

# The National Strategies

## Secondary



## Resources for newly qualified teachers

An overview of resources to support secondary NQTs in the classroom



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## **Disclaimer**

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The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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# Introduction

The National Strategies is committed to providing high-quality resources, rooted in good practice from effective schools and local authorities (LAs), which help to support the work of teacher trainers, mentors and trainees across the country.

This publication provides an overview of materials currently available. Many of these can be obtained from Department for Children, Schools and Families (DCSF) publications and may be downloaded from the National Strategies web area ([www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)).

It is hoped that newly qualified teachers (NQTs) in all subject areas will find something of interest in this publication. Subject-specific materials for the core subjects are grouped separately, but the more general sections, for example the reference to Transfer and Transition, would be of benefit to all who are joining the profession. We hope therefore that whatever subject colleagues are teaching, and whichever year groups they are teaching, they will make effective use of the publication and, of course, the resources themselves.

In addition to this collation of resources, the Initial Teacher Training (ITT) sections of the National Strategies web area offer termly e-newsletters, a list of resources helpful to tutors and trainers and the opportunity for those colleagues to join an ITT forum. While these are designed for those who are already in the profession, we feel they may also be of use to NQTs. The information is divided into primary and secondary so, if colleagues are working with learners of different ages, they can view the sections relevant to their needs.

# Core subjects

## English

### The Framework for secondary English

The Framework for secondary English can be accessed at: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Secondary English framework').

The renewed Framework builds on the original Framework for teaching English, which was produced in 2001. It is based on the programmes of study for the new secondary curriculum.

The Framework is designed to increase pupils' access to excellent teaching and engaging, purposeful learning that will enable them to make good progress through Key Stage 3 and Key Stage 4.

The Framework identifies yearly learning objectives that encourage ambition and provide challenge for all pupils, supporting progression in the subject. The objectives will ensure full coverage of the programme of study at both Key Stage 3 and Key Stage 4 and establish a minimum expectation for the progression of most pupils.



### Assessing Pupils' Progress (APP) in English

APP provides the tools you need to gauge the progress being made by pupils. APP is based on proven effective practice in assessment and provides a range of key resources:

- The APP assessment criteria are concise, manageable sets of English performance descriptors for each level in the National Curriculum in Reading, Writing, Speaking and Listening. They support periodic assessment in English – stepping back from your day-to-day teaching and assessment to review progress over longer periods against national standards.
- The Standards Files provide a set of annotated pupil work in reading and writing, and video clips for speaking and listening, at a range of levels, against which you can periodically judge the progress of your own pupils.
- The APP Handbook provides guidance on developing APP: there is also separate guidance on using APP with SEN and EAL pupils, and other support in understanding the territory of the assessment focuses.
- Using the framework, you can make links from the framework learning objectives to assessment focuses and level criteria, should you be looking for assessment opportunities that the learning may provide.

You can find this at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00077-2010)

**Publication date:** August 2008

**DCSF ref:** 00077-2010



### Teaching for progression: Reading

With this you can explore the reading and related language strands in the Framework for secondary English:

- reading for meaning: understanding and responding to print, electronic and multi-modal texts
- understanding the author's craft
- exploring language variation and development according to time, place, culture, society and technology
- commenting on language use.

You can trace a path of progress for pupils as they develop these skills over five years. There are ideas for teaching strategies and approaches that can best introduce, support, build and secure independence in pupils. You can use them to:

- support planning lessons, sequences of lessons and units of work
- plan for progression for all your pupils
- support differentiated approaches to teaching and learning.

You can find this at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00750-2008PDF-EN-01).

**Publication date:** December 2008

**DCSF ref:** 00750-2008PDF-EN-01



### Teaching for progression: Writing

You can explore this to focus on the writing and language strands in the Framework for secondary English:

- composition – generating ideas, planning and drafting
- composition – shaping and constructing language for expression and effect
- conventions – drawing on conventions and structures
- exploring and analysing language.

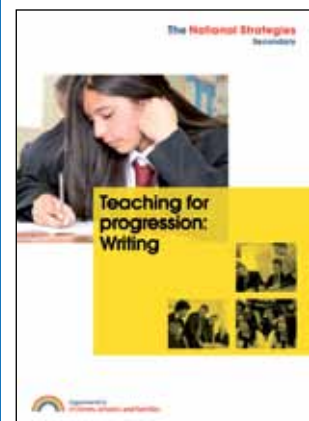
You can trace pupils' progress as they develop these skills over five years. There are suggested teaching strategies that can best introduce, support, build and secure independence in pupils' writing. The resource will help you to:

- plan lessons, sequences of lessons and units of work
- plan for progression across the range of writing skills and experiences
- develop differentiated approaches to teaching and learning
- define and explore learning steps and skills in writing.

