

Module 2

Using the foundation subjects training folder and
Literacy across the curriculum

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

Objectives

- To show how the foundation subjects and *Literacy across the curriculum (LAC)* 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 *Literacy across the curriculum* folder in their own departments
- To enable participants to disseminate ideas for the effective use of the training folders for the foundation subjects and *Literacy across the curriculum*

Session outline

75 minutes

2.1	Overview of the training materials	20 minutes
2.2	Foundation subjects and <i>LAC</i> training – a departmental case study	20 minutes
2.3	Selecting foundation subjects and <i>LAC</i> training materials	30 minutes
2.4	Ready for more?	5 minutes

Resources

- OHTs 2.1 to 2.5
- Handouts 2.1 to 2.9
- Handout 2.5 cut up before start of session
- Key messages leaflets – *Assessment for learning*, *Teaching repertoire*, *Structuring learning*, *Teaching thinking*, and *The foundation subjects and literacy across the curriculum*
- *Training materials for the foundation subjects* folder (FS folder)
- Copies of the *Literacy across the curriculum (LAC)* modules:
 - *Module 2 – Writing non-fiction*
 - *Module 3 – Writing style*
 - *Module 6 – Reading for information*
 - *Module 7 – The management of group talk*
 - *Module 8 – Listening*
 - *Module 9 – Making notes*

Note for presenters

This module requires the assimilation and use of a lot of text. It has been designed so that it can be used as one session or as two or three shorter sessions which could fit into departmental and staff meetings. Task 2.3 requires careful preparation, matching departments' and subject teachers' needs to the curricular priorities and training materials which they will find most relevant.

2.1 Overview of the training materials 20 minutes

Show **OHT 2.1** and outline the objectives for the session.

Objectives **OHT 2.1**

- To show how the foundation subjects and *Literacy across the curriculum (LAC)* 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 *Literacy across the curriculum (LAC)* folder in their own departments
- To enable participants to disseminate ideas for the effective use of the training folders for foundation subjects and *Literacy across the curriculum (LAC)*

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Emphasise that the foundation subjects and *Literacy across the curriculum* training folders are designed to complement each other and are mutually enhancing. The purpose of this session is to explore how they can be used together to improve teaching and learning and raise pupils' standards of attainment.

The foundation subjects folder is a coherent package of training which comprises four sections covering planning, teaching, learning, and thinking and reflection.

Show **OHT 2.2** and explain that the foundation subjects training folder's 14 modules are underpinned by this set of key principles for teaching and learning which are recognisable across the strands. Explain that the principles are described in more detail on pages 3–4 of the key message leaflet *Pedagogy and Practice*, which has been sent to all schools.

Good teaching fosters good learning **OHT 2.2**

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.

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Show **OHT 2.3** listing the 14 foundation subjects training modules, or distribute as **handout 2.1** – *Foundation subjects training modules*. Say that the modules represent an extensive portfolio of training materials which will be useful over the medium term, i.e. for several years.

Foundation subjects training modules	OHT 2.3 - Handout 2.1
Planning and assessment	
1 Assessment for learning in everyday lessons	
2 The formative use of summative assessment	
3 Planning lessons	
Teaching repertoire	
4 Questioning	
5 Explaining	
6 Modelling	
Structuring learning	
7 Starters	
8 Plenaries	
9 Challenge	
10 Engagement	
Knowing and learning	
11 Principles for teaching thinking	
12 Thinking together	
13 Reflection	
14 Big concepts and skills	

Explain that one quick way to access the content of the folder is through the foundation subjects key messages leaflets. There are four, one for each section of the folder.

The purpose of the leaflets is to:

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

Outline the structure of the leaflets using **handout 2.2** – *Using the foundation subjects key messages leaflets* for guidance.

Using the foundation subjects key messages leaflets	Handout 2.2
Key messages leaflets	
There are four foundation subjects key messages leaflets: Assessment for learning, Teaching repertoire, Structuring learning and Teaching thinking. These provide an overview of the key messages for the four sections of training material for the foundation subjects (Paf DfES 0559-2003).	
The leaflets have several distinctive sections as follows:	
• Why it... is important?	
This section reflects what aspects of teaching and learning expertise this group of modules is designed to develop or improve. These then follows a list of the module aims in this section.	
• The key messages of each module	
This section provides a summary of the key messages for each training module.	
• Virtual consultant	
The virtual consultant's comments point out links to other foundation subjects training modules or to the other Strategy material. Sometimes a handbook within a module is highlighted. The virtual consultant will be particularly useful for departments and schools not receiving additional support.	
• Where next...?	
This section encourages teachers at different stages in their professional development to consider ways in which the modules meet their departmental or departmental training needs. It also acknowledges the fact that some teachers will not completely use it to its full potential until they have gained considerable expertise and may want to refer to it for advice on support or coach colleagues.	
Who will find them useful?	
• The leaflets are primarily designed for use by teachers of the foundation subjects, but they are relevant across the curriculum.	
How should they be used?	
The leaflets can be used for a variety of different purposes:	
• to disseminate the content of the training in a convenient, summarised form and to provide some suggestions for practical next steps after the training;	
• to prompt discussions and to provide a shared language for identifying action points and priorities when talking back in departmental events;	
• to help match training materials to professional development needs identified through departmental health, particularly where there is no consultant support;	
• to inform the development of school and departmental teaching and learning policies;	
• to help match training materials to areas for development in school improvement plans;	
• to inform departmental development or improvement plans.	

