

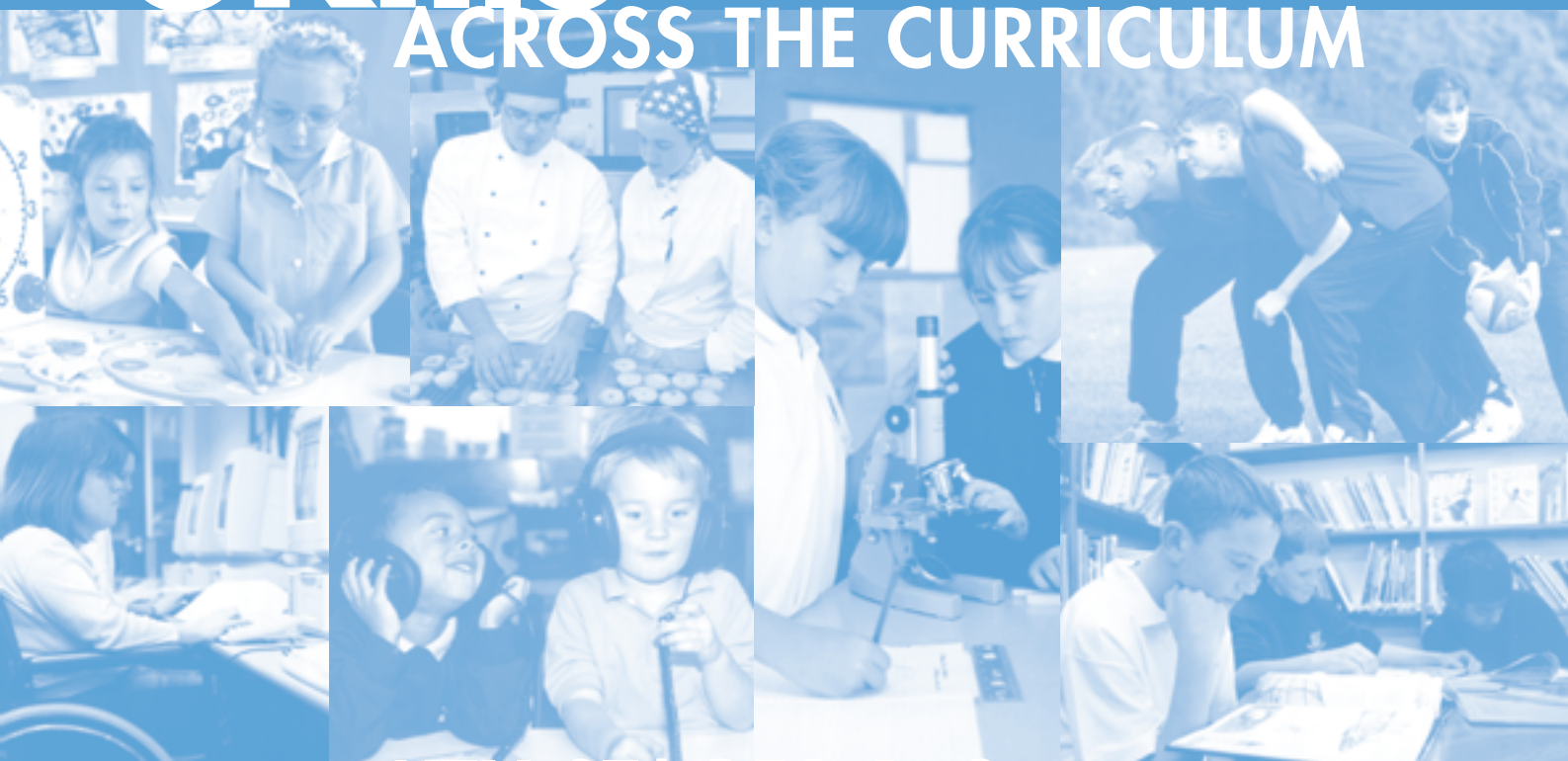


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QUALIFICATIONS,
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FOR WALES

Skills

ACROSS THE CURRICULUM



KEY STAGES 1-3

AC/GM/0252

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Introduction

Introduction

The ability to use a range of skills effectively is crucial to every learner from early years, through statutory education and into life-long learning. We all need to communicate, to use mathematical, creative and problem-solving skills, to benefit from the use of information technology and to develop personal and social skills.

The National Curriculum in Wales includes a list of **common requirements**, the majority of which relate to such skills. These are the skills that all pupils need for all their learning across the whole curriculum. They are generic, cross-curricular and transferable. They apply across all key stages, in all subjects in both mainstream and special schools. It is these skills that are the focus of this booklet.

The booklet is intended to provide guidance to support curriculum managers in schools and local education authorities. It aims to:

- help schools identify opportunities for the development and application of skills across the curriculum
- help coordinate the planning and organisation of skills work in schools
- help schools to achieve progression in pupils' acquisition and use of skills over the whole continuum of education.

The booklet comes as a response to requests from schools for guidance about the skills identified in the common requirements and their relationship with other sets of skills referred to by other organisations and agencies. It is not intended to be prescriptive or to impose additional burdens on schools. In fact, much of the necessary work is already going on in schools and this guidance suggests ways of consolidating and extending current initiatives. The size and type of school and the way it is managed and organised will, of course, influence the way schools use this guidance. Schools work in different ways but, in most cases, this whole school focus on a broad range of skills for learning could readily be accommodated within existing procedures.



Opportunities for developing and applying skills across the curriculum

Which skills?

The **common requirements** of the National Curriculum in Wales include six skills areas.

Skills area	Pupils develop and apply:
Communication Skills	their skills of speaking, listening, reading, writing and expressing ideas through a variety of media
Mathematical Skills	their knowledge and skills of number, shape, space, measures and handling data
Information Technology Skills	their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence
Problem-Solving Skills	their skills of asking appropriate questions, making predictions and coming to informed decisions
Creative Skills	their creative skills, in particular the development and expression of ideas and imagination
Personal and Social Education	the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education.

All staff are responsible for helping pupils to develop these skills from the Early Years to the end of Key Stage 4 and beyond so that pupils are prepared for the opportunities, responsibilities and experiences of adult and working life. The skills are introduced in the *Desirable Outcomes for Children's Learning before Compulsory School Age*, ACCAC, 2000, and developed through the National Curriculum and Key Stage 4 qualifications. This continuum is illustrated in **Appendix 1**.

