

## New Secondary Curriculum Local Authority Newsletter

Edition 6 – December 2008

### Introduction to December Newsletter

A key issue facing the partners and Local Authorities as we approach the end of the first term of the New Secondary Curriculum in year 7 and enter the second phase of support is the extent to which schools are engaging with the New Secondary Curriculum.

#### The following are some questions for consideration:

- To what extent are schools making use of the wide range of materials available?
- To what extent are schools accessing their entitlement of support?
- Are schools accessing the websites created by the partners?
- To what extent has your Local Authority defined its role in relation to of the New Secondary Curriculum
- Has your Local Authority accessed the available support

We recognise these questions provide a significant challenge both to the partners, in judging the type and level of support that needs to be provided, and to Local Authorities, in identifying what support is required and where.

This newsletter allows you to see what the partners are continuing to offer and how you can contact them to commission further tailor-made support for the schools in your Local Authority. We want to help both the partners and Local Authorities make sure that schools have access to the support they need. If you have suggestions for future support or want to access support for schools either contact the Aspect Regional Adviser for your region or the relevant partner

Thank you for engaging with the partners and the ASPECT regional advisers over recent months during Phase One. We look forward to continuing to support you next year.

#### Best wishes for Christmas and the New Year

**Judith Hibbert**  
Aspect National Advisor

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## What are the partners doing?

### Aspect / CfBT

In Phase 2 of the support for the New Secondary Curriculum Aspect will continue its work by further strengthening links and building relationships with Local Authorities to encourage schools to make best use of the available support.

From our discussions with Local Authorities following the QCA/ASPECT conference on 25<sup>th</sup> September it is clear that a major area of need is to provide route ways through the wealth of information and support materials from the partners. We are therefore intending to design possible sessions using materials available from the partners for Local Authority colleagues to use with schools or other colleagues. These sessions be based on the priorities for Phase Two and will cover the following areas :

- curriculum coherence
- learners engagement, motivation and commitment to their learning
- disciplined innovation

We have already provided a successful session on curriculum coherence for one local authority team. If you would like to access this support or have any further suggestions or particular needs please contact your Aspect Regional Adviser:

#### Aspect Regional Advisers

REGION NAME	SURNAME	Email
South East & South West	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	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:jts@smoaklands.com">jts@smoaklands.com</a>

## NCSL

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

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.

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

The target audience is 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 with details of how to register – 2 representatives per school will be invited to attend.

#### Details of the host school venues and dates

- 12<sup>th</sup> January 2009      Garratt Park School, Wandsworth, London
- 13<sup>th</sup> January 2009      Baytree School, The Campus Conference Centre, Weston Super Mare
- 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

Registration link for schools/colleges - [www.ncsl.org.uk/11-19](http://www.ncsl.org.uk/11-19)

#### 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

### Resources available from the SSAT to support Curriculum Innovation

Within our programme we have over 50 lead practitioners available via telephone and e-mail contact for individual schools. We run local and regional events designed for teachers and led by teachers. To complement our events programme, SSAT lead practitioners have also produced resources from their own schools' perspective, these can be found at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

These include our publication *Curriculum design: introductory guide* and a set of associated resources for use in all aspects of curriculum planning.

We have recently produced a new curriculum design publication, *Curriculum design: disciplined innovation in practice*, based on practice presented at our Futures Vision Think Tank event in spring 2008. The publication encapsulates the diverse solutions that schools have evolved to meet their own local needs. Accompanying it is a DVD featuring school leaders' reflections on leading the change process and its impact on the school, teachers and students. It recognises the strengths leaders will have to develop to manage change and the likely reactions to change they will encounter.

Many schools have also contributed more in depth case studies to our library of resources including real life timetables, presentations and curriculum policies as well as many other documents. You can select from a range of models and solutions along four main themes:

- Structure
- Collaboration
- Progression and transition
- Personal, learning and thinking skills

The *Curriculum Design Toolkit*, available early in early 2009, has been developed to enable schools to self assess their progress towards curriculum redesign, set the strategic direction for change and monitor and evaluate progress against that strategy. It will be web based, simple to use and schools will be able to update evidence in support of their self assessment and focus on school improvement and progression through curriculum design.

Future resources planned include looking at how the international curriculum can impact upon schools and case studies with advice on how to get involved. Finally the *Applied Learning in Practice* publication is being updated revisiting the original schools and discovering what further steps they have taken. Alongside this there will be more case studies linked to the specialisms and diploma lines.

Our key focus is to provide support for teachers with real solutions that other teachers have developed. If you have an area of concern please contact us at [curriculumresources@ssatrust.org.uk](mailto:curriculumresources@ssatrust.org.uk) and we will look into providing clearer signposting to relevant resources or commission new resources to supplement those on our website.

