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Dear Colleague

**LEICESTERSHIRE PRIMARY STRATEGY  
(MATHEMATICS AND LITERACY)  
NEWSLETTER FOR PRIMARY AND 10+ HIGH SCHOOLS**

**Team Update**

James Cheesman will be leaving the literacy team at the end of the summer term to take up a post leading on e-learning at Kibworth Primary School. We would like to thank him for his contribution to the team over the past year and wish him well in his new role. Sophie Skipper joined the literacy team earlier this year. Vicki Giffard has now returned to the mathematics team following maternity leave.

**The Assessment for Learning Strategy – the first year**

This academic year, all schools have received substantial support and funding to continue their development of effective assessment for learning and to secure consistent best practice in assessment for all pupils. The offers made to all schools to support with these developments are detailed below:

- Six supply days (two per term) for schools to use to suit their current stage of development
- Three half day subject leader meetings for both literacy and mathematics subject leaders (each with an additional ½ day supply cover for school-based follow up work, allocated on attendance). Each meeting had a focus on assessment for learning and leading developments back in school.
- A training session (one day) for both maths and literacy subject leaders (non-MGP schools). This focussed on developing the use of the APP materials and integrating planning, teaching and assessment. MGP schools received two supply days.
- A training session (half a day) for both maths and literacy subject leaders focussing on the Assessment Guidelines and Standards Files for KS1. On attendance at each meeting, schools received a further 1½ days supply cover for school-based work.
- One half day Headteacher Primary Strategy briefing.

All central training has also included a focus on AFL.

## **Standards Fund 2009/10**

Presently we can provide you with the following provisional information.

### **The Primary Framework**

Funding will be focused on continuing to ensure all schools and teachers make effective use of the Primary Framework to raise standards in literacy and mathematics. Training and release time will be available for all schools.

### **The Assessment for Learning Strategy – the second year**

Funding will be available for all schools to continue to drive improvements in day to day and periodic assessment, to further develop the use of APP materials and to establish whole-school approaches to standardisation and moderation.

### **Intervention**

Funding will be targeted to support schools where attainment is below expectations and where the largest numbers of pupils are not achieving two levels progress. This support will be allocated through the strategic analysis of a wide range of data.

### **ISP**

Funding is now available for a number of schools to participate in the 'Improving Schools Programme'. Schools selected to take part in this initiative have been notified.

### **Communication, Language and Literacy Development (CLLD) and Every Child a Reader (EcaR)**

Leicestershire is now receiving funding from the National Strategies to support the development of CLLD and ECaR. Although only a few schools will be directly involved in these programmes, we will be looking at how we can share the knowledge and understanding that we will gain from participation in these national programmes more widely with schools and teachers in Leicestershire.

## **Primary Resources**

### **• *APP Guidelines***

To clarify the LA advice on the use of the APP materials, we have recently published further guidance to schools on implementing Assessing Pupil Progress. This is now available to download on EIS.

### **• *Independent Review of the Primary Curriculum***

Ref: 00499-2009DOM-EN

This review, led by Sir Jim Rose, has now published its final report. It seeks to answer two key questions:

- What should a broad and balanced curriculum contain to ensure that children receive a well-rounded education?
- How should the curriculum change to meet children's different but developing abilities as they progress through the primary years?

The review recommends that the primary curriculum is organised into the following six areas of learning:

- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding
- Historical, geographical and social understanding
- Understanding physical development, health and wellbeing
- Understanding the arts.

However, it is clearly stated that 'schools should continue to prioritise literacy, numeracy and ICT as the foundational knowledge, skills and understanding of the primary curriculum, the content of which should be clearly defined, taught discretely, and used and applied extensively in each area of learning.'

The final report can be downloaded from [www.dcsf.gov.uk/primarycurriculumreview/](http://www.dcsf.gov.uk/primarycurriculumreview/)  
Further information can also be found on the QCA website at [www.qca.org.uk/qca\\_22257.aspx](http://www.qca.org.uk/qca_22257.aspx)

- ***Report of the Expert Group on Assessment***

Ref: 00532-2009DOM-EN

This report explores the purposes of assessment, the extent to which the current system meets these purposes and what improvements should be made to it. It makes a series of recommendations to the Government. The report concludes there are four key purposes for assessment:

- to optimise the effectiveness of pupils' learning and teachers' teaching
- to hold individual schools accountable for their performance
- to provide parents' with information about their child's progress
- to provide reliable information about national standards over time

It considers the assessment system from each of these perspectives.

