

Implementing the foundation subjects strand 2003–04

Management guide

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Introduction

This management guide accompanies the core training to support the implementation of the Foundation subjects strand in 2003–04. The guide is intended to help school managers establish more systematic practice in teaching and learning in the foundation subjects and thereby raise standards.

The role of senior management

Headteachers and school leadership teams have a vital role in ensuring successful implementation of the Foundation subjects strand. Successful implementation draws on best practice in school improvement. It involves:

- auditing and action planning to identify the key action points which will bring about the greatest improvements in teaching and learning and raise standards;
- the use of training materials to support the development of improved practices through collaborative working with colleagues;
- review and reflection to affirm and extend new practice.

It is important that work in the foundation subjects is fully integrated into the school improvement plan and addresses the school's own priorities and targets. It is critical that the priorities identified for improvement are those which will have the greatest impact on raising pupils' standards of attainment. Teachers and departments involved must have the support they need and have the capacity for improvement.

Foundation subjects – the challenge

Evaluations undertaken by Ofsted and Bath University/London Institute of Education identify the challenge for the successful implementation of the Foundation subjects strand. The challenge is to improve pupils' attainment in foundation and core subjects by:

- ensuring effective auditing and action planning;
- ensuring effective use of the foundation subjects training materials;
- improving dissemination;
- developing capacity for sustainability.

Foundation subjects core training objectives

The foundation subjects two-day core training will address the challenge identified above. The objectives of the training are set out below.

- 1 To raise pupils' standards in the foundation subjects and religious education.
- 2 To contribute to raising standards in the core subjects, particularly through literacy.
- 3 To make explicit the links between improving teaching and learning, and raising standards.
- 4 To train one foundation subjects teacher in high-quality auditing and action planning to focus teaching, improve pupils' learning and raise standards.
- 5 To train one foundation subjects teacher in the effective use of the *Training materials for the foundation subjects* and *Literacy across the curriculum* training folders to raise pupils' standards.
- 6 To promote collaborative working within and between departments so as to develop and share effective practice, build capacity and raise pupils' standards.
- 7 To train one foundation subjects teacher to disseminate the core training in school.

Audience for the core training

The core training for the Foundation subjects strand in 2003–04 is provided for one foundation subjects subject leader or teacher from each school. The person attending the training is expected to disseminate the information and training back in school. Schools will need to consider very carefully who attends the core training. The person will need the full support of the senior management and the LEA to ensure that dissemination is effective and that the work in the strand is linked to whole-school priorities for improvement.

Training materials 2003–04

In 2002 the foundation subjects training folder *Training materials for the foundation subjects* was sent to all schools with Key Stage 3 pupils. It contains 14 training modules about teaching and learning. They are organised in four sections: planning and assessment; teaching repertoire; structuring learning; knowing and learning. Four key messages leaflets summarise the contents of each of the four sections of the training folder.

The foundation subjects training materials for 2003–04 consist of three new foundation subjects management modules, together with this management guide. The three new foundation subjects management modules are:

Management Module 1 – Auditing and action planning to raise standards

Management Module 2 – Using the foundation subjects training folder and *Literacy across the curriculum*

Management Module 3 – Dissemination strategies

These new management modules are designed to be used to improve the process of auditing and action planning, and to facilitate the use of the 14 modules on teaching and learning in the foundation subjects training folder *Training materials for the foundation subjects*, together with the *Literacy across the curriculum* folder.

In 2001 the *Literacy across the curriculum* training folder was sent to all schools. It contains 13 modules. The links between the foundation subjects training material and the *Literacy across the curriculum* folder are summarised in the key messages leaflet *The foundation subjects and literacy across the curriculum*.

The foundation subjects training materials are underpinned by the following set of principles for teaching and learning. These principles underpin all the strands of the Key Stage 3 National Strategy and are described in more detail on pages 3 and 4 of the key messages leaflet *Pedagogy and practice*, which has been sent to all schools.

Key Stage 3 National Strategy – principles for teaching and learning

The principles of teaching and learning which guide the work of the Strategy are:

- including all pupils in a culture of high expectations (no child left behind);
- establishing the centrality of literacy and numeracy across the curriculum (reinforcing the basics);
- infusing learning skills across the curriculum (enriching the learning experience);
- promoting assessment for learning (making every child special);
- expanding the teacher's range of teaching strategies and techniques (make learning worthwhile and enjoyable).

