

Chapter 4: Educational initiatives and issues

Each initiative addresses:

- The purpose of the initiative;
- How it is structured and who is involved;
- School-based activities that will affect your role;
- Information and support to which you should have access.

INTRODUCTION

[www.standards.dfes.gov.uk/
keystage3/](http://www.standards.dfes.gov.uk/keystage3/)

www.dfes.gov.uk
www.qca.org.uk
www.standards.dfes.gov.uk

All schools are being encouraged to raise standards. The National Strategies for Numeracy and Literacy have had a significant impact on raising standards in Key Stages 1 and 2. The Key Stage 3 National Strategy is about making education for 11- to 14-year-olds challenging, demanding, vigorous and inspiring across the whole curriculum. The National Strategy aims to ensure that the gains of the literacy and numeracy strategies in primary schools are continued into secondary schools. A key element of the strategy is to support those pupils who start secondary school below the level expected for their age in English and mathematics, implementing programmes to help them catch up with their peers at an early stage. But the Strategy also caters for more able learners, and aims to promote higher standards for all pupils, whatever their starting point and ability level. Pilot schools will focus on the other strands of the strategy; science, ICT and Teaching and Learning in the Foundation subjects (TLF), and these will start to be introduced nationally from 2002/2003.

This chapter will give you a basic understanding of many educational initiatives and issues and what impact they might have on your role. They have been placed in alphabetical order in this section and not in any order of importance.

Each initiative addresses:

- the purpose of the initiative;
- how it is structured and who is involved;
- school-based activities that will affect your role;
- information and support to which you should have access.

BASELINE ASSESSMENT

What is baseline assessment?

www.qca.org.uk/cal/foundation/baseline
www.dfes.gov.uk/a-z/BASELINE_ASSESSMENT.html

When children start school, either in Reception or Year 1, teachers assess what each child knows, understands and can do. This is known as baseline assessment. It normally takes place as part of the everyday classroom activities. Within seven weeks of starting school, baseline assessment has provided a picture of a child's learning needs.

Baseline assessment enables teachers to plan the curriculum appropriately and to provide learning activities that match each child's needs. It also provides a starting point from which schools can measure and monitor a child's progress. This lets them check whether children are achieving as well as they should, as they move up the school.

What is the Foundation Stage Profile?

For more information on the foundation stage, see 'Filling the Gaps' in this series

In September 2002, the Foundation Stage Profile will replace the previous arrangements. The Profile will be completed for each child during the second half of the summer term, and will sum up each child's progress and learning needs in relation to the Early Learning Goals at the end of the foundation stage.

What is the intended outcome?

The results of baseline assessment can be used to give a profile of the intake of a particular year group and of individual children; this enables the teacher to plan the curriculum and to provide learning activities that match each child's needs.

How will this affect me in the classroom?

You could be asked to cover for a teacher who is completing baseline assessment or, from summer 2003, a Foundation Stage Profile. This might mean that the class teacher will be in the room observing the children. If you are employed as a Reception teacher, you will be required to complete the assessments. As a Nursery teacher, you will need to keep evidence of children's development, to enable the baseline assessment to be completed.

Which other members of staff will be involved and what is my responsibility?

The co-ordinator for the foundation stage will be responsible for baseline assessment and will work with you if you are the class teacher. It is the head teacher who has overall responsibility and who reports the results to the local education authority (LEA).

To whom should I turn for advice?

Discuss the assessment arrangement with your line manager. Check the websites for up-to-date information.

BEACON SCHOOL STATUS

What is a 'Beacon School'?

Beacon Schools are schools that have been identified as amongst the best performing in the country. They represent examples of successful practice that are to be brought to the attention of the rest of the education service, with a view to spreading that effective practice to other schools. Beacon Schools are expected to work in partnership with other schools to pass on their particular areas of expertise and so help others to reach the same high standards as themselves.

www.dfes.gov.uk

What kind of support do Beacon Schools receive?

In September 2001, the national network of Beacon Schools consisted of 1,000 schools. The Government White Paper '*Schools: achieving success*' (Sept 2001) sets out plans to expand the number of secondary Beacon Schools to 400 by 2005 and introduces the concept of Advanced Beacon Schools. The first stage will be a further expansion of around 150 schools across all phases from September 2002. You can find out which Beacon Schools are in your region by visiting the DfES website.

Beacon Schools receive an additional annual sum of money direct from the DfES. This must be spent on activities linked to the Beacon contract. Accountability is inherent in the Beacon ideal; an annual audit is carried out each year and the added value assessed.

Do Beacon Schools differ from other schools?

Beacon Schools are ordinary neighbourhood schools, which have been identified as models of best practice. As such, you would expect the head teacher and staff to provide you with a warm welcome, as well as first-class professional guidance and support. It is likely that there will be a vision and belief that all children deserve the very best, a vision that will be extended to all children and all schools.

What are the implications for me as a supply teacher?

- First and foremost, as a supply teacher in a Beacon School, you must acquaint yourself with the everyday practices of that school.
- School policies should be up to date and available for perusal.
- Planning and practice may be communicated orally, or via an *aide-memoire* or *pro-forma*. However, there could be times when you will need to apply your own tried and tested methods of interpretation and deduction.
- You must be willing and able to put Beacon expectations into practice in your teaching.
- You will need to remain unperturbed by the regular tours of, and frequent visitors to, the school.
- You must expect to be viewed together with the staff team. It is impractical and unlikely that your classroom could escape all Beacon scrutiny.
- You must be flexible, adaptable and willing to ask for help.
- You must be prepared (as are the children) to enter into dialogue about teaching and learning.
- You will be expected to act as an ambassador for the school.