Then present the task – identifying key messages.

Task

- Participants organise themselves into groups of four.
- Each chooses one of the key messages leaflets. If they have seen them before, they should choose the one with which they are least familiar.
- Participants skim read their leaflet to get a gist of the contents.
- Participants read their leaflet more closely to identify at least five key messages. (They may wish to annotate the leaflet by underlining or highlighting key bits of text.)
- Participants consider any possible links to teaching in their own subject.
- They note any other points or questions which they think of.
- Participants report back to the group on the key messages they have identified, the implications for teaching in their subject and any other comments they have.

Remind everyone to try to come up with at least five key messages for their chosen leaflet.

Do not hold a plenary discussion, but round off the first task by stressing that, in addition to the foundation subjects training folder, the Key Stage 3 Strategy provides other materials which foundation subjects teachers will find useful, notably the *Literacy across the curriculum* and *Numeracy across the curriculum* folders. Pick out some of the *Literacy across the curriculum* links in the 'virtual consultant' section of the leaflets and say that the session will now go on to build on these suggestions to make further connections between *Literacy across the curriculum* and the foundation subjects.

Explain that many foundation subjects teachers have found it helpful to use the *Literacy across the curriculum* training modules in conjunction with the foundation subjects training folder to support their departmental training and development priorities and needs. Refer participants to the key messages leaflet *The foundation subjects and literacy across the curriculum*. Point out the summary of the *Literacy across the curriculum* modules on page 2 of this leaflet and the identified links between the *Literacy across the curriculum* and foundation subjects folders on page 3.

2.2 Foundation subjects and 20 minutes LAC training – a departmental case study

Point out that you are going to ask participants to consider a short case study which demonstrates ways in which teachers have selected and sequenced their use of the training materials from both the foundation subjects and the *Literacy across the curriculum* training folders to help raise standards.

Ask participants to form groups of three. Tell them that you are going to read the text aloud. Explain that:

- it describes a case study of a PE department in Pritchard High School, an 11–16 mixed comprehensive school, and is based on an actual sequence of events;

- the department staffing consists of the head of department and two other subject specialists;
- the case study is based on developmental work of an additional support department working with their foundation subjects consultant for three terms.

Say that the case study is a story of departmental change and development which shows that:

- improvements in teaching are rarely brought about by a single isolated event, such as attendance at a training event (i.e. training does not equal change);
- attendance at training events and use of training materials can act in a number of different ways to initiate, stimulate and guide improvement;
- improvements are more usually the product of a series of related processes which can be enhanced by effective auditing, action planning and considered support from colleagues.

Task

Explain that as the participants listen they should make notes on the case study using **handout 2.3** – *Departmental case study – Pritchard High School PE Department*. In the left-hand column, stages of change in the case study are identified. Make the point that the stages identified are generally applicable to the process of bringing about change in the classroom and so have relevance beyond the individual example being considered.

Departmental case study – Pritchard High School PE department		Handout 2.3	
Stages of change	Satisfactions/achievements	Irritations/obstacles/frustrations	Support and resources
Identify			
Consider an			
Action planning			
Training			
Implementation			
Embedding and spreading			
Evaluating and refining			
Further developments			

Explain that the participants should each note key words and phrases in one of the three blank columns: one person to record satisfactions/achievements, one the irritations/obstacles/frustrations and one the resources and support from others which moved things forward. They should work individually, but then discuss their results in threes. Stress that only key words and phrases need to be recorded and that not all of the columns are relevant for each of the sections. Read the text as a continuous passage, but leave pauses where they are marked (after ‘action planning’ and ‘spreading and embedding’).

Once the passage has been read, give participants a minute to complete any notes then ask them to get into threes to compare their responses and to discuss any messages which the case study provides for using training materials and developing changes in the classroom.

Read this passage

The PE department consisted of Paul, the head of department, Graham, head of boys' PE and Sally, head of girls' PE.

Through their audit process, the department identified the need to improve attainment of Year 9 boys, particularly in 'evaluating and improving their performance'. They were concerned about pupils who switched off towards the end of the year, unless they had chosen PE for GCSE.

The department initially thought the problem was due largely to a lack of pupil engagement and motivation. They decided, with some scepticism, to ask the LEA foundation subjects consultant to observe the department teaching. They doubted whether she could offer much insight, as she was not a PE specialist.

The consultant watched several lessons and talked to some pupils. It was clear to her that pupils were often unclear about what they should be learning and how this linked to previous lessons. She also noticed that, although there was good self- and peer-assessment in Year 10 this was not planned for Year 9. The department were quite surprised by her feedback. They took some time to mull it over, but in the end recognised its validity and decided to act on the advice.

The consultant worked with the department to revise their action plan to focus on training and development using the three foundation subjects planning and assessment modules and, in particular, making objectives clear to pupils.