You can find this at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00750-2008PDF-EN-02).

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**DCSF ref:** 00750-2008PDF-EN-02



## Teaching for progression: Speaking and listening

Explore speaking and listening and language strands in the Framework for secondary English:

- listening and responding
- speaking and presenting
- group discussion and interaction
- drama, role-play and performance
- exploring language variation and development according to time, place, culture, society and technology
- commenting on language use.

Often, speaking and listening skills build on successful reading and writing and are the key focus of the lesson. You will be able to make good use of the links with the language strands at both Key Stage 3 and Key Stage 4.

You can use this resource to:

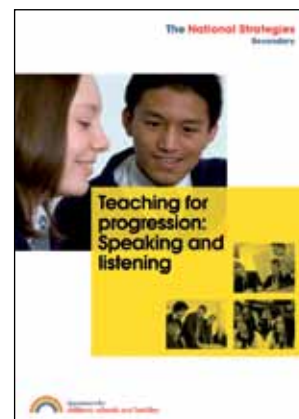
- support planning for lessons, sequences of lessons and units of work
- support differentiated approaches to teaching and learning
- develop more explicit teaching of speaking and listening skills
- plan integration of oral skills into lessons.

You can find this at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00750-2008PDF-EN-03).

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## Teaching speaking and listening e-learning modules

You can use this e-learning course on teaching speaking and listening to develop your classroom practice.

- Module 1, *Teaching Shakespeare*, focuses on enhancing pupils' engagement with and understanding of Shakespeare using *Much Ado About Nothing* and *Macbeth*.
- Module 2, *Teaching speaking and listening with a visiting speaker*, shows how to prepare pupils to interview a visiting writer, and includes video footage of planning, interview and summary lessons.
- Module 3, *Teaching with new technologies*, demonstrates how to prepare pupils to compare two poems, including preparing for, recording and then reviewing their own podcasts.

The course has its own forum that promotes discussion and sharing with other teachers.

You can find this at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Teaching speaking and listening e-learning modules').



## Enjoying Shakespeare

These resources help structure and design teaching so that pupils progress in their knowledge and understanding of Shakespeare's work and their skills in responding to and writing about the plays. They are jointly developed with the Globe and Royal Shakespeare Company. You will find:

- *Romeo and Juliet* at the Globe Theatre 2009, the performance and interviews
- Views from the balcony: lesson plans and resources focusing on interpreting how to dramatise and play scenes
- Shakespeare for all ages and stages.

The range here includes Year 7 and 8 *Romeo and Juliet* ICT resources, lesson plans, a Year 7 Shakespeare study referring to a number of plays, guidance on writing about the plays as well as the exciting materials of actors exploring and performing the roles.

Explore the ways in which Shakespeare can be appreciated by all pupils and how their engaged responses can translate into effective speaking, listening, reading and writing.

You can find these resources at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00039-2009).



## Progression maps

These are resources designed to help you plan tailored support for pupils identified as needing to make better progress. They include:

- descriptions of pupil progression in reading, writing, speaking and listening
- curricular targets linked to the relevant assessment focuses
- exemplification of learning and teaching linked to the targets
- advice for parents, carers and mentors
- links to other useful materials.

A map is useful if you are going on a journey: you need to know your starting point, your destination and the points in-between. These progression maps help you plan the learning journey for pupils who are achieving below expectation and need to make better progress. Each map helps you identify where the pupils are, where they need to go next and how you can help them get there. You will be able to align this with your assessment of each pupil, using Assessing Pupils' Progress (APP) resources.

You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Progression maps').

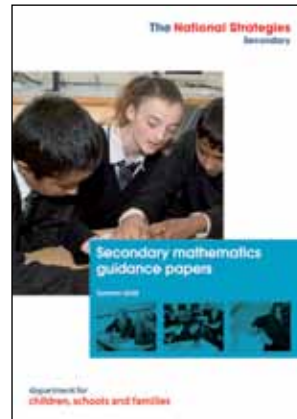


# Mathematics

## Secondary mathematics guidance papers

The guidance papers provide a short introduction to the essential features of mathematics in the secondary phase. They explain the principles of teaching each of the major areas of mathematics through a series of interrelated key processes. The guidance papers can be thought of as an introduction to the Framework itself; they identify effective approaches to planning and teaching mathematics, and show how the Framework objectives can be integrated into an engaging and effective teaching programme.

