

DfES xxxx/xxxx

Foundation subjects: physical education example 1: background information

1. This PE department is in an 11–18 mixed Comprehensive for 1085 pupils. It has a city catchment area and is a 'school facing challenging circumstances'. Due to a high degree of selection within the city the school intake predominantly reflects the lower ability range. On entry 50% of pupils entering the school are in the lower middle or lowest quartile of ability in the county. About 30% of pupils enter the school having achieved no Key Stage 2 score at level 4. Progress made in Key Stage 3 is good with a particular emphasis on literacy skills.
2. The Head of PE has been in post for four years. Of the other four PE staff, two are on the senior management team. The school enjoys a high profile in the county in terms of school sport and the department teaches both A-level and GCSE PE.

Note:

Paragraph 1 above is based on the most recent Ofsted report. The only edits were to remove anything which identified the geographical location of the school.

Paragraph 2 is contextual information, provided by the consultant, which is felt to be relevant to the interpretation of the audit.

Key Stage 3

National Strategy

Heads of Department

Status: Recommended

Date of issue: 02/01
revised 09/01

Ref: DfES 0756/2001

Auditing a subject in Key Stage 3: physical education

Name of School:	N/a
Headteacher:	Mrs Proust
Subject being audited:	Foundation subjects: PE audit and action plan example 1
Senior manager with oversight of this subject:	Mr Byatt
Head of department	Ms Tyler
Other staff with responsibility, eg. literacy co-ordinator or SENCO:	Mr Spring
Date of completion of audit:	June 2001

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Introduction

This booklet is to help a department or faculty to decide on priorities for strengthening its work and to draw up an action plan to improve standards in the subject. It can be used to supplement the whole-school development plan.

The audit is best carried out in the summer term when a wider range of information on pupils' performance is available. A senior manager and the head of department or faculty are likely to lead it, but all staff in the department should be included in discussions and contribute to the gathering of evidence.

Many of the judgements needed can be made through discussion in two or three departmental meetings. Others will arise from analysing test and examination data, looking at samples of pupils' work and marking, referring to records of pupils' progress and from observing lessons. Information from lessons that have already been observed as part of the school's normal routines can be used, perhaps supplemented by observation of a further small sample of lessons across Key Stage 3. The gathering of evidence, especially lesson observations and scrutiny of pupils' work, will need to be planned carefully over a few weeks, since it may require the equivalent of two days of the head of department's time.

The use of best-fit phrases and tick boxes throughout the booklet helps to keep recording to a minimum. Once the possible points for action in each section have been determined, the head of department can complete the action plan. Senior managers and departmental staff will then have a clear view of the overall developments that are needed and how best to use the professional support of a Key Stage 3 consultant.

Standards in Key Stage 3

Based on last year's KS3 test results and teacher assessments, how do the overall standards achieved by pupils compare with national averages? You could refer to the benchmark information in the DfES's Autumn Package.

Tick boxes or enter grades as appropriate.

All subjects

Overall trends over three years.

Trends over three years	risen significantly	risen a little	stayed about the same	fallen
Over the last three years, pupils' attainment in the subject on entry to Year 7 has:			✓	
Over the last three years, pupils' attainment in the subject by the end of Key Stage 3 has:		✓		

Core subjects only

Percentage of all pupils attaining level 5 and above

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:			✓
Proportion (%) of boys achieving level 5 and above was:			✓
Proportion (%) of girls achieving level 5 and above was:			✓
Proportion (%) of all pupils achieving level 6 and above was:			✓
Proportion (%) of boys achieving level 6 and above was:			✓
Proportion (%) of girls achieving level 6 and above was:			✓

PANDA grade for last year's KS3 tests in the subject in comparison with all schools:	
PANDA grade for last year's KS3 tests in the subject in comparison with similar schools:	

Non-core subjects only

Percentage of all pupils attaining level 5 and above

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:	✓		
Proportion (%) of boys achieving level 5 and above was:	✓		
Proportion (%) of girls achieving level 5 and above was:	✓		

Attainment and progress in KS3 of different groups of pupils

Analysis of data	fully in place	partly in place	not in place
The department analyses its assessment, attendance and other performance information by year group, gender, ethnicity and background of pupils.			✓

Consider the following groups and any others particularly relevant to your own school or department. You should consider gender as a general issue within each of the groups.

