page 5.

**Judith Hibbert**

ASPECT National Adviser New Secondary Curriculum

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## What are the partners doing?

### Aspect

Aspect Regional Advisers are currently working with a significant number of Local Authorities across the country on a range of activities which include:

- Providing presentations to Local Authority personnel and strategy managers from schools on the Phase Two five key messages
- Supporting Local Authorities in evaluating the impact of their support for schools on the implementation of the New Secondary Curriculum and the impact of curriculum developments in schools.
- Liaising with and updating existing Local Authority Named Link Colleagues
- Supporting new post holders responsible for the New Secondary Curriculum
- Supporting collaboration and networking between Local Authorities
- Supporting collaboration and networking between schools within a Local Authority
- Planning and brokering events, often in collaboration with National and Regional Subject Advisers
- Supporting the planning of cross curriculum events

Specific areas of focus of this work have included:

- The value of Personal Learning and Thinking Skills
- Balancing the pressures of the National Challenge with curriculum development
- Developing a coherent curriculum
- Increasing commitment to learning

Please remember the support Aspect provides is free to you as part of the DCSF funded support for the New Secondary Curriculum. Have a look at the range of activities we are providing. Is your Local Authority making use of this support? If you do wish to access any of this support or support on issues relevant to your Local Authority then alert your Local Authority named contact, or liaise with your Aspect Regional Adviser listed on the next page.

**Aspect Regional Advisers**

<b>REGION</b>	<b>Associate</b>	<b>Email</b>
South East & South West (part)	Martin Baxter	<a href="mailto:martin.baxter@sageinterim.co.uk">martin.baxter@sageinterim.co.uk</a>
North West	Maxine Froggatt	<a href="mailto:maxinefroggatt@yahoo.co.uk">maxinefroggatt@yahoo.co.uk</a>
Yorks & Humberside	Judith Hibbert	<a href="mailto:judith.hibbert@ntlworld.com">judith.hibbert@ntlworld.com</a>
West Midlands	Pat Lockett	<a href="mailto:pat@lockett74.freemove.co.uk">pat@lockett74.freemove.co.uk</a>
Eastern & South West (part)	Bill Miller	<a href="mailto:bill@csnconsultancy.co.uk">bill@csnconsultancy.co.uk</a>
East Midlands	John Pearce	<a href="mailto:johnpearce@ntlworld.com">johnpearce@ntlworld.com</a>
London	Vicki Pite	<a href="mailto:victoria@pites.globalnet.co.uk">victoria@pites.globalnet.co.uk</a>
North East	John Smith	<a href="mailto:etc@smoaklands.com">etc@smoaklands.com</a>

## QCA

### Phase Three of the Secondary Curriculum Implementation Programme

Work has begun on the next phase of the roll out of the new 11-19 coherent curriculum.

Phase three of the secondary curriculum implementation programme involves teaching the new programmes of study in Year 8 and Year 10 alongside a whole suite of new GCSE specifications for first examination in 2011. There is also the next stage of the development of the diplomas and their roll out as part of the wider 14-19 reform programme.

Secondary implementation partners – QCA, the National Strategies, NCSL, SSAT, ASPECT and CfBT Education Trust - are currently developing key messages for Phase Three that will build upon what has already been achieved and ensure consistency across all events and activities during the next year.

These key messages will take account of, and build from, the evidence about changes that have been taking place as a result of the new programmes of study and the difference these changes are making to learners and their learning.

### Local Authorities Conference – 22<sup>nd</sup> September 2009

A conference for Local Authorities is being planned for the 22<sup>nd</sup> September 2009 to discuss the key messages and the implications for Local Authorities. Invitations will be sent out to Local Authorities early July 2009.

## National Strategies

The vision for the National Strategies over the period Summer 2009 to Summer 2010 is to build on, extend and consolidate the big picture of planning for progression supported by Assessment for Learning with Assessing Pupils' Progress and one-to-one tuition. There will be a strong focus on Key Stage 4 in preparation for the new GCSE and functional skills assessment in September 2010. All National Strategies programmes share a strong commitment to ensuring a narrowing of attainment gaps.

Summer term priorities include:

- Strengthening personalisation and pupil progress – through Assessment for Learning with Assessing Pupils' Progress: using day-to-day and periodic assessment to improve teaching and learning
- Identifying and disseminating effective Local Authority strategic support for schools' development of Assessment for Learning with Assessing Pupils' progress
- Promoting the development of one-to-one tuition
- Using ICT effectively to strengthen teaching and learning in the new mathematics curriculum
- Promoting an understanding of, and providing support for, the teaching of *How science works (HSW)*.