You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Secondary mathematics guidance papers').



## The Framework for secondary mathematics

The Framework is an important tool to support planning, allowing you to see the progression in mathematical learning objectives through the five years of secondary education. As explained in the secondary mathematics guidance papers, the underlying key concepts and processes in mathematics bring the content to life and provide the contexts and motivation essential in planning for effective and engaging mathematical learning. Objectives are usefully linked to examples illustrating the recommended pitch of classroom activities, many of which can be adapted for use in your lessons. The Framework section of the website links to a number of other useful resources, including the APP assessment criteria and a set of 15 problems to exemplify the teaching of mathematical processes and applications.

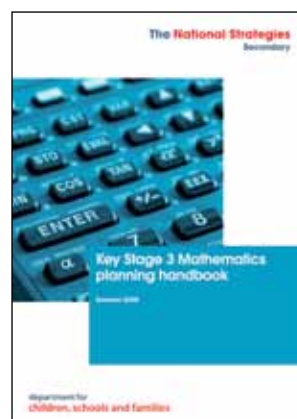
You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Secondary mathematics framework').



## The planning handbook

The handbook provides practical guidance on planning for mathematics throughout the five years of secondary education. Although most of the content is aimed at subject leaders, there is much that will be useful and interesting to you as an NQT. In particular, the handbook explains how a five-year progression through the mathematics programmes of study can form the basis for a manageable and comprehensive approach to unit planning for particular year groups and classes. This wider context will help you to understand how the lessons and units of work that you plan and teach fit into the broader picture of mathematical learning.

You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'The planning handbook' and then select 'Key Stage 3' or 'Key Stage 4').



## Assessing Pupils' Progress (APP) in mathematics

APP provides the tools that you need to gauge the progress being made by pupils. Too much assessment in mathematics has consisted of the low-level clerical task of 'ticking' pupils' written work or marking tests. APP is based on proven effective practice in assessment, and provides a number of key resources:

- The APP assessment criteria are a concise, manageable set of mathematical performance descriptors for each level in the National Curriculum. These form the basis for periodic assessment in mathematics – stepping back from your day-to-day teaching and assessment to review progress against national standards.
- The Standards Files provide a set of annotated work by pupils at a range of levels, making it easier for you to judge the progress of your own pupils.
- The APP handbook provides guidance on starting and developing APP with groups of pupils.

There are a number of further resources that you will find helpful in building up the rich evidence base that effective periodic assessment requires.

- The APP day-to-day assessment guidance suggests classroom approaches that will help you to develop your knowledge of pupils' progress through effective use of questioning and dialogue.
- The focused assessment materials are a set of exemplifications of pupils' performance for each mathematical strand and level, together with examples of probing questions that you can use to explore pupils' understanding.
- The assessment packages are a set of lesson plans and associated mark schemes that provide a model for assessing pupils' work against agreed assessment criteria. You will find the packages particularly useful if you want to develop your knowledge of the National Curriculum levels.

You can find this at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

(search using the ref 00651-2008).

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## Progression maps

The progression maps support personalised intervention for pupils who have encountered a barrier in their learning. They identify a set of learning steps that represent potential 'sticking points' for pupil progress through a wide range of mathematical ideas. You can use these to help you reflect on possible barriers to learning when a pupil seems 'stuck' at a particular stage within a mathematical topic. Rather than simply repeating previous teaching approaches, the progression maps help you to explore prerequisite ideas and knowledge, and so to identify and address the learning gaps that may underlie current difficulties. As well as setting out suggested stages of development, the progression maps provide diagnostic questions and links to suggested teaching materials.

You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Progression maps').



## Continuing professional development (CPD) modules

The CPD modules are a set of lively and engaging e-learning materials that allow you to explore effective teaching approaches in the major areas of secondary mathematics. You can select the curriculum area that interests you, and use the learning log provided to track your progress through the materials. The modules suggest activities that you can try out in your own lessons, and provide an opportunity for professional reflection. You could usefully integrate the modules into the development programme that you agree with your NQT mentor.

You can find these resources at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Secondary mathematics: CPD study modules').



## Science

### The Framework for science

The Framework for science is based on the programmes of study for the current secondary curriculum. The Framework is designed to increase pupils' access to excellent teaching and engaging, purposeful learning. The framework identifies yearly learning objectives that encourage ambition and provide challenge for all pupils. The objectives will ensure full coverage of the programme of study.

You can find this resource at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search for 'Secondary science framework').



