

KS₃ STRATEGY UPDATE

for headteachers, senior managers, teachers and governors

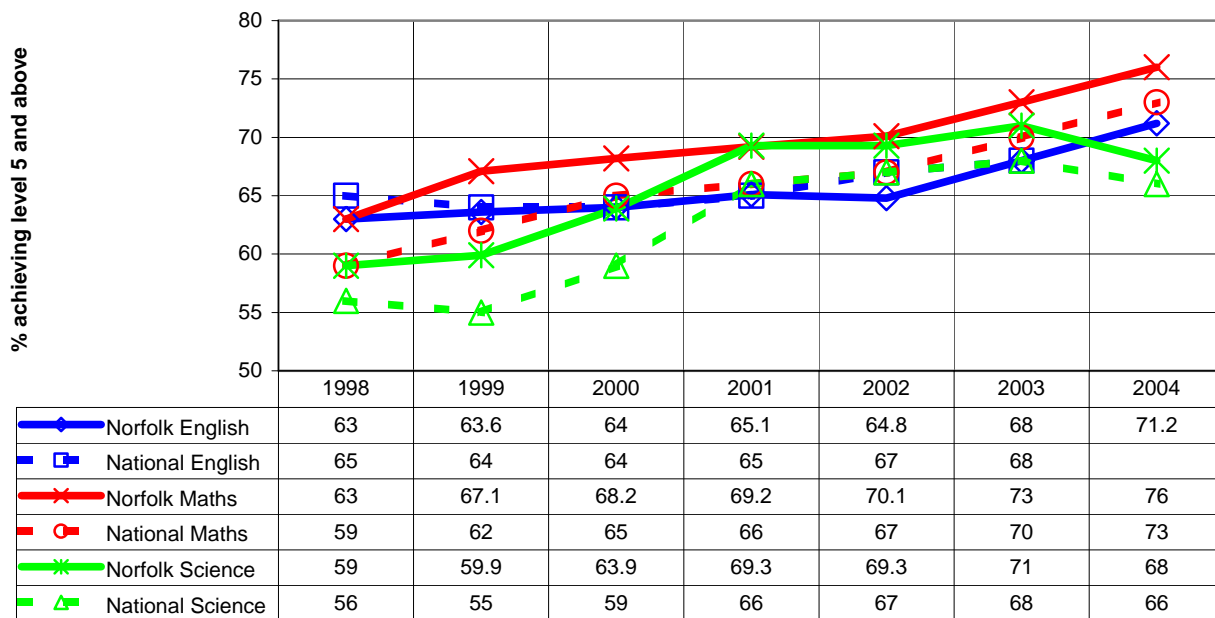
November 2004

Key Stage 3 Triumph!

Against the background of the media's negative reporting of the performance of Norfolk's schools, our Key Stage 3 results stood out this summer like a beacon of hope! Once again, our results were significantly higher than national averages in mathematics and science and, almost certainly, in English, although the official national figures have not yet been published. Our English results were particularly pleasing, with a 3.2% rise in the number of pupils gaining a Level 5 or above. Mathematics figures rose by 2.9% although science dropped by 2.7%, about the same as the fall nationally. The graph below says it all, except "well done Norfolk's teachers!", "well done Norfolk's Key Stage 3 team!" and especially "well done to Norfolk's young people!"

Please contact John Spradbery for further information - john.spradbery@norfolk.gov.uk

Key Stage 3 Test - Trends



What Happened to Science?

You may be wondering what happened to Norfolk's science results and, for that matter, what happened to science results across the country! Why did they drop, especially when teachers everywhere were confident that they would rise again this year? The answer must, surely, lie in the nature of the papers.

From speaking to heads of science and science teachers in Norfolk, we feel the dip in attainment at level 5 and level 6 is down to the following:

- Levels of literacy on the paper, particularly the 5-7 paper.
- Additional scientific enquiry questions which schools are currently ill-prepared for. Schools need to spend more time on scientific enquiry.
- Examination technique – pupils need to be coached in the SATs style of question. Schools using other forms of teacher assessment will need to use assessment for learning materials and TestBase software to help pupils.

The KS3 science team have support materials available for schools to help with all these areas.

Please contact Steve Cumberworth for further information –
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Moving on to Key Stage 4

The Key Stage 3 Strategy is on the move! Following the behaviour and attendance strand, assessment for learning, the learning challenges and a number of other whole-school initiatives, the KS3 Strategy will be providing more and more support for Key Stage 4. Some of the new materials, such as the Pedagogy and Practice pack, should prove to be tremendously useful right across the age range. Make sure that your school benefits from these and other materials, and from the support that your consultants can give you.