Pause

Paul attended the LEA optional training on the modules 'Assessment for learning in everyday lessons' and 'The formative use of summative assessment'. The video showing peer assessment in RE made a real impact on him. After he reported this to the department, they realised that 'assessment for learning' was an area of considerable strength at Key Stage 4 but they were not covering it at all at Key Stage 3. As a result, they began to develop sport-specific criteria, based on the National Curriculum levels in PE, written in 'pupil speak' for their Year 9 lessons. These criteria were displayed on the walls of the changing rooms and sports hall.

They were amazed by how pupils responded, both boys and girls. They liked assessing their own and their peers' work, and there were clear signs of improvement in performance and motivation. Some pupils started asking for more information and detail on how to judge performance. They wanted to know how they were doing.

The staff asked pupils to video themselves doing gymnastics. With the help of the ICT department, some of the digital clips were put on the school intranet, with pupils providing a voiceover in which they self-assessed their performances.

As a result of this work, the teachers realised that the tasks they were planning for pupils were not challenging enough to meet higher National Curriculum levels. At the suggestion of the foundation subjects consultant they used the 'Challenge' and 'Questioning' modules to get some new ideas to encourage pupils to think at higher levels. They designed tasks with a greater onus on analysing, synthesising and evaluating and planned questions to emphasise these aspects. Paul insisted that they work collaboratively on these developments during their departmental meeting, which caused Sally problems as it clashed with her Year 10 practice for trampolining and the national finals were looming.

By chance a trainee teacher, Carl, began his school experience work in the department. His tutor had introduced him to teaching thinking in PE. The teachers at Pritchard High School observed Carl using strategies that they could envisage being used to help them build challenge into their own lessons. They decided that a manageable and focused way to introduce thinking skills activities would be through the use of lesson 'starters'. Carl helped them plan these.

Pause

The department, school strategy manager and foundation subjects consultant reviewed the progress made, having undertaken several lesson observations and conducted an interview with a group of Year 9 pupils. The pupils had noticed the changes and liked them. However, there appeared to be two 'sticking points'. Firstly, though they were becoming skilled in using subject-specific terminology as a result of the implementation of assessment for learning approaches, the pupils struggled with the language of evaluation. Secondly, when they were asked to peer-assess in groups, some pupils did not find collaboration easy.

The strategy manager saw a link with whole-school literacy priorities and suggested they involve the school's literacy coordinator to support the department. They used materials in the Literacy across the curriculum module 2 – Writing non-fiction, especially handout 2.4 – Analysing text types: Evaluation, and module 7 – The management of group talk.

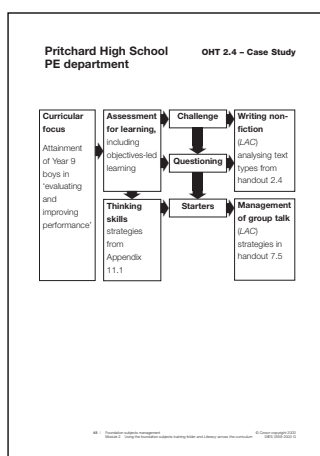
In further developments, the department was asked by the PE adviser to present their work at a PE network meeting and later at the LEA's PE conference. Other departments in the LEA started to contact them about visiting and obtaining their paperwork. This was somewhat time-consuming, but broadened the dialogue about practice and opened up further possibilities for the exchange of ideas.

Handout 2.4 – Departmental case study – Pritchard High School PE Department provides suggested responses for each of the three columns on the response sheet. This can either be used by the presenter to support feedback or can be distributed to the participants after the discussion. Stress that there are no 'right' answers and aspects of the case study can quite reasonably be placed under different stages. Reiterate the point that the stages of change listed in the left-hand column are generally identifiable and so could be used to plan and review other examples of developmental work in departments.

Departmental case study – Pritchard High School PE department			Handout 2.4 1 of 2
Stages of change	Subsidiaries/ achievements/ frustrations	Initiations/obstacles/ frustrations	Support and resources
Audit	<ul style="list-style-type: none"> Identification of an area of achievement for V9 boys 	<ul style="list-style-type: none"> Departmental case study that the basic idea of peer engagement was not met 	
Consultant visit	<ul style="list-style-type: none"> Following the observation – a clear view and discussion about the quality of peer engagement Recognition of good practice in V9 	<ul style="list-style-type: none"> Department's reaction about the quality of support the consultant could provide 	<ul style="list-style-type: none"> Feedback from lesson observation and 'Interview'
Action planning	<ul style="list-style-type: none"> Collaboration between consultant and department in writing the action plan 		<ul style="list-style-type: none"> Consultant support in writing the action plan
Training	<ul style="list-style-type: none"> Feed of department's achievement in the LSA PE training Feed of department's response to the challenge and 'Questioning' modules Departmental participation in training focusing on 'Challenge and 'Questioning' 		<ul style="list-style-type: none"> LSA foundation subjects consultant led training in assessment for learning Consultant support in writing the 'Challenge and 'Questioning' modules