### Assessment for Learning (AfL) and Assessing Pupils' Progress (APP) in science

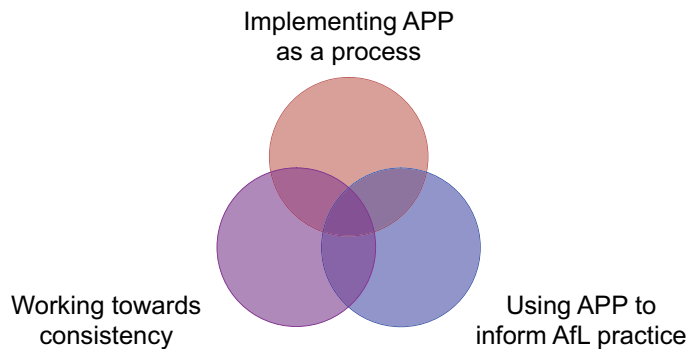
The materials for APP in Key Stage 3 science can be accessed at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00036-2009).





## Assessment for Learning (AfL) with Assessing Pupils' Progress (APP) materials

These are the three aspects of APP implementation in schools.



It is not unusual, but very reasonable for schools to focus on the upper one first. However, it is also important to consider how the criteria can be applied consistently.

The following units have been produced to build on the whole-school AfL materials and the AfL eight schools project. These new units also give guidance on how developments in these areas can support effective implementation of APP in science.

### Units currently available are:

- Unit 1 (Core): Lesson scaffolding: structuring learning to develop quality first teaching in science
- Unit 2a: Developing oral feedback in science
- Unit 2b: Developing written feedback in science
- Unit 3: Developing peer- and self-assessment in science.

Each unit follows the same structure and contains reference to the AfL quality standards, key messages and an opportunity to consider current practice of teachers and actions of pupils through using the progression table. There are suggested activities to move practice on from each step to the next and documents to support identified activities.

These resources are available for download at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Assessment for Learning in science').



### Effective enrichment and enhancement in science (as part of STEM – science, technology, engineering and mathematics)

Effective enrichment and enhancement in science involves increasing engagement and enjoyment of the subject for all pupils in all years and hence increasing the uptake of post-16 science and mathematics, and raising attainment in the STEM subjects.

National Strategies guidance regarding the effective use of enrichment and enhancement provision has been placed on the National Strategies website. This includes a 'Steps table' to help identify the next steps in development that could be taken in order to ensure that the time and resources committed to providing enrichment and enhancement activities in science provide the maximum benefit to learning.

For further details see

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search for 'Science in STEM').



### How science works (HSW) with additional guidance for supporting English as an additional language (EAL) learners

Materials have been derived from the 'Progressing to level 6 and beyond in science' resources for teachers of EAL learners in the areas of scientific writing, research skills, effective group talk, using models and understanding misconceptions.

Effective practice for developing literacy skills with EAL learners is just the same as effective practice for developing literacy skills with all learners. It is a whole-school issue and there needs to be a dialogue within the school, shared features of good practice and monitoring and evaluation of provision. The science team needs to be part of this.

There should be a critical relationship between the strategies for progression to support pupils in progressing from one step to another and the support for teachers provided in the schemes of learning.

Visit the virtual school at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search for 'Progressing to level 6 and beyond in science')  
where these and many other resources are listed.





## Interactive teaching

The overall aim of the Interactive teaching sequences is for pupils to develop a secure understanding of concepts that they can then apply or build upon as needed. This aim is addressed through interactive teaching approaches, where links between subject matter are explored and established through appropriate talk between teacher and pupils and among pupils. The sequence is set within a real-world context, with links to *HSW*.

The teaching approach was designed to generate interest and provide a meaningful real-life context for the intended learning, using diagnostic questions and other AfL activities to make explicit the differences between pupils' ideas and the scientific explanations to be developed. They support teaching that will provide pupils with activities that challenge their initial ideas and help them to bridge the gap between these and the scientific explanations, make explicit the links between concepts and prompt pupils to reflect on their learning. Using these approaches encourages teachers to manage small-group discussion to encourage informed decision making and the development of reasoned argument.

The resource can be found at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Interactive teaching in science').



## Using study guides to support high quality first teaching

The following study guides are now available on the website: Cells, Particles, Interdependence and Energy. Study guides on Earth in space and Animal behaviour are due to be published later in the spring term of 2010. The final two guides: Forces and Geological processes will be published later in 2010.