Most Beacon Schools believe that the dissemination of good practice is achieved most successfully by means of a two-way learning process, with mutual benefits for provider and recipient.

CIRCLE TIME

What is Circle Time?

Circle Time is a group learning system that gives all children the opportunity to speak and be heard in a quiet, confidential and comfortable atmosphere. Many classes and whole schools use this system as part of their provision for personal, social and health education (PSHE) and citizenship programmes.

Circle Time is often a weekly timetabled session with the whole class or group. Sitting the children in a circle promotes the notion of equal responsibility.

What are the intended outcomes?

The intended outcomes of Circle Time are to:

- enhance children's self-esteem;
- promote moral values;
- build a sense of team;
- develop social skills;
- promote better relationships and more positive behaviour;
- initiate collective responsibility;
- encourage self-discipline.

How will this affect me in the classroom?

If your school promotes the use of Circle Time, it will be on the timetable. You are expected to lead and take part, as does every member of the class or group. Each group will have a set of rules or moral values and these should be displayed prominently in the room.

Which other members of staff will be involved and what is my responsibility?

It is unlikely that you would be asked to lead Circle Time if you have had no experience. If it is on the timetable, ask your line manager for some information. Often a learning mentor or teaching assistant will be able to explain what prior learning or previous experiences have taken place.

To whom should I turn for advice?

The co-ordinator for PSHE will be the person who can help. There are plenty of commercially produced books and materials about Circle Time.

ETHNIC MINORITY AND TRAVELLER ACHIEVEMENT

What does this mean?

www.standards.dfes.gov.uk/ethnicminorities/

The Standards Fund Grant has been separated into the Ethnic Minority Achievement Grant (EMAG) and the Traveller Education Grant. Many LEAs deal with these together, using one team, and they call it EMTAG. The grants are aimed at children from ethnic minority, traveller and refugee groups to provide additional support for these children through intervention programmes that enable them to access the complete curriculum.

What are the intended outcomes?

The intended outcomes of Ethnic Minority and Traveller Achievement are to:

- raise standards of achievement for ethnic minority groups, which are at risk of underachievement;
- meet the needs of children with English as an Additional Language (EAL);

How will this affect me in the classroom?

- secure improved access to education, more regular attendance and higher levels of attainment for traveller children;
- meet the special needs of refugee children.

This will depend upon the local arrangement for the children from the targeted groups. Each authority will have a plan for spending this grant and each eligible school will have discrete programmes for the children.

Which other members of staff will be involved and what is my responsibility?

For more information on supporting children with EAL, see Chapter 2: Section 7: English as an Additional Language

There might be teachers, classroom assistants and specialist welfare officers involved to meet the needs of these children. Some might be bilingual to assist children with EAL. The additional staff could be appointed by the individual school or by the authority. If you have children from these groups in your class, find out what support there is. Children may be withdrawn from class for extra support or other adults may work alongside you in your classroom.

You might have additional skills that can help; for example, if you are bilingual, you might be the teacher working to support children who are learning EAL.

To whom should I turn for advice?

Your head teacher or line manager, in partnership with the class teacher, is the first person to help with any problems. There will be training and/or local support groups if you are working with children from minority groups. The LEA has the responsibility for overseeing and supporting staff involved in programmes of study (PoS) for minority groups and there will be a specialist co-ordinator. The DfES Ethnic Minority Achievement website aims to support schools and LEAs.

EXCELLENCE IN CITIES**What is Excellence in Cities (EiC)?**

EiC is a targeted programme, which brings additional resources to address the needs of our core urban areas. It is a new approach that increases the diversity of provision for pupils but, at the same time, encourages schools to co-operate to raise standards; it extends learning opportunities for pupils of all abilities and, above all, it starts with the needs of the individual pupil and the challenges they face.

EXCELLENCE IN CITIES: GIFTED AND TALENTED (G&T)**What does this mean?**

www.standards.dfes.gov.uk/excellence/
www.dfes.gov.uk/a-z/GIFTED_AND_TALENTED_CHILDREN.html

Designated schools in EiC areas will have been allocated funding to set up distinct PoS for pupils who are G&T. Each school identifies a cohort of 5 to 10 per cent of its children in the relevant year groups (this will depend upon the local plan), who are gifted and/or talented. The DfES is encouraging schools to be particularly innovative within this area and to work together in clusters or across authorities to share expertise. Primary schools will have a particular focus on transition issues from key stage 2 to key stage 3.

What are the intended outcomes?

The intended outcomes are to:

- help and improve the attainment and motivation of the cohort of children;
- ensure that underachievers and children from disadvantaged backgrounds also benefit from programmes that provide a blend of challenge and support;
- improve the capabilities of schools to make effective provision for G&T children;
- raise the expectations of children and their families;
- encourage schools to work in clusters and share expertise.

How will this affect me in the classroom?

The children you teach could be involved in one or more programmes. They may be withdrawn from class or have distinct programmes of work to do during lesson time. Another teacher or specialist might work alongside you within the class to enrich the experiences for the cohort. You may be required to support the G&T children if you have a particular expertise. Many supply teachers are required to cover for colleagues who are co-ordinating this initiative.

Which other staff will be involved and what is my responsibility?

Each designated school will have a teacher responsible for G&T. This member of staff will have a register of the children involved and a study support programme for the group. The school will have a whole-school policy for G&T children. Find out if your school has a programme and which children are included. Familiarise yourself with the programmes for the children you teach, particularly if they involve enrichment activities within the lessons. Work with the teacher responsible for G&T to ensure full coverage, evaluation and monitoring.

