



The Council for Subject Associations

**Response to the Independent
Primary Review**

(PR0209)

Subject Associations' Primary Curriculum
Working Conference

University of Warwick
9/10th February 2009

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This document will be of particular interest to policy makers, subject associations, initial teacher training providers, teacher professional development agencies and primary headteachers.

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Section 1 – Executive Summary, Statement of Purpose and Background Information

Executive Summary

E.1. We compliment Jim Rose on what he has achieved within a very restrictive remit. The curriculum review presents a fantastic opportunity to put children at the centre of their learning but for it to work teachers must have ownership, support and time.

E.2. The design of the primary curriculum using areas of learning is welcomed but success will only be assured if the details are right. Cross-curricular studies should not be confused with topic work and the relative weightings of the six areas and of subjects within each area should be made explicit. The final report must articulate a rationale for each of the six areas of learning so that teachers can fully understand how they came about. The rationale should set out the distinctiveness of each area but avoid creating restrictive 'silos' that prevent teachers making links between areas as well as within them.

E.3. Teachers will need help in moving towards an approach that includes both subject teaching and cross-curricular studies. The subjects that pupils are learning must become clear to them (and their parents) through the words and titles used in school. The progression in subjects from early to later primary must be considered very carefully and the formulation of level descriptors (in areas of learning or subjects) must support transition from EYFS and to Key Stage 3.

E.4. The skills for learning and life, as defined in the Interim Report, are far too narrow and should be broadened to include, for example, enquiry processes. Personal development is not a skill and ICT sits uneasily as it will additionally need to be included as a subject within an area of learning.

E.5. There is a danger that assessment, targets, measurements and inspection, will drive and bias the curriculum and this is to be avoided at all costs. What is statutory and what is non-statutory is a key driver. Inevitably, schools will focus on what they are going to be measured against.

E.6. The final report must clarify the links between existing guidance documents such as the National Strategies Primary Framework and the content of the new curriculum. Once the new curriculum is in place there should be no new initiatives to divert the attention of schools until it is embedded.

E.7. We regret that key elements of programmes of learning appear to have already been decided without the involvement of all subject associations.

E.8. In establishing the programmes for learning it is important to focus on process as well as content and to identify the big ideas at the heart of each subject. (Section 3 of this document includes an attempt to do this for each of the 6 areas of learning.) The final report should be unambiguous about whether programmes for learning are to be for subjects of areas of learning. Attitudes and values must be key drivers alongside understanding and skills and it must be made very clear what is statutory and what is non-statutory.

E.9. We welcome the opportunity, suggested by Colin Seal, that we meet together in March to review work on the Programmes of Learning and make a collaborative subject association response to what is proposed.

E.10. The implications for the development of primary training and resources should be made clear in the final report and it is important that the full structure of the programmes for learning is known before training needs are addressed in detail.

E.11. The professional development needs of senior managers must be addressed first. Headteachers and senior managers are the change agents for a school and must be fully aware of the implications of the new curriculum for their school and its staff.

E.12. Effective subject partnerships and collaborations have an essential contribution to make in supporting the new primary curriculum. We have identified features of successful collaborations and there is a clear role for CfSA in facilitating future collaborations by formulating policy, channelling communications and disseminating the results of successful projects.

E.13. Teachers need to be reassured, through the training for the new curriculum, that they can put enjoyment back into learning. They need to recognise that the new curriculum gives them the freedom to tailor the school's curriculum to its ethos and personalise it to their pupils' needs.

E.14. Teachers need secure subject knowledge and belief in their own professional competence. Training for the new curriculum must re-professionalise teachers and change should be evolutionary not revolutionary so that it does not deskill them. Professional development must focus on empowering head teachers and teachers. A bottom-up approach that shares views is preferable to top-down cascade training.

E.15. The current form of initial teacher training is not appropriate to prepare primary teachers to teach the new curriculum and will require radical review. There is too much dominance of literacy and numeracy and subject expertise is undervalued. There are implications here for staffing of Initial Teacher Training Institutions (ITT) which currently have few primary subject specialists and a role for subject associations in providing subject support to ITT.

E.16. The new curriculum and the training for it must be adequately resourced. A framework for curriculum development and professional development must be put in place which makes effective use of existing provision such as advisory teachers, advanced skills teachers and subject associations. Training providers should be quality assured. Lessons should be learned from the implementation of the Key Stage 3 training so that mistakes are not replicated.

E.17. Time is a major issue. Teachers must be given at least two or three full training days, in advance of September 2011, to prepare for the new curriculum. Subsequently, time should be built into teachers' timetables to allow for multi-subject approaches, action planning, review and evaluation of the curriculum, as it develops. There should also be time for reflection, with opportunities for teachers to talk to other practitioners and experts built into the process of curriculum development.

E.18. It is essential that the media management from the DCSF be improved when the final report is published. If the current attitude from the media continues, this may lead to a poor reception of the new curriculum.

Statement of Purpose

The Council for Subject Associations (CfSA) held a two-day residential event for invited subject association and stakeholder representatives.

The aims of the event were threefold.

Aim 1 To provide an opportunity for subject associations to discuss and consider the Interim Report of Sir Jim Rose's Independent Review of the Primary Curriculum, with a focus on the implications for specialist subject teaching in primary schools and to prepare a written formal response to the Interim Report.

Aim 2 To provide the opportunity for subject associations to discuss and consider the draft Programmes of Learning for each subject as proposed by the Qualifications and Curriculum Authority and to prepare a written response to the informal consultation. (As the Programmes of Learning were not available at the time of the conference this

aim could not be met. Instead discussions focussed on the general issues for subjects in establishing programmes of learning).

Aim 3 To gather and collate advice and guidance about the role of subject associations in supporting the New Primary Curriculum, to agree a coherent joint subject association approach to this and to identify opportunities for subject partnerships and subject association collaborations to develop support and resources for primary teachers

The event brought together primary specialists and senior officers of subject associations, together with representatives of the National Association of Primary Educators (NAPE) and the Association for the Study of Primary Education (ASPE). Of the 43 subject associations within the CfSA, 30 were represented at the conference covering 16 subjects (see Appendix 3 for details).

The conference gave delegates an opportunity to contribute to structured discussions based on the three aims. For the first session delegates were allocated to cross-subject groups to discuss the Interim Report and prepare a collaborative response. In subsequent sessions subject-specific groups addressed aims 2 and 3.

Background Information

The CfSA work on subject specific support for primary classroom practitioners has included publication of Primary Subjects 1 (Making Every Child Matter); Primary Subjects 2 (Gifted & Talented) and Primary Subjects 3 (Globalisation). Work is under way to publish Primary Subjects 4 (Learning Outside the Classroom) in April 2009 and Primary Subjects 5 (The London 2012 Olympic and Paralympic Games) in September 2009.

Throughout the Sir Jim Rose's Independent Review of the Primary Curriculum the CfSA has worked with the QCA to provide subject specialist advice through the consultation conferences.

In preparation for the working conference delegates were supplied with copies of the Interim Report and invited to canvass the ideas of their association's officers and members in advance so that these could be fully represented at the conference. Many of the subject associations have also made individual responses to the Interim report.

Section 2 – Collaborative Subject Association Response to the Interim Report of the Independent Review of the Primary Curriculum

2.A. Areas of Learning

Do you agree with the design of the primary curriculum using ‘areas of learning’? (sections 2.13 – 2.17)

Yes, but the framework is key.

2.A.1. The report proposes challenging cross-curricular studies involving a jig-saw of subjects. Care must be taken in implementation that teachers do not interpret areas of learning as ‘topic’ work and revert to practice that has been discredited. Topic work, planned around theme titles, was ill defined and lacked the continuity and progression, which have been the strengths of a subject-based National Curriculum. There has recently been an ad hoc return to topic work in many primary schools, which makes links between subjects, but this has not always been carefully thought through and has resultant weaknesses.

2.A.2. Each area of learning should be considered in terms of balance and it should be made clear that the emphasis need not always be on literacy, numeracy and ICT. The relative weighting of the six areas of learning and of the subjects within each area of learning needs to be clarified – will all areas/subjects be equal or will some have priority? There is a danger that literacy will remain a ‘millstone’ that will continue to haunt the curriculum. The current model has literacy and numeracy outside as well as inside the six areas. This is an inherent imbalance that might skew the curriculum too far.

2.A.3. Some discrete subject teaching must be retained when it is necessary to ensure pupils acquire specific understandings and the new curriculum must not lose things that are proven as successful, for example, hands-on science.