Currently, different organisations and agencies (e.g. Basic Skills Agency, Estyn, Awarding Bodies) use different terminology with reference to skills. Further details of the terminology and definitions used and the ways in which the skills described are assessed and achievement recognised can be found in **Appendix 2**.

The first three skills areas in the table above are closely linked to the subject orders for English/Welsh, mathematics and information technology and it is here that the groundwork takes place. Other subjects will provide a range of opportunities for pupils to practise, consolidate and refine these skills in real contexts and for real purposes. Indeed, pupils who find themselves in need of a particular skill – perhaps a mathematical skill within a geography lesson – may well be more motivated to develop that skill now that they have found it to have real relevance and purpose.

Most subjects provide opportunities for the development of creative and problem-solving skills. Personal and social education includes a range of skills as outlined in the *Personal and Social Education Framework Key Stages 1 to 4 in Wales*, ACCAC, 2000 and the *Personal and Social Education: Supplementary Guidance*, ACCAC, 2000.

All six common requirements are vital to pupils' learning. Audits of the common requirements are available on the ACCAC website and list all the places that each common requirement symbol appears in each subject order. However, work on each area of skills is at very different stages in schools, LEAs and other national organisations.

The recent work on literacy and numeracy in primary schools, now moving into Key Stage 3, has helped schools to focus on developing and applying skills that help pupils to work more effectively in other subjects. In fact, a policy on improving language skills has been a part of many schools' planning for some years, especially secondary schools. Developing pupils' abilities to read with understanding, to write with appropriate structure and accuracy and to take part in interactive oral work clearly brings benefits for every curriculum area. Moreover, raising all teachers' awareness of the role of language in learning is proving effective in helping them to reflect constructively on their own practices. Evidence suggests that such policies are having a positive effect on pupils' achievement across the curriculum and are enhancing the quality of teaching and learning.

Although work on literacy and then numeracy has generally come first, a similar focus on the role of other skills in supporting learning is now being developed. The use of IT skills to support work across the curriculum is growing. The PSE Framework has highlighted the importance of personal and social skills, particularly in emphasising the effectiveness of pupils' learning to improve their own performance and to collaborate and work with others. Although the nature of creative and problem-solving skills is less well defined, opportunities for their development are signposted at appropriate points throughout the orders. Relevant new initiatives based on research are beginning to inform educational thinking.

It would not be realistic to expect schools to address all six skills areas fully at the same time. The timescale for such work in individual schools will depend on the current situation and on school priorities.

A whole school approach

It is essential that there is a whole school approach to the development of the six skills areas. Without such an approach, development might well be inconsistent and partial.

A whole school approach should aim to ensure that there is a clear overview of skills development within the school and that all staff share a common understanding of what is involved. Common expectations and a commitment from all staff to incorporate opportunities for skills development in their planning will help to provide consistency across all subjects.

Systematic monitoring and periodic evaluation will also play an important part. Teachers will benefit from opportunities to:

- share good practice in teaching and learning and use expertise from within and outside the school to gain information about the repertoire of skills required
- work together to identify opportunities across the curriculum and in real contexts for pupils to develop, practise and refine skills that may originally have been taught in specific subjects
- address individual learning needs more effectively through the use of a range of teaching methods, encouraging diverse learning styles.

In secondary schools in particular, teachers will also need to know what is included in the schemes of work of other subjects and when particular skills are addressed so that they do not expect pupils to be competent in skills they have not yet been taught.

Most importantly, a successful whole school approach should result in considerable benefits for all pupils.

What constitutes progression?

The whole school approach described above will only be successful if all teachers clearly understand the nature of progression in work on skills.

Although many schools already provide opportunities across the curriculum for the development and application of skills, this provision may not necessarily be consistent or balanced. For example, a primary class may be used to searching for information on the Internet in Year 5, but have no opportunity to build on these skills in the following year with a different class teacher who lacks confidence in such an activity. A science department in a secondary school may be very aware of their pupils' linguistic and communication needs and make explicit provision to meet them, whereas another department in the same school may have no such equivalent policy. Such lack of consistency can lead to pupils' uncertainty about teachers' expectations of them, to different standards of work with different teachers, to a lack of progression and, in extreme cases, to pupils' regression in certain skills. It also fails to make clear to pupils how important skills are, both in school and in future life.

There are some general ways in which pupils can demonstrate progression in the application of skills. These include:

- greater independence and confidence in applying skills across the curriculum
- an increasing repertoire of skills that they can apply effectively in different contexts and situations
- an increasing ability to identify their own preferred learning styles and to organise their own learning
- a greater understanding of the contribution that skills can make to learning in a particular subject and to their future lives and careers
- a greater understanding of the importance of self-assessment.

The nature of progression differs, however, in individual skills areas. The corresponding subjects' programmes of study and level descriptions outline progression in communication, mathematics and IT. Expertise here is within the school, with the curriculum coordinator in the primary/special phase and the relevant head of department in the secondary. This expertise needs to be shared with all staff so that each teacher is aware of what constitutes progression in specific activities, for example, in writing, data handling or word processing. Teachers can then provide opportunities to enable pupils to use their skills in an increasingly sophisticated way in successive activities both within one subject and across the curriculum.

Take, for example, a skill such as reading and retrieving information from non-fiction texts – a skill which pupils need throughout their schooling and beyond. What provides progression here is the increasing linguistic difficulty and cognitive complexity of the texts as well as the pupils' ability to understand, select what is relevant and use the information for a particular purpose. This is true for reading in all subjects. For example, in technology, pupils might have to read the following at different periods of their school careers:

Year 4	Read a list of ingredients and follow simple instructions for baking Welsh cakes.
Year 7	Read and follow instructions for making a simple model boat.
Year 9	Read and follow instructions for planning, designing and making a pencil box.

The skill of reading and extracting information is progressively more difficult here because of the increasing complexity of the content, terminology and demand of the task itself.

Pupils can also show progress in reading by retrieving information from text on screen – from CD-ROMs and the Internet. In the following example from history, pupils in subsequent year groups build on the skills learned in Year 6 and progressively develop their IT skills of CD-ROM navigation, word processing and presentation in the context of historical research.