Handout 2.4 2 of 2			
Stages of change	Subsidiaries/ achievements/ frustrations	Initiations/obstacles/ frustrations	Support and resources
Implementation	<ul style="list-style-type: none"> Collection of evidence of success using for V9 lessons Performance – responses – performance – collection and independence Practice of thinking skills strategies across the department 	<ul style="list-style-type: none"> Identifying pupils' difficulties with language of evaluation and writing collaboratively 	<ul style="list-style-type: none"> PE department support in putting focus on the school's interest in peer review Carl's support in developing 'thinking skills' starter activities
Embedding and spreading	<ul style="list-style-type: none"> Increased level of challenge in lessons Increased teacher questioning Collaborative planning of tasks and lessons 	<ul style="list-style-type: none"> Collecting evidence – collection of planning notes Sharing evidence 	<ul style="list-style-type: none"> Subject literacy coordinator supporting the use of LAC training module by LSA
Evaluating and refining	<ul style="list-style-type: none"> Link to whole-school literacy strategy Lesson observations conducted across the teaching in PE 		<ul style="list-style-type: none"> Review supported by the school strategy manager and PE consultant – lesson observations and peer interviews Shared strategy manager notes link with whole-school literacy priorities
Further developments	<ul style="list-style-type: none"> Developmental work presented by subject leader at PE network meeting and the LSA PE conference Networking with neighbouring PE departments Thinking skills 	<ul style="list-style-type: none"> Tutor 	<ul style="list-style-type: none"> PE adviser coordinated the initial networking and collaboration across schools

In a plenary discussion, use **OHT 2.4** – Pritchard High School PE department and the notes below to summarise the case study and to field responses.



Key points

- The case study shows the importance of beginning with thorough auditing and action planning.
- It shows the importance of monitoring as the work continues so that adjustments and changes can be made to ensure that development work remains flexible and focused on actual needs and circumstances.
- It demonstrates how one department selected from the foundation subjects and *Literacy across the curriculum* training materials in order to help them improve pupils' standards, in this case a specific area of pupils' underachievement in PE – 'evaluating and improving performance'.
- Many of the modules from the two training folders can be usefully linked in this way to help meet specific training needs.
- Many teachers/departments find it beneficial to have external support when trying out new approaches to teaching and learning. The Pritchard High School PE department gained from the advice and support of the foundation subjects consultant, the school's Key Stage 3 strategy manager, the trainee PE teacher and the school's literacy coordinator.
- Collaboration and discussion is significant in helping to clarify thinking, refine methods and affirm work.
- The Foundation subjects strand is far more than a set of training materials. To lead to change, the use of the materials must be embedded within a process which begins with auditing and action planning and moves through training, implementation and review.

2.3 Selecting foundation subjects and LAC training materials 30 minutes

Explain to participants that they are going to carry out a collaborative planning activity using the foundation subjects training folder and a selection of modules from *Literacy across the curriculum*.

Point out that the purposes of the activity are:

- to enable them to consider in greater detail the training modules themselves;
- to consider how the training materials can be combined in a complementary way to meet identified CPD needs which can lead to improvements in pupils' standards;
- to raise their awareness of the structure and content of the training materials in order to improve their confidence to work within and beyond their department.

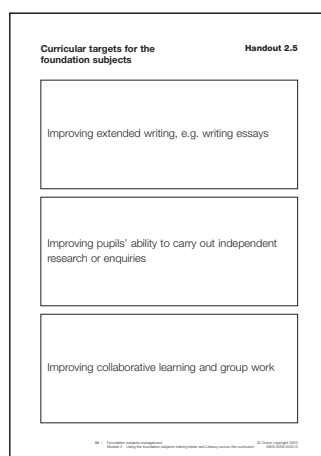
Three possible targets for curricular improvement are provided as a stimulus for this activity:

- improving extended writing, e.g. writing essays;
- improving pupils' ability to carry out independent research or enquiries;
- improving collaborative learning and group work.

These targets are commonly identified by teachers of foundation subjects as aspects of the curriculum which need to be improved. Some are perceived as being more important in certain subjects at Key Stage 3. Presenters should set up the group work task in order to allow teachers to consider one of the three aspects which they believe is most important to improving pupils' standards in their own subject. Presenters will need to plan the groupings according to teachers' subject specialisms so that the curricular 'issues' assigned to individual groups should apply to those teachers in the group. For example, teachers of creative arts/PE may find 'group work' the most relevant issue to consider; humanities teachers might focus on extended writing or independent research.

Organise participants into groups of four and ask them to subdivide into pairs for the first part of the activity. Provide each group of four with:

- one card which states the curricular target they are going to plan for (see **handout 2.5** – *Curricular targets for the foundation subjects* which will need to be cut up in advance of the training);
- a copy of the relevant handout (part 1, 2 or 3 from **handout 2.6** – *Planning CPD from the foundation subjects and LAC training materials*) on which they can record their findings from the task;
- the selected training modules (2 foundation subjects and 2 LAC) which will be relevant for the curricular target they are planning for.



