



Primary

National Strategy

Reviewing the Frameworks for teaching literacy and mathematics

**Headteachers,
heads of centre,
practitioners and
classroom teachers**

Status: Recommended

Date of issue: 10-2005

Ref: 1786-2005DOC-EN



Introduction and context

The National Literacy Strategy's *Framework for teaching* and the National Numeracy Strategy's *Framework for teaching mathematics* were introduced into primary schools in 1998 and 1999 respectively. We feel it is time to review these documents to determine how well they address the current issues in the education of our children. This leaflet provides you with information about the review. It sets out the context for this work, our aspirations and the process of consultation, with which we hope you will become engaged.

Over the last 7 years, the context within which schools and settings have worked has changed. There have been significant successes; schools and settings have improved the quality of education for our children. There has been a 14 percentage point improvement in the number of children achieving the target level for their age in the Key Stage 2 English tests. In mathematics there has been a 16 percentage point improvement. Teaching in English and mathematics is now good or better in nearly two-thirds of lessons. The Frameworks have proved their value; they have helped teachers to plan and direct their teaching and children's learning towards meeting ever-higher expectations.

We need to build on this success and in reviewing the Frameworks ensure that they meet the challenges we now face. Ruth Kelly (Secretary of State for Education) has recently emphasised the importance the Government attaches to schools' role in enabling social mobility - every child really having the opportunity to achieve his or her potential. That requires effective personalisation of learning, providing the right support and opportunities tailored to the individual needs of every child. The key to making improvements in this area is helping teachers to increase their depth of understanding of how to gauge children's attainment and progress and help them to succeed.

This challenge raises the bar in terms of aspirations. We need to ensure that our Frameworks for teaching are up to the task of supporting schools and settings in meeting these expectations and responding to the themes in the ten year strategy for childcare and the forthcoming Schools' White Paper. This process of renewal, will draw widely on practitioners' experience of what works, and will be carried out in co-ordination with the work on the *Early Development and Learning Framework* to ensure an integrated approach from birth to age 11.

Principles

The principles guiding the review of the Frameworks are that:

- All children have access to a well-planned curriculum with clear progression in both literacy and mathematics, and can succeed and demonstrate progress and achievement.
- All children should achieve the highest standards possible in both literacy and mathematics to ensure they benefit from a broad, rich and personalised curriculum that addresses the five key outcomes set out in *Every Child Matters*.
- Yearly outcomes are clear, manageable and chart the progress of children towards the attainment of national expectations at the end of each key stage.
- Expectations are well defined and sufficiently challenging to ensure that children progress and acquire the secure knowledge, skills and understanding they need to

use and apply their learning across the curriculum.

- Progression is clear, particularly in areas that children find difficult to learn, and supports children's transition across years.
- Assessment of children's progress is purposeful, straightforward and informative.

Intentions

The review recognises that we have many successful schools and settings, providing all their children with an excellent education. We need to build on their practice determining how the guidance in the Frameworks can support all schools in implementing improvements and sustaining high levels of success, and make available extra detail and guidance on issues of particular significance such as early reading and calculation.

We want the Frameworks to be easy-to-use, informative resources. They will continue to be flagship documents of the Primary Strategy, strengthened by securing links to other Strategy resources that headteachers, subject leaders and teachers can access more readily. Published versions of the Frameworks will be reduced in size and scale: they will set out core aspects of learning and summaries of content. The working document will be electronic and develop and evolve over time as schools and settings and the Strategy work together towards the goal of high standards for all, set in a broad and rich curriculum.

We want to align the Frameworks more closely. We also recognise the importance of speaking and listening and wish to consider how these and other aspects of learning can be incorporated more explicitly into the revised Frameworks. The review will be conducted jointly and we will release the revised Frameworks at the same time. This will allow schools to plan across both subjects and help to identify how these changes will impact on whole-school issues.

This review is taking place alongside the development of the *Early Development and Learning Framework* to ensure a consistent approach to care, learning and development from birth to age 11.

Consultation and engagement

Those who use the Frameworks know best: what aspects of the guidance have been most successful; what might be changed to sharpen the advice and to offer the user greater clarity; and what should be added to address gaps or issues and those new priorities that have emerged over time. We will set up consultancy groups to include headteachers, heads of centre, subject leaders and teachers and others in education, who we will involve as we undertake the review. We want to engage with this wide range of practitioners to determine how the revised Frameworks can inform practice.

We feel it is important that everyone has a chance to comment and make suggestions about any changes we might propose. We will collect comments through a website on which we will place regular updates on the work in hand. This way we feel we can consult and keep everyone informed at the same time.