Autumn term priorities include:

- Continuing to strengthen personalisation and pupil progress through Assessment for Learning with Assessing Pupils' Progress
- Providing Local Authorities and schools with tools and guidance to strengthen self evaluation of progress with the development of Assessment for Learning with Assessing Pupils' Progress and the impact of support
- Evaluating and improving the teaching of reading in Key Stage 3
- Developing independent learning in English and cross-curricular links in Key Stage 3 to build towards functionality at Key Stage 4
- Ensuring the development of key mathematical processes at Key Stage 3 (part of the new National Curriculum) to build towards functionality at Key Stage 4
- Continuing to provide support for the teaching of *How science works (HSW)*.

## Specialist Schools and Academies Trust

### Curriculum Design Events

The summer term events named 'How well are we achieving our aims?' are almost upon us with places still available. Bookings can be made at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign).

These events will be running in June/July 09 and are designed to help schools evaluate where their curriculum is at present as well as help identify potential future developments. Schools attending will receive free access to the new web-based SSAT curriculum evaluation toolkit which delegates will use during the day to investigate their current curriculum provision. There will be a chance for group discussion with colleagues from your locality led by our team of curriculum design lead practitioners.

**The curriculum design evaluation toolkit will allow users to evaluate their curriculum along the following themes:**

- Vision, values, principles and ethos
- Engagement
- Standards, outcomes, and assessment
- Dimensions
- Efficiency

Delegates will also receive a free interactive resource that will enable curriculum planning workshops to be held in school.

Details of dates and venues can be found overleaf and on page 20.

Further information about the programme and booking for the events is available at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

### Local Authorities

You are invited to send a representative to these events.

If you:

- Have organised a separate event in your Local Authority, and /or are planning to do so and would like one of our lead practitioners to present at it
- Have middle schools and would like some specific support for them in responding to the new curriculum developments?

Please contact Anuj Morjaria on 0207 802 0861 or [anuj.morjaria@ssatrust.org.uk](mailto:anuj.morjaria@ssatrust.org.uk)

Curriculum Design Events will be held as follows :

Manchester	Tuesday 23 <sup>rd</sup> June 2009	Renaissance Manchester Hotel
Bristol	Wednesday 24 <sup>th</sup> June 2009	Ashton Court Mansion
Cambridge	Friday 26 <sup>th</sup> June 2009	De Vere University Arms
Nottingham	Wednesday 1 <sup>st</sup> July 2009	Nottingham Racecourse
Weybridge	Thursday 2 <sup>nd</sup> July 2009	Mercedes Benz World
York	Thursday 2 <sup>nd</sup> July 2009	York Racecourse Conference Centre
Newcastle	Tuesday 7 <sup>th</sup> July 2009	The Sage, Gateshead
Falmouth	Thursday 9 <sup>th</sup> July 2009	St. Michaels Hotel & Spa
London	Friday 10 <sup>th</sup> July 2009	Central Hall Westminster
Birmingham	Tuesday 14 <sup>th</sup> July 2009	The Belfry

## Subject Associations



### Association for Citizenship Teaching

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

e-mail : [pete@petepattison.com](mailto:pete@petepattison.com)

Who Do We Think We Are? Week

22<sup>nd</sup> – 28<sup>th</sup> June 2009



### Exploring Identity, Diversity and Citizenship across the Curriculum

The 'Who Do We Think We Are? Week' project builds on the recommendations of the 2007 Curriculum Review on Diversity and Citizenship undertaken by Sir Keith Ajegbo and aims to engage all schools in the exploration of identity, diversity and citizenship with their pupils at local and national levels and culminates in a week of activities from 22<sup>nd</sup> to 28<sup>th</sup> June this year.

The project is supported by the DCSF and managed by a partnership of organisations including the Association for Citizenship Teaching (ACT), Citizenship Foundation (CF), Historical Association (HA), Royal Geographical Society with IBG (RGS-IBG) and citizenship consultant Paula Kitching alongside key stake-holders including the Schools Linking Network. The project provides subject specific support for citizenship, geography, history and RE lessons and can help every school to better understand their local and national communities. The project focuses on 4 key themes including:

- School and community
- Relationships, belonging and faith
- History and settlement
- Britishness, national identity/values and the 2012 Games

Support and guidance for teachers wishing to participate in the focus week is provided through the project's accompanying website [www.wdwtwa.org.uk](http://www.wdwtwa.org.uk) which contains learning resources, exemplar case studies, toolkits and guides designed to engage students in explorations of their identity and celebrations of the connections that link them with other people and places.