Although they are based on areas of range and content, the delivery of *How science works (HSW)* is integrated within them. They support planning for progression in that they show how topics in Key Stage 3 should develop processes and concepts needed for success at Key Stage 4.

They suggest how effective and engaging activities can generate evidence that can be used to support periodic assessment, such as Assessing Pupils' Progress (APP). They support a flexible format of planning and are predicated upon the teacher responding to pupils' understanding and progress, rather than a rigid and inflexible set of lesson plans.

The materials can be accessed at: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Science framework study guides').



## ICT

As a teacher of ICT you will want to reflect on your practice and develop your skills further. A good place to start is a short piece of e-learning 'The four cornerstones' which can be found at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00823-2009). This will give you an overview of how the ICT resources fit together (also search for 'ICT framework learning objectives' and 'Assessing Pupils' Progress').

It is likely that your school will have a focus on maximising the progress of all pupils. You will find 'ICT subject leader development e-learning: Challenging the Gaps' at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 01042-2009EPD-EN-01). This is a useful primer and the resources available in 'Removing barriers to progress in ICT' will help see how the principles can be applied in the ICT classroom. See [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Removing barriers to progress in ICT').

If you are working with pupils who are working at level 2 or below, you will find a range of resources and guidance to support you with learners working at P1 through to level 3 in 'Materials for teaching ICT capability at and below level 3 – Unit 7.1' which can be found at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for this title).

Finally don't forget your role in safeguarding children. It is highly recommended that you make yourself familiar with keeping children safe when they are working with computers. 'Beyond the e-safety net', which can be found at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00165-2009), provides a good start but also take a look at advice and guidance from Becta ([www.becta.org.uk](http://www.becta.org.uk)) and CEOP ([www.ceop.gov.uk](http://www.ceop.gov.uk)).



# Other subjects

## Modern languages

The renewed Key Stage 3 Framework for languages is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Key Stage 3 framework for languages').

Here you will find the learning objectives, together with very useful guidance and exemplification sections that will help you as you plan your Key Stage 3 lessons.

The Framework learning objectives set out across Years 7 to 9 relate to the knowledge, skills and understanding that need to be acquired in order to meet the requirements of the programme of study. They concentrate on the programme of study key concepts and key processes, they show strands of development that describe progression in learning across Years 7 to 9 and they set out a minimum expectation for the progression in learning of most pupils.

While working with the Framework, you will find it helpful to consider the online modules which are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Key Stage 3 framework for languages modules').



You will need to register on the site and then log in each time you want to use it. Here is a list of what is available:

- Using the Framework
- Planning
- Questioning
- Modelling
- Starters
- Plenaries
- AfL
- Creativity
- Target language
- Practice
- Thinking skills
- Literacy and Learning
- ICTAC (ICT across the curriculum)
- Transfer and Transition
- Coaching

You may find that in your particular setting AfL is a priority within the whole school and/or department, so this online module would give you some ideas for discussion and some examples of good practice. You may be in a school where transfer and transition is an issue as languages become embedded in the Key Stage 2 curriculum, in which case please refer to the Transfer and Transition module.



# Other sections (relevant to all NQTs)

## Functional skills

The 'Introduction to Functional Skills' module can be found at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00543-2009).

This provides an overview of functional skills and focuses on teaching and learning. Functional skills form part of core training for schools, which currently comprises face-to-face training and e-learning based on four modules and an introductory overview.

**Publication date:** June 2009

**DCSF ref:** 00543-2009



The modules themselves are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'functional skills modules').

The objectives of the functional skills modules are to:

- consider the vision and purpose of functional skills
- understand the concepts of applied learning, progression and mastery in functional skills
- make links to other training and guidance, including the core modules for schools
- provide support for further in-school training and professional learning.

The other modules that form part of the core training address teaching and learning in depth and cover aspects such as Assessment for Learning (AfL) and progression towards securing learning.

You will find this an essential starting point as the three sessions include:

- an overview of 14–19 and functional skills
- a session on progression in functional skills, using the existing pilot Functional Skills standards for English, mathematics examinations until July 2010. The resources in this session will be updated to include the November 2009 Functional Skills criteria, which will be used for all learners not taking examinations in 2010
- a third session looking at planning functional skills into lessons, using examples in English, mathematics and ICT.



## Behaviour and Attendance (SEAL)

Every parent wants to know that their child will be safe and happy at school and every child has the right to learn in a well-run, orderly school, with good behaviour in every classroom.