Good teaching fosters good learning. Good teaching results when teachers:

- focus and structure the teaching and learning;
- actively engage pupils in their learning;
- develop systematically pupils' learning skills;
- use assessment for learning;
- have high expectations;
- create well-paced teaching;
- establish a settled and purposeful atmosphere.

Using the training material

The 14 foundation subjects training modules, the three new foundation subjects management modules and the 13 *Literacy across the curriculum* modules comprise an extensive portfolio of training materials which will be useful over the medium term, i.e. for several years. They can be used in a twilight CPD session or on a CPD day. They are designed to ensure that participants are:

- active;
- interactive;
- given space to consolidate thinking;
- shown how to put the training into practice.

All the modules have a common structure:

- objectives;
- overview of sessions with timings;
- resources required;
- pre-course task; (*Some modules have a pre-course task*)
- training activities; (*These are accompanied by notes for presenters in which key points are highlighted. These notes are designed to be supportive, not prescriptive. The OHTs and handouts are included in miniature in the text*)
- ready for more? (*Suggestions for further work*)
- photocopiable OHTs, handouts and any appendices which provide further information are included.

Core training programme 2003–04

The programme for the core training is set out in figure 1. The two-day programme consists of eight sessions – three sessions on using the new foundation subjects management modules, a session on linking the foundation subjects materials to whole-school developments, and four sessions to support dissemination back in school (shown in italics).

Figure 1

Core Training Programme – Day 1

	Session title	Objectives
Session 1	<i>Setting the context</i>	<ul style="list-style-type: none"> To provide an overview of the Foundation subjects strand To provide an overview of Key Stage 3 National Strategy developments, particularly in relation to teaching and learning To provide a rationale for the foundation subjects training
Session 2	MM1 – Auditing and action planning to raise standards	<ul style="list-style-type: none"> To promote high-quality auditing and action planning to focus teaching, improve pupils' learning and raise standards To help participants to review their current development priorities and plan further improvement To enable departments to select training and support from the Key Stage 3 Strategy which matches their own needs and priorities To enable participants to disseminate guidance on effective auditing and action planning
Session 3	MM2 – Using the foundation subjects training folder and <i>Literacy across the curriculum</i>	<ul style="list-style-type: none"> To show how the foundation subjects and <i>Literacy across the curriculum</i> training materials can be used together to improve classroom practice and raise standards To enable participants to plan the use of the foundation subjects training materials and the <i>Literacy across the curriculum</i> folder in their own departments To enable participants to disseminate ideas for the effective use of the training folders for the foundation subjects and <i>Literacy across the curriculum</i>
Session 4	<i>Dissemination – Day 1</i>	<ul style="list-style-type: none"> To plan the dissemination of the training within their department and to provide materials to support dissemination across the school

Core Training Programme – Day 2

	Session title	Objectives
Session 5	<i>Report back</i>	<ul style="list-style-type: none"> To recap key messages from day 1 To share experiences of dissemination activities To improve the way schools ensure that all teachers benefit from core training
Session 6	MM3 – Dissemination strategies	<ul style="list-style-type: none"> To promote collaborative working within and between departments To present and consider a range of effective strategies to support dissemination in school
Session 7	<i>Linking the foundation subjects materials to whole-school developments</i>	<ul style="list-style-type: none"> To provide an overview of the Key Stage 3 National Strategy sustaining improvement modules on coaching, running networks and building capacity To enable participants to consider how they will use these materials together with the foundation subjects and <i>Literacy across the curriculum</i> materials
Session 8	<i>Dissemination – Day 2</i>	<ul style="list-style-type: none"> To enable participants to review their work to date To reflect on the key messages of core training To plan further work to be carried out in school

Dissemination in school

The core training is provided for one representative from each school. The training will equip them to disseminate the information received, train departmental colleagues and make a significant contribution to whole-school improvement work. Successful dissemination is an ongoing process, not a one-off event. It requires strategic leadership and support from senior managers to ensure that the expertise teachers develop through training can be used, enhanced, extended and sustained.