## support for the new secondary curriculum

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Teachers can register their interest on the project website [www.wdwtwa.org.uk/registration](http://www.wdwtwa.org.uk/registration) in order to be kept up to date with developments. Further information about the Who Do We Think We Are? Week project and support in planning activities as part of the focus week in June can also be obtained by emailing the Project Officer at [wdwtwa@rqs.org](mailto:wdwtwa@rqs.org).



### **The Design and Technology Association**

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

**e-mail :** [info@data.org.uk](mailto:info@data.org.uk)

Design and Technology – A Platform for Success: The Design and Technology Association Education and International Research Conference 2009, Loughborough University, Tuesday 30 June-Thursday 2 July 2009

A detailed draft timetable is available online!

The Conference will feature seminars on research, primary, product design, electronics, CAD/CAM, food technology, textiles, subject leadership, SEN, Key Stage 3 and exams update.

Keynote speakers include: Professor Stephanie Atkinson, University of Sunderland; Gina White, HMI; David Prest OBE, Manager, The Design and Making Centre and County Adviser for D&T, Cornwall; James Averdieck, Founder and Managing Director of GU Chocolate Puds and Jonathan Akwue, Managing Consultant, Digital Public.

Delegate day rates from: £145 members, £190 non-members. Visit [www.data.org.uk](http://www.data.org.uk) for details and online booking or call 01789 470007.



## Geographical Association

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

As the first year of the implementation of the New Secondary Curriculum draws to a close, there is the opportunity for geography departments to reflect on both the strengths and the challenges brought about by their curriculum planning at Key Stage 3. If any schools would like advice or support in dealing with challenges or in their next stage of planning, then help is at hand. A large amount of resources are available on the Geography Teaching Today and Geographical Association websites:

**Geography Teaching Today** <http://www.geographyteachingtoday.org.uk>

**Geographical Association** <http://www.geography.org.uk>

There are 15 Regional Subject Advisers [RSAs] and a National Subject Lead for Geography available to work with individual schools or groups of schools in each of the nine government regions. We can offer a range of **FREE CPD sessions** from full day to twilight plus support via email. The team is currently involved in presenting sessions on using free GIS resources such as Google Earth in lessons and on ideas to increase the use of Learning Outside the Classroom. However the focus for these sessions is completely negotiable and therefore dependent on your needs. Get in touch and let us know what support you need.

In the Autumn term 2009 and Spring term 2010, there will be 18 **FREE regional conferences** on the theme of cross-curricular working – groups of four or five subject associations will be presenting ideas for subjects working collaboratively. Look out for dates and further details in subsequent newsletters and in flyers.

For **geography support** please get in touch with:

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

**National Subject Lead 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)

The Historical Association has recently begun to publish a series of **Briefing Packs** on issues of current interest and concern to history teachers. The first of these – on the **Two-Year Key Stage 3** - has just appeared and can be found on the Historical Association website at: [www.history.org.uk/resources/secondary\\_resource\\_2069\\_59.html](http://www.history.org.uk/resources/secondary_resource_2069_59.html). More will follow in due course.

These Briefing Packs are intended to provide a short, focused introduction to each topic, marshalling the arguments for and against the issue, with links to further reading and guidance.

Don't forget, we can now continue to support you in implementing the New Secondary Curriculum in history until March 2010. Please do get in touch. Our Regional Subject Advisers are available to support schools and local networks across the country.

Alf Wilkinson, National Subject Lead, History.

[t]01529 460553;

[e] [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk)



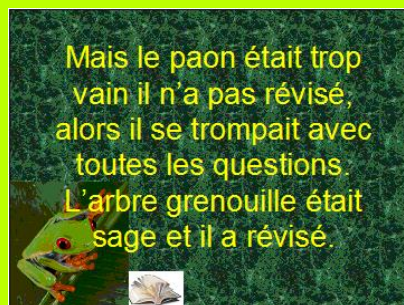
## Association for Language Learning

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

### Using Fables and Stories in KS3

A scheme of work and examples of pupils' work relating to this case study can be accessed on [www.all-nsc.org.uk](http://www.all-nsc.org.uk)

Hornsea School and Language College is an 11-18 mixed comprehensive school in the East Riding of Yorkshire with around 1300 pupils. In 2007 the languages department decided to move away from the traditional topic-based approach in Year 7 towards a more skills-based approach. They decided to base a unit of teaching around a French fable.