Year 7	Building on skills learned in Year 6, follow simple instructions for logging on to and retrieving information from the Internet. Follow simple instructions to present their work using a word processing package.
Year 8	Complete lessons based on the use of specific Internet sites. Construct a basic/simple electronic slide show for their peers, using scanners and digital cameras, to present the information gathered.
Year 9	Follow guidelines for independent research using the Internet. Working in pairs or small groups, construct more advanced slide shows and simple web pages that will be transferred on to CD-ROM and possibly be displayed on the Internet.
Years 10/11	Use the Internet, following specific instructions, to complete numerous revision tasks. Continue independent research, using the history department web site for guidance. Work in groups to plan, design, construct and present slide shows based upon topics being studied, using the full range of ICT skills learned at KS3.

It is through their increasing ability to use ICT skills that these pupils are able to refine their research and presentation skills in relation to history and to meet the increasing challenge of the tasks set.

A further example from geography shows how opportunities to use and develop the skills of data handling can form an integral part of pupils' experiences when learning about their locality and about the management of the environment. Enquiry into issues about traffic, for example, will benefit from an increasing ability to use mathematical and IT skills as pupils move through the key stages.

Year 4	Carry out a survey of how pupils in a class travel to school. Complete a tally sheet and produce a bar graph. Use IT to produce copies or change elements.
Year 7	Carry out a survey of street traffic. Change figures into percentages and complete different types of graphs, including pie charts, to illustrate comparisons, e.g. by weather, day, location. Use IT to compare the effectiveness of the graphs.
Year 9	Carry out a survey on traffic in a local town and use tabulated secondary data. Extract key data and describe rates of change over time. Use IT package to forecast future trends.

Here, as in the example from history, pupils must also use a range of communication skills, not only in reading but in speaking and listening. As they collaborate for much of the time in groups, they need, as well, to use and develop their personal and social skills.

Guidance about progression in personal and social skills can be found in the PSE Framework, which defines personal and social education and sets out learning outcomes including skills at each key stage. Additional information is contained in the PSE Supplementary Guidance, which also provides examples of whole school approaches to PSE.

Problem-solving can occur in all subjects of the curriculum and opportunities for developing creative skills are also found in most subject areas, not only in those that are normally considered to be 'creative' such as music and art. For example, the science orders show a clear development, requiring pupils to be taught at KS1:

to use their experience and the information they obtain from their investigations to develop their own scientific ideas (1.3)

and at KS3:

to apply their scientific knowledge, understanding and skills to design strategies, solve problems and offer explanations relating scientific ideas to the information about them (1.1)

and

how creative thought as well as information may be required in arriving at scientific explanations (1.3).

Opportunities for developing creative and problem-solving skills, which are closely related, lie in using a range of teaching approaches and in appropriate task setting where objectives include those for the particular skills being targeted. These opportunities may occur at any point of the curriculum when pupils have to:

- discuss different perspectives or approaches
- make choices and decisions
- review, redraft and refine their work
- decide what information should be collected
- design objects
- investigate hypotheses
- make comparisons and connections
- explain causes and reach reasoned conclusions.

Progression here will relate closely to the task and to subject-specific criteria for success.



Coordinating work to ensure progression in pupils' skills

Implementation

This section provides advice on coordinating the implementation of skills work in schools across successive key stages and across the whole curriculum.

As with other whole school developments, the following steps are helpful:

- adapting or developing a school policy
- making arrangements for coordination
- auditing the school's current state of development, deciding how much needs to be done and prioritising actions
- planning, both across the school and within subjects
- identifying opportunities across the curriculum for the development and application of skills
- organising staff training as necessary to improve teachers' knowledge of the required skills, of progression in them and of the benefits of this approach for teaching and learning
- monitoring and evaluating the policy and its outcomes
- monitoring and assessing pupils' performance.

To illustrate these steps, this section presents examples of current practice in primary, secondary and special schools in Wales. Many of these schools are at an intermediate phase in their development work and none would claim to have established a complete and efficient cycle of planning, implementation and evaluation for all aspects of the six skills areas. All have had to prioritise their actions according to needs and available time and resources. Some have yet to begin development in certain areas. However, all show evidence of clear aims and thoughtful planning and implementation, and provide useful models from which other schools can learn.

Section B

A school policy

Policies for skills development have emerged in a variety of ways. In some cases, an individual or working party has drawn up a draft policy for discussion and refinement by the whole staff. In others, an existing policy, perhaps for basic or key skills, has been adapted and its scope broadened.

One rural secondary school began development of separate policies for the basic skills of literacy, numeracy and IT several years ago but in an uncoordinated way. When the school decided to focus on the six skills areas required by the common requirements, it began by expanding the existing policies. All members of staff attended internal INSET on the importance of the skills. The school set up three staff panels to revise the old basic skills policies so that they included a broader focus on communication, mathematical and IT skills. The school development plan for that year included the implementation of these new policies. To support development, the school established two dedicated IT rooms and appointed a new school librarian to support the communication policy. Once these policies are established, the school intends to focus on the three remaining skills areas.

A skills policy can also evolve in a more gradual manner in response to the changing circumstances of the school.

A primary school of 130 pupils began by drafting a literacy policy to meet perceived needs in the school. They then developed this policy to address wider communication skills, subsequently introducing documents for mathematical and IT skills. Thus, the school has developed a whole school policy over a number of years and now selects one specific aspect to receive attention and be enhanced each term.

Many schools have already provided opportunities for the development of skills, though possibly not in a systematic way and without a specific policy. Because of this, a number of schools have found that introducing a policy document does not bring with it more work for teachers.

One headteacher remarked:

'We've been covering it for years ... we've always addressed skills as part of our teaching ... that is why we do not see the need for lots of additional documentation ... or a coordinator ... We already have a cohesive structure in which skills are integrated. We will, though, have to plan our progression in more detail.'



Another headteacher in a school which had well-developed practice but, at the time of the research visit, had no written policy remarked that when the policy is developed:

'It will make references to already existing delivery and opportunities in IT, communication etc. It will simply pull together, in a cohesive way, our skills strategies. What we do need to do is to focus on the progression aspect.'