Handout 2.6
1 of 3

Planning CPD from the foundation subjects and LAC training materials

Improving extended writing, e.g. writing essays

Module	Promising ideas/materials to use in training
Principles for teaching writing Foundation subjects	
Modeling Foundation subjects	
Writing non-fiction Literacy across the curriculum	
Writing state Literacy across the curriculum	

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Handout 2.6
2 of 3

Improving pupils' ability to carry out independent research or enquiries

Module	Promising ideas/materials to use in training
Assessment for learning in everyday lessons Foundation subjects	
Challenge Foundation subjects	
Reading for pleasure Literacy across the curriculum	
Making notes Literacy across the curriculum	

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Handout 2.6
3 of 3

Improving collaborative learning and group work

Module	Promising ideas/materials to use in training
Thinking together Foundation subjects	
Questioning Foundation subjects	
The management of group talk Literacy across the curriculum	
Learning Literacy across the curriculum	

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Explain that one pair will choose **one** of the two foundation subjects modules to work on whilst the other pair will choose **one** of the two *LAC* modules to consider. (If there is more than one group of four for any of the three curricular targets, organise the task so that all four of the modules for that target are considered by the groups.) Say that they will have about 15 minutes for this initial activity and should use column two of handout 2.6 – *Planning CPD from the foundation subjects and LAC training materials* to record numbers of the sections, appendices, page numbers, handouts or OHTs which include promising ideas or materials that they could use in training and working with colleagues.

To provide further help for the task, explain that they should be trying to identify the key points and practical ideas in each of the modules. These might be:

- theory, e.g. Bloom's taxonomy;
- teaching and learning strategies, e.g. the teaching sequence for writing;
- training activities (e.g. identifying outstanding performance in your subject);
- classroom support materials (e.g. annotated examples of writing, strategies for teaching thinking).

After 15 minutes, explain that the pairs are to join together in groups of four and, with just three minutes each, present a summary to the group on the module they have each considered. Try to be firm about the timing of the activity so that participants are encouraged to be brisk and to the point. Ask the groups of four to spend a couple of minutes trying to identify potential links between the modules they have collectively considered and to discuss each of the curricular targets. As a means of fielding responses, use completed **handout 2.7**– *Planning CPD from the foundation subjects and LAC training materials*, which lists some possible 'answers' to the task.

Planning CPD from the foundation subjects and LAC training materials		Handout 2.7 1 of 3
Improving extended writing, e.g. writing essays		
Module Principles for teaching literacy Foundation subjects	Promoting ideas/materials to use in training Activity in 11.1 'What is outstanding performance?' and slide 11.3 Handout 11.2 Appendix 11.1	
Modelling Foundation subject	Handout 6.1 (pre-course task) Handout 6.2 and 6.3 OHT 6.6 The task notes responses	
Writing non-fiction Literacy across the curriculum	OHTs 2.1, 2.2, 2.3 Handouts 2.3 and 2.4	
Writing state Literacy across the curriculum	Handout 2.1 Handouts 2.2, 3.3, 3.4 and the accompanying notes (pp. 24-25) OHTs 2.1, 2.11	

Handout 2.7 2 of 3	
Improving pupils' ability to carry out independent research or enquiries	
Module Assessment for learning in literacy lessons Foundation subjects	Promoting ideas/materials to use in training OHTs 1.2, 1.3 Handout 1.2, 1.3 Appendix 11.1 (pre-course task)
Challenge Foundation subject	OHTs 2.2, 2.3 OHT 2.4 plus accompanying notes p. 212 Handouts 2.1, 2.2 (plus debriefing notes pp. 228-9) The video resources Handouts 2.4, 2.5
Reading for information Literacy across the curriculum	Handout 6.5 OHTs 6.1 to 6.12
Making notes Literacy across the curriculum	Handout 3.1 OHTs 3.1 to 3.4

Handout 2.7 3 of 3	
Improving collaborative learning and group work	
Module Thinking together Foundation subjects	Promoting ideas/materials to use in training OHT 12.6 Handouts 12.1, 12.2 (pre-course task) Handouts 12.5, 12.6, 12.7 Appendix 12.1
Questioning Foundation subjects	OHTs 4.3, 4.4, 4.6 Handouts 4.2, 4.3, 4.4, 4.7 Video resource and debriefing notes (p.28) Appendix 4.1
The management of group talk Literacy across the curriculum	OHT 7.2 Handouts 7.2 to 7.8
Labelling Literacy across the curriculum	OHT 8.7 Handout 8.4

Next explain that they have 5 minutes to consider how they might use this work in their lessons. Show **OHT 2.5** or distribute **handout 2.8** – *From training to departmental action*, which already includes some ideas participants can try out. Encourage them to think of approaches that will embed the new ideas in classroom practice and to spread them within departments.

From training to departmental action	OHT 2.5
<ul style="list-style-type: none"> • Trialling in teaching • Observing a colleague • Collaborative short-term planning • Collaborative medium-term planning • Discussion and reflection in departmental meetings • Peer coaching • Doing some of the 'Ready for more?' suggestions • Other 	

From training to departmental action	Handout 2.8
Trialling in teaching Observing a colleague Collaborative short-term planning Collaborative medium-term planning Discussion and reflection in departmental meetings Peer coaching Doing some of the 'Ready for more?' suggestions Other	

Take feedback, identifying useful starting points, possible sticking points where external support might be useful and interim activities which enable teachers to plan and use their developing repertoire in the classroom. If you have more than one group focusing on any particular curricular target, draw out the comparisons between the emerging planning and identify reasons for any differences in approach, e.g. the starting points for different subjects or the strengths, needs and interests of different teachers.

2.4 Ready for more?

5 minutes

Use **handout 2.9** – *Ready for more?* and explain that it lists some possible ways to develop the ideas and materials from this session in school. Ask participants to suggest other possible courses of action which would be most appropriate for their own context.