This process will begin in October 2005. Below is the website address for you to access, to collect updated information about the review process and to post your response to

particular questions as part of the consultation exercise. We welcome your views. They will help us to ensure that any revisions meet the needs of those who use the Frameworks to lead and manage the curriculum in schools and settings, to plan their day-to-day teaching and to provide support and advice to practitioners.

www.standards.dfes.gov.uk/primary/features/frameworks/consultation

Outcomes

We want the Frameworks to support schools to: enrich learning; develop curricular, pedagogic and subject knowledge; and continue to raise the expectations of children, teachers and parents so every child succeeds. The alignment of the Frameworks and updated guidance will help senior leaders, subject leaders and practitioners to embed literacy, speaking and listening and mathematics in a broad and rich curriculum.

The electronic version of the Frameworks will provide senior leaders and subject leaders with tools that will help them to locate particular Strategy materials to use to support professional development programmes. Teachers too will be able to refer to the wealth of Strategy resources and find, quickly and easily, the relevant resources they need to support their teaching of particular aspects of literacy or mathematics. We intend that this review of the Frameworks supports schools in their reviews of the curriculum, their planning of learning and teaching, and in their provision for children. Working together, we will ensure that every child experiences excellence in teaching and enjoyment of learning and achieves the highest possible standards.

We want to build on the progress that children have made since the introduction of the two Strategies and to continue to raise standards for all children. Increasing the Frameworks' clarity of progression, with links to intervention and other support programmes, will help practitioners to prepare a more personalised curriculum that moves children's learning on, guided by clear signposts en-route that the children and their parents can use to identify progress.

We want every child to succeed and to achieve the best learning outcomes they can. Having high expectations of our children is right, but we need to ensure that these are supported by high quality teaching that is well paced and children's learning is secure. As we make progression more transparent in key areas of speaking and listening, literacy and mathematics, this will help children and their parents to be aware of their progress and attainments. We will review how best age-related outcomes can help with assessment for learning and look at how much information is needed to identify clear year-on-year expectations that children, teachers and parents all understand.

There are still too many groups of children who underachieve and too many children who cannot access the broader curriculum as a result. The revised Frameworks will provide structures to help teachers to track back and identify where these children need support, and to track forward to identify appropriate areas of learning that will engage children in new challenges.

For many teachers ICT has become an everyday tool for planning, for teaching and for storing and sharing assessment data and resources. We plan to incorporate the use of ICT into the Frameworks, building on and supporting the technological skills and

capabilities children acquire across the curriculum.

The review of the Frameworks will look at how planning supports learning and teaching over a sequence of lessons, helping teachers to sustain good teaching and to develop children's learning throughout their carefully planned range of learning opportunities. This will involve supporting the planning process by developing units which bring together learning outcomes to prompt and promote connections across the subject.

We want all teachers to be creative and confident teachers of speaking and listening, literacy and mathematics. We will review the way the Frameworks help teachers to gain a secure understanding of the whole oracy, literacy and mathematics curricula, looking at how well progression is identified in core aspects of learning and subject content. We will review the exemplary materials to determine how we might make them more accessible.

The review of the Frameworks will recognise that children need to have precision to enable them to access other aspects of learning. The ability to read and write accurately and to use numbers with confidence are two of the prerequisites children need in order to develop the skills to be creative thinkers and effective learners.

Timetable

October 2005	Information to schools, settings and other groups with the timetable for review.
October to March 2006	<p>Period of informal consultation including representative working group events with practitioner and expert groups.</p> <p>Consultation process introduced with web-based communication procedures in place.</p> <p>Series of working events held to gather views and information on:</p> <ul style="list-style-type: none"> - nature and extent of review; - proposed content changes to revised Frameworks; - the structure and accessibility of electronic versions of the Frameworks.
Nov 2005, early 2006	Interim and final reports of a review on the teaching of phonics led by Jim Rose.
May to August 2006	<p>Draft revised Frameworks are available for consultation to include:</p> <ul style="list-style-type: none"> - printed versions of overview, yearly objectives and medium-term plans; - a preliminary version of web-based Frameworks to which additional materials will be linked and added over time; - a CD-ROM version of the electronic Frameworks to use while the web-based site is developed further. <p>Information for senior leaders and governors setting out key messages and next steps on how schools and settings might use the revised Frameworks.</p>
September to December 2006	<p>Revised Frameworks are available.</p> <p>Schools and settings prepare for the implementation of the revised Frameworks, reviewing planning to ensure children in their community will achieve high standards and have access to a broad and rich curriculum, giving particular attention to:</p> <ul style="list-style-type: none"> - detailed aspects of their literacy provision; - detailed aspects of their mathematics provision; - the impact on whole-school curricular provision. <p>Materials made available to prepare staff in schools and settings for the implementation of the revised Frameworks.</p>
January 2007 onwards	Schools and settings using revised Frameworks to plan teaching and guide children's learning. Information available to parents setting out the yearly expectations for children and ways they might support the school or setting and their child.

Copies of this document may be available from:

DfES Publications

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Ref: 1786-2005DOC-EN

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Department for Education and Skills

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