## QCA

### Increasing Learners Commitment to Learning

Designing and implementing a curriculum that engages and motivates young people is the focus of a new publication, *Increasing commitment to learning*, by the Qualifications and Curriculum Authority

While there are many successful learners in schools, it is widely recognised that many young people today fail, not because of their aptitude, but because of their attitude. How we motivate young people is critical to our view of learning. Many young people who are not motivated in school are able to motivate themselves to learn outside school. How we harness that commitment is vital.

*Increasing commitment to learning*, which comes in an easy to use pack of 10 postcards, a booklet and CD presentation, summarises QCA's latest research on designing a curriculum to increase learner's commitment.

The publication highlights 10 areas that can improve motivation and create commitment. QCA has interviewed students, teachers, school leaders and parents about what motivates young people to learn. It takes some of the best international research on commitment and focuses, not just on the students who miss school, but also those who stay in school but do not really engage with the learning.

This booklet can be used by schools, parents and groups of professionals to review motivation in the whole learning experience. Each postcard has a number of practical suggestions about what schools can do and what young people said motivated them or undermined them.

This booklet is an important step towards intelligent design of the curriculum that can harness commitment and help raise achievement. It is available from the end of November and can be ordered through QCA online at [www.orderline.qca.org.uk](http://www.orderline.qca.org.uk) - order ref: QCA/08/3977.

## National Strategies

### Assessing Pupils' Progress - National Strategies Materials

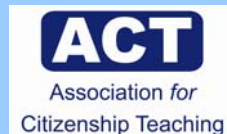
Putting Assessing Pupil Progress at the heart of learning for every pupil is a key priority for schools and these materials, released this month in English and mathematics, offer practical guidance to ensure that assessment of progress is robust, rigorous and systematic.

The end of Key Stage 3 tests brings new accountabilities and makes development of Assessing Pupil Progress even more important. This structured approach to periodic assessment enables teachers to make reliable judgements and use diagnostic information to improve planning and tracking. It also helps schools meet the challenge of increasing rates of progress for all pupils.

Resources include practical guidance, national standards and level related Assessing Pupil Progress criteria. These are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies). Further publication of materials for science and ICT is planned for early 2009.

Support for subject leaders in the core subjects in the spring term 2009 will focus on improving the quality of teacher assessment through the use of Assessing Pupil Progress. Sets of the Assessing Pupil Progress materials will be made available at subject leader development meetings, and Local Authority consultants will support departments in introducing and developing Assessing Pupil Progress, or, for those departments already well versed in Assessing Pupil Progress, in extending and embedding periodic assessment.

## Subject Associations



### Association for Citizenship Teaching

**Website:** [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk) **e-mail:** [pete@petepattisson.com](mailto:pete@petepattisson.com)

The Association for Citizenship Teaching (ACT) is providing high quality training and support to help teachers across the country to introduce the new Citizenship curriculum.

#### Assessing Students' Progress in Citizenship:

ACT has been working hard with a number of schools to trial new approaches to assessing students' progress in Citizenship, using the new attainment target. This includes assessing Citizenship through other subjects, and using less formal evidence to assess progress, including presentations, debates and films. The new material will be available on the ACT website from the new year: [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

#### Funding Available:

If any local authority advisers would like to organise an event to support teachers to implement the new Citizenship curriculum, ACT may be able to provide funding for it. We also have a team of expert regional advisers who are able to lead training or speak at an event. For more details, please contact Pete Pattisson, National Subject Lead: [pete@petepattisson.com](mailto:pete@petepattisson.com).

To find out who your nearest regional advisers is, go to:

[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk), and click on the 'Regional Pages' tab on the left.



## Geographical Association

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

### Using Local Authority resources to enhance Geography in schools

The **KS3 Geography Team** is keen to get more geography teachers working in partnership with their Local Authorities to develop geography and get the “real world” into the classroom. This increases opportunities for topicality and relevance by emphasising the importance of sustainable lifestyles.

Recently, Jonathan O’Farrell, **Leicestershire’s** School Travel Plan Co-ordinator, led part of a Geography network session looking at how school travel fits into the New Secondary Curriculum. Teachers looked at data and maps available from the Road Safety & Travel Awareness team and discussed how this information could be used in KS3 geography lessons.

In **Devon**, Teignmouth School is being filmed for a case study that illustrates the excellent co-operation between the Local Authority and their schools in relation to the School Travel Plan and Safer Routes to Schools Initiatives. The County Council has put all the data on pupil travel into their GIS system. The maps of travel routes and methods of travel are being made available to all secondary schools in the authority. Geographers are linking this data with Learning Outside the Classroom and feeding back their fieldwork data to the Council. Finally, Local Authority engineers are responding to pupils’ suggestions and changes are being made to create safer routes for pupils walking and cycling to school.