Ready for more?	Handout 2.9
<ul style="list-style-type: none">• In departments or as a whole school, use The Foundation subjects and literacy across the curriculum key messages table to consider which modules of the training folders could be selected and the best order in which they could be used to run in-house CPD programmes which address your own particular priorities.• Identify which aspects of the training would benefit from external support, for example through LEA, optional training, networking, or, where available, consultancy support.• Identify some training or related modules from foundation subjects and LAC. Refer to school or departmental priorities. Then follow it up using some of the ideas suggested in handout 2.9, such as: taking in teaching; opening a colleague; collaborative medium; and forum planning. Using some of the 'Ready for more?' suggestions in the modules, undertake peer coaching.• Use the stages of change identified in the case study in this module to plan work on a development priority in your own department, identifying useful starting points and also possible sticking points which external support might be useful.• In order to develop further the links with literacy, review the Literacy in ... boxes which contain subject-specific training material and assessment for use in schools – art and design, citizenship, design and technology, geography, history, ICT, music, PE, RE, and science.	
<small>© Crown Copyright 2003 DfES Literacy across the curriculum: training folder and Literacy across the curriculum</small>	

Objectives

OHT 2.1

- To show how the foundation subjects and *Literacy across the curriculum (LAC)* 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 *Literacy across the curriculum (LAC)* folder in their own departments
- To enable participants to disseminate ideas for the effective use of the training folders for foundation subjects and *Literacy across the curriculum (LAC)*

Good teaching fosters good learning OHT 2.2

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 modules

OHT 2.3 – Handout 2.1

Planning and assessment

- 1 Assessment for learning in everyday lessons
- 2 The formative use of summative assessment
- 3 Planning lessons

Teaching repertoire

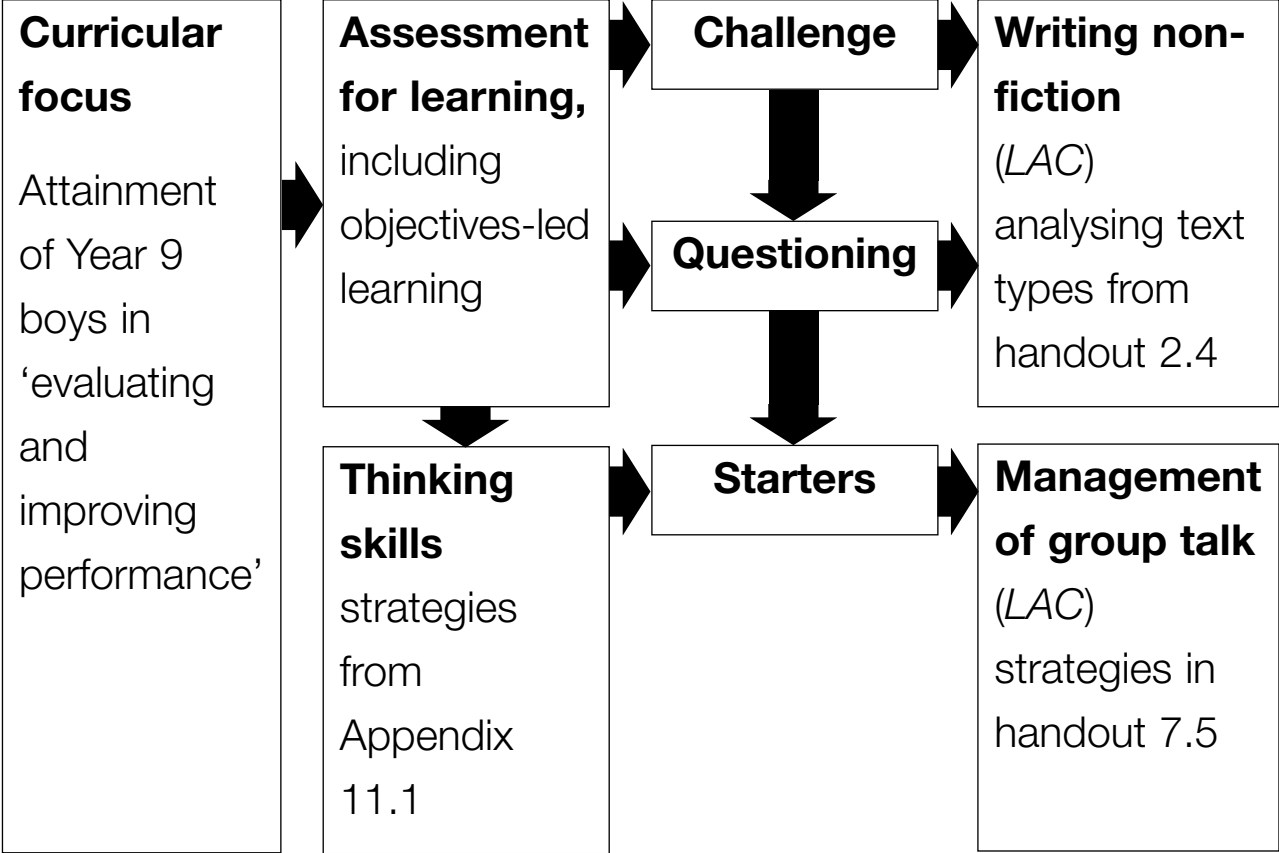
- 4 Questioning
- 5 Explaining
- 6 Modelling