Successful dissemination will involve the following actions.

- **Sharing information from training**

The school audience for information and training will consist of departmental colleagues, teachers working in other departments and the school senior management team.

- **Providing training in school**

Training may be provided at departmental meetings or in school CPD sessions. The 14 foundation subjects training modules, the three new foundation subjects management modules and the 13 *Literacy across the curriculum* modules are designed to be used by school trainers.

- **Observation**

Peer observation is an excellent vehicle for sharing and developing practice. More will be learned by those involved if there is a clear focus for the observation, such as explaining skills or managing whole-class discussion, with an observation schedule to guide the observation and subsequent discussion.

- **Collaborative working**

Collaborative working may involve a range of activities including joint planning, team teaching, modelling, mentoring and coaching. In this context modelling involves demonstrating a strategy or approach which is underpinned by an explicit rationale or theory. Mentoring is a process in which the mentor guides the overall development of a less-experienced colleague.

- **Coaching**

Coaching is a process by which a practitioner with a particular expertise works with and supports a less-experienced colleague to develop that expertise. Video is a powerful but underused tool to support coaching. Video of innovatory or good practice is convincing evidence and a good indicator of a changing school culture. However, some teachers are uncomfortable about the process, so proceed with sensitivity. Teachers who are filmed should be regarded as owning the video and their permission should be sought before it is used.

- **Linking to other school improvement activities**

Senior managers have a key role to ensure that developments are coherent and consistent with their school improvement activities and address the school's development priorities and targets.

- **Participating in networks**

Teachers are more likely to continue to develop their practice and innovate if they are part of a wider network. These networks might be run within school on themes such as learning styles or assessment for learning, across the LEA as subject groups or theme groups, or linked to a higher education institution. Consider what opportunities are available within school and beyond.

- **Stages of dissemination**

It is helpful to see the process of dissemination as taking place in stages. Begin with 'getting started' and 'reviewing current practice' and work through to 'sharing good practice' and 'wider dissemination'. These stages are shown in the left-hand column on figure 2. The various activities undertaken at each stage are shown in the middle column on figure 2. These activities require the active support of senior managers and, as dissemination proceeds, the nature of the support required changes. These support activities are shown in the right-hand column on figure 2. It should be noted that although the process is presented in a linear sequence in figure 2, activities may overlap or run concurrently and will be closely linked to the school improvement cycle.

Figure 3 shows a case study of dissemination in a history department.

Figure 2

Dissemination

Activities

Support required

Getting started

- Attend core training.
- Share information in school with SMT and departmental colleagues.

- Senior manager(s) discuss foundation subjects' development needs.
- Select school representative.
- Provide meeting time to share information in school.

Reviewing current practice

- Review audit findings and departmental action points.

- Provide SMT support and/or external support for review process.
- SMT link action points to whole-school priorities.

Planning and using training

- Consider training needs.
- Identify and provide appropriate training input.

- Provide CPD time.

Developing collaborative work

- Joint planning.
- Team teaching.
- Observation.
- Videoing lessons.

- Provide encouragement and support for collaborative work.
- Provide resources, e.g. cover time, as required.