If we can build upon the progress made by Norfolk's young people at Key Stage 3, and replicate the improvement in teaching, we stand a very good chance indeed of dramatically improving performance at Key Stage 4.

Please contact John Spradbery for further information –
john.spradbery@norfolk.gov.uk

Challenging History

The 'Challenging History' Key Stage 3 Strategy Conference for history teachers held on Wednesday 3rd March 2004 was a joint venture organised by four LEAs (Norfolk, Cambridgeshire, Northamptonshire and Essex). The theme of the day was 'Challenging History'.

The first session of the day got off to a flying start with Phil Smith (author, adviser for Salford LEA) exploring how the Key Stage 3 Strategy principles of **Challenge** and **Engagement** could be used to improve planning in History and make lessons more rigorous and enjoyable for all pupils. This was followed by a number of workshop options. Terry Haydn (UEA) gave ideas and practical examples for making better use of film and video in History. He demonstrated how rich original source material and interpretations could both engage and challenge pupils. Andrew Wrenn, (History adviser for Cambridgeshire), addressed the issue of self and peer assessment. Nicholas Kinlock (editorial team for Teaching History and Head of History and Russian at Neatherhall School) explored the challenge with regard to Year 8 (a year group often experiencing a dip in performance). To round off the day Christine Counsell (University of Cambridge) gave 'Challenging Conclusions'. She shared material from a recent research project undertaken for the KS3 Strategy on the most challenging and engaging methods for rounding off history enquiries.

Soundbites from Norfolk History teachers attending the conference included:

'Excellent, stimulating ideas, particularly with planning over a series of lessons'

'Will help me move the department forward in not only Assessment for Learning but also in Building in Progression'

'Really good practical ideas about working with documents to challenge students'

'Exhausting, challenging, packed with ideas'

'An excellent day many more would be welcome ... inspiring ideas to take back to the department'

'Please - another session ..'

Due to popular demand we are already planning this year's KS3/4 History Conference. The date for diaries is **2 December 2004**.

Please contact Anne Roe for further information – anne.roe@norfolk.gov.uk

Methwold Curriculum Transition Project July 2004 ***English and Expressive Arts***

All the primary schools in the Methwold Cluster were involved with the project along with the following curriculum areas from the High School – English, Art, Music, Drama, Dance, Media and Technology. Altogether, about 135 Year 6 pupils participated.

The event was initiated by Maggie Young, Literacy Co-ordinator, who also holds a brief for promoting effective curriculum transition. The cluster had agreed that they would use the national transition materials for English and decided to focus their work on Jacqueline Wilson's 'The Suitcase Kid.' Primary and Secondary teachers began to meet in January to plan the project. Together they prioritised the features they felt were most important:

- Developing work which would begin in Year 6 and be pursued in Year 7, ensuring pupils recognise a continuity and progression in their learning.
- Developing the materials further to incorporate other subject areas – whilst maintaining the focus on the text.
- Offering pupils an exciting and thought-provoking day to consider the novel in a creative and dynamic way.
- Team-teaching the pupils to offer them a coherent approach and to enable colleagues to work cross-phase in a truly collaborative way and learn from each other.

Before they arrived for the day, pupils had read the novel, written their own related poetry and started reading journals. On arrival at the high school they were placed into their new form groups and allocated three KS4 pupils to 'mentor' them during the day. Instantly, the Year 6 children were engaged with a quiz about the book before joining the various expressive arts activities on offer. Each group was jointly taught by primary and secondary teachers - often with a teaching assistant participating. By the afternoon every single pupil was involved in one of the performances - appreciatively watched by their older mentors. Work from Art and Technology was displayed around the school for pupils to see on their 'traditional' transition visit the following week and to help them feel part of the school community when they arrived in September. At the start of the new term the English department taught a unit of work on autobiographical writing, incorporating the pupils' poetry and journals from Year 6.

All involved felt the project had been a real success and look forward to developing this further with a different text in 2005.

Please contact the Sue Smith for further information – sue.smith@norfolk.gov.uk

Assessment for Learning Update

There was a packed audience for the core training day on Assessment for Learning on the 11th June at Easton College. The key objective for the day was to raise awareness and deepen understanding of the role that effective assessment for learning can play in improving teaching and learning and raising standards in Norfolk schools. The new AfL folder and supporting CD-ROM and DVD materials have been well received and the newly-available subject exemplification materials will further support whole school developments. Network meetings over this academic year will support schools in the implementation of the project.