2.A.4. There are two main ways to consider how something is taught: truly cross-curricular (for example, EAL is best learned in the context of other curriculum subjects that provide a vehicle for learning) and teaching the skills first and then applying them. The new curriculum needs to make clear which of these approaches is advocated in each aspect of learning. ICT is a good example of where this has not yet been thought through.

2.A.5. Clearly pruning is needed, but a slimmed down curriculum must be arrived at rationally, and should then become an entitlement for all pupils. The reduction from 13 subjects to six areas must be more than mere presentation to make the new curriculum appear manageable. There has already been a de facto slimming down of the foundation subjects, because core subjects dominate curriculum time in primary schools. In addition the primary school curriculum is currently overloaded by the introduction of recent initiatives such as 5 hours of PE and sport and 5 hours cultural offering. If initiatives such as these continue to be introduced in an ad hoc manner, the curriculum will always be too crowded.

2.A.6. The use of the term ‘understanding’ for each of the areas of learning is appropriate but a terminology that used the word in the same place for each area (the final word in each title) would be preferable. An alternative word, ‘capability’, might be worth considering.

2.A.7. The report does not state how the level descriptors (or however the outcomes are defined) will be formulated. The final report should make it clear whether this will be in areas of learning or in subjects and how the expectations will relate to the Early Years Foundation Stage (EYFS) and Key Stage 3 in terms of transition.

2.A.8. What eventually emerges as a school's curriculum from the six-area model will depend on what schools are actually expected to deliver. If testing continues in the current form, it will continue to influence the curriculum whatever model is adopted because the school curriculum responds to the way that schools are measured.

Are the proposed 'areas of learning' right? (sections 2.18 – 2.22)

Yes, with some caveats.

2.A.9. The areas of learning approach should have some flexibility. It should not be seen as creating restrictive 'silos' that prevent teachers making links between areas as well as within them. The curriculum diagram should use jigsaw shapes rather than segments to show the linkages between areas.

2.A.10. We do not see the areas of learning as distinctive. Indeed many of the areas are very much not 'distinctive', for example 'the environment' has a place in science as well as with the human and social and the subject of 'dance' sits within the arts and physical health and well-being. The view was expressed that the six areas had emerged as an organisational tool, rather than for any other reason. It is essential that the final report has a rationale for each area of learning, and one that makes it recognisable for the general public as well as teachers and children.

2.A.11. Although PE clearly belongs in the 'understanding physical health and well-being' area it does not sit comfortably under that heading. PE is not just, or even primarily, about **understanding**. It is about keeping healthy now and learning skills and developing attitudes for a healthy lifestyle in the future.

2.A.12. The place of 'design' in the areas of learning is a matter for concern as it is an essential component of scientific and technological understanding where it has a somewhat different meaning from the usage within 'arts and design'. Moving arts and design to place it next to scientific and technological understanding and 'jig-sawing' as above would help to emphasise this link.

2.A.13. Similar concern was expressed over the place of the subject of RE. It is not clear whether it will be placed under 'Human, social and environmental understanding', 'Understanding physical health and well-being' – or both.

2.B. Curriculum Aims and Plan

Do you agree with the new curriculum aims and plan as shown in the diagram on page 39 and articulated in paragraphs 2.23 – 2.35?

Partially.

2.B.1. The focus is right in that it places children at the centre of learning and by the end of Key Stage 2 there is a clear progression towards the new secondary curriculum and the increasing importance of subjects. The removal of the core/foundation distinction is helpful and we are in full agreement with curriculum aims as expressed in paragraph 2.30. However, in the model, the importance of numeracy, literacy and ICT is raised at the expense of the subjects and areas of learning, which are marginalised.

2.B.2. The diagram is misleading as it suggests that the curriculum is two-dimensional when it is in fact a three dimensional model that is needed. This leaves an opportunity for schools to interpret the proposals in a linear fashion, which would be regrettable.

2.B.3. The inner ring with its focus on successful learners, confident individuals and responsible citizens is important but lacks diagrammatic emphasis. This should be more prominent.

2.B.4. We agree that the concept of literacy is a broad one, but listing the 'literacies' as in paragraph 2.25 is unhelpful. The ones listed are 'vocational' literacies and omit graphicacy and artistic, cultural and spatial literacies among others. The final model should extend the definition of literacy to encompass all the 'skills, knowledge and understanding to enable children to play a full part in society'.

2.B.5. We had many concerns about the skills for learning and life. First, the terminology is inaccurate. Whilst literacy and numeracy are skills, personal development is not a skill but an outcome of learning. If personal development is included, then why not physical development? There is also a danger that the use of the word 'skills' will foster an assessment-led model of learning. Moreover, skills for learning and life as defined in paragraph 2.26 are far too narrow and should be broadened to include enquiry processes (for example, finding out, developing ideas and solving problems, communicating and reflection). What about creativity? What about experiences, for example first hand investigations? And we could go on. This concept needs redefining. The programmes of learning must illustrate how the skills for learning and life will be embedded.

2.B.6. The measurement of competencies in personal development will involve much value judgement and it is difficult to see how this can be accommodated within the current competency system. Even within the existing framework the report seems to stress the importance of literacy and numeracy over ICT and personal development. Personal development must not be marginalised.

2.B.7. The statement, 'A single approach to describing each area of learning will streamline planning' suggests a template approach that might not fit all areas well. Planning tools will need to help teachers make worthwhile connections between areas as well as within them.

2.B.8. Both the use of subject titles and key concepts are essential in the importance statements if children and teachers are to know what subjects they are teaching and learning. So, for example, dance should be mentioned, not just movement. Citizenship and PSHE must be distinct.

A word of caution about subject titles came from one delegate. Her son studies humanities in Y7 in a secondary school – but he does not know what it is and calls it 'human-ites' (to rhyme with ammonites). He does not know that he is studying geography and history. Another delegate pointed out that pupils who have studied integrated science in Key Stage 3 and 4 often do not know what chemistry is when they come to A Level choices.

2.B.9. The example of key ideas given in paragraph 2.34 was not helpful. It was illustrative of the only area that contained only one subject discipline. The key ideas will be set out differently in each area, distilling the important aspects of each subject within it but they must also identify unifying principles where appropriate, for example, 'creativity' in the arts and design that could be illustrated through different media. The distinction must be made between key ideas that are common to the whole area of learning and those unique to a subject. The complexity of this is recognised, but it will be very important to get this right.

2.B.10. The meaning of key processes in paragraph 2.35 is unclear. Does this include general processes (for example, finding out or communicating) or just the specific (for example, scientific investigative skills as opposed to general enquiry skills)?

2.C. Literacy, Numeracy and ICT

Do you agree with views expressed on the importance of literacy, numeracy and ICT?

Partially.

2.C.1. There is a danger of confusion between the National Strategies Primary Framework and the content of the new curriculum. The emphasis should be on **support** from the strategies and Ofsted should accept that the strategy is not statutory. The review should take the opportunity to clarify the curriculum and resolve a range of conflicting documents.

2.C.2. Paragraph 2.24 should say that numeracy and literacy should be 'developed across the curriculum' (as opposed to 'applied across the curriculum') to avoid the suggestion of sequentially learning skills and then applying them. The opportunity for children to embed and extend their learning by using these skills across the curriculum should also be stressed.

2.C.3. The report should strengthen the references to numeracy and ICT. Currently they seem bolt on, with an overwhelming emphasis on literacy. This demonstrates the confusion in language – the numeracy framework appears to be delivering the maths curriculum in a reductionist way. A clear definition of numeracy, which differentiates it from 'mathematics', is needed in paragraph 2.47, not just a reference to the Williams Review.

2.C.4. The place of ICT is unclear. It appears as a skill for learning and life but it is not evident where the discrete subject content will figure within the areas of learning. It will need to be firmly embedded in one area to ensure progression throughout the school with minimum requirements for children at each age. In ICT secondary practice is lagging behind primary practice so we welcome the recommendation to reconsider the Key Stage 3 curriculum to see what could be taught at Key Stage 2.

2.C.5. The final document should include importance statements for all the skills for learning and life as well as for the areas of learning. Importance statements will give the schools the freedom they need to create their own models of teaching and learning and to develop their own curriculum.

2.C.6. The group registered deep concern about the quote used in 2.44 and recommended that the final report should consider the use of analogies very carefully. In this case the reference to subjects is unfortunate and paints the wrong picture, appearing to undermine the arts.