Sharing good practice

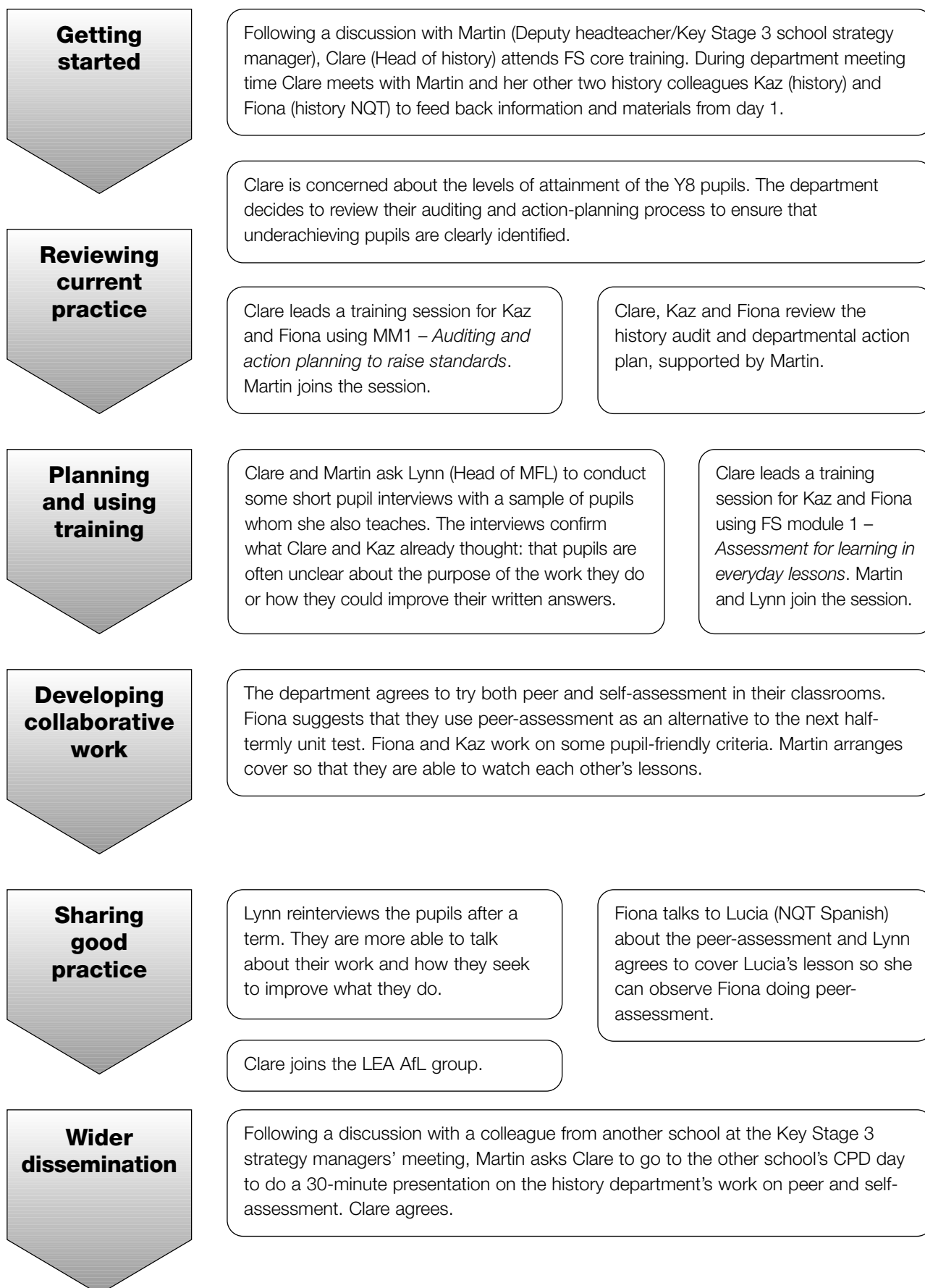
- Provide coaching for a colleague.
- Join networks.
- Undertake action research.

- Provide opportunities to share good practice in school.
- Make links to LEA networks.
- Develop coaching programme.
- Support individual teachers undertaking action research.
- Promote links to higher education institution for possible accreditation of work.
- Plan for sustainable development and sharing of good practice.

Wider dissemination

- Provide opportunities for disseminating good practice/outcomes more widely in schools and beyond.

Figure 3 – History department case study



Dissemination in school – materials to help you feed back

The purpose of these brief notes and the four handouts/OHTs A–D is to enable you to share the main messages from the core training with colleagues in school. The four handouts/OHTs could be used as an introduction, lasting 30 minutes or so, leading to a discussion about the development of further work in the foundation subjects.

Handout/OHT A

Use handout/OHT A to describe the principles for teaching and learning which underpin the foundation subjects training materials. Refer to the key messages leaflet *Pedagogy and practice*, pages 3 and 4, where the principles are described in more detail.

Distribute the four key messages leaflets from the foundation subjects training folder. Explain that the purpose of the leaflets is to:

- summarise the information in handy form;
- aid dissemination;
- provide some ideas for linking the training to current needs and levels of expertise;
- suggest ways to follow up training.