*pupils in **different year groups***

*pupils from **different sets***

*pupils with **special educational needs***

*pupils who are **high attainers** in the subject*

*pupils learning **English as an additional language***

*pupils from **ethnic minority** communities*

*pupils from **travelling** communities*

How does the attainment and progress of different groups of pupils compare with the general national and LEA profile? You could use the value added and benchmark information in the DfES's Autumn Package.

Comments on noticeable differences in the attainment and progress of particular groups:

- Lower ability pupils tend to do less well in mixed ability groupings.
- Boys' performance is higher than girls' across the Key Stage.
- High achievers do well practically (boys and girls). Extra curricular provision is strong and well used to push the more able. Their evaluative/decision-making skills are not as well developed as their practical skills.

What could be done?

Where relevant, list up to two action points directed at addressing differences in progress or attainment of:

Different year groups, sets or classes, including differences between boys and girls

- Review curriculum and assess relevance to gender groups – assess the effect on motivation of boys/girls.
- Set the mixed ability teaching groups in Year 7 earlier.

Pupils learning English as an additional language

- Pupils have particular difficulties with specialist technical vocabulary. Provide accurate translations.

Pupils with SEN, or gifted and talented pupils

- Ensure availability of support for pupils with learning/motor coordination difficulties.
- Make sure there are greater levels of independent learning for most able – especially gifted and talented.

Pupils from particular communities

- Identify activities with particular significance to pupils from particular communities.

Attainment in different aspects of the subject

Based on the department's records of pupils' progress and pupils' self-assessments, are there any aspects of the subject where pupils show particular strengths or weaknesses? If so, record them here. You may want to use for comparison purposes those documents that are relevant to the subject, e.g. National Curriculum level descriptions; key objectives for Years 7, 8 and 9 where available; the expectations set out in the Framework for teaching English: Years 7, 8 and 9 and the Framework for teaching mathematics: Years 7, 8 and 9.

Year 7, high attainers	Year 7, middle attainers	Year 7, lower attainers
Need to be able to take greater responsibility for their own learning. Plan, Perform, Evaluate. Good awareness of effects of exercise on body.	Tactical appreciation poor. Improvement needed re thinking through/planning outcomes.	Poor literacy/understanding of technical vocabulary. Lack of confidence when performing.
Year 8, high attainers	Year 8, middle attainers	Year 8, lower attainers
As Year 7.	As Year 7.	As Year 7.
Year 9, high attainers	Year 9, middle attainers	Year 9, lower attainers
More independence needed in selecting tactics and skills. High practical skill levels.	Better understanding of tactical concepts – though still struggling to select and apply them effectively.	As Year 7. Practical individual skills have improved but not developed well in more complex scenarios.

What could be done?

List up to two action points to improve pupils' attainment in each group.

Year 7

- Set by ability for each module/activity. Use link units from QCA SoW to support weaker students.
- Spend more time on developing self-evaluation skills, peer and self-assessment, and use success criteria when judging performance.

Year 8

- Set across year groups.
- Make requirements for progress clearer to pupils and develop their evaluation skills to more realistic levels (Assessment for Learning).

Year 9

- Place greater emphasis on planning/thinking skills. Employ more reciprocal teaching and small-group decision-making activities. Make more use of plenary.
- Encourage students to become critical performers. Develop peer and self-assessment (Assessment for Learning).

Pupils' attitudes and behaviour

Base judgements on staff discussions, lesson observations and, where possible, talking to pupils about their work.

Tick the most appropriate boxes.

In general:	Virtually all pupils	Most pupils	Some pupils	Relatively few pupils	Insufficient evidence
Pupils show an interest in learning the subject and have positive attitudes towards it		✓			
They listen attentively to their teachers and to each other		✓			
They answer questions willingly, explaining and demonstrating their ideas clearly using subject-specific vocabulary			✓		
They present written and graphical work carefully			✓		
They concentrate and try hard, even when the work is demanding		✓			
They show some initiative and can plan and organise their work without direct supervision; for some of the time they work independently			✓		
They respond positively to suggestions for improving their work.		✓			
They complete homework tasks conscientiously			✓		

Are there any noticeable differences in pupils' attitudes or behaviour between different year groups, classes or different groups of pupils? If so, note them here.