Coordination

The roles and responsibilities allocated to promote and coordinate work on skills will differ from school to school, depending on size and type. For example, in one small primary school with a teaching head and two other teachers, the head has taken responsibility for the whole school perspective, including the focus on personal and social, creative and problem-solving skills. Teacher A, who has subject responsibility for English and ICT (amongst others), coordinates communication and IT skills, while Teacher B, who has subject responsibility for mathematics (amongst others), coordinates mathematical skills. In a medium-sized comprehensive school, a deputy head is responsible for whole school coordination, the head of Welsh for communication skills, the head of IT for IT skills and the second in the mathematics department for mathematical skills.

Whatever the size of the school, the two main management perspectives are:

- an overview at whole school level
- an overview of each skills area.

At whole school level, the coordinator will probably be part of senior management.

In one small comprehensive school, a member of the senior management team is responsible for coordinating skills throughout the school. He operates through the network of heads of department. In one-to-one meetings held once per term, each head of department reports to the coordinator on how skills are delivered within that department and presents samples of pupils' work to indicate progress. The coordinator then presents a report to the senior management team on skills progress throughout the school at the end of each term.

The teacher coordinating each skills area should have expertise in that area and be able to liaise smoothly with other members of staff. The provision of some dedicated time will make these responsibilities more manageable.

One primary school with a mixed catchment area and a non-teaching head reviewed its skills policies after an internal assessment by its LEA reported wide variations in pupils' language and mathematical attainment. Having decided that a more focused approach across all teaching was required, the school nominated its teacher with responsibility for mathematics as a whole school skills coordinator. The school released her from class teaching for one day per week during the following term to focus on the new responsibility, using supply cover and the head herself to take her class. The coordinator conducted a survey to ascertain the skills needs of different subject areas. Using that information, she decided to develop mathematical skills first and arranged relevant INSET sessions in that area for the whole staff over the ensuing two terms. The school intends to concentrate on communication and IT skills during the next school year.

One important task for the individual coordinator is to ensure that there is consistency across all subjects and all teachers in the implementation of skills policies.

When a school coordinator was appointed in one secondary school, she found that departments had different approaches to mathematical skills and, with regard to communication, used widely different methods for addressing linguistic errors. It took a little time to bring departments together and agree on common strategies in these areas, but the school reports that pupil performance appears stronger since a common implementation of these aspects has been adopted.

In the primary context and in most special schools, it may be easier to provide parallel opportunities for skills progression across subjects since the same class teacher is usually responsible for teaching the whole curriculum. However, schools still need to ensure consistency both between teachers of different year groups and across large year groups where there is more than one class. If teachers are aware of which skills pupils have acquired during the previous year and of how far they have progressed in using those skills, they can build on this knowledge as part of their forward planning.

Continuity and progression will only be possible if there is coordination between key stages. This is relevant to the transfer from KS1 to KS2, particularly if separate schools are involved. Teachers will need to share information about the extent to which pupils have acquired and consolidated skills at KS1 so that they can plan for progression.

Effective coordination between the primary and secondary phases is a particular challenge and is currently a key issue nationally. Where the primary/secondary liaison has been mainly concerned with pastoral and/or special needs aspects, many schools now realise that primary/secondary transition should also focus on the continuing development of skills. Primary teachers need to understand the demands of the secondary curriculum and to focus on developing the skills that will allow pupils to cope with these demands and not regress. Equally, the secondary school needs to have an overview of the strengths and weaknesses of the Year 6 pupils who are about to move there, so that the school is able to identify the way forward.



There is now much greater consistency in skills teaching across the primary sector since the publication of the Literacy and Numeracy Frameworks for primary schools, published by the Welsh Office and OHMCI in 1998 and 1999 respectively. Secondary schools will only benefit fully, however, if all their staff realise what has been achieved in relation to skills acquisition at primary level; for example, by noting the levels and marks that pupils achieved in the end of KS2 assessments in English/Welsh and mathematics.

Some schools use bridging teaching units or courses across Years 6 and 7.

One primary school, which had received an excellent inspection report on progression in mathematical skills, judged that its pupils' mathematical development tended to slow down or even regress on transfer to secondary school. They felt this was because the teaching programme in Year 7 lacked progression from Year 6. The school therefore began discussions with the secondary school and other primary schools in the cluster to improve continuity. The outcome was that the secondary mathematics department and the primary schools together devised a scheme of work where the initial units were introduced in the last term of Year 6 and the final units delivered in Year 7. This has created a natural progression and avoids needless repetition at the beginning of KS3.

Raising awareness among secondary teachers of the standards pupils are capable of achieving is another important area linked to transition. Unless expectations are sufficiently high in Year 7, pupils can produce work that falls short of their best efforts in Year 6. Subsequently, false assumptions can be made about those pupils' capabilities.

One cluster of primary schools made an arrangement with their secondary school that examples of pupils' best work in language, mathematics, IT and other subjects during Year 6 should be passed on to the secondary school heads of departments. These were then used as exemplar materials of pupils' potential so the school could more easily identify and remedy pupils' underattainment in Year 7.

Sending samples of best work in this way is not unusual. What is important, however, is that the primary and secondary schools have come to an agreement about what will be sent and how it will be used, and that the secondary departments actually do have the opportunity to use it. One crucial factor is the timing of the transfer of this work. If it is not received until the autumn term of Year 7, it will have lost its impact since the time for reflection and planning for that term will have passed. Such matters need to be coordinated if transfer is to be successful and progression maintained.

Auditing and prioritising

Any audit of current procedures and opportunities will undoubtedly reveal much about a school's strengths and weaknesses. Auditing the staff's own awareness of and competence in the six skills areas will usually produce a similar outcome.

Sometimes it will reveal strengths.

One school had an excellent inspection report that did not identify any weaknesses for immediate action. As a result, staff from other schools wanted to visit. It found itself the centre of attention with requests to deliver in-service training. In order to prepare for this, it started to analyse how it taught – something that, up until then, had been instinctive rather than explicitly stated. It was this audit that revealed the extent to which the teaching of skills was integral to all teaching and learning right across the curriculum.

The audit here helped the staff become aware of the principles of their good practice which they were then able to share with other schools and to use as a baseline for future development.

However, an audit can also reveal deficiencies.