If the Geography teachers in your Local Authority would like help in planning an exciting and relevant new KS3 curriculum, particularly in relation to initiatives such as this, please get in touch with us.

There are 20 Regional Subject Advisers (RSAs) available to work with networks of schools across each of the nine government regions. They can offer a range of free professional development from twilight sessions to full days. They are also happy to provide advice and support via email.

The team of RSAs are currently involved in developing sessions on using GIS in lessons and increasing Learning outside the Classroom. However, the focus for these sessions is negotiable – please get in touch to discuss 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)

We are extremely pleased with responses from Local Authorities and networks of schools regarding the different levels of support we have been able to offer following requests. We have already provided support to a huge number of schools, but remind you that this free support is, currently, only available until the end of March 2009. We may have some flexibility to continue to support you in the summer term.

Currently, we are filming two more videos to go on to the CfBT website [www.newsecondarycurriculum.org](http://www.newsecondarycurriculum.org) aimed at supporting teachers implementing the New Secondary Curriculum in history. These should be online in January.

All our History Regional Subject Advisers are very experienced and effective. They include heads of department, advanced skills teachers, initial teacher training tutors and consultants, who have been involved from the beginning in planning and delivering a wide range of support materials for the New Secondary Curriculum.

At present the most requested areas for support are:

- Assessment – what exactly does ‘getting better at history’ look like?
- Whole-curriculum planning
- How can history keep its identity and skills whilst contributing to compelling learning experiences across a range of subjects?

Whatever your needs – whole day sessions, half days, twilights, contributions by us to your own professional development programme – please take advantage of our expertise by contacting us, and discussing how we can help you support your schools meet the challenge of the New Secondary Curriculum.

To contact your History Regional Subject Adviser (RSA) you can either contact Alf Wilkinson, National Subject Lead: [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk),

or by telephone: 01529 460553,

or email your local RSA directly simply by using their region:

eg Lead RSA for the South West Region is [southwest@history.org.uk](mailto:southwest@history.org.uk)

Lead RSA for the North East Region is [northeast@history.org.uk](mailto:northeast@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)

Regional coordinators are continuing to arrange workshops in collaboration with local authorities. If we can be of help contact [kathywicksteed@tiscali.co.uk](mailto:kathywicksteed@tiscali.co.uk) who will forward your email to the relevant regional coordinator.

In response to feedback from colleagues around the country our workshops will combine practical and, hopefully, inspirational ideas and provide time for delegates to discuss how they can make changes to schemes of learning. Over the next few months we will be developing example sequences of lessons to share with schools. We are aware that schools are at very different stages of engagement with the curriculum and so are trying to ensure that workshops will be of value to teachers taking first steps as well as those keen to make more substantial changes.

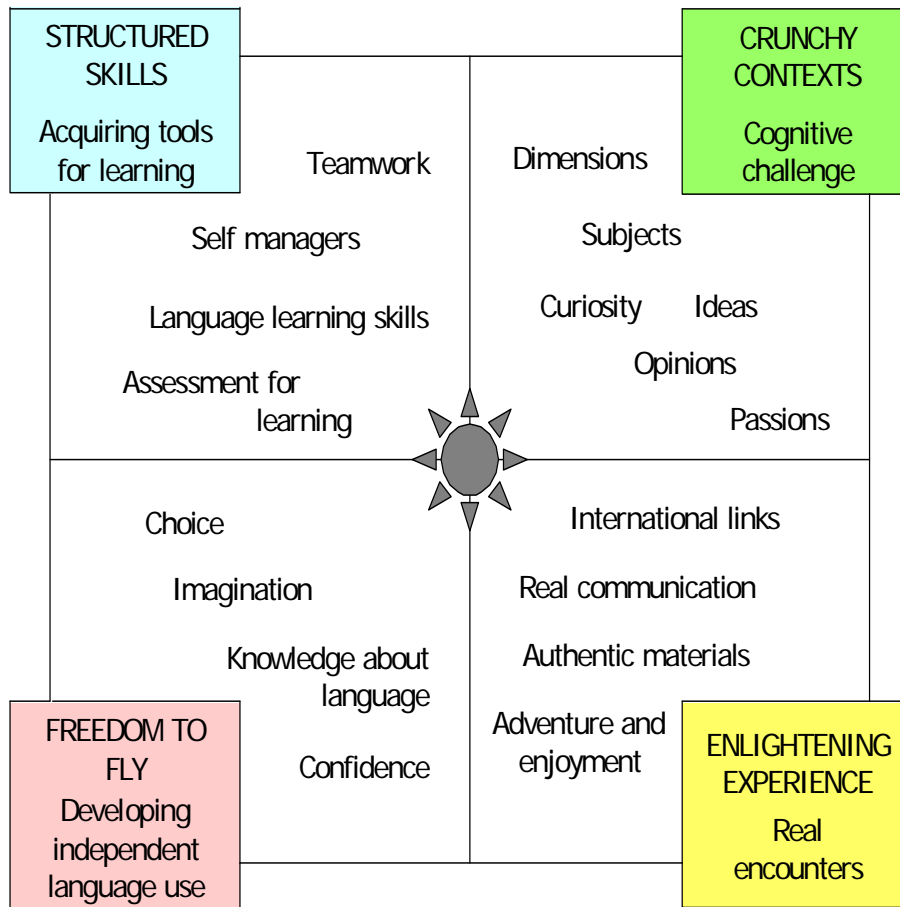
Our website for the New Secondary Curriculum now has a page for local authorities [www.all-nsc.org.uk/nsc/?q=node/75](http://www.all-nsc.org.uk/nsc/?q=node/75). Recent additions include slides from QCA outlining priorities for the current phase of support for the New Secondary Curriculum and current and past editions of this newsletter.