2.D. Rationale, Aims and Values, Curricular Continuity & Development

Do you agree with views expressed on the 'rationale for the curriculum', the 'aims and values for primary education' and 'curricular continuity' (pp 16 – 23)

Largely yes.

2.D.1. On the whole we concurred with the views expressed here providing the context to the review and the four recommendations.

2.D.2. We anticipate there will need to be big hints to schools about methodology and pedagogy within the areas of learning (for example, investigative enquiry, fieldwork) and that to work well the new curriculum should promote some methodologies.

2.D.3. We supported the sentiments expressed in the section on assessment. It is important to get this right. If testing of numeracy and literacy remains dominant for schools post 2011, it will put the effectiveness of the implementation of the new curriculum in danger.

2.D.4. It is disappointing that the words 'enjoy', 'enjoyment' or 'play' are not used more in this section. Primary education should be one of the most pleasurable experiences in life. Nurturing, exploring and growing should be at the centre of the debate. The views of children at the regional conferences currently being held should be respected – it is after all their learning that is being discussed. The focus of any new primary curriculum must stay on the learning not on the teaching.

Do you agree with views expressed on the 'children's learning and development' and 'matching curriculum content and organisation to children's progress' (pp 27-29)

Yes.

2.D.5 We agree with the analysis given in the section of the report on the distinctiveness of the children's learning and development in the primary phase and matching organisation and context of the curriculum to children's progress (pp 27-29) and particularly recognise the demands that high quality subject teaching place on the generalist primary teacher. We have identified some of the resultant needs for the professional development of primary teachers in reports of later discussions. However we felt that references to 'tipping points' in paragraph 1.50 was unhelpful as the meaning of the term is not well understood. If tipping points are the same as 'thresholds for intervention' as used in *Every Child a Reader* it would be better to retain the original terminology.

2.E. Further Comments on Paragraphs 4-13 of the Executive Summary

2.E.1. Paragraph 4

The sentiments expressed in 4 are spot on. We hope that the expectations for challenging and high quality subject teaching are retained in the final report, and it is made clear to the press that subjects are essential so that the new curriculum does not get misrepresented. We would prefer the notion of cross-curricular **dimensions or connections** rather than **studies**. A study is often only one way of linking two subjects together. Connections between subjects allow each to retain their integrity while dimensions (for example, sustainability) extend across many subjects and through several areas.

2.E.2. Paragraph 5

We did not agree that the 6 areas of learning dovetail well with the EYFS framework. There is a numerical match, but thereafter it breaks down, for example, knowledge and understanding of the world looks to two areas of learning and development is a skill for learning and life and not an area of learning. We do not think teachers will find this easy or helpful.

2.E.3. Paragraph 6

It was agreed that this was quite a clever statement and gave a clear indication of the progression from EYFS (as a more general approach to the primary curriculum) to Years 5 and 6 where there is an increasing move towards subjects and an alignment with the new secondary curriculum. However we felt that the notion of tailoring the new primary curriculum to the reviewed NC level descriptors amounted to the tail wagging the dog.

2.E.4. Paragraphs 7, 8 and 9

We welcome the emphasis on spoken communication and the wider definition of literacy.

2.E.5. Paragraph 10

We were pleased to see that the framework for personal development will build upon the SEAL programme.

2.E.6. Paragraph 11

We were concerned about the statement that 'Consideration is being given to the feasibility, and indeed, the wisdom of covering all these aspects in the primary years and the degree to which some aspects might be better placed in Key Stage 3'. Children develop at different rates and are exposed to a large volume of media coverage and information from an early age. Deferring aspects until Key Stage 3 could be leaving them too late for some children.

2.E.7. Paragraph 12

We had concerns about the proposed single point of entry, which does not appear to take into account the huge range of development shown within a child's fifth year. We were, however, pleased to see a recognition of the value of play. This is where children can develop core skills such as team working, having a voice and leadership. Children from EYFS come into Key Stage 1 from a range of settings. This needs to be taken into account in the report, as currently not all Early Years systems progress equally well into the current primary system.

2.E.8. Paragraph 13

To smooth transition from Key Stage 2 to Key Stage 3 a major awareness programme needs to be conducted with all involved and not just teachers. This should include parents and pupils. The new curriculum should build on established schemes such as the 'successful learners' programme. While data on academic achievement is often passed on at transition points, information about personal development is more likely to be lost. This is particularly evident in the transition between Years 6 and 7 but also occurs in the transition from EYFS to Year 1.

2.E.9. Paragraph 14

The recommendation that schools focus on 'teaching those languages which children will be taught in Key Stage 3' seems to preclude community languages. Community languages can be and are taught in secondary schools in Key Stage 3, particularly where there is a demand and interest. The Rose Review does not preclude the teaching of community languages and it is a matter for local schools, both primary and secondary, to determine whether they should be taught. There was general agreement that provision within the curriculum to teach languages which are currently used in the business world, such as Mandarin, would be welcome.

2.F. Further Comments of the Provisional Recommendations

Do you agree with the Provisional Recommendations?

2.F.1. Recommendation 1 – We agree.

2.F.2. Recommendation 2 – We agree.

2.F.3. Recommendation 3 – We agree. It was felt by some members of the group that further consideration about the inclusion of the words **spiritual** and **moral** values (to be understood in their broadest sense) should be given in the final report. (It is noted that reference to spiritual and moral education is made in Aspect 3).

2.F.4. Recommendation 4 – We strongly agree. We are heartened by the recognition that subject knowledge and subject teaching are important for primary children as expressed in paragraphs 1.44 to 1.47. Schools will need advice on how to manage the challenge posed by this recommendation.

2.F.5. Recommendation 5 – We welcome the inclusion of subject associations in this recommendation. However it appears that that key elements of the Programmes of Learning have already been decided in many of the areas and we regret that not all subject associations have been involved in discussions.

2.F.6. Recommendation 6 – No agreement could be reached about setting out the curriculum in three two-year phases. Teachers should be able to work on the basis of stage not age. Section 2.37 is important, it refers to deepening understanding and leaves opportunities for teachers to break down the areas of understanding into subjects ready for Key Stage 3. There is always likely to be a tension between subject delivery and multi subject delivery approaches in the final phase (Years 5 & 6).

2.F.7. Recommendation 7 - We would prefer the wording 'Primary schools must continue to **maximise the opportunities for developing** literacy and numeracy...

2.F.8. Recommendation 8 - QCA should work with relevant subject associations as well as with Becta.

2.F.9. Recommendation 9 – We agree. We welcome the recognition of the contribution of the SEAL programme. There should be stronger links between the content of the PSHE curriculum and SEAL programmes and the 'Healthy Schools' programme and evidence. The recommendation should also make mention of partnership between children and parents, which is key to the 'Children's plan'.

2.F.10. Recommendation 10 – We had considerable reservations about the recommendation for a single point of entry. It is hard to see how this could be properly responsive to developmental differences and accommodate summer born children or those who have special educational needs.

2.F.11. Recommendations 11-15 - We welcome these recommendations.

2.F.12. Recommendation 16 - We agree. There are some very impressive examples of teaching subjects through the medium of a foreign language. This gives a springboard of confidence to learn a third language later. Schools should plan their language learning so that it meets children's need and is based on the needs of the locality. However, it is not helpful to single out role-play and drama.

2.F.13. Recommendations 17-20 – Although the place of community languages requires clarification (see above) we are in agreement with the thrust of these Recommendations. The benefit from the introduction of languages in the primary phase will only accrue if a single or two-language model is used (not a multi-language taster which will not provide the foundation for Key Stage 3). Even within this model language learning will need to be planned regionally to take account of secondary schools that have many feeder primaries. We recognise that language awareness courses have a significant number of enthusiasts but we feel that these requirements and expectations, as laid down in 2.116 are better provided by reference to the programme of study in the Key Stage 2 curriculum. We were disappointed that there is no mention of the Asset Languages scheme, which provides graded qualifications in individual languages.

2.G. Concluding Comments on this Section

2.G.1. Schools are already beginning to return the responsibility of curriculum planning to classroom teachers. If the new primary curriculum proposals are to be implemented, a bottom-up model of curriculum development will be required which builds upon the strength of teachers. The report carries implications for the training for existing teachers and those entering the profession.

2.G.2. A certain depth of knowledge about a subject is required in order for a teacher to be creative in their planning and teaching. Teachers will only be able to make effective connections when they understand the subjects and unless this is recognised the proposals will flounder. However, subjects are not explicit in the model or in the text of the Interim Report. If it is left up to schools to identify subjects they may not be able to deliver the areas of learning, efficiently.