The AfL project has been a popular choice due to known demand and work already underway in Norfolk schools. Currently 30 schools across the county have been accepted for the project and initial discussions with link AfL consultants have already taken place. The ultimate goal of AfL is to involve students in their own assessment so that they can reflect on where they are in their learning, understand where they need to go next and work out what steps to take to get there. Schools involved in the project will be developing their practice in areas such as objective-led lessons, oral and written feedback, self and peer assessment and curriculum target-setting.

Please contact Anne Roe for further information – anne.roe@norfolk.gov.uk

Summer Challenge

It was very rewarding to receive the following positive feedback from a young Summer Challenge participant at Hobart High School: *"Thank you for providing the funding for the Summer School. It was a marvellous week and everyone enjoyed it. The highlight of the week was undoubtedly Tuesday 20 July when a drama group from London came in. It was a very good day; we learnt how professional police interviews were carried out, took part in an investigation, including acting the part of the people in the story, and generally had a really good time. Other parts of the funds went towards board games, which livened up our break times, and fruit to keep our stomachs satisfied. Another highlight of the week was the last day where we all put on performances of our work during the week to parents. I'm sure they enjoyed it, but not as much as the students who finished off with a party to cap the week. Once again, I would like to thank you from everyone who attended the summer school, who also gave a unanimous vote to come back again if given the chance!"*

Behaviour and Attendance

The behaviour and attendance strand of the Key Stage 3 Strategy builds upon the existing range of school self-evaluation and improvement activities. Improvements in behaviour and attendance will lead to the achievement of higher standards, more effective inclusion and it will also enhance the quality of day-to-day experiences for pupils and staff within our schools; 2004 – 2005 is the second year of this strand of the Key Stage 3 Strategy.

This year the role of the behaviour and attendance consultant can involve working with Senior Leadership Teams, whole staff groups, departments, pastoral teams and individual staff. There is a wide range of consultant advice and support available which could include:

- Working with subject leaders and pastoral leaders to develop the skills of their teams in implementing strategies to promote behaviours for learning and improve attendance.
- Tracking identified groups of pupils to identify positive practice and effective teaching.
- Supporting schools in setting up a behaviour and attendance working group.
- Supporting Senior Leadership in the analysis and development of whole school systems, structures and routines to improve positive behaviour and attendance.
- Supporting schools in the development of their skills to implement solution focused approaches to resolve issues causing concern.
- Supporting the school's CPD co-ordinator to develop in-house training sessions, relevant to their own school context, adapted from Key Stage 3 support materials.

National resources being produced for this year include:

- Monitoring whole school practice to promote positive behaviour and attendance.
- Developing the emotionally healthy school.
- Audit toolkit material.

Through your local behaviour and attendance consultants you can also access further resource material:

- Developing teacher skills
- Developing the teaching of behaviours for learning
- The understanding of behaviour.

Please contact Chris Davies for further information – christine.davies@norfolk.gov.uk

ENGLISH

Codes under 'Course Ref':

For more details and to book onto these courses, please visit our [website](#)

C = Core

A = Additional

O = Optional

School Type	Course Title	Date	Venue	Times	Course Ref
Secondary VTS/PRUs	Increasing pupils' rates of progress	09/11/2004	West Norfolk PDC	9.30 – 3.30	4CN076 C
Secondary VTS/PRUs	Increasing pupils' rates of progress	12/11/2004	Norwich PDC	9.30 – 3.30	4CN077 C
Secondary	English Secondary Network	10/11/2004	Norwich PDC	4.15 – 5.45	4CN139 O
Secondary	English Secondary Network	10/11/2004	West Norfolk PDC	4.15 – 5.45	4CN140 O
Secondary	English Secondary Network	10/11/2004	Flegg High School	4.15 – 5.45	4CN141 O
VTS/PRUs	Key Stage 3 English VTS & PRU Network	16/11/2004	Norwich PDC	10 – 2.45	4CN110 O
Middle	Middle School KS3 Literacy Network	23/11/2004	Hamond's High School	3.45 – 5.15	4CN142 O
Middle	Middle School KS3 Literacy Network	24/11/2004	Norwich PDC	4.00 – 5.30	4CN143 O
Middle	Middle School KS3 Literacy Network	25/11/2004	St. Nicholas Priory Middle School, Great Yarmouth	4.00 – 5.30	4CN144 O
Secondary Middle VTS/PRUs	Heads of English Conference	26/11/2004	Barnham Broom Hotel	9.30 – 3.30	4CN057 O
Secondary	English SATs 2005: 'Further Support for raising standards' with Laurie Smith	5/01/2005	Easton College	9.30 – 3.30	4CN104 A
Secondary Middle	How to get more pupils from Level 3 to 5 in English (Part Two)	19/01/2005	West Norfolk PDC	9.30 – 3.30	4CN078 C
Secondary Middle	How to get more pupils from Level 3 to 5 in English (Part Two)	21/01/2005	Norwich PDC	9.30 – 3.30	4CN079 C
Secondary VTS/PRUs	Grammar – the basics	11/02/2005	Norwich PDC	9.30 – 3.30	4CN099 O
Secondary VTS/PRUs	Grammar – the basics	23/02/2005	West Norfolk PDC	9.30 – 3.30	4CN100 O
Secondary	Secondary English Network	2/03/2005	Norwich PDC	4.15 – 5.45	4CN163 O
Secondary	Secondary English Network	2/03/2005	Eastern Area venue tbc	4.15 – 5.45	4CN164 O