To whom should I turn for advice?

If your school has a programme for G&T children, go to the designated responsible teacher. Your school might not be involved in this initiative, but all schools have children who will come within this category. If you need help with children who need extra support, discuss your concerns with your line manager.

For more information on G&T, see Chapter 2: Section 6: Gifted and talented pupils

EXCELLENCE IN CITIES: LEARNING MENTORS

What does it mean?

Designated schools in EiC areas, which have been allocated funding, will have appointed one or more learning mentors. Learning mentors might, or might not, be trained teachers. They will often have been appointed for the expertise they bring from other related fields of work, which will enhance the pastoral and academic provision for the children. Learning mentors are seen as the 'new profession' in education and they are part of a high-profile initiative. They will have access to a comprehensive induction and training package, designed to enable them to work with children who experience 'barriers to learning'.

www.standards.dfes.gov.uk/excellence/policies/Mentors/

What are the intended outcomes?

Barriers to learning include:

- poor literacy/numeracy skills;
- under-performance against potential;
- poor attendance;
- disaffection;
- danger of exclusion;
- difficult family circumstances;
- low self-esteem.

This is not an exhaustive list; each LEA will have its own list as part of the local plan.

The intended outcomes are to:

- ensure that all children who need a learning mentor will have access to one;
- remove barriers to learning, both inside and outside school;
- target those children who most need help;
- raise standards and reduce truancy;
- provide a complementary service to existing school staff and to others providing services outside school;
- help children identify and access the services they need.

Primary school learning mentors

Primary school learning mentors should focus on:

- transition issues from pre-school to school, infant to junior and junior to secondary;
- working with parents.

How will this affect me in the classroom?

This will vary from school to school. The learning mentor(s) will have knowledge of children in your class who have barriers to learning. Introduce yourself to the learning mentor(s) as soon as you can and seek their advice. The learning mentor may:

- work alongside a pupil or a group in the class;
- withdraw individual children for mentoring sessions;
- be involved with the class during Circle Time;
- contribute support in PSHE lessons;
- monitor attendance and punctuality;
- liaise with mid-day supervisors;
- organise after-school activities or study support.

Which other staff will be involved and what is my responsibility?

All learning mentors will have a line manager. This is usually a senior member of the school pastoral team and, in primary schools, may be the Special Educational Needs Co-ordinator (SENCO). Bear in mind that, although the learning mentor is a trained fellow professional, you retain responsibility for each pupil within your class or teaching group.

To whom should I turn for advice?

If the school has learning mentors, they will be most useful and helpful colleagues, with in-depth knowledge about individual children. Don't hesitate to consult them or their line manager should you have concerns about children. Schools will have a policy and action plan for the deployment of learning mentors and often have information and leaflets for parents and new staff.

EXCELLENCE IN CITIES: LEARNING SUPPORT UNITS

What does it mean?

www.standards.dfes.gov.uk/excellence/policies/LSU/

Designated schools in EiC areas, which have been allocated funding, will have set up Learning Support Units (LSUs). Secondary school units will provide a facility for their own school. Primary school units will provide a facility for a number of schools in a catchment area (usually two or three local schools).

The children who have access to the units will have been identified as those who need particularly intensive support for their learning. There will be access for children on a full- and/or a part-time basis.

The support unit will:

- enable schools to provide separate short-term teaching and support programmes tailored to the needs of difficult children;
- keep disaffected children in school and learning while addressing behaviour difficulties;
- help children to reintegrate into mainstream classes;
- minimise the disruption caused by the most difficult children without excluding them;
- provide a re-entry point for children who have been excluded.

Units will be organised on a therapeutic basis and it is the intention of the programme that they are not viewed as exclusion units or 'sin bins'. Each child who is identified for a place in the unit will have access to a learning mentor.

What are the intended outcomes?

The intended outcomes are:

- to allow the most difficult children to learn in a conducive atmosphere;
- to avoid temporary and permanent exclusions;
- to enable specialist teachers or unit managers to work with difficult or emotionally disturbed children in a facility that has a low adult: pupil ratio;
- to enable other children to learn with a minimum of disruption.

How will this affect me in the classroom?

Children may be withdrawn full-time or part-time from your class to attend the LSU. Unit managers or support assistants working in the LSU will need to liaise with you on PoS for each child. You could have children who are being reintegrated into your class. You might be a subject specialist teacher working in the unit on a part-time basis.

Which other staff will be involved and what is my responsibility?

Each LSU will be staffed with a unit manager and support assistant(s). In secondary schools, subject specialists are likely to teach in the unit on a part-time basis. If children are withdrawn from your class, you remain responsible for them and you should avail yourself of the support from the unit manager and keep up to date on their progress.

To whom should I turn for advice?

Find out from your line manager if a LSU is available. Should there be one, you will be able to seek advice on the management of difficult children and support for a child who is experiencing difficulties in the classroom. Remember, the places are at a premium and entry criteria will be set by the school; it is a good idea to ask for a copy of the entry criteria when you have an initial discussion with your line manager about a child who is causing concern.

HEALTH AND SAFETY: CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH/PORTABLE APPLIANCE TESTING REGULATIONS**What does this mean?**

www.dfee.gov.uk/a-z/COSHH.html

Control of Substances Hazardous to Health (COSHH) regulations govern the use of chemicals that can be hazardous. There are copies of these regulations in each school.