Year 7 is very enthusiastic and eager to acquire new skills.

In Year 8 sets, attitude varies (top sets are well motivated but some lower ability sets need greater levels of expectation) in both staff and students.

Year 9 – de-motivation, especially female non-games enthusiasts.

What could be done?

List up to three action points to improve pupils' attitudes and behaviour.

- Communicate highest possible expectations to pupils – use more consistent rewards across classes.
- Increase focus on pupils taking responsibility for their exercise/activity preparation.
- Use a greater variety of teaching styles – incorporating 'thinking skills'-type lessons to focus on planning and evaluating as well as performance.

Planning

Schemes of work and medium-term planning

How effective is your planning in Key Stage 3 overall? Check your practice against the following questions and tick the appropriate boxes.

Does your medium-term plan/scheme of work:	usually	sometimes but not always	rarely
outline the work pupils will be taught over the year and each term, with the time or number of lessons to be allocated to each topic?	✓		
specify learning objectives in line with expectations in the English or mathematics Frameworks, the NC programmes of study/QCA schemes of work, or agreed syllabus?			✓
provide breadth and balance across all aspects/attainment targets of the subject?		✓	
identify when and how to develop cross-curricular skills, such as:	literacy;		✓
	numeracy;		✓
	ICT;		✓
	thinking skills and problem solving?		✓
consciously build on work done in the subject at Key Stage 2?		✓	
specify special provision for pupils who need it, eg.	‘catch-up’ for Year 7 pupils who transfer at level 3;	✓	
	support for pupils with SEN;	✓	
	support for pupils with EAL?		✓
provide regular opportunities to make connections between different aspects of the subject and to revisit aspects/topics?		✓	
build in time for regular review and self-assessment of pupils’ knowledge, skills and understanding?		✓	

What could be done?

List up to two action points to improve medium-term planning.

- Review and rewrite schemes, highlighting opportunities to develop the areas above not covered (e.g. QCA Year 6–7 link units).
- Use Assessment for Learning strategies built into SoW.
- Engage in dialogue with feeder primary school on what has been covered in Key Stage 2.

Short-term planning

Effective short-term or day-to-day planning is a key element of the Key Stage 3 Strategy. The main task of short-term planning is to explain what, how and when pupils are to be taught and to identify the activities to promote, extend and consolidate their learning.

Do your short-term (day-to-day) plans for a unit of work:	usually	sometimes but not always	rarely
identify clear objectives for what pupils are to achieve in a lesson, based on the medium-term plan?		✓	
indicate the key subject vocabulary to be emphasised?			✓
outline the main teaching inputs, and key points for teacher exposition, modelling and questioning?		✓	
outline the focus for development of the lesson, including the main tasks and activities for pupils, and the time these are to take?	✓		
outline expectations for higher attaining pupils, and any extended tasks for them?		✓	
indicate which pupils will receive extra support during lessons, and any modifications or simplifications of tasks and activities for them?		✓	
indicate the essential resources needed, including relevant sections of published materials, practical equipment, and the use of ICT?	✓		
outline key points to be summarised or addressed at the end of the lesson?		✓	
indicate, as relevant, homework assignments?			✓

What could be done?

List up to two action points to improve short-term planning.

- Rewrite lesson plans to incorporate above points, especially subject vocabulary. Ensure their implementation via lesson observation/evaluation cycle – to be implemented across the whole-school in 2001.
- Literacy/numeracy opportunities need support of display venues and to develop common vocabulary/terminology to be addressed in each year. (This also needs to be reflected in cross-curricular health-related exercise aspects).

Teaching

Initial impressions, based on departmental discussions, can be recorded first. The head of department and a senior manager will also need to use information from lessons in the subject that have already been observed as part of the school's normal routines, and/or specifically observe over a period of time a sample of lessons across Key Stage 3. Record here whether lessons have the key features listed below.