In the white paper *Your child, your schools, our future: Building a 21st century schools system* the DCSF set out a guarantee to every pupil and every parent (underpinned by legislation) that in their school there will be good behaviour, strong discipline, order and safety. As a result of the steps already taken, the great majority of schools already have good or outstanding behaviour and the number of schools with inadequate standards of behaviour is at the lowest level ever recorded. However, it is unacceptable for the learning of any class to be disrupted by the bad behaviour of one or two pupils.

The document *Delivering the behaviour challenge: our commitment to good behaviour* sets out how the DCSF intends to deliver its guarantee on behaviour across schools in England, acting upon the recommendations of Sir Alan Steer's behaviour review. It is available at <http://publications.teachernet.gov.uk/> (search using the ref DCSF-00961-2009).

**Publication date:** September 2009

**DCSF ref:** 00961-2009



While considering how to set a positive climate for learning in your classroom you will find it useful to access practical strategies and techniques that will help establish you as an effective classroom manager and maximise the learning opportunities by minimising low-level disruption. There are a number of materials that will help you in this task:

- part of our Behaviour toolkit unit 6 – practical ideas and exercises for proactively setting the behaviour agenda in the classroom and making good use of pupils as a resource.

See [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Behaviour and attendance toolkit 6').



- Social and Emotional Aspects of Learning for secondary schools (SEAL): Guidance booklet.  
See [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00043-2007).



- An extract from our Core Day 2 materials. See [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Developing effective practice across the school').



- Two booklets from Pedagogy and Practice (units 18 and 20) addressing 'Improving the climate for learning' and 'Classroom management'. See [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Pedagogy and practice unit 18' and 'Pedagogy and practice unit 20').

**Publication date:** September 2004  
**DCSF refs:** 0441-2004G and 0443-2004G





## Personalisation and Progression (including AfL and APP)

You will find an introduction to recent thinking on personalisation in learning in schools in practice and policy at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Personalised learning').



The National Strategies are working closely together with the DCSF, QCDA and Chartered Institute of Education Assessors to promote and support the *Assessment for Learning Strategy* which is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Assessment for Learning Strategy').

The aims of the AfL strategy recommend that:

- **every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement
- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to plan ahead, particularly for pupils who are not fulfilling their potential
- **every school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils and for tracking their progress
- **every parent and carer** knows how their child is doing, what they need to do to improve and how they can support the child and their teachers.



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 Resources for newly qualified teachers

Quality standard	What good practice looks like	What good practice looks like	What good practice looks like	What good practice looks like
1.1 The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning.	The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning. The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning.	The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning. The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning.	The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning. The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning.	The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning. The assessment system is a coherent, planned and systematic approach to the assessment of learning, and is used to inform teaching and learning.
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Central to the AfL strategy is the use of Assessing Pupils' Progress (APP) as an entitlement for pupils in all schools. It is a structured approach to periodic assessment enabling teachers to:

- make reliable judgements of attainment within National Curriculum levels
- use diagnostic information about pupils' strengths and weaknesses to improve planning, teaching and learning
- track pupils' progress over a key stage or longer.

A particular focus of the National Strategies' work will be supporting schools' self-evaluation of progress with developing AfL with APP. Exemplification to support use of the AfL quality standards is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00734-2009PDF EN-03).

APP approach and materials: APP is a structured approach to track pupils' progress in reading and writing through Key Stage 3 and use diagnostic information about pupils' strengths and weaknesses at a chosen point of time. Assessment materials are made up of two basic elements: a set of guidelines for assessing pupils' work, related to National Curriculum levels, and a bank of short teaching sequences leading to pupil tasks for reading and writing. You will find some useful information in Secondary Intervention: Assessing Pupils' Progress at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Secondary Intervention: Assessing Pupils' Progress').



## Narrowing the Gaps

The National Strategies provide high-quality resources, rooted in good practice from effective schools and LAs, to support work to narrow gaps. This publication provides an overview of materials currently available.

Narrowing the Gaps (NtG) is about focused action to improve the progress of underachieving, disadvantaged and vulnerable pupils, looked-after children and those at risk of exclusion.

The target groups are:

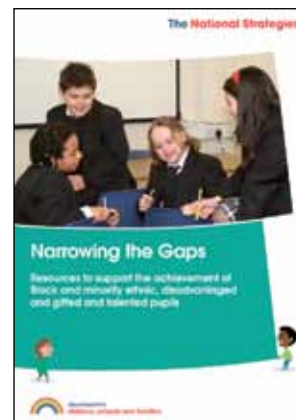
- underachieving children who are eligible for free school meals (FSM), with particular focus on Black and minority ethnic (BME), White British, gifted and talented (G&T) pupils and those with special educational needs (SEN)
- other underachieving BME learners
- disadvantaged gifted and talented pupils.