Portable Appliance Testing (PAT) regulations are safety rules related to the use of electrical equipment. All electrical equipment must be tested annually and will have a sticker attached to it with the date it is due for retesting.

What are the intended outcomes?

The intended outcomes are that:

- all schools are safe places for pupils and staff;
- the regulations are implemented and monitored.

If certain chemicals (eg. bleaches) are mixed, they can give off noxious fumes. The regulations are designed to prevent this. Portable appliances (eg. any that is plugged into a socket) can become unsafe through constant handling and wear and tear. The annual test is to check the safety of each appliance.

How will this affect me in the classroom?

It is best that you do not take any cleaning materials or other chemicals, such as bleach or polish, into school. Although a substance can be safe on its own, when mixed with others used in the school, it could be dangerous.

Some teachers decide not to depend upon the school resources and take a tape recorder or CD player into school. If you do wish to use your own electrical equipment, ask the designated person in the school (usually the site manager) to carry out a visual check before you use it. If there is equipment in your classroom that does not have a sticker, or has one that is out of date, do not use the equipment and report it to your line manager.

Which other staff will be involved and what is my responsibility?

Every member of staff (including a supply teacher) is responsible for the health and safety of their working practice. Overall responsibility lies with the head teacher. Any concerns you have should be addressed to your line manager.

To whom should I turn for advice?

The best advice is to take no chances and to report any concerns you have. The site manager of the school should be able to help you, particularly with these two regulations. She or he may be qualified to carry out PAT on equipment and will certainly have attended courses related to the regulations.

LITERACY AND NUMERACY BOOSTER CLASSES FOR YEAR 6

What does this mean?

www.dfes.gov.uk/publications/guidanceonthelaw/16_99/

This is a Standards Fund grant that enables primary schools to provide extra tuition for Year 6 children in literacy and numeracy. The children can be taught in small groups and the teaching will focus upon areas of weakness in their skills and knowledge.

What is the intended outcome?

The intended outcome is to boost the number of children reaching level 4 at the end of key stage 2 by:

- providing additional support in numeracy or literacy;
- training teachers to provide this support;
- improving literacy and numeracy skills in preparation for key stage 3.

How will this affect me in the classroom?

Year 6 children might be withdrawn from your class to attend booster classes or children might attend after-school or lunchtime classes. You could be asked to identify children who need extra help with literacy or numeracy. The selected children are those who are likely to achieve level 4 with extra support but not those who will not reach this level. These other children will be supported via Individual Education Plans (IEPs), part of the Special Educational Needs (SEN) Code of Practice.

You might be asked to teach one or more booster classes; many experienced supply teachers fulfil this role within schools.

Which other staff will be involved and what is my responsibility?

A member of staff, often the assessment co-ordinator – although it may be the literacy or numeracy co-ordinator – will be responsible for booster classes. If you are taking a Year 6 class, ask if booster classes are in operation and how they are organised. Make yourself familiar with the PoS so that you can complement the work in your class. The children will often have additional homework and might need your support to complete it and hand it to the teacher taking the group. You retain your normal class teacher responsibility for children withdrawn from your class.

To whom should I turn for advice?

www.standards.dfee.gov.uk

If you are a class teacher, consult your line manager or the teacher taking the booster groups. If you are asked to teach booster groups, there is a wealth of material provided for schools, which can help them design PoS for the children. These include training courses and booklets. The DfES Standards website has a useful section on Year 6 booster units for literacy and numeracy.

NATIONAL GRID FOR LEARNING

What does this mean?

www.ngfl.gov.uk/

This is a Standards Fund grant aimed at moving forward the programme of equipping and networking schools to the National Grid for Learning (NGfL) and raising levels of teacher expertise in ICT.

What are the intended outcomes?

The intended outcomes are to:

- support the raising of educational standards;
- enhance the development of teachers' and pupils' ICT capabilities;
- enable all schools to provide sufficient ICT equipment for pupils and staff to augment the full curriculum.

How will this affect me in the classroom?

This will vary from authority to authority and will depend upon the plan each has submitted to the DfES. In most cases you will see an increasing number of computers and other ICT equipment in the school. Most schools now have computers linked to a central network, and pupils and staff have e-mail facilities.

Pupils from Nursery to sixth form are encouraged to use ICT as part of the whole curriculum.

Which other staff will be involved and what is my responsibility?

Each school will have an ICT co-ordinator; many larger primary and all secondary schools will have an ICT technician. Familiarise yourself with the equipment available and the PoS for your class. You will need to include ICT in your planning.

To whom should I turn for advice?

www.qca.org.uk

Ask the ICT co-ordinator or technician. Check the NGfL website. The Qualifications and Curriculum Authority (QCA) website has a scheme of work (SoW) for ICT. Many schools will have their own or commercially produced schemes. If in doubt ask the pupils; they are likely to know much more than you!

Schools will have a policy for internet use and it is advisable to check this before you or your pupils use the internet.

If you feel you do not have the skills needed to use ICT fully, there are bound to be many courses available in your local area. These will range from beginner to advanced courses and some will concentrate on the educational uses of ICT, whereas others will be more general.

www.nof.org.uk

The New Opportunities Fund (NOF) has a grant that is specifically aimed at ICT training for permanent teachers. Supply teachers are not eligible for this training; but you should develop your skills and understanding of ICT in order to fulfil the school's expectations of all teachers. There is a substantial chapter on ICT in *Filling the Gaps* in this series. It will guide you to suitable websites that will support your professional development in ICT, eg. online tutorials.