### The thinking behind the idea

The thinking behind the idea was to use a skills-based approach, to equip the pupils with the ability to create their own sentences and not just to be able to recite items of vocabulary. The approach fits in with the Personal Learning and Thinking Skills agenda that is now part of the Year 7 scheme of work, which aims to create pupils who can do things for themselves and know how to learn, rather than just being passive learners. It was trialled with the 2007 intake by teaching the fable *Le corbeau et le renard* alongside topic-based lessons for one weekly lesson out of four. The feedback from the pupils was very positive, and the teachers could see that there was a clear impact, for example on the pupils' ability to recognise their own errors.

The department then decided that, as part of the New Secondary Curriculum in 2008, the Year 7 classes would study *Le corbeau et le renard* entirely for the first half term, and the Year 8 classes would study a traditional tale, *Les trois boucs bourrus* (the Three Billy Goats Gruff), instead of topic-based themes. A scheme of work was written, which can be accessed at [www.all-nsc.org.uk](http://www.all-nsc.org.uk) as part of the Association for Language Learning's new curriculum Toolkit. The thinking behind each lesson is not to give the pupils information but to elicit it from them by encouraging them to identify patterns in the language and to justify their reasoning.

### A typical lesson

A typical lesson in Year 8 using *Les trois boucs bourrus* focuses on the phonics of words that occur in the story. Pupils have a pack of cards with words from the story which they use for a series of activities. For example, they put the words into the order that they hear the teacher reading them out. They then group these words according to their sound and classify them according to certain categories. Another lesson focuses on the gender of nouns in the story. Pupils categorise the words and work out the rules relating to *le, la, les, un, une* and *des*, which they then transfer to language not in the story. There is also a focus on developing effective dictionary skills and developing transferable skills that enhance the pupils' language learning.

### The impact on learning

According to Helen Dawson, a French teacher at the school, "Since teaching the fables project I have seen a sharp decrease in the number of pupils who ask me how to say 'the', 'a' or 'to the' in French. Pupils are more than capable of using a dictionary and manipulating the information that they find to actually say what they want to say in French and not just 'dans mon sac j'ai une trousse avec un crayon'. Lessons are differentiated according to ability of the pupil too."

Debbie Law, a languages teacher says, "I found teaching through the medium of the fable really enjoyable as the kids seemed really engaged with their learning. I feel there has been a significant improvement in the student's understanding of some language basics, such as: understanding gender; using the correct definite/indefinite article; and adjectival agreements. Previously, at this stage in the year, we would still be having to revisit these basics. I also think it's really beneficial for students to realise that they can understand the gist of the whole story without having to understand every word."

Pupils are able to structure their own sentences and understand why words are manipulated within a sentence in order to understand how to change the meaning in a phrase. In order to assess their learning, most pupils created their own fables at the end of the project, or they created sentences to describe their story and the lower level pupils acted out the fable itself.

### Pupils' responses

Pupils responded very well to the project, and examples of pupil voice include

#### Year 8

*"I liked studying the fable. I thought it was fun and it was a good way for me to learn French. I liked it when we wrote our own story because it could be about anything. I would love to do it again because I really enjoyed it."*

*"I thought it was very good but we could have slowed it down a bit. Writing a fable at the end was really cool but I wish we could have more time."*

*"It was a good way of expanding your knowledge in French because you had to find words yourself."*

## Year 7

*"I thought it was good because we got to write it ourselves."*

*"I liked actually typing it and making a story up."*

*"It was a good way of expanding your knowledge in French because you had to find words yourself."*

As a result of the success of this project, the languages department has adopted a CLIL (content and language integrated learning) approach to teaching topics, and where possible they try to deliver cross-curricular lessons. For example, when the topic 'places in the town' is taught there is a focus on map-reading skills where pupils identify map symbols and read coordinates.