Although many of these resources have been developed with particular groups in mind, there are opportunities to use and adapt approaches to support wider work, to accelerate the progress of all disadvantaged pupils to meet the key national challenge to narrow gaps.

The materials *Narrowing the Gaps: Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils* are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00781-2009).

**Publication date:** September 2009

**DCSF ref:** 00781-2009BKT-EN



The publication *Narrowing the Gaps: from data analysis to impact – The golden thread* focuses on the effective use of data in primary and secondary schools and settings to focus and drive action to accelerate the progress of underachieving pupils entitled to FSM. It is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00792-2009PDF-EN-01).

**Publication date:** September 2009

**DCSF ref:** 00792-2009PDF-EN-01



## Special Educational Needs (SEN)

The National Strategies work to support LAs, schools and teachers to narrow gaps and accelerate the progress of vulnerable groups, particularly pupils with SEN.

One of the current main priorities is the Inclusion Development Programme, which is a cross-phase programme designed to give all teachers and teaching assistants a foundation level knowledge in the following areas:

- dyslexia
- speech, language and communication needs
- autism
- behavioural, emotional and social difficulties.

There is also an Early Years Foundation Stage resource for each of these areas (apart from dyslexia). Each has video materials, case studies and further resources which will help you to consider your current practice and make adjustments to your teaching to allow more access to pupils with these areas of SEN.

Each resource is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search for 'Inclusion Development Programme').



## Gifted and Talented (G&T)

### Gifted and Talented education: Guidance on addressing underachievement – planning a whole-school approach

This is the final booklet in the current series of five titles addressing the issues of G&T education for learners who are underachieving or are at risk of underachieving. The information and guidance builds on previous publications by:

- offering a definition of underachievement in the context of G&T education
- suggesting a model for planning whole-school provision within the context of personalisation
- providing examples of some effective strategies for recognising and addressing underachievement from current practice in schools
- signposting further relevant materials and resources.

This is available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref 00378-2009BKT-EN).

**Publication date:** May 2009  
**DCSF ref:** 00378-2009BKT-EN



### Identifying gifted and talented learners – getting started (Revised May 2008)

This guidance booklet starts from the principle that there is no single perfect instrument for identification: institutions are advised to use a 'best fit' model that draws on a range of evidence including qualitative and quantitative elements. It also argues that identification and provision are inseparable, because identification includes spotting potential through participation in learning opportunities. The publication envisages a continuous cyclical process of identification and review rather than a one-off process.

The booklet is available at  
<http://publications.teachernet.gov.uk/>  
(search using the ref DCSF-00367-2008).

**Publication date:** May 2008  
**DCSF ref:** 00367-2008

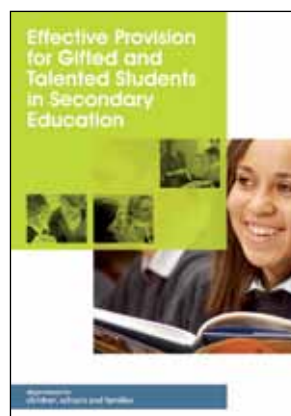


### Effective Provision for Gifted and Talented Students in Secondary Education

This publication will be of interest to all providers of education for 11–19 year-old students in England, including governors, headteachers/principals and senior managers who are responsible for demonstrating a whole-school approach to meeting the needs of the G&T. The guidance also provides support for all staff in identifying G&T students and providing them with an appropriately personalised education.

This resource is available at  
<http://publications.teachernet.gov.uk/>  
(search using the ref DCSF-00830-2007).

**Publication date:** December 2007  
**DCSF ref:** 00830-2007



### Gifted and Talented e-learning modules for leading teachers

This is an e-learning course for teachers and G&T leading teachers, sharing outcomes, reflections and action points from classroom and school-based activities. Modules cover identification, learning and teaching, leadership, good practice, working with parents and carers, Early Years, primary science, transfer and transition, learners with particular needs, learning beyond the classroom, English, mathematics and career development. Each module has its own forum.

The course is available at  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search for 'Gifted and Talented e-learning modules').



## Transfers and Transitions

### Strengthening transfers and transitions – Partnerships for progress

With this resource you can gain a better understanding of the challenges students have as they move from one phase to another, and how this can impact on motivation and attainment. Transfers and transitions have been linked to underachievement and a dip in attainment, both in this country and internationally.