Structuring learning

- 7 Starters
- 8 Plenaries
- 9 Challenge
- 10 Engagement

Knowing and learning

- 11 Principles for teaching thinking
- 12 Thinking together
- 13 Reflection
- 14 Big concepts and skills



From training to departmental action

OHT 2.5

- Trialling in teaching
- Observing a colleague
- Collaborative short-term planning
- Collaborative medium-term planning
- Discussion and reflection in departmental meetings
- Peer coaching
- Doing some of the 'Ready for more?' suggestions
- Other

Using the foundation subjects key messages leaflets

Handout 2.2

Key messages leaflets

There are four foundation subjects key messages leaflets: *Assessment for learning*, *Teaching repertoire*, *Structuring learning* and *Teaching thinking*. These provide an overview of the key messages for the four sections of *Training materials for the foundation subjects* (Ref: DfES 0350/2002).

The leaflets have several distinctive sections as follows.

- **‘Why is . . . important?’**
This section explains what aspects of teaching and learning expertise the group of modules is designed to develop or improve. There then follows a list of the module titles in this section.
- **The key messages of each module**
This section provides a summary of the key messages for each training module.
- **Virtual consultant**
The ‘virtual consultant’ comments point out links to other foundation subjects training modules or to the other Strategy material. Sometimes a handout within a module is highlighted. The virtual consultant will be particularly useful for departments and schools not receiving ‘additional support’.
- **‘Where next . . .’**
This section encourages teachers at different stages in their professional development to consider ways in which the modules might meet identified individual or departmental training needs. It acknowledges the fact that some teachers will be completely new to a skill or approach whilst others will have considerable expertise and may want to refine their own practice or support or coach colleagues.

Who will find them useful?

- The leaflets are primarily designed for use by **teachers of the foundation subjects**, but they are relevant across the curriculum.

How should they be used?

The leaflets can be used for a variety of different purposes:

- to disseminate the content of the training in a convenient, summarised form and to provide some suggestions for practical next steps after the training;
- to prompt discussion and to provide a shared language for identifying action points and priorities when carrying out a departmental audit;
- to help match training materials to professional development needs identified through departmental audits, particularly where there is no consultant support;
- to inform the development of school and departmental teaching and learning policies;
- to help match training materials to areas for development in school improvement plans;
- to inform departmental development or improvement plans.

Departmental case study – Pritchard High School PE department

Handout 2.3

Stages of change	Satisfactions/ achievements	Irritations/obstacles/ frustrations	Support and resources
Audit			
Consultant visit			
Action planning			
Training			
Implementation			
Embedding and spreading			
Evaluating and refining			
Further developments			

Departmental case study – Pritchard High School PE department

Handout 2.4

1 of 2

Stages of change	Satisfactions/ achievements	Irritations/obstacles/ frustrations	Support and resources
Audit	<ul style="list-style-type: none"> • Identification of an area of underachievement for Y9 boys. 	<ul style="list-style-type: none"> • Departmental view that the issue stemmed from lack of pupil engagement and motivation. 	
Consultant visit	<ul style="list-style-type: none"> • Following the observation – a clear view and acceptance about the causes of pupil disengagement. • Recognition of good practice in Y10 lessons. 	<ul style="list-style-type: none"> • Department's scepticism about the quality of support the consultant could provide. 	<ul style="list-style-type: none"> • Evidence from lesson observation and pupil 'interviews'.
Action planning	<ul style="list-style-type: none"> • Collaboration between consultant and department in revising the action plan. 		<ul style="list-style-type: none"> • Consultant support in revising the action plan.
Training	<ul style="list-style-type: none"> • Head of department's attendance at the LEA FS training. • Head of department's response to the video showing peer assessment in action. • Departmental participation in training focusing on 'Challenge' and 'Questioning'. 		<ul style="list-style-type: none"> • LEA foundation subjects consultant led training in assessment for learning. • Consultant support to use the 'Challenge' and 'Questioning' modules.

Handout 2.4

2 of 2

Stages of change	Satisfactions/achievements	Irritations/obstacles/frustrations	Support and resources
Implementation	<ul style="list-style-type: none"> • Collaborative development of success criteria for Y9 lessons. • Positive pupil responses – improved performance, motivation and independence. • Injection of thinking skills strategies across the department. 	<ul style="list-style-type: none"> • Sticking points – pupils’ difficulties with language of evaluation and working collaboratively. 	<ul style="list-style-type: none"> • ICT department support in putting video clips onto the school’s intranet. • Trainee teacher Carl’s support in developing ‘thinking skills’ starter activities.
Embedding and spreading	<ul style="list-style-type: none"> • Increased level of challenge in lessons. • Improved teacher questioning. • Collaborative planning of tasks and lessons. 	<ul style="list-style-type: none"> • Conflicting priorities – collaborative planning versus trampolining practice. 	<ul style="list-style-type: none"> • School literacy coordinator supporting the use of LAC training modules by LEA
Evaluating and refining	<ul style="list-style-type: none"> • Link to whole-school literacy priority – literacy standards impacted upon by teaching in PE. 		<ul style="list-style-type: none"> • Review supported by the school strategy manager and FS consultant – lesson observations and pupil interviews undertaken. • School strategy manager notes links with whole-school literacy priorities.
Further developments	<ul style="list-style-type: none"> • Developmental work presented by subject leader at a PE network meeting and the LEA’s PE conference. • Networking with neighbouring PE departments. • Hosting visits. 	<ul style="list-style-type: none"> • Time! 	<ul style="list-style-type: none"> • PE adviser orchestrated the initial networking and collaboration across schools.