Key: 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Expectations of the level of work and pupils' behaviour are high; there is a productive working atmosphere.	1	1	
Teachers have a good knowledge of the subject. They and their pupils use subject-specific vocabulary correctly.	A 1 B 2/3	A 1 B 2/3	Much work to do in low ability/motivation groups.
Teachers tell pupils what they are expected to learn in a lesson, and pupils understand which objectives/targets are being addressed.	2	2	Links to AfL focus.
Lessons are well structured; a variety of activities is used so that pace and momentum are maintained.	2	2	Incorporate thinking-skills activities into SoW.
Teachers actively teach the whole class or groups throughout lessons, they communicate an interest in and enthusiasm for the subject to pupils.	1	1	Strong feature of the department. Extra-curricular provision/involvement reflects this.
Group work is purposeful, focused and well-paced. Routines are established which support independent learning.	2	2/3	Weaker pupils struggle to take responsibility for own learning.
All pupils are expected to be engaged and to contribute through a range of opportunities for participation.	2	1	
Pupils receive oral and written feedback targeted at improving their work.	A 1 B 2	A 1 B 2	
There are sufficient opportunities in some lessons for all pupils to think analytically or creatively, or to reason.	2	2/3	Needs to occur in a more explicit way and for pupils to share and evaluate thinking.

[continued opposite]

Key: 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson; including; high-attaining pupils; those with SEN; those with EAL.	2 2 2 3	 1 1 2	
A purposeful plenary, normally at the end of a lesson, helps pupils to consolidate key aspects of the lesson and deepen their knowledge and understanding.	2	2	An area to work on to promote thinking, AfL and independence.
If available, support staff are deployed effectively during whole-class and group time.	1	1	Not as readily available as department would like.

Are there any noticeable differences between the teaching of different year groups or different groups of pupils? If so, note them here.

- There is more defensive teaching in Year 9 (more difficult/challenging pupils).
- We get a good response when pupils are given responsibility – a noticeable strength in some of the more amenable groups.

Where observed evidence indicates that an aspect of teaching is less effective than initial impressions had suggested, it will be important to decide how best to work with staff to introduce or strengthen those features.

What could be done?

List up to three action points to strengthen teaching.

- Use planned/focused and non-threatening lesson observation and feedback.
- Greater levels of non-contact time to allow for reflection.
- Plan to identify opportunities to support achievement of mentioned points.

Assessment

Tick the relevant boxes.

Do your assessments match these criteria?	fully in place	partly in place	not in place
Assessment is for learning, not just of learning. It is based on objectives from the subject's scheme of work or key objectives in the English and mathematics Frameworks. It is used to guide lesson planning and identify the particular help that individuals and groups of pupils need.		✓	
Whole classes or groups of pupils have curricular targets for improvement, drawn from objectives from the scheme of work or key objectives in the Frameworks. Individual targets for pupils with SEN are incorporated in IEPs.			✓
There is a system for tracking pupils' progress against their targets and for responding to pupils who fall behind.			✓
Marking includes teachers' comments which show clearly what a pupil needs to do to improve. A response from pupils is expected.		✓	
Test papers/assessment assignments are analysed to identify pupils' errors or misconceptions, and pupils are made aware of these. Particular attention is paid to the quality of pupils' reading and writing under test conditions.	N/A		
Records are manageable and useful for teachers. Individual records, incorporating pupil targets, are kept for pupils whose progress is markedly different from the norm.		✓	
Pupil self-assessment is expected and respected and used as part of the assessment record.		✓	

What could be done?

List up to three action points to improve assessment.

- Set aside time in each module to develop self-assessment skills and to incorporate them into summative assessment of modules.
- Make more use of assessment to promote future learning (especially sharing of and teaching to assessment).

Management of the subject and general issues

This section is not designed to give comprehensive coverage of management issues but focuses on those aspects that are particularly relevant to raising achievement.