Refer to the 'Where next?' sections of the leaflets. Is your department 'at an early stage' or have you already developed some expertise which you wish to build on and refine?

Distribute the key messages leaflet *The foundation subjects and literacy across the curriculum*. Say that the two training folders are designed to work together. Point out the summary of the *Literacy across the curriculum* modules on page 2 of the leaflet and the identified links between the foundation subjects and *Literacy across the curriculum* on page 3.

Handout/OHT B

Use handout/OHT B to set out the main challenge for 2003–04 and to describe the contents of the three new management modules designed to address the challenge.

Stress that the Foundation subjects strand is far more than simply a set of training materials. Successful implementation involves the use of these materials in the wider context of whole-school improvement. The materials support the main aspects of the improvement process:

- auditing and action planning to identify the key action points which will bring about the greatest improvements in teaching and learning and raise standards;
- the use of training materials, trying out and developing new practices through collaborative working with colleagues;
- review and reflection to affirm and extend new practice.

Distribute the key messages leaflet *Foundation subjects core training 2003–04*.

Handout/OHT C

Use handout/OHT C to outline possible dissemination strategies. Acknowledge those already used in your department/school and identify those which are so far underdeveloped.

Handout/OHT D

Handout/OHT D provides a summary of the various dissemination activities linked with each of the three foundation subjects management modules. It may be used together with *Appendix 1 – Dissemination planner* to plan work in departments or at whole-school level, as appropriate.

Principles for teaching and learning

The principles which guide the Key Stage 3 Strategy are:

- including all pupils in a culture of high expectations (no child left behind);
- establishing the centrality of literacy and numeracy across the curriculum (reinforcing the basics);
- infusing learning skills across the curriculum (enriching the learning experience);
- promoting assessment for learning (making every child special);
- expanding the teacher's range of teaching strategies and techniques (make learning worthwhile and enjoyable).

Good teaching fosters good learning

Good teaching results when teachers:

- focus and structure the teaching and learning;
- actively engage pupils in their learning;
- develop systematically pupils' learning skills;
- use assessment for learning;
- have high expectations;
- create well-paced teaching;
- establish a settled and purposeful atmosphere.

Foundation subjects training 2003–04

The challenge – to increase the effectiveness of the strand in improving pupils' attainment by:

- ensuring effective auditing and action planning;
- ensuring effective use of the foundation subjects training materials;
- improving dissemination;
- developing capacity for sustainability.

Foundation subjects management modules

MM1 – Auditing and action planning to raise standards

MM2 – Using the foundation subjects training folder and
Literacy across the curriculum

MM3 – Dissemination strategies

Dissemination in school

- Sharing information from training
- Providing training in school
- Observation
- Collaborative working
- Coaching
- Linking to other school improvement activities
- Participating in networks

Dissemination activities

MM1 – Auditing and action planning to raise standards

- Provide Management Module 1 training
- Use handout 1.2 to evaluate your auditing and action-planning process
- Use handout 1.3 to review your use of sources of evidence
- Use handout 1.7 to evaluate your action plan

MM2 – Using the foundation subjects training folder and *Literacy across the curriculum*

- Provide Management Module 2 training
- Use handout 2.9 to plan further work using foundation subjects and *Literacy across the curriculum* modules

MM3 – Dissemination strategies

- Provide Management Module 3 training
- Use handout 3.3 to review dissemination methods in your department/school and plan further work