Improving extended writing, e.g. writing essays

Improving pupils' ability to carry out independent
research or enquiries

Improving collaborative learning and group work

Planning CPD from the foundation subjects and LAC training materials

Handout 2.6

1 of 3

Improving extended writing, e.g. writing essays

Module	Promising ideas/materials to use in training
Principles for teaching thinking <i>Foundation subjects</i>	
Modelling <i>Foundation subjects</i>	
Writing non-fiction <i>Literacy across the curriculum</i>	
Writing style <i>Literacy across the curriculum</i>	

Improving pupils' ability to carry out independent research or enquiries

Module	Promising ideas/materials to use in training
Assessment for learning in everyday lessons <i>Foundation subjects</i>	
Challenge <i>Foundation subjects</i>	
Reading for information <i>Literacy across the curriculum</i>	
Making notes <i>Literacy across the curriculum</i>	

Improving collaborative learning and group work

Module	Promising ideas/materials to use in training
Thinking together <i>Foundation subjects</i>	
Questioning <i>Foundation subjects</i>	
The management of group talk <i>Literacy across the curriculum</i>	
Listening <i>Literacy across the curriculum</i>	

Improving extended writing, e.g. writing essays

Module	Promising ideas/materials to use in training
Principles for teaching thinking <i>Foundation subjects</i>	Activity in 11.1 'What is outstanding performance?' and slide 11.3 Handout 11.2 Appendix 11.1
Modelling <i>Foundation subjects</i>	Handout 6.1 (pre-course task) Handouts 6.2 and 6.3 OHT 6.6 The two video sequences
Writing non-fiction <i>Literacy across the curriculum</i>	OHTs 2.1, 2.2, 2.3 Handouts 2.3 and 2.4
Writing style <i>Literacy across the curriculum</i>	Handout 3.1 Handouts 3.2, 3.3, 3.4 and the accompanying notes (pp. 24–25) OHTs 3.7, 3.11

Improving pupils' ability to carry out independent research or enquiries

Module	Promising ideas/materials to use in training
Assessment for learning in everyday lessons <i>Foundation subjects</i>	OHTs 1.2, 1.3 Handouts 1.2, 1.3 Appendix 11.1 (pre-course task)
Challenge <i>Foundation subjects</i>	OHTs 9.2, 9.3 OHT 9.4 plus accompanying notes p. 212 Handouts 9.1, 9.2 plus debriefing notes pp. 208–9 The video sequence Handouts 9.4, 9.5
Reading for information <i>Literacy across the curriculum</i>	Handout 6.6 OHTs 6.7 to 6.12
Making notes <i>Literacy across the curriculum</i>	Handout 9.3 OHTs 9.1 to 9.4

Improving collaborative learning and group work

Module	Promising ideas/materials to use in training
Thinking together <i>Foundation subjects</i>	OHT 12.6 Handouts 12.1, 12.2 (pre-course tasks) Handouts 12.5, 12.6, 12.7 Appendix 12.1
Questioning <i>Foundation subjects</i>	OHTs 4.3, 4.4, 4.6 Handouts 4.2, 4.3, 4.4, 4.7 Video sequence and debriefing notes (p.98) Appendix 4.1
The management of group talk <i>Literacy across the curriculum</i>	OHT 7.2 Handouts 7.5 to 7.8
Listening <i>Literacy across the curriculum</i>	OHT 8.7 Handout 8.4

Trialling in teaching
Observing a colleague
Collaborative short-term planning
Collaborative medium-term planning
Discussion and reflection in departmental meetings
Peer coaching
Doing some of the 'Ready for more?' suggestions
Other

- In departments or as a whole school, use *The foundation subjects and literacy across the curriculum* key messages leaflet to consider which modules of the training folders could be selected and the best order in which they could be used so as to 'build' a CPD programme which addresses your own curricular priorities.
- Identify which aspects of the training would benefit from external support, for example through LEA optional training, networking, or, where available, consultancy support.
- Undertake some training on selected modules from foundation subjects and *LAC*, linked to school or departmental priorities. Then follow it up using some of the ideas suggested in handout 2.8, such as: trialling in teaching; observing a colleague; collaborative medium- and short-term planning; doing some of the 'Ready for more?' suggestions in the modules; undertaking peer coaching.
- Use the stages of change identified in the case study in this module to plan work on a development priority in your own department, identifying useful starting points and also possible sticking points where external support might be useful.
- In order to develop further the links with literacy, review the *Literacy in ...* series which contain subject-specific training material and exemplification for use in schools – art and design, citizenship, design and technology, geography, history, MFL, music, PE, RE, and science.