Action planning	fully in place	partly in place	not in place
Are targets set for the proportions of pupils achieving particular levels in the subject?		✓	
Is there a departmental action plan to meet the targets?			✓
Is the plan monitored regularly by the HOD and SMT?			✓
When senior managers monitor developments in the subject, do teachers receive feedback?		✓	
Are the findings from monitoring linked to a programme of professional development for staff?		✓	

What systems help to strengthen the quality of teaching in the subject:	fully in place	partly in place	not in place
a cycle of lesson observations with feedback?		✓	
regular support with planning?		✓	
regular moderation of pupils' work?		✓	
regular sampling of marking and pupils' responses?			✓
regular departmental discussions about the quality of teaching and learning?		✓	
a planned professional development programme for staff?		✓	

What could be done?

List up to three action points to improve the management of the subject.

- Place greater emphasis on record keeping and transfer of previous assessment data to inform future teaching.
- Use video moderation of pupils' work.
- Increase regular discussion about teaching and learning based on tangible outcomes for modules. Department meeting standing agenda item.

Action Plan

Assessment for learning

Priority	<ul style="list-style-type: none"> Development of assessment policy to maximise it as an aid to learning. 		
Success criteria and/or target(s)	<ul style="list-style-type: none"> Pupils to be able to level themselves and others with accuracy within each module of work. Pupils to be able to discuss and then set realistic targets for the development of their work. 		
Action(s)	<ul style="list-style-type: none"> To produce a clear set of assessment criteria written in 'pupil-friendly' language. To set aside time in lessons to develop pupil confidence in assessing themselves and others by including opportunities for pupil-pupil and pupil-teacher assessment in lessons. To allow pupils to have regular opportunities to undertake self assessment. To use assessment to aid learning by allowing pupils to develop their ability to identify the requirements for progress. To align module assessment criteria to overall national levels. To produce criteria for different levels in each module based on EDEXCEL GCSE criteria. To include opportunities for pupil-pupil and pupil-teacher assessment in lessons. To provide large clearly displayed module assessment criteria in teaching areas. Produce video examples for pupils to view and for use in lessons. 	Person responsible	Timing or deadline
		HOD + one other teacher from the department	Sept 01 and ongoing
		HOD + one other teacher from the department	Ongoing
		HOD + one other teacher from the department	Ongoing
		HOD + one other teacher from the department	Ongoing
		HOD + whole department	Dept. INSET 2001–2
		HOD + whole department	Sept 01
		HOD + one other teacher from the department	Sept 01 and ongoing
		To be agreed	To be arranged
Resources	<ul style="list-style-type: none"> INSET and department time to produce criteria. Display materials, including laminating A3 size. Display facilities in all teaching venues. 		
Consultant support	<ul style="list-style-type: none"> Planning meeting with HOD (Oct 01), review policy documents and observe use in lessons (Feb 02). 		
Monitoring	<ul style="list-style-type: none"> HOD via lesson observation both informal and cyclical. Use of pupil self-assessment sheets annotated by teacher at the end of each module. 		

Motivation and participation (especially girls)