Without clarity within the model it will be impossible to confirm that all children have the same experiences.

2.G.3. In implementing the report the government must recognise the need to get rid of SATs and the assessment for pupil progress (APP) guidance must be re-written.

2.G.4. It would be helpful if the research that underpins the report was made available.

2.G.5. The review must herald a move away from a 'system' driven curriculum to a 'people' focussed curriculum based on 'stages' not 'ages'. It is regrettable that 'All Our Futures' has been ignored.

Section 3 – Collaborative subject association response to the Primary Programmes for Learning

3.A. General Issues

What are the general issues that arise for all subjects in establishing Programmes of Learning?

3.A.1. The essential elements of numeracy, literacy, spoken communication, and ICT should be placed firmly within an area of understanding (not necessarily the same one). If this is not done there is a danger that these essential elements will become all pervading and detract from subject teaching.

3.A.2. The areas of learning must focus on **process** not just content. The continuum of process, content and methodology will need to be outlined explicitly as they are different for each subject within an area.

3.A.3. Each subject must identify the **big ideas** in the subject and use this as the basis for the core in the area of learning.

3.A.4. The programmes of learning must avoid thinking only in subject boxes, although subjects must be clearly identifiable within them. This is acknowledged to be a difficult, but very important, task. The final report should be unambiguous about whether programmes of learning are to be for subjects or for areas.

3.A.5. Subject terms must be explicit in each area so that children understand the disciplines that they are learning. This should be developed through the primary years, so that by the end of primary school pupils know what subjects they have been studying on transfer to secondary school. Secondary schools are increasingly adopting curricula in Year 7 that are not entirely subject based, but it will be unhelpful for pupils if they transfer from one 'area of learning' at primary to a different one in lower secondary and ultimately to subject-specific study.

3.A.6. The skills for learning and life are too narrow an interpretation. Many are left out: creativity, cultural literacy and investigative/enquiry skills are examples. Personal development is an outcome, not a skill and skills for a healthy lifestyle are not included. The skills for learning and life should be rethought and rearticulated to ensure that they can be successfully embedded in the programmes of learning.

3.A.7. ICT is a problem. Its place in the programmes for learning will need to be clear and there should be articulation of what should be embedded. This should not just be left to chance.

3.A.8. The importance statement needs to make it clear that 'understanding' in each of the titles involves 'doing' and give an indication of the depth of understanding required.

3.A.9. Each programme of learning will need to address the issue of how it can develop 'responsible citizens'. The development of active, dynamic citizenship should be an aim for all subjects.

3.A.10. Attitudes and values must be seen as key drivers of the programmes of learning alongside the understanding and skills defined in the titles of the areas of learning.

3.A.11. What is statutory and what is non-statutory in the programmes of learning must be made very clear.

3.A.12. There must be proper representation of all subject association interests – to date some subject associations have not been involved in any discussion on proposed areas of learning.

3.A.13 The implications for the development of primary training approaches and resources should be flagged in the final report. Teacher training, and continuing professional development for teachers should be focussed on the programmes of learning, should address the issue of subject knowledge, sources of support, and interaction between subjects in an area of learning and between areas of learning.

3.B. Understanding English, Communication and Languages

What essential elements/understandings should be included in this area of learning?

3.B.1 Essential Elements:

- verbal language; visual language; audio-visual language; thought and language; mime
- speaking; listening; reading; writing; all leading to understanding
- poetry; prose
- play; role-play; playing with language; experimenting with language; mark-making
- comparative linguistics; knowledge about language – synthetic (i.e. how it works) and analytic
- phonics alone are not enough – they need to be combined with language comprehension as part of an holistic approach embracing a range of strategies and language skills.
- the richness of children’s literature
- appropriate interaction between the book and the reader, to encourage engagement with texts, with characters, so that children ‘owe allegiance to them’ – attitudes to reading are important for primary children – it is not just a question of decoding the ‘text’ (which can include games and films) but particularly of imbuing children with positive attitudes to reading
- reading for pleasure and with purpose should be emphasised
- language; text; media
- the predominance of English in the multi-lingual society that is England today
- writing should not be just a record, not just evidence of learning but done for a purpose – pupils need to develop a repertoire of writing
- talk can and should be dynamic and useful, a key part of learning through the mix of speaking and listening – exploratory talk is particularly important with children
- stylistic and generic expectations can be explored, especially through already-familiar textual forms such as film, and especially when they are challenged by non-mainstream material
- it is important for children to express and explore their affective responses and their capacity to ‘invest’ in texts
- children need to experience and reflect upon suspense and fear
- identification with character is an important part of developing empathy and inferential skills
- children need to be able to explore modality judgments – that is, judgments about how true a text is meant to be, for example, recognising that the News is meant to be true whereas a Roadrunner animation is not meant to look like real life.

3.B.2 Essential Understandings that should Underpin this Area of Learning:

- the purpose of learning, which is taught instrumentally
- positive attitudes to skills so that they become embedded
- choice for pupils for example, a variety of ways for recording artefacts
- the importance of group work and collaboration for example, for putting up displays of work
- authenticity of experiences and tasks, not fakes.

3.B.3 Links Between this Area of Learning and Other Areas

- Communication permeates all the other areas of learning.
- Powerful significant words, such as environment, underpin all areas of learning.
- The class teacher in the primary phase has an overarching role with the pupils: stimulating curiosity in all areas; giving balance to the learning and avoiding demarcation; looking over parapets into new areas of learning; and providing a degree of continuity for the learning journey from 5 to 11, towards Key Stage 3;
- Languages provide access to international learning.

3.B.4 Our Group's Expectations of the New Primary Curriculum:

- high quality teaching and learning
- teaching what the children need
- a different view of teaching and learning
- a revolution in methodology away from the mere delivery of QCA programmes towards greater freedom for the teachers which will require coaching
- child development will be taught again as one of the many implications for change that will affect initial teacher training.

3.C. Scientific and Technological Understanding

What essential elements/understandings should be included in this area of learning?

3.C.1. The importance of learning by hands on experience is paramount.

3.C.2 D&T will not serve children's needs unless it is linked closely with both the areas of scientific & technological understanding and understanding the arts & design. An example of where the two areas would come together would be how design decisions have social, health, moral or financial implications. The word 'design' should figure in the title for this area of learning, which should be '**Understanding science, technology and design**'.

3.C.3. Some of the key ideas of science will also fit with D&T: others will need to be separate. It is important that there is clarity about whether key ideas are to be specific to the individual subject or conflated into key ideas for the areas. Conflated key ideas will not be helpful if links are to be established across areas of learning.

What links are there between this area of learning and other areas?

3.C.4. There is a D&T way of working. Designing and making brings together key elements of science, maths, English and art.

3.C.5. Science concepts and skills are important for children to find out about the world around them. We use scientific language for communication, observations and ideas. It is also important for developing attitudes – curiosity, willingness to consider ideas and evidence.

3.C.6 The processes of D&T could be adapted to become generic processes: D &T processes are: meet user needs; explore; develop; model; plan; evaluate; communicate. Generic processes could be

- finding out
- developing ideas and solving problems
- communicating
- reflecting.

3.C.7. Links between subjects and areas should be flexible and far reaching. There are implications for whole school planning and an issue of manageability, which needs to be addressed in training. There should be exemplars of cross subject working for schools to use.

3.C.8. ASE has a publication called Update, which provides web based science and cross curricular resources in response to news items. This style of flexible resource would be valuable for supporting the new curriculum. It would be helpful if such an approach were adopted by other subjects and areas of learning.

3.D. Mathematical Understanding - there were not enough representatives to form this group.

3.E. Human, Social and Environmental Understanding

What essential elements/understandings should be included in this area of learning?
What links are there between this area of learning and other areas?

3.E.1 Delegates focussed their discussion on the first question. Some important contextual points identified were:

- This area encompasses the subject areas of history, geography, RE and citizenship. There was no history representative in the discussion.
- The title as it stands is not one that primary teachers, parents, governors or the general public will immediately understand.
- RE is in a different position to the other contributory subjects because it is statutory in its own right. The inclusion of RE content in this area of learning will be 'non-statutory'. This could undermine the integrated nature of an area of learning and is a real dilemma.
- The area must lend itself to exciting and imaginative teaching, that considers 'issues' and 'values' and involves plenty of first hand experience and work in the local area/community.