When mapping mathematical skills, one primary school realised that almost all its work was in mathematics sessions. There was little use of skills across the curriculum, even though the mathematical performance of pupils as a whole in the school was adequate. They realised that although standards in National Curriculum assessment may be satisfactory or good, it is easy to miss opportunities for using and further developing the associated skills across the curriculum. The probable improvement in pupil performance in other subject areas will then be lost. Pupils will neither appreciate the relevance of using skills in a wide range of contexts nor learn to recognise for themselves which skill is the most appropriate for the task in hand.

As noted in the section on policies, existing work on basic skills can provide a starting point for development of the wider skills areas within the common requirements. A whole school audit will identify what has to be done.



One school had already given attention to basic skills, with which staff were now familiar. However, its audit of opportunities for wider skills areas showed how they needed to extend their approach regarding:

- breadth of existing skills: for example, the idea of literacy, based on writing, had to be extended to that of communication, involving a range of reading, media, speaking and listening; and the narrow focus of numeracy expanded to encompass the full range of mathematical skills
- range of existing skills: information technology, personal and social, creative and problem-solving skills were not part of the basic skills remit
- the population to whom they applied: because developing basic skills was of the greatest relevance to low attainers, the majority of pupils had very limited opportunities for practising their skills; the idea that a wide range of skills has to be developed in all pupils in all curriculum subjects was a new one.

This school realised as a result of its audit that their existing work was a good starting point for developing progression in skills but that it only represented a part of the common requirements. However, by raising awareness of existing work, they removed the threat of having something completely new to do and additional work was kept to a minimum. As far as possible, the enhanced skills work was accommodated within existing procedures and documentation.

Planning opportunities

Planning occurs on several levels and time scales, ranging from a number of years as part of successive school development plans to a termly, monthly or weekly scheme of work. Ideally, the whole school plan will feed into departmental plans and revised schemes of work. Teachers will also need to review their teaching approaches and classroom organisation.

Such whole school initiatives as investigating the readability of texts, the teaching and display of key words and the implementation of common approaches to the marking of spelling, punctuation and grammar across the curriculum are now frequently pursued in schools. This consistency is crucial if pupils are to be aware of a common set of expectations across the school and to make progress in developing their skills across the curriculum.

Communication skills

As already noted, because of previous initiatives for improving literacy skills and promoting language across the curriculum, schools are probably further ahead with work on communication skills than for others. However, the emphasis has often been on literacy as a remedial priority for pupils of lower ability. It is important that schools recognise the need to foster improved communication skills for all pupils and that high-attaining pupils also have opportunities to improve their performance.

Individual subjects often lend themselves to developing communication skills in various ways.

One rural primary school ensures that each subject area makes a particular contribution to developing communication skills.

Music: in singing, the class learns the meaning of a song's lyrics, how to pronounce the words clearly and how to express the meaning of the words through song. These opportunities are carefully planned in the schemes of work for music.

History: pupils in Years 5/6 work in pairs to produce a short local history project on a topic of interest to them. They then present their findings to younger pupils in Years 3/4 using a range of oral, written and presentational skills. Communication skills are specifically included in the project aims.

Physical education: pupils doing gym work involving sequences found these hard to remember. They now work in pairs or small groups, making notes on movements as they go along. When the sequence is repeated, one pupil then reads aloud this record of the moves for the other(s) to follow. This approach is now included in subject planning.



Communication in religious education

As part of their planning, one RE department specifically focuses on the development of pupils' communication skills. For example, in a unit of work on marriage for Year 9 pupils, the scheme of work specifically requires the following activities to be built into lessons. Pupils consequently have regular opportunities to use and refine their oral skills through:

- brainstorming sessions where they can initiate ideas
- group work where ideas are discussed and refined
- interviews with members of the family and other adults
- formal presentations of findings and conclusions to the whole class

their reading skills through research:

- of departmental resources
- in the school library, from books, CD-ROMs, journals and magazines
- the Internet

and their writing skills through:

- note-taking as part of research
- final written presentations in the format of their choice – including pamphlets, posters and magazine articles.

Pupils may also choose to use IT skills by presenting their ideas as a video or a series of web pages.

Teachers provide guidance about the criteria for success in the various activities, in collaboration with the English and IT departments.

Subjects that clearly develop communication skills – English, Welsh and modern foreign languages – can work together to reinforce and build on different aspects of communication and raise achievement across the languages.

In one secondary school that took part in the CILT 'Developing Speaking Skills' project, the Welsh and French teachers selected classes that they both taught as the project classes. They used similar activities such as raps, songs and sketches to increase confidence and improve fluency in both languages. In Year 7, pupils combined the freshness of French, a new language, with the experience of having already learned Welsh for six years, and the pupils' performance and development in both languages benefited enormously from a combined approach.

It is often the case that an activity planned to develop one set of skills such as communication skills will, in fact, meet many more of the common requirements.

The head of science in an urban secondary school attended training on 'Literacy within Science' and reported back to the department. The teachers saw the value of several new techniques emphasising communication skills and included these in schemes of work; they identified opportunities for using them and these became a regular part of work in class. For example, pupils now read the requirements for tasks together in groups and then plan their approach through discussion before reporting back orally to the class and the teacher about their decisions. This simple sequence of activities provides opportunities for the development of personal and social, creative and problem-solving skills, though communication skills were the initial focus. The department also places stress on glossary work, ensuring that pupils understand, can spell and are confident to use subject-specific terminology.

There are other opportunities to support communication skills outside timetabled lessons, for example, through the use of the library and initiatives to promote wider personal reading.

As part of its planning for the promotion of reading, a Welsh-medium primary school has regularly entered teams of pupils for the annual Welsh Books Quiz. However, staff realised that the external quiz largely benefited the best readers who were selected to represent the school. It was therefore decided to introduce an internal books quiz where all pupils in KS2 were allocated to teams and the quiz was held once per term. These opportunities for participation have been included in the school's communication development plan. The school has observed an increase in library book borrowing amongst KS2 pupils since the start of the initiative and a consequent increase in pupils' wider reading.

Paired reading is another activity that promotes communication skills, most frequently in secondary schools where senior pupils often work with those in Year 7 in regular timetabled sessions organised on a whole school basis. This link with an older pupil has other benefits for a Year 7 pupil, supporting the development of personal skills and helping him/her to integrate into a new environment. But primary schools can also organise paired reading with similar results.