SOCIAL INCLUSION

What does this mean?

This grant is divided into different sections, including pupil retention, drug prevention, Youth Service training, and attainment of looked-after children (those in the care of the local authority).

It is a complex grant and will affect you mainly if you are teaching in secondary schools, although a secondary school and its associated primary schools may work together.

What are the intended outcomes?

The intended outcomes of pupil retention are to:

- provide support to schools in order to achieve national targets in reducing levels of truancy and exclusions;
- support the provision of full-time and appropriate education for all children of compulsory school age who have been excluded for more than 15 days.

The intended outcomes of drug prevention are to:

- assist all schools to deliver effective education about drugs in line with the aims identified in the Government's anti-drugs strategy;
- reduce the number of drug-related exclusions.

The intended outcome of Youth Service training is to:

- support the training of youth and community workers in the effective delivery of programmes that address disaffection, social exclusion and crime amongst young people.

The intended outcomes of educational attainment of looked-after children are to:

- provide projects to support looked-after children;
- be decided locally to complement those projects already in place.

How will this affect me in the classroom?

The programmes will vary from one local authority to another but, particularly in urban secondary schools, there will be support for children and staff. Your children might have a 'Pupil Pass' scheme to support attendance, learning mentors might work with your children or there might be schemes for PSHE.

Which other members of staff will be involved and what is my responsibility?

Again, this will vary from school to school. There are often additional welfare officers supporting attendance and punctuality, administration staff who monitor attendance using IT and schemes to support disruptive children.

To whom should I turn for advice?

A senior member of staff will be responsible for Social Inclusion. Ask, if you are concerned about systems or groups of children.

SPECIALIST SCHOOLS

What is a specialist school?

The specialist schools programme is a cornerstone of the Government's drive to raise standards of education. It has been a hugely popular and successful programme since its inception in September 1994.

Specialist schools must develop a particular specialist character and ethos and, through that character, raise standards in their chosen specialism, and more generally across the school. This should be in partnership with their sponsors, other schools and the community at large. Specialist schools are required to be a resource for other local schools and the community, and to disseminate good practice.

How do specialist schools differ from other schools?

Any maintained secondary school in England may apply to become a specialist school. There are eight different types of specialist college: the four established specialisms of:

- Technology;
- Language;
- Sport;
- Arts;

and the four new specialisms of:

- Business & Enterprise;
- Engineering;
- Science;
- Mathematics & Computing.

The school will meet the full requirements of the National Curriculum (NC), but will have a focus on the chosen specialism. This programme will help schools develop their strengths in their specialist area through extra funding and support.

They are required to:

- draw up a four-year development plan;
- commit to measurable performance indicators;
- raise private sector sponsorship;
- build continuing links with the private sector.

What are the implications for me as a supply teacher?

- As a supply teacher in a Specialist School, you should acquaint yourself with the everyday practices of that school.
- You must be willing and able to put Specialist School expectations into practice in your teaching.
- You should ensure that your knowledge of the subject you are asked to teach is up to date.
- School policies should be up to date and available to you.
- You will need to remain unperturbed by visitors to the school and to your classroom.
- You must expect to be viewed together with the staff team.
- You must be flexible, adaptable and willing to ask for help.
- You must be prepared (as are the children) to enter into dialogue about teaching and learning.
- You will be expected to act as an ambassador for the school.

To find Specialist Schools in your area on the DfES website:
www.standards.dfes.gov.uk/specschools/

SPRINGBOARD AND ADDITIONAL LITERACY SUPPORT

What does this mean?

www.standards.dfes.gov.uk/numeracy/

Springboard is a 'catch-up' numeracy programme for key stage 2 (KS2). A teacher from KS2 and, in some cases, a support assistant will have been trained to implement a series of lessons intended to support a designated group of children. The teacher leads the lessons and the teaching assistant will work with the children to provide follow-up materials. It focuses upon computation.

Additional literacy support (ALS) is a similar programme. It usually involves a teaching assistant working in the classroom or withdrawing children.

What are the intended outcomes?

The intended outcomes are to:

- ensure that children who need support to achieve level 4 at the end of the key stage are given structured lessons and support early on;
- boost the level of attainment for children, to enable them to benefit fully from the numeracy and literacy curriculum.

How will it affect me in the classroom?

A teacher or a teaching assistant will withdraw a group or groups of children from your class. Springboard will give the children two sessions per week, each lasting for one hour. A teaching assistant will work alongside you in the classroom, often during a literacy lesson, to give the children ALS. This will have an effect upon the whole curriculum and you should ensure that the group does not miss the broad and balanced aspects that are so vital. You could be asked to cover for the teacher taking the groups or you might be trained in Springboard or ALS.

Which other staff will be involved and what is my responsibility?

Other staff involved are:

- the numeracy and literacy co-ordinators;
- the teacher who takes the group;
- the teaching assistant.

You should acquaint yourself with the work the children are doing, as this will have an effect upon the planning for your class.

To whom should I turn for advice?

www.standards.dfes.gov.uk

The numeracy and literacy co-ordinators will have overall responsibility and will be able to give you an overview. The materials used are available in all schools; ask the teacher or teaching assistant for a copy. The Standards website has a useful section on 'Classroom Assistants in the Literacy Hour' and 'Springboard'.

STUDY SUPPORT

What does this mean?

This is a Standards Fund grant that provides funding for out-of-school activities. The activities will often be incorporated into a plan that includes other local schools and partner organisations, eg. leisure services or local colleges.

What are the intended outcomes?