Dissemination in school – planning dissemination

Autumn 2003	
Action	Outcomes
<ul style="list-style-type: none"> Senior managers identify a school representative to attend the two-day foundation subjects core training. The school foundation subjects representative should be a foundation subjects teacher who is capable of working with senior managers and subject leaders to lead dissemination of information and training in school. 	<ul style="list-style-type: none"> School foundation subjects representative is selected and briefed about his/her role in the training and dissemination.
<ul style="list-style-type: none"> School foundation subjects representative attends core training day 1. 	<ul style="list-style-type: none"> School foundation subjects representative is equipped with information and training materials for in-school dissemination.
<ul style="list-style-type: none"> School representative meets with senior managers to share information and training materials from the foundation subjects core training day 1. Senior managers reflect on key messages from training and prioritise areas for development in their school. Senior managers review current arrangements for supporting, coordinating and monitoring foundation subjects developments to ensure appropriate systems are in place. 	<ul style="list-style-type: none"> Senior managers are familiar with the management guide and training materials and are able to plan dissemination in the context of the school improvement plan.
<ul style="list-style-type: none"> Senior managers hold a briefing for staff, in which: <ul style="list-style-type: none"> the school foundation subjects representative feeds back on foundation subjects core training day 1; the senior managers outline the implications for school development in the context of the school improvement plan; the senior managers set out the next steps for departments and explain how developments will be supported and coordinated and how progress will be monitored. 	<ul style="list-style-type: none"> All teachers are better informed about the training materials available for foundation subjects. All teachers can see how the materials can support the school's improvement priorities. All teachers are prepared to consider how they can be used to support developments in their subject. All teachers have access to copies of the key messages leaflets for foundation subjects.
<ul style="list-style-type: none"> Subject leaders in identified subject areas discuss messages and review materials from foundation subjects core training day 1 with their own departments (supported by the school representatives as appropriate). Senior managers hold joint meeting with the appropriate subject leaders to agree overall strategies for implementation. 	<ul style="list-style-type: none"> The departments have matched training materials to their priorities and needs and planned actions to be taken. Foundation subjects developments are strategically managed.

Spring 2004	
Action	Outcomes
<ul style="list-style-type: none"> • School representative attends foundation subjects core training day 2. 	<ul style="list-style-type: none"> • School representative is equipped with information and training materials for in-school dissemination.
<ul style="list-style-type: none"> • School representative meets with senior managers to share information and training materials from foundation subjects core training day 2. • Senior managers reflect on key messages from training and prioritise areas for development in their school. • Senior managers review current arrangements for supporting, coordinating and monitoring foundation subjects developments to ensure systems remain appropriate. 	<ul style="list-style-type: none"> • Senior managers are familiar with the information and training materials and are able to plan dissemination in the context of the school improvement plan.
<ul style="list-style-type: none"> • Senior managers link the foundation subjects day 2 material (foundation subjects management module 3) with the Key Stage 3 strategy manager training on sustaining improvement, to inform the school's professional development programme for all staff. 	<ul style="list-style-type: none"> • Individual professional development programmes support staff in achieving their departmental objectives. • A coherent approach to training and professional development is evident in the school improvement plan.
<ul style="list-style-type: none"> • Subject leaders in identified departments discuss key messages and review materials from foundation subjects core training day 2 with their own departments (supported by the school representatives as appropriate). • Senior managers hold joint meeting with the appropriate subject leaders to agree overall strategies for implementation. 	<ul style="list-style-type: none"> • Departmental action plans are adjusted to take account of the use of foundation subjects training materials and the need for follow-up work. There is sharing and developing of best ideas and practice across the department. • There is sharing and developing of best ideas across the identified departments.

Summer 2004	
Action	Outcomes
<ul style="list-style-type: none"> Senior managers evaluate early progress with foundation subjects action plans in selected departments. 	<ul style="list-style-type: none"> Outcomes from monitoring are reviewed by the school's Key Stage 3 Strategy group, the senior management team and the governors. Evaluation focuses on the impact on the quality of teaching and learning and on pupils' standards.
<ul style="list-style-type: none"> Senior managers support continued foundation subjects developments. 	<ul style="list-style-type: none"> Time and resources for the foundation subjects strand allocated in the school improvement plan, for group training, classroom observations, collaboration and networking.
<ul style="list-style-type: none"> Senior managers observe and sometimes teach foundation subjects lessons to monitor progress and to become better informed about developments in pedagogy. 	<ul style="list-style-type: none"> Senior managers support teachers in making changes to practice. Classroom observations show common approaches and increasing consistency in teaching and learning within and across departments.
<ul style="list-style-type: none"> Senior managers make explicit the links between foundation subjects and <i>Literacy across the curriculum</i> in their whole-school improvement priorities (e.g. see <i>The foundation subjects and literacy across the curriculum</i> key messages leaflet). 	<ul style="list-style-type: none"> Links established between work on <i>Literacy across the curriculum</i> optional modules, <i>Literacy in ...</i> series and the <i>Training materials for the Foundation subjects</i>. Whole-school approaches to teaching and learning and how they raise standards are explicit in school improvement plan.
<ul style="list-style-type: none"> Senior managers plan a coaching programme. 	<ul style="list-style-type: none"> Coaching programme drawn up, with time and resources allocated to support it, identified in the school improvement plan.