The report can be downloaded or ordered from <http://publications.dcsf.gov.uk/>

- ***The Extra Mile: Achieving success with pupils from deprived communities***

Ref: DCSF-00501-2009

This report is part of a series which aims to tackle the barriers which face children from deprived communities at school and seeks ways to improve their chances of success. As well as characterising what good schools do, the report also highlights extra measures which are particularly important for schools serving deprived communities.

Details can be found at <http://publications.teachernet.gov.uk/>

- ***Breaking the link between disadvantage and low attainment – Everyone's business***

Ref: DCSF-00357-2009

This document provides a summary of the international and national evidence of the link between deprivation and education. It highlights some of the good practice already shown by schools and LAs and signals future policy direction.

The document can be ordered or downloaded from

<http://publications.teachernet.gov.uk/>

### **Mathematics Resources**

- ***What works well for children with mathematical difficulties?***

Ref: 00086-2009BKT-EN

This research report focuses on the development and use of intervention materials and programmes in the UK since 2004. It addresses the following questions:

- What intervention schemes are currently in use in the UK in an attempt to boost mathematical attainment of lower-achieving pupils in primary schools?
- What are those schemes like and how effective are they?

The review aims to guide the choice and development of suitable Wave 2 and 3 interventions.

The research can be found at

[www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf)

- **Securing Level 3 in mathematics**

Ref: 00435-2009BKT-EN

This booklet addresses the six key areas in mathematics that children must secure in order to attain level 3. It sets out the standards to be achieved and suggests teaching approaches, relevant intervention materials, teaching and learning resources and assessment prompts. Schools have recently received a copy of this publication. A pupil booklet 'What I can do in Mathematics – Level 3' is also available to download from <http://publications.teachernet.gov.uk>

- **Overcoming Barriers in Mathematics – moving from level 1 to level 2**

Ref: DCSF 00021-2009

This publication is designed to help teachers ensure that children reach a secure level 2 by the end of Key Stage 1. The focus is on common barriers in children's learning that slow or block their progress and the materials provide teaching resources and ideas for planning additional support for identified groups of children at risk of not reaching age-related expectations. All schools have received a copy of this publication.

The booklet and CD can be ordered online at

<http://publications.teachernet.gov.uk>

- **Children who attain Level 4 in English but not Mathematics in Key Stage 2**

Ref: 00317-2009

This report arose out of a national concern about the large number of pupils who, at the end of Key Stage 2, currently attain level 4 or above in English but not in mathematics. A key aim of this research has been to identify actions that schools might take towards raising the mathematical attainment of this group of pupils.

The report can be downloaded from

<http://nationalstrategies.standards.dcsf.gov.uk/node/166704>

- **Mathematics: Understanding the Score – improving practice in mathematics teaching at primary level**

Ref: HMI: 080283

This booklet sets out the essential features of good mathematics teaching. It aims to help teachers improve their pupils' understanding of mathematics and provides a number of practical examples illustrating how to make teaching more engaging and how to develop pupils' mathematical independence.

All schools have recently received a copy of this booklet. It can also be downloaded from [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

- **Moving on with Assessment in Mathematics – developing classroom practice**

Ref: DCSF-00009-2009

This resource aims to provide stimulus material to support CPD with a focus on developing assessment in mathematics. All schools have received a copy of this publication.

The booklet and CD can be ordered from <http://publications.teachernet.gov.uk>

### **Literacy Resources**

- **Support for Spelling**

Ref: 00171-2009FLN-EN

This resource is designed for teachers in Years 2 to 6 and replaces the Y2/3 Spelling Programme and KS2 Spelling Bank. The materials provide termly

objectives which gradually build pupils' spelling knowledge and skills to ensure progression. Units are aligned with the Primary Framework (Strand 6 – Word structure and spelling) and Letters and Sounds (Phase 6).