The intended outcomes are to raise achievement, improve motivation and build self-esteem in children by:

- encouraging out-of-school activities;
- promoting imaginative and effective programmes of study support;
- helping children to become effective learners.

How will this affect me in the classroom?

This initiative will not affect you directly as a class teacher. However, you should be aware of any programmes that involve the children in your class. Indirectly, it could affect the way children do homework or the amount of time they have to complete work you set.

Which other staff will be involved and what is my responsibility?

It will depend upon the local organisation of study support. Many other adults could be involved, including volunteers, and the study support centre might be at another school or facility in the local area. You could be responsible, particularly with younger children, for getting them to an alternative venue. This is the same as taking children on trips and you retain responsibility until you hand over the children to parents or an agreed responsible adult.

The children might have permission slips to return; make sure these are given to the member of staff in your own school who is responsible for study support.

As it is separately funded, you might be asked if you wish to be involved with Study Support.

To whom should I turn for advice?

As a class teacher, make enquires about study support at your school; if programmes are operating, a member of staff will be responsible for co-ordination. If you are asked to become involved in Study Support, the most useful document to read for background information is *Extending opportunity: A national framework for study support*. If it is not available in school you can get a copy from DfES Publications Centre (tel: 0845 602 2260).

SUMMER LITERACY AND NUMERACY SCHOOLS

What does it mean?

This is a Standards Fund grant that enables secondary schools to provide classes during the summer holiday for children who will be attending the school as Year 7 children. The classes are for those children who did not reach level 4 in the end of key stage 2 tests. Children who only just reached level 4 may also be invited to join these classes.

What are the intended outcomes?

The intended outcomes are to:

- raise the standard of literacy and numeracy in key stage 3;
- enable those children who did not reach level 4 at the end of key stage 2 to boost their attainment prior to entry into Year 7;
- enable secondary schools to implement a key stage 3 early intervention programme;
- boost confidence and self-esteem in those children who attend summer schools and prepare them for work in secondary schools.

How will this affect me in the classroom?

If you are taking a Year 6 class, you could be asked to recommend children who will be invited to join a literacy or numeracy summer school. This will usually be held at the local secondary school but, as some children may have places at different secondary schools, you could be involved in programmes at more than one school. The summer schools are voluntary, and it is the responsibility of the primary school to encourage children to attend. You might be asked to take the selected children to visit the secondary school.

As this initiative is funded separately, you may have the opportunity as a primary or secondary teacher to work as a tutor at a summer school. Funding has been provided for training courses for teachers who work at summer schools.

Which other staff will be involved and what is my responsibility?

If you are asked, and agree, to teach at a summer school, there will be a senior member of staff who is responsible for organisation and planning. You will have a PoS for the children and you will retain the normal responsibility for children in your care.

To whom should I turn for advice?

As a Year 6 teacher recommending children for places at a summer school, you should ask your line manager or the assessment co-ordinator for advice. If you are a teacher or tutor for a summer school, the secondary member of staff in charge of the project will act as your line manager. There are many ideas for literacy and numeracy lessons and activities on the TeacherNet website.

www.teachernet.gov.uk

SURE START, CHILDREN'S FUND AND CONNEXIONS

These three funds are targeted at areas of deprivation. They are for different age groups but the main aim for each one is to raise expectations, encourage high achievement and improve children's and young people's life chances.

Sure Start

www.surestart.gov.uk/home.cfm

This is a fund aimed at children under the age of four years. The key principles are to:

- co-ordinate, streamline and add value to existing services;
- involve parents;
- avoid stigma;
- ensure lasting support;
- be culturally appropriate and sensitive to need.

The main aim is to work with families on parenting skills, Early Years' development and health improvement. Sure Start will have a cross-departmental and inter-agency approach. Most of the work will be based on an outreach model and include the supply of good-quality play, learning and childcare. There will be support for children and families with special needs.

Children's Fund

www.cypu.gov.uk

This fund is aimed at children between the ages of five and 13 and their families and carers. The key principles are to:

- provide a flexible and responsive approach to the needs of children and young people at risk of social exclusion;
- develop good practice in the appropriate services;
- support children, young people and their families in breaking the cycle of poverty and disadvantage.

It aims to:

- develop services so that children and young people at risk of social exclusion are identified early;
- introduce services that support such children and their families, and the communities in which these children live;
- help children to overcome barriers and start achieving their potential.

The emphasis will be on preventative services to support the child or young person and their family before they reach a crisis.

Connexions

www.connexions.gov.uk

This is a government service aimed at increasing the participation and achievement of young people aged 13 to 19 years. Connexions aims to:

- help young people make the most of their educational and vocational choices;
- prepare young people for successful transition to work, further education and adult responsibility.

The emphasis is upon coherent support for young people by means of existing provision and building upon good practice. Schools work with Connexions through their programmes for careers guidance and PSHE.

TARGET SETTING

What does this mean?

It is the statutory duty of the governing body of each school to set targets for the end of key stages 2 and 3, GCSE and A level. These targets are for English, mathematics and science in primary schools and for key stage 3 in secondary schools; for GCSE and A-level targets, they include all subjects. The governors should seek the advice of the head teacher and staff but they have the responsibility to set targets and publish them for parents. The targets are informed by national and local benchmarks, the school's own key stage 1 results and their internal assessment procedures. The targets are monitored by the LEA and are aggregated to ensure that the LEA meets the targets set by the DfES. The LEA has a duty to ensure that the targets are challenging.

Most schools set targets for year groups and many assist children in setting their own personal targets, both academic and social.

What are the intended outcomes?