One primary school has decided to extend the practice of listening to KS1 pupils reading aloud by using older pupils. On two mornings each week, Year 5 and Year 6 pupils pair with children in Reception and Year 1 for fifteen minutes at the start of the day. The older pupils received some guidance about how to read with their partners and about the importance of talking about what has been read both during the story and at the end. The younger pupils read aloud to the older ones and talk about books with them. Reception and Year 1 teachers have reported a perceived improvement in their pupils' reading performance, and the school is intending to monitor closely the standards attained in the statutory KS1 assessments. There has also been an improvement in the personal and social skills of the Year 5 and Year 6 pupils who relish this responsibility and take their duties very seriously.



In one bilingual comprehensive school, a long-established language policy has evolved over a period of time and is linked to the agreed language policy for the school's catchment area in which a long-term objective is to achieve:

- *a situation where each pupil is able to discuss the different subjects in two languages and that, in turn, will reinforce the child's understanding of these subjects...*

In this school, primary/secondary links play an important part in establishing pupils' linguistic needs. Relevant information is collected prior to entry to the school by means of reports from the partner primary schools and from visits undertaken by the deputy head. Based on this information, a profile of each pupil is written which identifies those who will need help with Welsh and/or English and specifies the nature of that help. A further annual assessment updates that profile. Termly discussion also takes place between primary schools and subject departments, including English and Welsh separately, to discuss the KS2 and KS3 curriculum.

The language policy is an intrinsic and central element of the teaching and learning process and is systematically monitored. Technical vocabulary is often presented in Welsh and English at the beginning of lessons. The teachers' use of language models the use of appropriate language registers and is designed both to develop pupils' subject understanding and to extend their language repertoire. In mathematics, for example, the teaching of alternate modules in the medium of Welsh and English respectively helps pupils, over time, to become familiar with terminology and to address the main concepts of the subject through the medium of both languages. A major strength of the school's planning is the way in which linguistic development and effective teaching methods are integrated.

A particular feature of Welsh-medium education is that pupils often read source material in English and apply the knowledge gained through the medium of Welsh. These dual-language skills are different from translating as they require the ability to summarise, draw conclusions, select what is important and then produce original language while avoiding the trap of too literal a translation.

One bilingual secondary school decided to have a special focus on dual-language skills for one term in Year 8. Pupils had additional Internet facilities provided in history, geography and Welsh lessons during that term in order to search for information in English. They were then asked to summarise the information and record the relevant points in Welsh. The school judges that this practice has equipped pupils better to deal with the demands of using English source material during course work in later years in a range of subjects across the curriculum.

For pupils with learning difficulties, communication will usually be a priority target within the Individual Education Plan (IEP).

A KS2 pupil with severe learning difficulties working on early communication skills was beginning to respond to various stimuli using different facial expressions. In order to develop this, his teacher planned to offer him experience of a range of different textures. This target was addressed in art, design and technology, geography, history and science using a wide range of materials and artefacts.

In one special school, the target for a KS3 pupil was to carry out a two-step instruction, given verbally, supported by sign and gesture. All staff were aware of this target so that it could be addressed in all subject areas.

Mathematical skills

It is probably true in most schools that the relevance of mathematical skills to a wide range of subjects is less appreciated than that of communication skills. Consequently, opportunities for their delivery across subject areas may not be as evident and careful planning is necessary. Heads of department in secondary schools often need guidance from a specialist about how they can incorporate mathematical skills into their schemes of work.

One secondary school where teaching had been very compartmentalised has 'opened up' subject areas following the nomination of the second in the mathematics department as school coordinator for mathematical skills. For example, the geography department has amended the Year 8 study of Italy from being largely descriptive to use mathematical skills in analysing population figures for different cities and for the country during the twentieth century to illustrate population movement. Modern foreign languages has extended its Year 8 unit on handling money to include more commercial transactions, dealing with numbers through the medium of French. These opportunities now figure in the schemes of work in these subjects.

There is often more confidence about the development of mathematical skills in primary and special schools, because the subjects are usually taught by the same teacher.

A rural primary school carried out a project in Year 5 on 'Following the River'. Pupils needed a range of mathematical skills such as: the ability to record the number of vehicles crossing a bridge over the river; dividing that into types of vehicle; projecting results to figures for a week, month and a year, and producing bar charts of results; measuring width and depth of the river and the temperature of the water at different times; and presenting the results in different forms. All these opportunities were explicitly included in lesson planning. Another project at the same school involved planning and making bird boxes. Mathematical skills were essential for planning and measuring the dimensions of materials.



A small number of KS2 pupils in a special unit were learning to count to ten. This was reinforced in registration and at break times and counting was introduced into subject lessons. For one pupil with Autistic Spectrum Disorder (ASD), who particularly liked round objects, this additional element was also incorporated whenever possible.

Information technology skills

All the schools visited during the research project drew a distinction between introducing/teaching an IT skill, and rehearsing and developing it. One teacher interviewed explained as follows:

'What we've done is put together a curriculum map for IT so that there are specific IT skills that have to be taught within each year group. Those skills are taught and then incorporated into the other curriculum areas. So perhaps copy and paste is a skill that's taught in IT – that's your IT teacher. But then pupils can apply the copy and paste activity to other subjects. So perhaps in history you think, 'Oh well, if pupils are creating a poster they can use the copy and paste skill effectively'. If IT didn't teach how to cut and paste, so much time would be taken up in the history lesson showing the pupils what to do that the focus of the history lesson could be lost.'

Information technology is possibly the area where non-specialists have the least confidence in integrating the skills into their teaching. But it is also the area where many pupils have more developed skills than their teachers. The establishment and implementation of a school policy therefore calls for a considered and sensitive approach that helps teachers to make best use of pupils' skills while continuing to develop their own.

Equipping pupils with IT skills is increasingly seen as helping them to gain independence in their learning. It is a way of empowering even the youngest pupils to manage their own information needs and to process that information in a way that suits them. It also requires teachers to place trust in their pupils to use school facilities at times convenient to the pupils, such as before and after school and during the lunch break. The development of IT skills thus implies the creation of learning relationships at school which go beyond what has traditionally been the norm.