This resource examines evidence from schools in seven local authorities to explore what strengthens transfers and transitions. The following key principles that underpin effective transfers and transitions are explored:

- Where transfers and transitions are at their strongest, the social, emotional, curricular and pedagogical aspects of learning are managed in order to enable pupils to remain engaged with, and have control of, their learning.
- AfL principles underpin progress across transfers and transitions.
- Pupils need the confidence, understanding and skills to advance their own progress across transfer or transition.
- Partnership working is essential for effective transfers and transitions for progress.

This resource is available at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

(search using the ref 00083-2008).

**Publication date:** April 2008

**DCSF ref:** 00083-2008



### Strengthening transfers and transitions – sustaining improvement, building capacity

This resource builds on the resource above and looks at not only what is effective practice for transfers and transitions but what conditions are necessary for impact to be sustained and improvement to be ongoing.

Effective work to strengthen transfers and transitions through partnership working is notoriously difficult to sustain. Successful approaches support children to develop the confidence and skills to take responsibility for their learning while providing them with the conditions to demonstrate and build on that learning. This resource draws on the experience of 47 schools in seven LAs.

This resource is available at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

(search using the ref 00510-2009BKT-EN).

**Publication date:** April 2009

**DCSF ref:** 00510-2009BKT-EN



### Further reading on strengthening transfers and transitions

This electronic training resource helps identify and implement strategies, structures and systems that will strengthen the transfer and transition of pupils. It emphasises the use of data, tracking pupil performance, target setting and personalised learning to support effective transfers and transitions.

This resource is available at  
[www.supportingselfevaluation.org.uk/training/d4/index.html](http://www.supportingselfevaluation.org.uk/training/d4/index.html).





## Teaching and learning

### Leading in Learning: Developing thinking skills at Key Stage 3

While there are many very helpful resources to choose from, you may find that this is a useful starting point. The Leading in Learning programme has been developed as part of the National Strategies' secondary support for whole-school improvement. It is a systematic, research-based programme, focused on improving pupils' thinking skills in curriculum subjects.

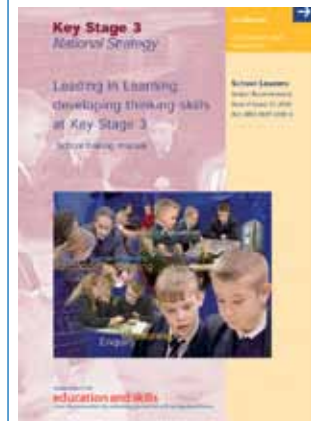
Leading in Learning takes a cross-curricular approach and is deliberately structured so that teachers and pupils look beyond subject confines to thinking and learning more generally. There is a focus on specific thinking abilities and metacognition to encourage systematic development of thinking skills and transfer of learning across subjects and to other aspects of pupils' lives.

The pack consists of a guide for school leaders, a school training manual, and a set of posters illustrating the suggested teaching strategies.

This resource is available at  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search using the ref 0034-2005).

**Publication date:** January 2005  
**DCSF ref:** 0034-2005 G

It is also available as a DVD. Please see  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search using the ref 00029-2007).



For those teaching Key Stage 4, please also refer to the *Leading in Learning: Developing thinking skills in secondary schools – Key Stage 4 handbook for teachers* under the Leading in Learning programme developed as a part of the secondary National Strategy's support for whole-school improvement. It provides information and advice to help teachers implement the programme and includes guidance on the initial task of coursework analysis, three-subject cycle and notes on each of the teaching strategies. The programme is supported by staff training, coaching and collaborative planning sessions.

It is available at  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search using the ref 2111-2006DWO-EN).



## Stronger Management Systems

Stronger Management Systems is a quality standards-based programme to support schools in reducing in-school variation, securing improvement in:

- standards
- staff development
- intelligent data use
- quality management
- leadership and management of change.

It is organised under three themes:

- Developing and distributing leadership
- Effective whole-school systems, policy, and practice
- Monitoring and evaluation for impact and improvement.

There are ten elements:

- Line management
- Performance management
- Professional development
- Behaviour and attendance for learning
- AfL
- Using data for intervention
- Lesson-planning
- Self- evaluation
- Monitoring and evaluation
- Tracking pupils' progress.

Linked programmes include:

- Behaviour and Attendance and SEAL
- Core Plus
- Leading Core Subjects
- Pedagogy and Practice
- Sustaining improvement
- Subject Leader Development Programme.

It is available at

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)  
(search for 'Stronger management systems').





Audience: Newly qualified teachers, trainee teachers,  
tutors and mentors

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