The statutory targets are designed to:

- challenge all schools to improve the standards attained by their children;
- assist the government to meet its declared and published targets.

Internal targets are designed to:

- assist the school in self-evaluation;
- help children take responsibility for their learning;
- ensure high standards of teaching and learning.

How will this affect me in the classroom?

You will be part of the self-evaluation of a school if you are there for any length of time.

Your children may be setting their own targets with your help. All teachers are required to set targets for their groups or classes as part of performance management.

Which other staff will be involved and what is my responsibility?

The head teacher and assessment co-ordinator at your school will have overall responsibility for assisting the governing body with statutory target setting. All staff will be involved with internal target setting; this might include learning mentors and other non-teaching staff.

To whom should I turn for advice?

Your line manager will guide you through the forms of target setting in your school. Most schools use a variety of data, both electronic and paper-based; they are likely to have a pro-forma for you to use.

*Check the QCA website for assessment information:
www.qca.org.uk*

ADDITIONAL DEVELOPMENTS

Adult : pupil ratios in Reception classes

There are other educational initiatives that can be covered briefly in this chapter. They may help you through the day-to-day work in a school or familiarise you with current educational jargon.

Once again, this is a Standards Fund grant to enable schools to reduce the adult:pupil ratio in Reception classes to, at most, 1:15. This is not a statutory requirement. The obvious difficulty for a school occurs when, for example, it has a class of 17 or, more realistically, 22. The school might not have sufficient funds to employ a general teaching assistant. If you are teaching in a Reception class and have a teaching assistant, bear in mind that they are either experienced or will have undergone a training module. You can therefore expect a significant contribution from the assistant. Their role should not be confused with that of a non-teaching assistant.

Assistant head teacher

This is a new senior management position and should not be mistaken for the role of deputy head teacher. In the hierarchy of the school, an assistant head teacher is between the most senior teacher and the deputy head teacher and could well be your first point of reference or your line manager. This is a new post and there are few designated assistant head teachers in schools. However, the numbers are likely to increase in all types of schools.

Family literacy and numeracy centres

This is a Standards Fund grant to enable schools to set up centres to assist underachieving parents and their children. Courses are available in numeracy and literacy to help parents to improve their own skills. The emphasis is on parents being able to help their children. The focus is on families with children aged between three and six years. The aims are to:

- raise standards of language, literacy and numeracy in parents;
- assist parents in helping their own children;
- raise self-esteem and expectations;
- provide courses and workshops for adults in areas of high deprivation.

FENTO

*FENTO can be contacted at
1-6 Ely Place, London EC1N 6RY
Tel: 020 7242 4662
Fax: 020 7242 4460
E-mail: info@fento.ac.uk*

FENTO stands for Further Education National Training Organisation. It is one of 73 UK-wide National Training Organisations (NTOs), established to promote competitiveness by raising education and training standards in the industries and occupations they represent. FENTO is the national leadership body responsible for the development, quality assurance and promotion of national standards for the FE sector. FENTO replaces the FE staff Development Forum and is governed by a council of 30 members. Council members are drawn from a wide range of backgrounds including FE colleges, industry, government and trades unions. Scotland, Wales and Northern Ireland are also represented on the council. In common with other NTOs, FENTO has three years of DfES funding in order to establish itself.

FENTO recently published the Teaching and Learning Standards and is now piloting the FENTO Management Standards. Over the next two years FENTO plans to develop and launch other standards relevant to individuals working in the sector. FENTO is currently developing a range of products and services that will help FE colleges' use of the National Standards.

General Teaching Council (GTC)

The GTC has been set up as the statutory body to which all teachers in state-funded schools must be affiliated. If you intend to teach in a state school, you must be a member of the GTC. The aims are to:

- raise the status of the teaching profession;
- provide a professional voice for teachers;
- listen to, and work for, teachers;
- guarantee high standards of teaching and learning.

www.gtce.org.uk

You can contact the GTC from their website or through your school or supply agency. The website provides information including:

- registration;
- a professional code for teachers;
- continuing professional development information;
- summaries of Council meetings.

Leading or expert teachers of literacy or numeracy

A grant is provided for LEAs to appoint classroom practitioners to demonstrate good practice in literacy or numeracy. These teachers are recommended by their own school, literacy consultants or LEA officers. They are funded to prepare and present lessons for other teachers to observe. They work mainly in their own school but will visit other schools to provide demonstration lessons.

Head teachers are encouraged to send staff, particularly newly qualified teachers and supply teachers, who have little experience of the literacy and numeracy strategies, to observe demonstration lessons.

Looked-after children

This is a new term applied to children who, in the past, were referred to as 'children in care'. These are children who do not live with their natural or adoptive parent(s). They could be fostered, they could be living with relatives or they could be in the care of Social Services. Every school is required to designate a 'responsible teacher' (this could be the SENCO), whose duty is to manage the child's personal education plan. This plan is drawn up by a committee representing all the agencies involved in the child's care, including foster parents or relatives; Social Services is the lead agency. This new, multi-agency way of monitoring the provision for these vulnerable children is designed to arrest the tendency for these children to have barriers to learning. If you are on medium- or long-term supply, you should regard the child's education plan in the same way that you would regard plans for children on the Special Needs register, although these children do not necessarily have SEN. You will also be involved in assessing and reporting the child's progress with regard to the plan. Liaise with the teacher responsible.

Unique pupil numbers

In 2000, a system was introduced giving each pupil in the state education system a reference number. The number will stay with the pupil throughout their education. When a Reception pupil or a pupil from outside the English system is registered on a school roll, the school will allocate a number for that pupil. If a pupil transfers from another school, the receiving school should request the number from the previous school.