A secondary school, which took part in the 'Languages in Action' project initiated the production of a regular bilingual newsletter created during the lunch time French club. Pupils word process their articles, produce the magazine using a publishing package and use the scanner and digital camera to illustrate the text. As well as reinforcing IT skills, this project has increased both motivation and uptake in languages.

The development of IT skills is often of particular importance to pupils with learning difficulties/disabilities. Such pupils may be dependent on IT for all their communication and these skills need to be taught, developed and generalised across the curriculum.

Personal and social skills

The PSE programme in schools is planned to help pupils develop the full range of personal and social skills discussed in the ACCAC PSE Framework and Supplementary Guidance documents. But this, more perhaps than any other skills area, is relevant to every lesson – in fact, to every activity that goes on in schools. For example, every time pupils work together, empathise with others, resist unwanted peer pressure and resolve problems they are providing evidence of the increasing maturity that characterises good personal and social skills.

PSE lessons can also be a means of promoting the other required skills.

The PSE coordinator in one secondary school meets the heads of year regularly to plan the PSE programme for the following year for KS3 and KS4. He now includes the staff responsible for communication and mathematical skills in these meetings. PSE units are devised in order to identify opportunities for particular language and mathematical skills which are then presented in a PSE context. Class teachers provide feedback to the relevant coordinators on the success of these units, which are then revised for the following year.

In the primary sector, PSE programmes may not be so clearly timetabled but designated PSE teaching activities can also develop skills. Examples might be focusing on saving and spending pocket money for which mathematical skills are necessary, or using IT skills to search the Internet for information on healthy eating.

Pupils with learning difficulties may need particularly focused teaching to learn to interact and develop appropriate interpersonal skills. Pupils with ASD may need specific teaching to help them identify, label and deal with emotions such as sadness and anger. Targets set in pupils' Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs) may be addressed in PSE lessons but will need also to be included in all subject lessons to ensure a consistent approach.



Organising training

Training for the implementation of skills policies should form part of the wider professional development programme in a school. Whether externally or internally provided, skills training will probably include:

- raising staff awareness of the importance of progression in skills acquisition and application
- training staff to plan for skills progression
- raising teachers' personal competence in individual skills
- presenting and discussing ways of monitoring and assessing pupils' progress.

In raising staff awareness of the issues, LEAs and other INSET courses can play a useful role. Where schools engage in the issues themselves, the school audit may be a crucial part of initial training.

One Welsh-medium secondary school was concerned after an initial audit showed a lack of consistency across departments in the provision of opportunities for using language across the curriculum. As a first step, the senior management team decided to raise staff awareness of communication skills through informal discussions at staff meetings. At a subsequent day's INSET, all staff discussed the school's performance data and then took part in an analysis of pupils' written work, identifying strengths and weaknesses. The day continued with reference to *Pwnc Iaith – Iaith Pwnc (The Subject of Language)* (Cen Williams, 1994) and a final discussion of the question, 'What is our department doing about pupils' communication skills?'

Discussion was lively and agreement emerged on ways to achieve both common approaches across the curriculum and also greater consistency in the monitoring and assessment of skills. The school's Communication Group initially drew up policies on marking and on the content and use of worksheets. The school went on to provide more detailed training about developing the full range of communication skills, using its own language experts from the relevant departments within the school. Other departments were then ready to build opportunities for communication into their own schemes of work.

Schools have discovered that INSET that targets discrete skills in specific contexts can be especially useful in helping teachers to maximise possible teaching opportunities for applying skills. For example, courses on the development of communication skills through science or the application of IT in mathematics lessons can raise performance both in the skill and in the subject.

A group of North Wales LEAs arranged INSET for secondary heads of department on the use of Cognitive Acceleration in Science Education (CASE) activities in science. Several schools have now successfully incorporated such activities into their schemes of work and they report an improvement in pupils' thinking skills and their approach to creative problem-solving. As a result, schools are now using the CASE techniques in other subjects such as mathematics.

Monitoring and evaluation

It is the task of the whole school coordinator to monitor the skills programme in the school. This includes checking that:

- the whole school curriculum contains a comprehensive coverage of all the required skills
- a range of opportunities has been identified across the curriculum for the development and application of these skills
- the opportunities provided present an increasing challenge for pupils at all levels
- teachers are clear about which skills pupils are required to use and at what times
- the opportunities planned are actually implemented
- staff expertise is sufficient to allow them to help pupils develop the required skills
- resources are sufficient to allow the programme to be implemented.

There is no one way to do this and schools will use and adapt their own ongoing procedures as for the monitoring of any whole school initiative.

Individual skills coordinators will have a similar task but will, of course, focus on their own particular responsibility. In many schools, particularly secondary schools, they will carry out the initial check regarding their skills area and report to the whole school coordinator. Secondary heads of department and curriculum leaders in primary and special schools will also have a responsibility to include the monitoring of required skills in their normal monitoring programme and their findings will, in turn, feed into the skills coordinator's report.

Evaluation is a different and more fundamental process and will probably take place at senior management level. It needs to consider whether the programme itself has been successful, whether it has achieved its aims and whether, in part or as a whole, it needs to be reviewed and changed. Schools may wish to check performance against a set of success criteria that they themselves have designed to fit the particular circumstances of the school.



Monitoring and assessing pupils' progress

In deciding whether a programme is effective, the school needs primarily to consider the effects on pupils' learning and on standards achieved.

For communication, mathematical and IT skills, assessment of pupils' skills competence will be closely related to the definitions of progression outlined in the programmes of study and the level descriptions of the associated subjects. It will not, however, be only the teachers in these departments who assess pupils' progress. Teachers in all subject areas need to have not only a clear idea of standards within their own subject but also an understanding of the expectations of the school regarding the required skills. They will then be able to make decisions about the ways pupils apply skills and to feed this information into the school's assessment system.

Where teachers already keep school portfolios of pupils' work to illustrate standards, much of that material can also be used as evidence of progression in the required skills. Such portfolios can also be used as benchmarking resources by teachers of other subjects to give them a clear indication of what constitutes, for example, a coherent and well-expressed piece of factual writing in terms of English/Welsh skills. Clear criteria are available in these subjects, as in mathematics and IT, and it is important that all staff are familiar with these criteria.