### Top tips

***It is no longer about drilling items of vocabulary and being able to describe your brother, sister, cousin, mum, dad, grandfather ... or what your cat is called ...***

- **Forget the exam requirements and teaching to them! The new curriculum has given teachers the opportunity to let pupils enjoy learning languages. It is no longer about drilling items of vocabulary and being able to describe your brother, sister, cousin, mum, dad, grandfather ... or what your cat is called ... or even how many items you have in your pencil case; but instead about getting them to be creative to say what they WANT to say.**
- Use technology as much as you can. Pupils at Hornsea love Powerpoint presentations with games and interactive resources that they can come to the front of the class and play.

- Find a good dictionary that is easy to understand and teach them how to use it again and again. In the end they really do stop asking how to say *the*, *a*, *my*, and *to the*.
- Build up a bank of key connecting words that they need to know and constantly quick-fire questions to test that they know them and encourage them to use them in their work.

### Useful websites

The department used the excellent interactive stories from the Northumberland Grid for Learning:

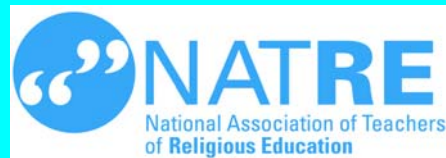
*Le corbeau et le renard* interactive story in French

<http://ngfl.northumberland.gov.uk/languages/Fables/corbeau.htm>

The Three Billy Goats Gruff interactive story in French, Spanish, German and Italian:

<http://ngfl.northumberland.gov.uk/languages/Goats/default.htm>

*With thanks to Hornsea School and Language College and to Wendy Adeniji, Lead Regional Subject Adviser for Languages in Yorkshire and the Humber.*



## The National Association of Teachers of RE

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

e-mail: [info@natre.org.uk](mailto:info@natre.org.uk)

NATRE's regional subject advisers will be involved in several events in support of the New Secondary Curriculum this term. Amongst those that teachers may wish to attend, are those taking place in Salford (with Salford Diocese), Huddersfield, Suffolk, Brighton & Hove, Dorset (Middle Schools conference) and London.

The London event, 'Making Cross-Curriculum Projects Meaningful & Manageable!' is designed to help Religious Education leaders in secondary and middle schools explore and share ideas to develop compelling cross-curriculum projects through Geography, History, Religious Education and Citizenship.

It takes place at the CEA in Islington, London N1 1TH, on Wednesday 24 June 2009, from 9.00 - 3.30 and is FREE.

If teachers would like to attend any of these events and have not already received information about them, please send for details by emailing me at the address below.

At your own training events you may like to make use of the four short videos explaining the nature, purpose and value of Religious Education in schools that have been produced by NATRE and are available to view and download from the website. Go to <http://www.natre.org.uk/> and click on the link to the 'Films Exploring RE'.

The videos are all supported with material guiding use in different school contexts.

Dave Francis

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## Case Study

### Case Study - Theale Green School, West Berks

#### Developing a skills based curriculum 11-19

##### Main emphasis

This development came about because of a growing realisation that post 16 students were not well equipped for independent study. Links were made with QCA and the deputy head teacher, as project leader, attended a QCA seminar with a Local Authority Adviser. The school already had a local reputation for curriculum innovation reflected in the award of two specialisms. This project was a natural development. The change was implemented in September 2008 for Year 7 and now has strong student and staff commitment.

##### School profile

Total number of learners	1400
Age range	11-18 (260 post 16)
Specialist status	Performing Arts + science
Level 5 and above in key stage 3 tests (2008)	80%
Five A*-C at GCSE (2008)	70% (54% +E&M)
Special educational needs	14%

Theale Green is situated on the outskirts of Reading and draws young people from suburban, inner city and rural communities, most are classified as white UK. The contextual value added is consistently above 1000, and the last Ofsted inspection judged the school good with outstanding features and recommended it focus on becoming outstanding. Theale Green works closely with the Local Authority and is identified as a lead on Personal Learning and Thinking Skills, student voice and inclusion.

##### What were we trying to achieve?

In recent years the school has engaged in a wide ranging review of the curriculum in collaboration with other schools, the Local Authority and other partners, in order to develop a curriculum which will better meet the needs of the learners. Developments were led by the deputy head teacher who took part in the QCA training on "What do we want our students to be like?". This was replicated with the school leadership team and it was agreed to provide training for staff using a similar format. Social and Emotional Aspects of Learning (SEAL) had already been introduced and it was realised that Social and Emotional Aspects of Learning and Personal Learning and Thinking Skills are part of the same model to achieve and secure skills for learning. A curriculum group representing every subject was established in 2007 to progress initial thinking.