Priority	<ul style="list-style-type: none"> ▪ Increase motivation and participation in PE lessons, especially among girls. 													
Success criteria and/or target(s)	<ul style="list-style-type: none"> ▪ Increased level of participation. ▪ Greater level of pupil satisfaction (evidenced by questionnaire responses). 													
Action(s)	<ul style="list-style-type: none"> ▪ Staff discussion and construction of a pupil questionnaire. ▪ Administration of questionnaire. ▪ Review of curriculum in response to questionnaire. ▪ Revision of curriculum as appropriate, taking into account pupil responses. ▪ Review of findings of Business funded Project on Girls' Participation in Physical Education. 	<table border="1"> <thead> <tr> <th data-bbox="1026 629 1232 696">Person responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1026 696 1232 853">Head of girls PE + another member of the department</td> </tr> <tr> <td data-bbox="1026 853 1232 909">Ditto</td> </tr> <tr> <td data-bbox="1026 909 1232 1010">HOD + teacher</td> </tr> <tr> <td data-bbox="1026 1010 1232 1200">HOD</td> </tr> </tbody> </table>	Person responsible	Head of girls PE + another member of the department	Ditto	HOD + teacher	HOD	<table border="1"> <thead> <tr> <th data-bbox="1254 629 1461 696">Timing or deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1254 696 1461 853">Sept 01</td> </tr> <tr> <td data-bbox="1254 853 1461 909">Sept 01</td> </tr> <tr> <td data-bbox="1254 909 1461 1010">Sept 01 and ongoing</td> </tr> <tr> <td data-bbox="1254 1010 1461 1122">Sept 01 and ongoing</td> </tr> <tr> <td data-bbox="1254 1122 1461 1200">Sept 02</td> </tr> </tbody> </table>	Timing or deadline	Sept 01	Sept 01	Sept 01 and ongoing	Sept 01 and ongoing	Sept 02
Person responsible														
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HOD														
Timing or deadline														
Sept 01														
Sept 01														
Sept 01 and ongoing														
Sept 01 and ongoing														
Sept 02														
Resources	<ul style="list-style-type: none"> ▪ Department time to produce questionnaire. ▪ INSET on developing appropriate curriculum. ▪ Use of facilities, especially indoor. 													
Consultant support	<ul style="list-style-type: none"> ▪ Dissemination of good practice from other departments involved in the Foundation Subjects Strand. 													
Monitoring	<ul style="list-style-type: none"> ▪ HOD and Head of Girls PE, via lesson observation both informal and cyclical. ▪ Consideration of participation rates (June 02). ▪ Questionnaire responses (April 02). 													

Literacy and thinking skills in physical education

Priority	<ul style="list-style-type: none"> To develop pupil learning by improving pupils' capacity to use thinking skills and subject-specific language to enhance and describe performance. 		
Success criteria and/or target(s)	<ul style="list-style-type: none"> Opportunities to use thinking skills evidenced by planning. Pupils demonstrate the use of thinking skills in lessons. Technical language and method of display to be highlighted in lesson plans. Pupils use technical, subject-specific language to describe their own and others' performance. 		
Action(s)	<ul style="list-style-type: none"> Consider, in all medium and short-term planning, opportunities to practice thinking skills. Set aside time in lessons to undertake thinking skills. HOD to liaise with English colleague on the development of literacy in physical education. Consider in all medium and short-term planning, opportunities to use subject-specific language. Produce flash cards/materials to display subject-specific vocabulary. 	Person responsible	Timing or deadline
		HOD + one other teacher	Ongoing from Sept 01
		Ditto	
		HOD + EN Colleague	Ongoing from Sept 01
		Ditto	Ongoing
		HOD + one other teacher	
Resources	<ul style="list-style-type: none"> INSET and department time to produce, review and develop planning. Facilities to allow subject-specific language to be displayed. 		
Consultant support	<ul style="list-style-type: none"> INSET on thinking skills and dissemination of good practice from other departments involved in the Foundation Subjects Strand. 		
Monitoring	<ul style="list-style-type: none"> HOD via lesson observation both informal and cyclical. Review of planning documentation (June 02). Both via observation and observer/pupil discussion, the use of subject-specific vocabulary (Feb 02/June 02). 		

Planning, performing and evaluating

Priority	<ul style="list-style-type: none"> Development of pupil learning via greater emphasis on, and more opportunities to, plan and evaluate performance and skill learning. 		
Success criteria and/or target(s)	<ul style="list-style-type: none"> Opportunities to plan and evaluate in the majority of lessons (evidenced by planning). Pupils demonstrate confidence in undertaking these tasks (evidenced by observation, pupil/observer discussion and increased tactical awareness). Pupils take greater responsibility for their own learning and skill development. 		
Action(s)	<ul style="list-style-type: none"> Consider and include in all medium and short-term planning, opportunities to plan and evaluate. Pupils plan and evaluate as often as appropriate/effective in lessons. 	Person responsible HOD Whole department	Timing or Deadline Ongoing from Sept 01 Ongoing
Resources	<ul style="list-style-type: none"> INSET and department time to produce, review and develop planning. 		
Consultant support	<ul style="list-style-type: none"> INSET on thinking skills and dissemination of good practice from other departments involved in the TLF project. 		
Monitoring	<ul style="list-style-type: none"> HOD via lesson observation both informal and cyclical. Review of planning documentation (June 02). 		

Notes

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