All schools will receive a hard copy of this resource, either through attendance at subject leader meetings this term or through schools' post. Further copies can be downloaded from <http://nationalstrategies.standards.dcsf.gov.uk/node/183127>

- **Subject Leader Resource CD**

This resource, which has been developed by the Leicestershire Literacy Team, contains a wide range of support materials for Literacy Subject Leaders.

Sections include: Developing an Evidence File, Roles and Responsibilities, Monitoring, Audit Tools, Action Planning, Supporting Parents and Curricular Targets. Copies of the CD are being distributed to all subject leaders, either via summer term Development Group meetings or through schools' post. The materials on the CD will also be available to download from Wordzone. We would welcome feedback from subject leaders on this resource as well as suggestions about other useful material that we could include.

### **Primary Framework Updates**

<http://nationalstrategies.standards.dcsf.gov.uk/>

- The Primary Framework has been upgraded to a new area standards site. This area now brings all of the National Strategies work into one place.
- Guidance has been produced to support both the planning and teaching of mathematics for pupils working well below age-related levels in both special and mainstream schools. This includes materials which track back objectives in the blocks to P Level 4. An extension objective to provide a link between P8 and Level 1 has also been included. Each block contains exemplification for each P level, including Assessment for Learning opportunities.
- Learning overviews for each mathematics unit now contain suggested assessment opportunities linked to the assessment focuses within the APP guidelines.
- 'Support for Writing' and 'Talk for Writing' materials are now embedded within Primary Framework. Support for Writing consists of materials that can support planning for all pupils, e.g text type guidance, as well as materials which will support groups of pupils. The steps in learning and pupil writing targets will help address identified gaps in learning for groups and individual pupils through shared/guided and independent writing. These materials can also be used to support one to one tuition.

### **MathsWeb Updates**

[www.leics.gov.uk/lqfl\\_numeracy.htm](http://www.leics.gov.uk/lqfl_numeracy.htm)

MathsWeb has recently been re-organised, and a number of the pages have been re-written to bring them up to date.

#### ***New features include:***

- A re-organised subject leader section
- A 'Mathematics Course Resources' section including materials from APP training and the Year 4 course
- A 'Maths and SEN' section providing links to Wave 3 materials, such as 'Number Stars'
- New pages on planning, assessment and ICT (which can be found through the 'Primary Teachers' section)

New resources will continue to be added to the site – coming soon is a selection of games and activities for parents to use with pupils in Y5 and Y2, to support transition into Y6 and Y3.

### **Wordzone Updates**

[www.leics.gov.uk/literacy\\_wordzone.htm](http://www.leics.gov.uk/literacy_wordzone.htm)

The Wordzone has undergone a significant reorganisation and is being constantly updated. Recent additions include: materials from the last four APP training sessions; Microsoft Word versions of the Assessment Guidelines for reading and writing; a year 6 revision unit based on the board game Cluedo; and details of current literacy courses which can also be found on EIS. Further work is planned for the summer term; this will include support for planning from the Primary Framework. Any feedback on developments with the Wordzone is very much appreciated.

### **RAISEonline**

The reports and analysis for KS1 and KS2 have now been updated to reflect the 2008 validated data. Schools can download the Full Report, containing a range of contextual and attainment reports, and a series of interactive reports, allowing for greater in-depth analysis of individuals and groups of pupils. Question level analysis templates have also been released for 2009 end of year tests. This release will enable schools to download templates for KS1 2007 & 2009 papers and Years 3/4/5/7/8 optional papers (released in 2006). KS2 2009 papers will be released later this term.

### **Monitoring Visits**

The literacy and mathematics teams will again be conducting monitoring visits to a sample of schools this term. These will involve Subject Leaders and will monitor the effectiveness of LA training sessions and the impact of attendance back in school. This year, courses being monitored are Overcoming barriers L1-2, L2-3 and L3-4, Year 4 Maths, Y3/4 Becoming a Writer and Teachers New to Y6. Schools will be contacted in order to arrange these visits during June.

If you have any queries concerning any aspects of this newsletter or wish to get advice from the primary team, you can contact them at [numeracy@leics.gov.uk](mailto:numeracy@leics.gov.uk) or [literacy@leics.gov.uk](mailto:literacy@leics.gov.uk) or via Jacqui O'Connor (0116 305 6411) or Carol Wilcox (0116 3056337).

Yours sincerely



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