3.E.2. The delegates believed strongly that while the content of this area of learning must reflect the concepts and processes of the four subject areas, a programme of learning should bring out things in common to the areas, and this is a key way to reduce content.

3.E.3. Our discussions centred on the **big ideas** that this programme of learning should address. This approach would inevitably 'leave out' some key elements and this would need to be addressed discretely, and then applied within the programme (for example, the development of map skills).

3.E.4. In the time available we could not do justice to the development of programmes of learning in this broad area. Thus we brainstormed some of the big ideas we thought were important. These were:

- **Sustainability:** to include, for example – environmental (links with science), economic, and social sustainability
- **Communities:** to include, for example – similarities and differences; global origins; cultural origins (links with the arts); community cohesion; working together; local perspectives; physical setting; people interaction
- **Me and my place in the world:** to include, for example – scale; interdependence; a global earth (links with ICT); space; time; faiths and beliefs

- **Change:** to include, for example – past and present; cause and consequence; connections; big events; social change; futures; using historical evidence; decision making
- **Identity and diversity:** to include, for example – mutual respect (links with PSHE), relating to the global community; diversity of place, people, cultures, beliefs; genealogy
- **My opinions and others' views and perspectives:** to include, for example – personal choices and decisions in relation to: time, economic, belief, place, lifestyle, ethics; listening to others views; place, faith, past and present; making a difference – active citizenship.

3.F. Understanding the Arts and Design

What links are there between this area of learning and other areas?

3.F.1. It is important to recognise the links across the proposed areas of learning. Art, music, dance and drama each have a particular set of requirements but each has strong links as follows: art through design into technology; drama through speaking and listening into English; music through sound into science and technology, dance through understanding physical health and well-being into PE. These links are not considered to be exclusive.

3.F.2. As many links should be made as is feasible within the individual teacher's experience and within the scope of their influence within the school.

3.F.3. Training is the essential 'glue' that will bring the programmes of learning to life, so that the arts can be integrated into the whole curriculum and be taught through the areas of learning. The final report should address the development of a framework of training for teachers, to release them from what many perceive to be a tightly controlled curriculum, and give them the tools to recognise and offer opportunities right across the curriculum.

3.G. Understanding Physical Health and Well-Being

What essential elements/understandings should be included in this area of learning?

3.G.1 Elements:

- **healthy lifestyles:** physical activity, diet and nutrition, understanding your own physical capabilities
- **positive social, emotional and mental health**
- **risk and challenge** (links to play)
- **economic wellbeing** (links to making the most of myself): money, work/careers
- **physical development**
- **relationships** (links to social wellbeing)
- **self** (links to social wellbeing): who am I? what can I do? how do I manage myself? self esteem.

3.G.2. Processes:

- decision making/choices
- reflecting/refining work and self
- investigative skills
- problem solving
- applying understanding
- creativity - practice and rehearse (links to drama and dance)
- identifying and managing risk
- working collaboratively
- developing identity
- thinking critically
- communication and empathy
- planning and target setting.

3.G.3. Possible issues

- The elements and processes that pupils experience need to be authentic to life.
- The areas of wellbeing are too narrow, they need to be expanded or written so that they can be inclusive of a larger area.
- There are issues of how progress is to be assessed in this area; every child develops at a different rate and in different ways.

3.H. Concluding Comment on this Section

We welcome the opportunity, suggested by Colin Seal, that we meet together in March to review work on the Programmes of Learning and make a collaborative subject association response to what is proposed.

Section 4 – Supporting the New Primary Curriculum

4.A. Subject Collaborations and Partnerships

What do we know about the most effective subject partnerships and collaborations?

4.A.1. Effective subject partnerships are valuable because there is productive cross-fertilisation between subjects with each providing an alternative point of view. When there is cross-over in subject knowledge between subjects, collaborations enable all partners to learn from one another and develop.

4.A.2. Delegates considered examples contributed by group members of effective subject collaborations and professional development and identified the features that made these successful (see Appendix 1 for details). Features of successful partnerships include:

- active teacher involvement in their own professional development
- the presence of an expert, external stimulus (for example, from a subject association) to launch initial ideas, engage teachers and provide ongoing encouragement and support
- careful consideration as to how lessons learnt, or new curriculum ideas, can be spread to other teachers and embedded into the curriculum and not frittered away and lost
- networks of subject teachers to support each other and share ideas of what is most effective
- whole school approaches that involve all levels (including HTs, subject leaders, class teachers, teaching assistants and pupils)
- good subject understanding from all sides – equal partnerships are the most successful
- developments that enhance and enrich the curriculum rather than replace the curriculum
- funding – even small amounts of funding can be an effective stimulus while ‘big bucks’ funding needs very careful planning to avoid pitfalls
- evaluation and reflection on curriculum initiatives allowing lessons to be learned so that mistakes are not repeated.

How are partnerships and collaborations best facilitated?

4.A.3. A collaborative research focus, which draws upon the pooled resources of participants, is helpful. An evaluative input at the start and throughout the collaboration will greatly enhance the learning experience.

4.A.4. Providing access to specialist teachers' fuels projects and results in more creative links. Teachers should know where to find specialist support (both from other teachers and from other agencies) and understand what the ‘expert’ can bring and how best to access their knowledge to make it accessible to pupils.

4.A.5. A school timetable which has space and time for collaborative work and partnerships gives teachers opportunities to go beyond their own area of expertise and can capitalise on their enthusiasm for broader themes that range across a number of subjects and possibly areas of learning. The freedom of teachers to make the links and identify the crossover points between subjects that interest them should be unlimited.

4.A.6. Case studies and exemplar material are required to show teachers that partnership and collaboration are worthwhile and constructive. There is an internet based bank of case study material already available for Key Stage 3 and this should be replicated for the primary phase.

4.A.7. There are complications when partners round the table have different agendas. An example is Youth Dance England, which has overtaken other associations in this subject area. Effective collaborations must involve an equal partnership and genuine overlap of principles. There should be shared objectives and a focus on improving teaching, learning and achievement.

4.A.8. Attendance, funding and sustainability are key issues. Teachers working in the classroom cannot easily find time for attendance at meetings. It is particularly difficult for small associations to participate unless there is explicit funding. Projects must be sustainable.

4.A.9. Although meetings of regional projects may be easier for teachers to attend not all subject associations currently have a regional structure. It would be valuable to have regional networks of centres for professional development for particular groups of associations.

4.A.10. There is a clear role for the CfSA in facilitating collaborations. It would be helpful if CfSA could formulate a policy on working in partnerships to help connect up the existing infrastructure with the areas of learning. The CfSA could also help subject associations communicate effectively and disseminate the results of successful projects.

4.B. Subject Support for Teachers

4.B.1. The provisional recommendations make specific mention of the support requirements for teachers in contexts such as play-based learning and workforce development for languages, but there are other significant implications for the training and support of primary teachers, especially in the interplay of subjects and the proposed areas of learning.

4.B.2. There must be clear information for teachers about where they can find training resources for their own regional and local needs. The training process needs to be made explicit so that teachers know how they will be prepared for the new primary curriculum should it receive ministerial support. The whole of the two-year buffer between publication of the final report and its implementation in 2011 must be used effectively and the introduction of the new primary curriculum must not be rushed.

4.B.3. It is important that the structure of the programmes of learning is known in detail before training needs are addressed. The full structure of the new curriculum will have to be evident before any effective systems can be put in place.

What do teachers need to understand about the new curriculum?

4.B.4. Teachers need to understand that the proposed new curriculum is not reverting to the pre National Curriculum days. It is a **new** curriculum. The new primary curriculum requires a different approach from a 'renaissance' teacher.

4.B.5. Teachers need to be reassured that they can put 'enjoyment' back into learning. They need to get the message that the new curriculum gives them the freedom to tailor the school's curriculum to its ethos and personalise it to the pupils' needs.

4.B.6. Teachers need to understand what increased curriculum flexibility means for them. It means that implementation of the new curriculum should be a balance of 'pilot' projects where they are exploring, and 'planned' projects with outcomes based on previous experience and understanding. They need coaching in how to be creative and to be reassured that it is OK to take risks with the new curriculum to provide imaginative connections that promote learning. All

first attempts might not result in the 'best' outcomes, and teachers should be prepared to reflect and refine to achieve best practice.

What will be the teachers' needs in terms of subject improvement?