This system is designed to:

- allow pupils to be tracked;
- allow pupil performance to be monitored when changes of school take place;
- enable the tracking of performance from key stage 1 to key stage 4;
- improve communication between previous and receiving schools.

If you are on long-term supply, you will need to mark this number on pupil records.

Useful reading and resources

Brundrett, M and Burton, N (eds.) (2000) *The Beacon School experience*. King's Lynn: Peter Francis.

DfEE (1998) *Extending opportunity: A national framework for study support*. London: DfEE.

DfEE (1998) *The Standards Fund 1999–2000*, Circular No. 13/98. London: DfEE.

DfES (2001) *Schools: achieving success*. London: DfES.

The National Audit Office Report 2001–2002. London: The Stationery Office.

Rudd, P et al (2000) *Evaluation of Pilot Beacon Schools*. (DfEE Research Report 223) London: DfES.

Tomlinson, M (2002) *Standards and Quality in Education: The Annual Report of Her Majesty's Chief Inspector of Schools, 2000/01*. London: The Stationery Office.

Useful websites

Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.

www.ofsted.gov.uk

OFSTED

www.nao.gov.uk

National Audit Office

Glossary of acronyms

ABC	Antecedents, Behaviour and Consequences	EWS	Education Welfare Service
A/C	African/Caribbean	EYs	Early Years (foundation stage; Nursery; Reception)
AEA	Advanced Extension Award	FENTO	Further Education National Training Organisation
AEN	Additional Educational Needs	FS	Foundation stage
ALIS	A-level information system	FSM	Free school meals
ALS	Additional literacy support	GB	Governing body
AS	Advance Supplementary	GCSE	General Certificate of Secondary Education
ASE	Association for Science Education	G&T	Gifted and Talented
AST	Advanced Skills Teacher	GNVQ	General National Vocational Qualification
ATs	Attainment targets	GTC	General Teaching Council
AVCE	Advance Vocational Certificate in Education	HT	Head teacher
AQA	Assessment and Qualifications Alliance	HMI	Her Majesty's Inspector
BA	British Association (for the advancement of science)	IAP	Individual Action Plan
Becta	British Educational Communications Technology Agency	IB	International Baccalaureat
BSP	Behaviour Support Plan	ICT	Information and communication technology
CA	Chronological age	IEP	Individual Education Plan
CAM	Curriculum Area Manager	INSET	In-service training
CASE	Cognitive Acceleration in Science Education	IT	Information technology
CAT	Cognitive Ability Test	ITT	Initial Teacher Training
CEA	Cambridge Education Associates	ITTNC	Initial Teacher Training National Curriculum
CfBT	Centre for British Teachers	KIT	Keep in Touch Programme
CoP	Code of Practice	KS	Key stage
CPD	Continuing Professional Development	LEA	Local Education Authority
CRE	Commission for Racial Equality	LM	Learning mentor
DfES	Department for Education and Skills	LMS	Local Management of Schools
DRC	Disability Rights Commission	LSA	Learning Support Assistant
EA	External adviser	LSU	Learning Support Unit
EAL	English as an Additional Language	MFL	Modern foreign language(s)
EAZ	Education Action Zone	MLT	Management and Leadership Team
EBD	Emotional and behavioural difficulty	MIDYIS	Middle Years Information System
EDP	Education Development Plan	MLD	Moderate learning difficulty
EiC	Excellence in Cities	MTA	Meal Time Assistant
ELG	Early learning goals	NASEN	National Association for Special Educational Needs
ELS	Early Literacy Support	NATE	National Association for Teachers of English
EMA	Ethnic minority achievement	NC	National Curriculum
EO	Equal opportunities	NFER	National Foundation for Educational Research
EWO	Education Welfare Officer		

NLS	National Literacy Strategy	R&R	Recruitment and retention
NNS	National Numeracy Strategy	REC	Racial Equality Council
NOF	New Opportunities Fund	Rgl	Registered inspector
NQT	Newly Qualified Teacher	SA	Spelling age
NTO	National Training Organisation	SDP	School Development Plan
NVQ	National Vocational Qualification	SEN	Special Educational Needs
OCR	Oxford Cambridge and RSA Examinations	SENCO	Special Educational Needs Co-ordinator
OFSTED	The Office for Standards in Education	SF	Standards Fund
OST	Office of Science and Technology	SIMS	School Information Management System (a commonly used software package)
PANDA	Performance and Assessment Data for Schools	SIP	School Improvement Plan
PhD	Physically disabled	SIS	Sensory Impaired Service
PIPS	Progress in primary schools	SLD	Severe learning difficulty
PM	Performance Management	SpLD	Specific learning difficulty
PMC	Performance Management Consultant	STP&C	School Teacher Pay and Conditions
PoS	Programme of study	SMT	Senior Management Team
PRU	Pupil Referral Unit	SoW	Scheme of work
PSHE	Personal, social and health education	TA	Teacher assessment
PSP	Pastoral support programme	TLF	Teaching and learning across the foundation curriculum
PTR	Pupil/teacher ratio	TTA	Teacher Training Agency
Q&A	Questions and answers	UPN	Unique pupil number
QCA	Qualifications and Curriculum Authority	VA	Voluntary Aided
QTS	Qualified Teacher Status	VC	Voluntary Controlled
QUASE	Quantitative analysis for self-evaluation	YELLIS	Year Eleven Information System
RA	Reading age		