We are also developing an overarching conceptual model that pulls together the different aspects of the New Secondary Curriculum from a languages perspective, incorporating the languages programme of study into the wider curriculum. We hope the model will help languages teams with their planning and clarify how different aspects of the New Secondary Curriculum relate to each other.

The development of the model is an ongoing process and we would welcome any feedback. The version shown over the page tries to reflect the importance of addressing all four elements together, and of giving each equal attention. This and other versions can be downloaded from [www.all-nsc.org.uk](http://www.all-nsc.org.uk).

**Bringing it all together**

**Overview of the new curriculum for languages**





**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)

### **Local Authority Membership**

Are you a local authority member of the PSHE Association? Did you know that you can sign up all your schools to membership of the Association? Membership fee on application, contact Lucy Feather at the Association for more information [lucy@pshe-association.org.uk](mailto:lucy@pshe-association.org.uk)

### **Government announces their decision to make PSHE a statutory part of the curriculum and the PSHE Association respond**

The Association is delighted that the Government is minded to accept 'the strong arguments for making PSHE statutory'. Chief Executive of the PSHE Association, Sarah Smart said

'This is excellent news for our members who have consistently called for the subject to be made statutory; it demonstrates the Government's commitment to this important area of the curriculum and the wellbeing of children and young people'.

Read the PSHE Association press release and DCSF report on the SRE review, area at: [www.pshe-association.org.uk](http://www.pshe-association.org.uk) in the *news and events* area

### **PSHE Association posters - Making sense of Personal Social Health Economic education in the New Secondary National Curriculum**

This poster has been produced for subject leads to provide an overview of the place of PSHE education in the New Secondary Curriculum. For hard copies of the poster, contact your Lead Regional Subject Adviser, or download it from the PSHE Association website.

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

**THIS CONFERENCE HAS BEEN RESCHEDULED to Monday 26<sup>th</sup> January 2009**

The PSHE Association, together with CfBT is holding a national conference for PSHE education: EWBFC in central London. Please note, this conference was originally scheduled for the 27th November 2008. It has been rescheduled to **Monday 26<sup>th</sup> January 2009**.

The purpose of this conference is to raise awareness of the new Programme of Study for EWBFC, its provision within PSHE education and the New Secondary Curriculum, and to inform delegates of the support available for its implementation. Speakers will include representatives from the PSHE Association, QCA, Ofsted and a Local Authority. There will also be opportunities to take part in workshops exemplifying good practice and to identify further support required. The agenda will be available on the PSHE Association and CfBT websites shortly. For further information on how to request a delegate place contact Kathryn Geels at [kathryn@pshe-association.org.uk](mailto:kathryn@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.

Regional Briefing Events will be provided in each government region. 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.

For dates and locations please visit our website. [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

## Calendar of events

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

see page 3 for details

12 <sup>th</sup> January 2009	Garratt Park School, Wandsworth, London
13 <sup>th</sup> January 2009	Baytree School, The Campus Conference Centre, Weston Super Mare
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

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

see page 12 for details

26 <sup>th</sup> January 2009	Radisson Edwardian Bloomsbury Street Hotel, London
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## Useful Publications & 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)

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 Dipolomas

[http://www.qca.org.uk/qca\\_13916.aspx](http://www.qca.org.uk/qca_13916.aspx)

TEACHERNET home:

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