4.B.7. Teachers will need to be well prepared to ensure that they promote subject rigour in the learning outcomes within areas of learning. Teachers need good understanding of individual subjects. Without this, the new curriculum is likely to result in superficial, content-based learning. Moreover, secure subject understanding in a particular subject area will be required if teachers are going to lead in that subject and plan collaboratively with lead teachers in other subjects and across areas of learning.

4.B.8. Teachers will need to fully understand the expected progression with the programmes of learning so that they can plan an effective curriculum.

4.B.9. Teachers need to believe in their own professional competence to plan an appropriate and effective curriculum for their pupils – they need to be 're-professionalised'.

4.B.10. To implement the proposed new curriculum, teachers will need to be familiar with different forms of connections between subjects. This is much wider than is now currently considered in 'cross-curricular links'. For example they should be looking to productive connections:

- within areas of learning
- between one area of learning and another area of learning
- between one subject and another subject
- between skills for learning and life and areas of learning/subjects

4.C. The Specific Needs of New Teachers

4.C.1. We were particularly concerned that the current form of initial teacher training and the professional standards are not appropriate to prepare new primary teachers to teach the new curriculum.

4.C.2. There is dominance of training in literacy and numeracy in current initial training so that new teachers feel secure in implementing the National Strategy frameworks but often very insecure in planning and teaching other curriculum areas.

4.C.3. New teachers are not currently trained to be a competent professional in at least one subject area (for example, for postgraduates the subject of their degree). This means that they do not bring into a school an area of expertise that they can contribute to the school, but are most likely, in the early years of teaching, to be seen as in need of topping up in all aspects of their teaching expertise. As new professionals they should be able to use their energy and dynamism to bring new ideas to a school. New teachers will need to be prepared to plan a collaborative curriculum and they need an area of strength to contribute to this collaboration.

4.C.4 The new primary curriculum will, therefore, require a radical review of Initial Teacher Training (ITT) – tinkering will not do.

4.C.5. Since many primary subject specialists have been lost from ITT in recent years as training has moved to literacy/numeracy dominance, the subject associations could help support ITT in devising and delivering ITT curricula to help prepare trainees for the new curriculum.

4.C.6. Higher Education Institutions will need information on the new curriculum as soon as possible, as many are already planning three-year Bachelor of Education programmes

4.D. Ideas for Effective Professional Development (PD)

4.D.1. Opportunities need to be taken to use existing provision, such as science learning centres to broaden the science and technology area of learning. It is important to maintain current arrangements for professional development and to build on these.

4.D.2. Change should be gradual and evolutionary as opposed to revolutionary, accruing over several years as the curriculum is implemented. This should build on the curriculum of the EYFS and involve working with para-professionals who will be delivering some of the curriculum.

4.D.3. The needs of senior managers must be addressed first. Headteachers (HTs) and senior managers are the change agents for a school and must be fully aware of the implications of the new curriculum for their school and its staff. There is a role here for NCSL. Training for HTs will focus on rationale, expectations and 'organisation' for the new curriculum. Subsequent training for teachers will have more focus on how to achieve the intended learning outcomes.

4.D.4. Professional development (PD) must reflect the ways schools respond organisationally to the new curriculum. Some will probably retain subject leaders; some will restructure responsibilities in areas of learning; some will identify key curriculum leaders. Many schools are likely to structure staff into teaching teams (involving teachers and teaching assistants) to plan the new curriculum, so PD will need to consider how to meet the team's needs, not just those of individuals.

4.D.5. If the new curriculum emerges as lower, middle and upper primary, PD will need to match the different immediate demands for teachers working in each sub-phase.

4.D.6. PD will need to change attitudes. This is difficult to do effectively without personal, face-to-face interaction and discussion to explore ideas and issues.

4.D.7. PD for the new curriculum must focus on empowering HTs and teachers. A bottom-up approach that shares views is preferable to a top-down cascade training approach.

4.D.8. There should be a robust mentoring system for teachers providing ongoing support.

4.D.9. A range of strategies should be adopted to demonstrate what integration means. These should include: exemplification (such as that provided by Teachers TV); workshops; on line resources; and road shows. There is a specific need for technical training for ICT as the technology develops so very fast.

4.D.10. Consideration should be given to how PD within areas of learning might be given accreditation. However, this should be done sensitively to ensure that accreditation does not quell teachers' passion for teaching or for their subject.

4.D.11. Lessons should be learned from the problems that have arisen with regard to the Key Stage 3 training and the mistakes should not be replicated. (See example 6 in Appendix I for more detail.) Drop down days are not valuable as they are contrived, superficial and time limited with no opportunity for reflection.

4.D.12. A number of models for training and support were formulated by groups of delegates during the course of a brief brainstorming session and these are attached as Appendix 2. Elements common to all models include:

- recognition of the key role played by HTs as change agents
- empowerment and involvement of teachers in the process – training should not be 'done to them'
- use of a wide range of 'training providers' – with several levels of dissemination
- the importance of continued support over an extended period
- the value of personal engagement of teachers, working with others, sharing practice and face-to-face involvement

- a focus on curriculum customisation to meet local needs
- the importance of developing effective networks, for example, school clusters, LA or regional support structures
- the need for continued access to external experts.

4.E. Resourcing

4.E.1. A framework for curriculum development must be put in place to give teachers the tools to speed up the process of developing teaching resources and tailoring them for their own local/regional needs.

4.E.2. Advisory teachers and Advanced Skills Teachers at a local level will have an important role to play. However Local Authority (LA) subject support is scarce, at least outside of the current core subjects. LAs differ greatly and most teachers have no one to call on for the local subject support that they need.

4.E.3. Subject associations should be proactively engaged and existing co-development networks should be used to create materials. Subject associations may also be well placed to gauge the effectiveness of LA structures and offer supplementary support where it is needed. However primary voices are needed, not the secondary voices which currently dominate many subject associations.

4.E.4. Time is a major issue. Teachers must be given at least two or three full training days, in advance of September 2011, to prepare for the new curriculum. Subsequently, time should be built into teachers' timetables to allow for multi-subject approaches, action planning, review and evaluation of the curriculum, as it develops. There should also be time for reflection, with opportunities for teachers to talk to other practitioners and experts built into the process of curriculum development.

4.E.5. There are clear funding implications for all of the above.

4.F. Two Warnings

4.F.1. There are a lot of people, poised in the wings to jump on the 'training for the new curriculum' bandwagon. Many will offer a cheap, quick fix. Others will make promises to provide the total curriculum package but provide offerings that are superficial. Schools will need 'health warnings' about inappropriate offerings of training and curriculum solutions. The learning experience is enhanced when the people that are invited in to the classroom to support projects have been 'quality assured'. There should be some sort of 'quality assurance mark' similar to that proposed for educational venues and education centres

4.F.2. It is essential that the media management from the DCSF be improved when the final report is published. If the current attitude from the media continues, this may lead to a poor reception of the new curriculum.

Appendix 1 – Examples of Effective Partnerships

Example one was an ICT/RE project with Becta funding, in which the RE and ICT leaders in a school worked with digital film in a collaborative project. Jointly they identified the skills and intended outcomes and the success of the project encouraged other teachers in the school to emulate the ideas and methods so that the approach spread to other year groups in the school.

Key features contributing to success

- Becta funding resourced the project, paying for teacher development time and hardware/software resources
- Outcomes were presented to a wide audience including the school governors and other schools via the local authority. The status of the project (with external funding) brought wider interest.
- Teachers within the school could see at first hand how effective the teaching and learning was with Year 2 pupils and this was an incentive to invest time to develop the same approach with their pupils.
- The ideas and outcomes were presented to other teachers via the local RE network, so that it was disseminated within the local area.
- The outcomes were also more widely disseminated through the RE national subject conference and Becta has exemplars to disseminate through their networks.

Example two was another in-school project with the focus on creativity within the curriculum. The HT and senior leaders in the schools went to a meeting that initiated ideas and subject leaders in the school subsequently went to a follow up meeting from which some materials were available. They took ideas back to school, and ‘tweaked’ them to make them appropriate for their pupils, and to make better links between subject areas. Higher level planning was done co-operatively by subject and phase leaders in the school and was taken forward for planning and implementation by the class teachers. The teaching and learning was evaluated by teachers and pupils – all views were heard, and the work was widely discussed and revisited to form an important element in the school’s developing curriculum. The school is now following the same approach to introduce ‘thinking skills’ into the curriculum.