Secondary	Secondary English Network	2/03/2005	West Norfolk PDC	4.15 – 5.45	4CN165 O
Middle	Grammar – for middles	04/03/2005	Norwich PDC	9.30 – 3.30	4CN101 O
Secondary VTS/PRUs	KS3 English PRU & VTS Network	8/03/2005	Norwich PDC	10.00 – 3.00	4CN111 O
Secondary VTS/PRU	Grammar – advanced	21/03/2005	West Norfolk PDC	9.30 – 3.30	4CN102 O
Secondary VTS/PRU	Grammar – advanced	22/03/2005	Norwich PDC	9.30 – 3.30	4CN103 O

MATHEMATICS

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For more details and to book onto these courses, please visit our [website](#)

<i>School Type</i>	<i>Course Title</i>	<i>Date</i>	<i>Venue</i>	<i>Times</i>	<i>Course Ref</i>
Secondary	How to get more pupils from level 3 to level 5 in Mathematics, Part 2	24/01/05 26/01/05 28/01/05	WNPDC NPDC NPDC	9.00 – 12.00 9.00 – 12.00 9.00 – 12.00	4MN022 4MN020 4MN021 C
Secondary	LMT Termly meeting	11/02/05	NPDC	9.00 – 12.00	4MN039 A

SCIENCE

Codes under 'Course Ref':

For more details and to book onto these courses, please visit our [website](#)

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School Type	Course Title	Date	Venue	Times	Course Ref
Secondary Special Middle	Raising Attainment L4 to L5 – Day 1	3/11/04	The Butterfly Hotel, King's Lynn	9.30 – 4.00	4SN055 C
		15/11/04	Ramada Jarvis, Norwich	9.30 – 4.00	4SN063 C
Secondary Special Middle	Increasing Pupils' Rates of Progress in Science	23/11/04	The Butterfly Hotel, King's Lynn	9.30 – 4.00	4SN082 C
		25/11/04	Ramada Jarvis, Norwich	9.30 – 4.00	4SN066 C
Secondary Special	CASE – Day 1	2/11/04	Ramada Jarvis, Norwich	9.30 – 4.00	4SN067 O
Secondary Special	Particles	15/12/04	Norwich PDC	9.30 – 4.00	4SN071 A
Secondary	CASE – Day 2	5/1/04	Norwich PDC	9.30 – 4.00	4SN068 O
Secondary Special	Booster/Intervention	12/1/05	West Norfolk PDC	9.30 – 4.00	4SN072 A
		13/1/05	Norwich PDC	9.30 – 4.00	4SN073 A
Secondary Special	Raising Attainment – L4 to L5 – Day 2	19/1/05	West Norfolk PDC	9.30 – 4.00	4SN064 C
		20/1/05	Ramada Jarvis, Norwich	9.30 – 4.00	4SN065 C
Secondary Special	Supporting Heads of Science	25/1/05	Ramada Jarvis, Norwich	9.30 – 4.00	4SN070 A
Secondary Special	Earth Science	3/2/05	Tbc	9.30 – 4.00	4SN074 A
Secondary Special	Scientific Enquiry	4/3/05	John Innes Centre, Norwich	9.30 – 4.00	4SN075 A
Secondary Special	Energy	13/4/05	Norwich PDC	9.30 – 4.00	4SN076 A

FOUNDATION SUBJECTS

Codes under 'Course Ref':