### **What were learners like at the start?**

The curriculum review identified that there were weakness in the sixth form, particularly in independent learning, personal research, self-assessment, and peer assessment. This was because these learning skills were not secured earlier in the school owing to a focus on 'examination results at all costs'. The staff agreed that there was a need to develop and secure learning skills as well as sustaining the high academic standards for every young person. It was agreed that this work should start in Year 7.

### **How did we set about making a change?**

During 2007-8 the curriculum group examined subject schemes of work and explored how to plan cross curriculum links, most of which proved to be Personal Learning and Thinking Skills. These were mapped onto the Year 7 schemes of work with guidance on how they might be taught. Several organisations have produced levels for the Personal Learning and Thinking Skills and these provided a useful language for writing learning objectives, but were not used for assessment. Each of the Personal Learning and Thinking Skills has five objectives written in student speak and these are incorporated in to the Year 7 schemes of work for September 2008. Following the lead of the curriculum group, discussions took place at subject level which led to a common understanding about the benefits. The project was launched in September 2008 for Year 7 with an explanation in assembly that each lesson would have both a subject and a learning objective. These were colour coded and corresponded to the QCA information on Personal Learning and Thinking Skills although teachers had considerable flexibility to respond in different ways whilst adhering to agreed principles. Whilst a number of Personal Learning and Thinking Skills thematic days are provided for each year group, the subject focus is seen as the more effective way to improve learning skills.

### **What differences are evident? What impact have learners made?**

Evaluation is at an early, formative stage but will be more secure following student discussions in June. However there is already good evidence that the young people understand that there is a coherent framework across all the subjects and they are familiar with the language of the objectives.

Teachers can already see the benefits and recognise that the approach is powerful and forms an essential basis for later learning, particularly for diplomas. There is a natural progression into Year 8 schemes of work using the same approach.

The 'soft skills' that emerge from this approach are not easy to measure particularly in terms of self and peer assessment. However there is some evidence that student are more able to identify their progress, what they need to do in order to improve, and celebrate their own and others' achievement.

## Calendar of events

### 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 20<sup>th</sup> **Annual National Conference** on **Tuesday 6<sup>th</sup> & Wednesday 7<sup>th</sup> 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](http://www.NSCoPSE.org.uk)

### QCA

#### Phase Three of the Secondary Curriculum Implementation Programme

A Local Authority Conference is being planned for the 22<sup>nd</sup> September 2009. Invitations will be sent to Local Authorities early July 2009.

### Specialist Schools and Academies Trust

#### Curriculum Design Events

Free events to be held at:

Manchester	Tuesday 23 <sup>rd</sup> June 2009	Renaissance Manchester Hotel
Bristol	Wednesday 24 <sup>th</sup> June 2009	Ashton Court Mansion
Cambridge	Friday 26 <sup>th</sup> June 2009	De Vere University Arms
Nottingham	Wednesday 1 <sup>st</sup> July 2009	Nottingham Racecourse
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Newcastle	Tuesday 7 <sup>th</sup> July 2009	The Sage, Gateshead
Falmouth	Thursday 9 <sup>th</sup> July 2009	St. Michaels Hotel & Spa
London	Friday 10 <sup>th</sup> July 2009	Central Hall Westminster
Birmingham	Tuesday 14 <sup>th</sup> July 2009	The Belfry

The easiest way to register for an event is online at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

### **Design & Technology Conference**

A Platform for Success: The Design and Technology Association Education and International Research Conference 2009 at Loughborough University will be held on Tuesday 30 June to Thursday 2 July 2009

### **Religious Education – London event**

#### **“Making Cross-Curriculum Projects Meaningful and Manageable”**

This FREE event will be held at the CEA in Islington, London N1 1TH on Wednesday 24 June 2009, for 0900 to 1530 hours.

Please contact Dave Francis [nsl@natre.org](mailto:nsl@natre.org) for further information on a number of events taking place throughout the country.

## 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](http://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](http://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](http://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](http://www.qca.org.uk/qca_104.aspx)

**Functional Skills**

[http://www.qca.org.uk/qca\\_6066.aspx](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](http://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](http://www.qca.org.uk/qca_13916.aspx)

**TEACHERNET home:**

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