Key features contributing to success

- The project was started with an external stimulus. The initial meetings sparked enthusiasm for the project in both senior management and curriculum leaders.
- The involvement of senior staff, and subsequently all teachers in the school, gave the focus a whole school approach in which teachers supported each other and shared ideas.
- The planning involved the cooperation of several teachers, had rigour from the input of senior staff, but was also owned by all the teachers who taught the lessons.
- The evaluations were critical and took on board a wide range of views – including those of the children – and the feedback was used to further develop and improve the work.

Example three was another in-school project in which the objective was to introduce music and visual arts approaches by using sonic postcards.

Key features contributing to success

- As above, there was external stimulus from experts who worked with school staff from the outset.
- Teachers who were not initially involved observed the teaching and learning from the point of view of their T&L responsibility in the school to see what the approach offered in their area. These observers identified outcomes that were not expected, for example, the quality of speaking and listening that the activities engendered and the spiritual outcomes identified by the RE subject leader.

Example four was a national project led by a single subject association. The project focus was on curriculum making whereby teachers met for a day with an external subject input and reflected on curriculum potential with other teachers. They then went back to their schools to plan and implement a specific curriculum aspect that had been introduced. Teachers returned some months later to reflect and share their (and their pupil) experiences with the same group.

Key features contributing to success

- The external stimulus from experts and support from other teachers in the same specialism helped support teachers to implement a curriculum initiative, even though some were very tentative at the start of the process.
- There was a clear expectation that teachers had to 'do' curriculum development and report back on how it had gone, so they were actively involved and not just recipients of ideas.
- The evaluation of success involved contributions from critical friends, and for some began networks for subsequent support of subject development.

Example five was an approach to plan for a primary project box to develop resources across subjects. A matrix was planned pairing subject associations in year group projects. Each association was paired differently in each year group. The associations found teachers in different schools and put them in touch with each other to plan and develop the resource.

Key features contributing to success

- The two subjects had equal footing, it was not one subject devising the curriculum and looking for connections with another subject area.
- A focus on connections between just two areas (rather than trying to cover all potential links) made projects more manageable.

Example six was a consideration of the way in which the new Key Stage 3 curriculum was supported. Some of the positive and negative features that could inform any similar primary initiative are identified below.

- The 'cascade' approach has some economic advantages when looking to roll out an initiative to the whole of the country – but the links in the cascading chain often break so that the training is not as effective as intended.
- The project has 40 regional advisers in each subject. This sounds a lot, but is only 4 in each government region, which is a 'drop in the ocean' – and there are many more primary schools.
- The approach involves setting up teacher networks and is using on-line resources. If this works, it could help sustain curriculum development beyond the project end.
- Subject leaders in secondary schools get one day's training. This is probably inadequate to change minds and approaches without any follow up.
- Senior managers received 'training' but this was from a different training provider, and the same 'messages' were not always received.
- Schools chose who attended the training. It was much more successful where several subject leaders and senior managers had been trained, so they took back similar ideas and they could work together back at school to put what they had found out into practice. Where solo subject leaders attended training they found it difficult to implement new curriculum ideas back in school.
- Each training day for subject leaders had to devote half a day to cross-curricular dimensions, but since all the attendees were in the same subject, the discussions about curricular links soon faltered. It is important that people with secure understanding of different subjects work together to make connections.

Example seven was an ongoing project involving artist teacher placements. The partnership of a subject association and a Higher Education institution provides opportunities for teachers to continue their own practice and deepen subject knowledge and skills. It is very successful in developing the teachers professionally and is linked to the award of a Master's degree. Currently few primary teachers have been involved in the scheme, but there are some.

Key features contributing to success

- In-depth subject professional development is very rewarding for teachers and can be a very positive influence on practice.
- Project funding enabled early innovators to benefit from the scheme.

Other examples

- A conference on teaching Shakespeare with Drama was run by NATE and the Royal Shakespeare Company. Delegates chose from a series of workshops run by the two associations. The focus was on improving teaching.
- The English Association and the History Association had worked together and could see the overlap between the disciplines. They found it useful to share resources.
- The Who Do You Think You Are? project between all the humanities associations had focussed on using identity to bring people together.
- The Passport Santé project has involved a Memorandum of Understanding with Anglo-Franco-Scottish Co-operation Agreement associations. The focus of this is on developing language by communicating with native French speakers on the themes of good health and citizenship. The project links partner schools in Coventry, Birmingham and Nancy.
- The Association for Physical Education and the National Dance Teachers Association carry out cross-curricular professional development by subcontracting to Higher Education Institutions.
- SEN collaborations tend to be 'needs led and focussed on the need of particular students.
- Subject associations have also collaborated by: writing for each others' magazines; holding conferences next door to each other; helping another association to plan a conference; co-developing a programme of work; and accreditation of joint courses. Sometimes there has been a business relationship with a contract and on other occasions there has been TDA involvement.

Appendix 2 – Models for Training and Support for the 6 Areas of Learning

Model 1

This model looked at a timeline for implementation.

Spring 2009 - Summer 2009 - Autumn 2009 - >

Department for Children Schools and Families (DCSF), Qualifications and Curriculum Authority (QCA), Teacher Development Agency (TDA), publish frameworks and guidance for the new curriculum.

Spring 2010 - Summer 2010 - Autumn 2010 - >

Training providers – for example, Local Authorities (LAs), Higher Education Institutions (HEIs), Initial Teacher Education (ITE), Subject Associations (SAs), National College of School Leadership (NCSL) in conjunction with DCSF, TDA and publishers - identify good practice and run pilots at national and regional level.

Autumn 2010 - Spring 2011 - >

Senior Management Teams (SMTs) in schools are involved in Continuing Professional Development (CPD) - with regional support such as cluster groups. This phase is key to the success of the whole model - if the SMTs are enthused by what the new curriculum offers they will make sure that it will work.

Summer 2011 - Autumn 2011 - and beyond

Training and support of individual teachers begins with a minimum of 3 days at school level but this should not be a one-off. Continued support and, in particular, sharing of good practice must continue. Suitable approaches to this include:

- peer support
- subject area leaders
- on-line forums & websites
- practical guides from SAs.

The Council for Subject Associations (CfSA) has a role here to bring areas of learning groups together with a tight remit to develop resources and guidance for teachers for each area of learning.

Model 2

This model used a pyramidal structure to represent the levels of dissemination of training and support with the three sides of the enclosing triangle highlighting:

- change management
- support providers
- training/support methods.

At the top of the pyramid (national level) are curriculum leaders - CfSA, NCSL, and Specialist Schools & Academies. These leaders will be the start of a cascading model of training.

At the next level (local level) whole-school development issues will be addressed by Headteachers and SMTs. Winning the hearts and minds of school leaders is key to the success of any programme. Agencies here include CfSA, Local Authority (LA) support teams, and the National Strategies.

At the third level (school level) subject leaders and phase leaders will be involved and whole school issues will be a focus (literacy, numeracy, ICT) as well as subject specific training and support. Here providing agencies will be LA teams and CfSA, as above, but there is also a clearer role for individual subject associations as well as ITE.

At all levels of the pyramid, suitable methods of delivery include:

- courses - including at Masters level
- face-to-face sessions
- practical workshops
- e-learning
- Teachers TV
- coaching and mentoring by leading teachers.