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School Type	Course Title	Date	Venue	Times	Course Ref
Secondary	KS3 Coaching – Day 1	17/11/04	Wensum Valley Golf Club & Conference Centre	9.15 – 4.00	4FN035 C
Secondary	KS3 Coaching – Day 1	18/11/04	West Norfolk PDC	9.15 – 4.00	4FN036 C
Secondary Middle PRUs, VTS	History Conference	2/12/04	Norwich PDC	9.00 – 4.00	4FN034 O
Secondary PRUs VTS	Starters and Plenaries	8/12/04	Norwich PDC	9.00 – 12.30	4FN012 C
Secondary PRUs, VTS	Questioning and Engagement	11/01/05	Norwich PDC	9.00 – 12.30	4FN013 C
Secondary	KS3 Coaching – Day 2	23/2/05	West Norfolk PDC	9.00 – 12.30	4FN038 C
Secondary	KS3 Coaching – Day 2	25/2/05	Wensum Valley Golf Club	9.00 – 12.30	4FN037 C
Secondary PRUs, VTS	Challenge and Thinking Skills	28/02/05	Norwich PDC	9.00 – 12.30	4FN014 C
Secondary PRUs, VTS	Modelling and Explaining	14/03/05	Norwich PDC	9.00 – 12.30	4FN015 C
Secondary PRUs, VTS	Thinking together, Big concepts and skills	14/04/05	Norwich PDC	9.00 – 12.30	4FN016 O

MFL COURSES

Secondary Middle Special	Starters and Plenaries MFL	15/11/04	Norwich PDC	1.30 – 4.00	4FN021 O
Secondary Middle Special	Setting Lesson Objectives MFL	2/12/04	Norwich PDC	9.00 – 12.30	4FN022 O
Secondary Middle Special	Assessment for Learning MFL	24/01/05	Norwich PDC	9.00 – 12.30	4FN023 O
Secondary Middle Special	MFL for Primary and Middle schools	3/2/05	Norwich PDC	1.30 – 4.00	4FN024 O
Secondary Middle Special	Questioning and Modelling MFL	2/03/05	Norwich PDC	9.00 – 12.30	4FN025 O
Secondary Middle Special	Effective Practice MFL	17/03/05	Norwich PDC	9.00 – 12.30	4FN025 O

ICT

Codes under 'Course Ref':

For more details and to book onto these courses, please visit our [website](#)

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O = Optional

School Type	Course Title	Date	Venue	Times	Course Ref
All	Workshop Unit 8.3 – Information : reliability, validity and bias	23.11.04	Norwich PDC	4.00 – 6.00	4EN075 O
Secondary	Modelling – Repeat course	30.11.04	Norwich PDC	9.00 – 4.30	4EN076 A
All	Workshop Unit 9.2 – Case study: Global communication: negotiating and transferring data	9.12.04	Norwich PDC	4.00 – 6.00	4EN077 O
All	Skills and subject knowledge for teachers delivering STU in Year 7 Unit 7.4	13.1.05	Norwich PDC	4.30 – 6.30	4EN123 O
All	Workshop Unit 7.4 – Introduction to modelling and presenting numeric data	20.1.05	Norwich PDC	4.00 – 6.00	4EN078 O
All	Workshop Unit 8.4 – Models and presenting numeric data	8.2.05	Norwich PDC	4.00 – 6.00	4EN079 O
Secondary	Handling Data – Repeat course	10.2.05	Norwich PDC	9.00 – 4.30	4EN082 O
Secondary	Workshop Unit 8.5 – an ICT system : Integrated applications to find solutions	23.2.05	Norwich PDC	9.00 – 4.30	4EN081 O

All	Skills and subject knowledge for teachers delivering STU in Year 7 Unit 7.5	24.2.05	Norwich PDC	4.00 – 6.00	4EN124 O
All	Workshop Unit 7.5 – Data Handling	28.2.05	Norwich PDC	4.00 – 6.00	4EN080 O
Secondary	Control & Monitoring Training Unit – Repeat course	7.3.05	Norwich PDC	9.00 – 4.30	4EN084 A
All	Workshop Unit 9.3 – Case Study	10.3.05	Norwich PDC	4.00 – 6.00	4EN083 O
All	Assessment Training – Repeat course	21.3.05	Norwich PDC	9.00 – 4.30	4EN085 C

For further information, please contact:

John Spradbery, LEA KS3 Strategy Manager, or Anita Lee on 01603 433276

If you would like this document in large print, audio, Braille, alternative format or in a different language please contact Anita Lee on 01603 433276, and we will do our best to help.