Appendices

Appendix 1 – Dissemination planner

This is a planning tool which may be used to plan the stages of dissemination as described on page 10 and illustrated in figures 2 and 3.







Appendix 2 – Making the most of your consultant

This appendix gives guidance on how you can gain maximum benefit from consultant support.

Appendix 3 – Sampling

This appendix provides guidance on using sampling techniques to assess the influence of work done on pupils' learning and standards of attainment.

Appendix 1 – Dissemination planner

Dissemination	What?	Who?	When?
			
			
			
			
			
			

Appendix 2 – Making the most of your consultant

If you have access to a consultant to provide support and training you should think carefully about how you can optimise the use of their time. The impact of targeted support is much greater if the purpose of the work and the desired outcomes in terms of improved performance are clearly specified, the nature of the work to be undertaken is jointly planned by the consultant and the school staff, and the use of any additional funding is clearly defined and agreed.

The consultant should:

- work with the LEA Foundation subjects line manager and school senior management colleagues as appropriate;
- help departments to review their auditing and action planning;
- help departments identify appropriate training modules to meet their identified needs and provide or support training;
- support collaborative working within and between departments and across the school;
- help with the monitoring and evaluation of the impact of the work.

To optimise the use of the consultant's time:

- ensure that the time is spent on the identified priorities, the things that will make a difference rather than on 'great ideas';
- use the consultant to help turn good intentions into classroom reality;
- use your internal expertise and get the consultant to do things you cannot do for yourself;
- draw up a written contract or agreement which sets respective roles and responsibilities of the department/school and the consultant.

The written contract/agreement should:

- be based on the school or department's needs identified through auditing and action planning;
- describe the desired outcomes in terms of improved performance rather than simply activities to be undertaken;
- define the contribution (roles, responsibilities and actions) of the consultant and of the school staff involved;
- describe the use of any additional funding;
- set out monitoring and evaluation responsibilities and strategies.

Appendix 3 – Sampling

Rationale

Sampling the quality of pupils' work is a key aspect of school self-evaluation and improvement. The work sample could be selected to monitor change over time from a benchmark in relation to one group or to compare two groups. Sampling will be different from school to school depending on the nature of the work being done or what is being investigated. The emphasis remains, however, on improving the quality of pupils' learning outcomes and their standards of attainment. Further guidance on organising a work sample is given in *Organising a work sample* DfES 0390/2003.

Methods of sampling

- Scrutiny of pupils' work
- Observation of pupils in lessons
- Interviews with pupils
- Pupil questionnaires
- Formal assessments

What to sample

The decision on what to sample has to be appropriate for the development work being undertaken. Examples might include:

- pieces of written work in a term that demonstrate creative thinking or evaluation (scrutiny of work);
- whether, in their written work, pupils are responding to teachers' written feedback (scrutiny of work);
- the length, nature and quality of pupils' contributions to whole-class discussions (observation of pupils in lessons);
- in whole-class discussions, pupils talking about how they have tackled tasks, developed strategies, reviewed their progress, listened to and learned from others (observation of pupils in lessons);
- asking a small group of pupils what they have learned in particular subjects over half a term, and what has helped them learn (interviews with pupils);
- asking a small group of pupils what feedback they have had on their work in a particular subject, whether they know what it means, how it has helped them and how they are using it (interviews with pupils);
- administering a short questionnaire to a class or group of pupils, as shown overleaf.

Place a tick in one box for each statement. In . . . lessons	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You know what you have learned					
You mostly work from textbooks and worksheets					
You learn from other pupils					
You have to give reasons for your ideas and opinions					

Using the findings

Consider how the findings will be used to inform and refine planning at school, department and individual teacher level. How can lesson design be improved? Are there training implications?