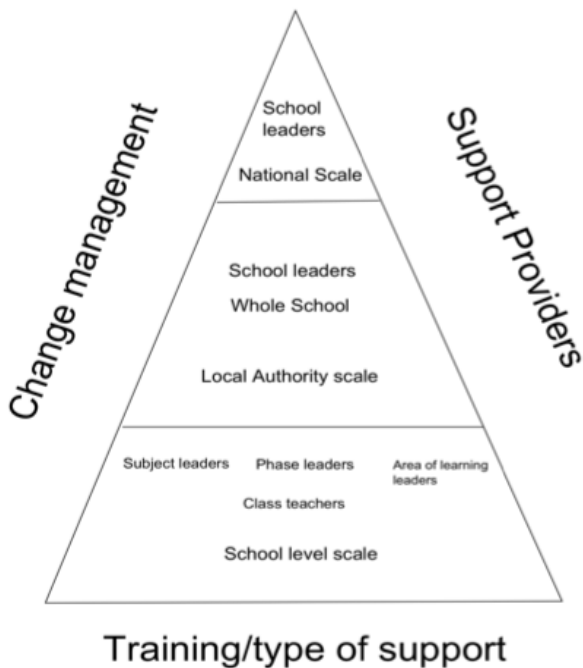


Diagram 1

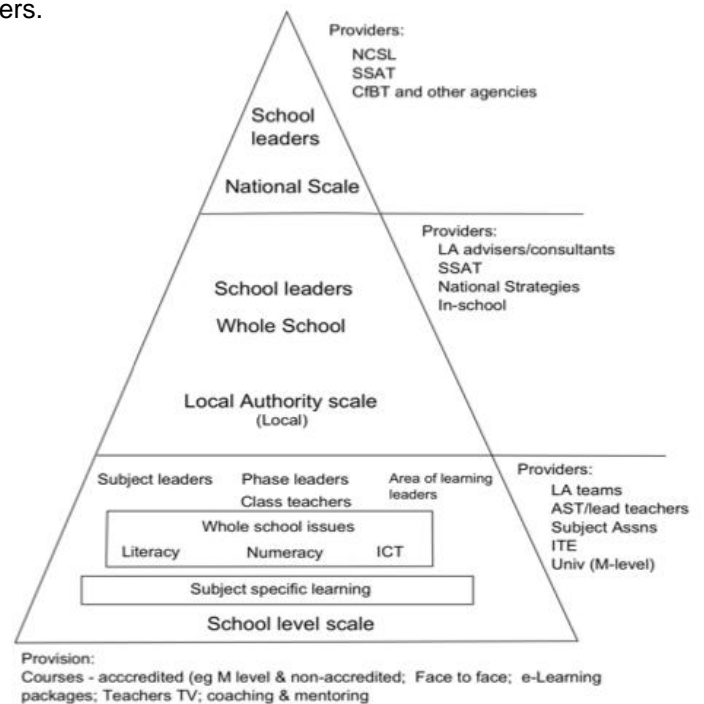


Diagram 2

Model 3

A five-stage model is proposed which gives particular emphasis to the key role of headteachers.

Stage 1: Inspiring Senior Management Teams

The review is as much about pedagogy and customising the curriculum to meet local needs, as it is about curriculum content – thus SMTs must take a lead. The first phase of training and support must be directed at this level.



Stage 2: Cluster training

Headteachers lead training in their own schools through clusters (5/6 schools) using school closure days. All schools will have these closures (although not necessarily all on the same day).



Stage 3: Audit

Individual schools undertake an audit to determine the extent to which they are doing what is required/promoted by the new curriculum framework. Support for this evaluation of current provision will need to be made available. Schools identify their own one/two priority areas for CPD, for example a specific Area of Learning (AoL). They submit their evaluation and priority area(s) to a co-ordinating body (for example the LA) who organise AoL/subject-specific training.



Stage 4: Area of Learning/subject-specific training

Designated members of staff attend AoL/subject-specific training and disseminate back at school.



Stage 5: Long term CPD

Ongoing long-term development is essential, funded by individual schools.

Throughout all stages it is important to develop effective networks (for example, school clusters, LA or regional support structures). The main recommendation of this model is that schools should work together. Schools would have a regional 'expert' they could contact, if necessary, to provide guidance through the process above.

Model 4

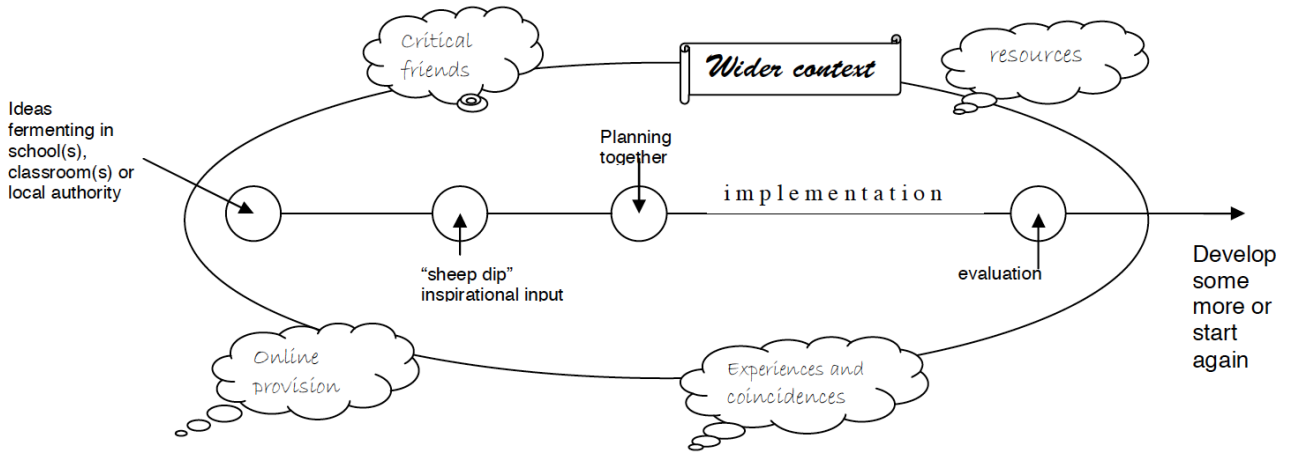
Supporting the Process of Change

All that this model really does is to reiterate what we already know: that learning – and hence change – at any level, is a complex process that takes place over time and involves the interplay of many factors. We think that training and support for the new curricular model and the six areas of learning must take this into account. 'Cascade' models of training are disempowering for the end 'receivers' – in this case the teachers. This model (like the curricular model) places the learners at the centre and thus empowers them.

The diagram below shows **one scenario** for how the process might unfold. But some of the 'stopping points' along the way (see circles) might be in a different order, or be repeated several times: for example, the process could begin with the 'sheep dip' input, or the planning-implementation-evaluation cycle might be repeated several times. The whole process takes place within, recognizes, and makes use of, the wider context (see scroll). Learners have consistent recourse to external expert advisers acting as 'critical friends', to resources, online support and provision, and to their own specific experiences and coincidental factors (see clouds). The key features of the model are:

- extended timescale (could be a year or more)
- continued access to external experts (not just one-off input)
- developing a model suited to us (whoever 'us' may be)
- opportunities to reflect, return to process and so embed learning
- dialogue with all stakeholders in the process: for example, children, colleagues, parents, SMT
- flexibility: escape from the mechanical, over-determined, tick-box model.

The proposal is non-hierarchical and aims for real ownership by learners. It would entail demands for large numbers of 'experts' with a role for subject associations, community expertise, teacher-mentors and others, and a less rigidly target-driven ethos in the education sector.



Appendix 3 – Delegate list

Name	Association
Andrea Tapsfield	Council for Subject Associations (CfSA)
Angela Colvert	United Kingdom Literacy Association (UKLA)
Anne Goldsworthy	The Association for Science Education (ASE)
Carolyn Woolridge	National Dance Teachers Association (NDTA)
Cary Bazalgette	Media Education Association (MEA)
Chris Harrison	National Association of Music Educators (NAME)
Chris Spence	Council for Subject Associations (CfSA)
Clare Thomson	Institute of Physics (IOP)
Dave Jones	Council for Subject Associations (CfSA)
David Gibbons	National Association for the Teaching of English (NATE)
Dominic Haydn-Davies	Association for Physical Education (afPE)
Gareth Pimley	D & T Association
Heather Govier	Council for Subject Associations (CfSA)
Helena Gillespie	Association for Information Technology in Teacher Education (ITTE)
Jill Day	Council for Subject Associations (CfSA)
John Bowden	National Society for Education through Art & Design (NSEAD)
John Coe	National Association for Primary Education (NAPE)
John Lloyd	PSHE Association
John Paine	The English Association (EA)
Juliet Lyal	National Association of Teachers of Religious Education (NATRE)
Karl Sweeney	Association for Citizenship Teaching (ACT)
Kay Lord	National Health Education Group (NHEG)
Libby Steele	Royal Society of Chemistry (RSC)
Lis McCullough	National Association of Music Educators (NAME)
Lisa Duell	Association of Mathematics Education Teachers (AMET)
Liz Chamberlain	United Kingdom Literacy Association (UKLA)
Liz Woodham	Association of Teachers of Mathematics (ATM)
Llyn Codling	Association for Achievement and Improvement through Assessment (AAIA)
Lorraine Petersen	NASEN
Lynne McClure	Joint Mathematical Council (JMC)
Pam Bolton	National Association of Advisers and Inspectors for Design and Technology (NAAIDT)
Patrice Baldwin	National Drama (ND)

Paul Heinrich	NAACE
Paula Owens	Geographical Association (GA)
Richard Gifford	National Association for Language Development in the Curriculum (NALDIC)
William Musk	Association for Language Learning (ALL)