The assessment of creative and problem-solving skills depends on subject-specific and task-specific criteria. For example, an object created within the area of design and technology will be assessed by such factors as:

- appropriate choice of material – based on pupils' knowledge of materials
- production skills – based on the way pupils manipulate tools
- fitness for purpose – based on the original specification for the object.

However, there may be common criteria for the process of undertaking a creative or problem-solving task that are applicable across the curriculum. These might include the pupils' ability to:

- apply an increasingly sophisticated repertoire of skills
- arrive at viable solutions more quickly and reject inappropriate options more readily
- become more efficient at appraising the strengths and weaknesses of their own and others' solutions/outcomes/creations
- build on and develop their own creative ideas
- suggest their own areas of investigation and their own ideas for products.

In their planning, it is essential that teachers identify clear objectives, including objectives for skills, and that ideally they share these with pupils. The teacher can then assess against these objectives and gauge the measure of success achieved. If pupils are also aware of objectives and success criteria, they too will be well-placed to develop their ability to assess their own performance. This process will be helped if time for a plenary session is provided at the end of individual lessons when pupils can review what they have learned and identify what they need to do to improve their performance. Some schools provide their pupils with a check list of skills in various areas which can be used as appropriate and which often contain a section where teachers can verify pupils' attainment. Whatever the method, it is increasingly clear that pupils' ability to assess their own performance is a vital and powerful skill in itself and one that must be encouraged.

For pupils with SEN, learning targets will be set in Individual Education Plans (IEPs). It is particularly important for these pupils that skills learned are generalised, used in a variety of contexts, and reinforced in a variety of situations. All staff should be aware when new targets are set so that this knowledge can inform the differentiation of lessons. For pupils with severe learning difficulties (SLD)/complex needs, progress in these cross-curricular skills may well take precedence over progress in subject-specific skills, knowledge and understanding.

As with all assessment, the real value of assessing skills lies in making explicit to pupils, parents and teachers the point pupils have reached, their strengths and weaknesses and the subsequent way forward. It is hoped that this guidance will help schools in this work.

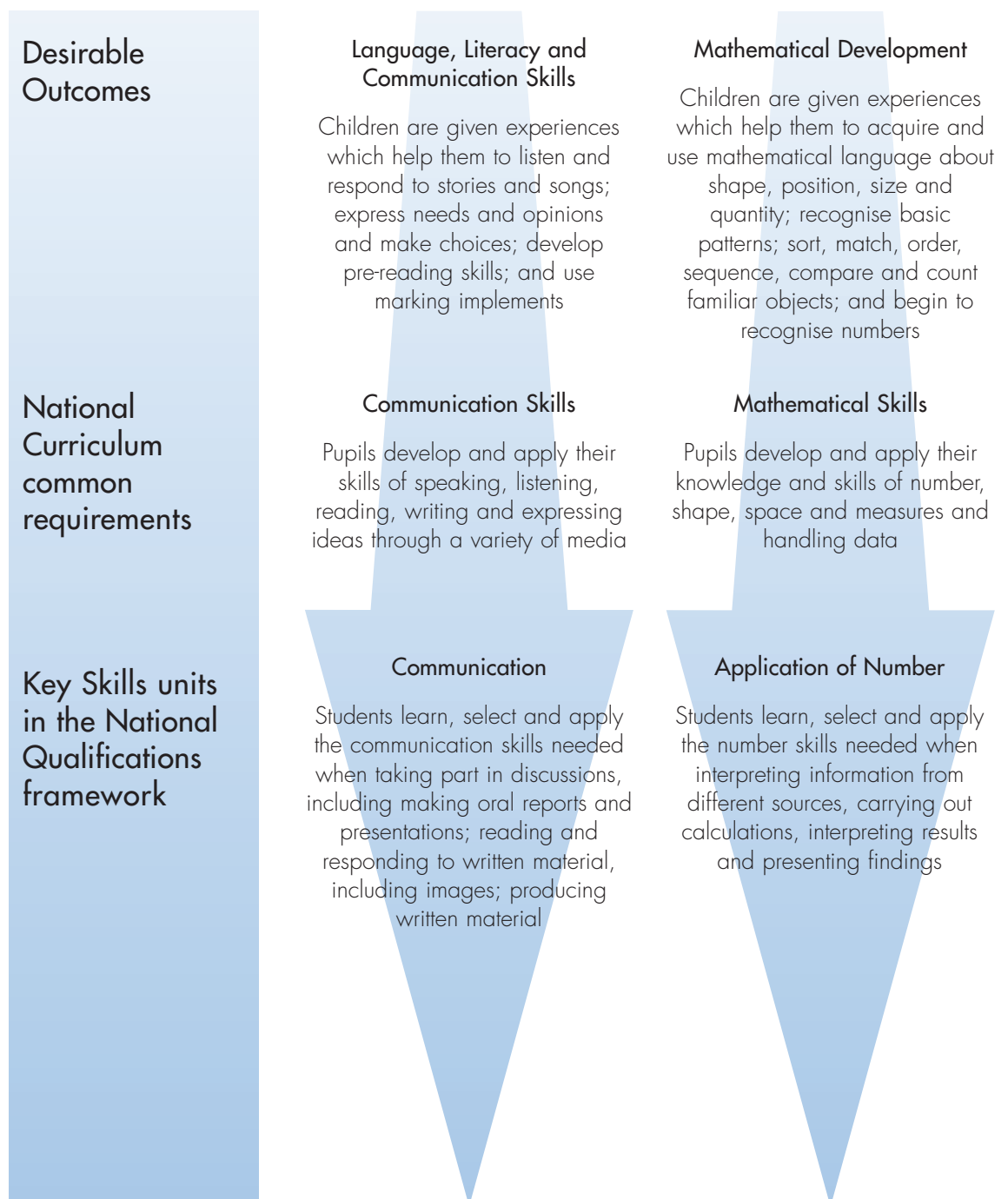


Appendices

Developing skills within the curriculum and assessment framework

As pupils move from pre-compulsory school age education through to the end of Key Stage 4, they should develop and be given opportunities to apply a range of important skills. These skills help prepare them for the opportunities, responsibilities and experiences of adult and working life – for example to be able to communicate effectively, work with number, use Information Technology and solve problems.

Figure 7: The Development of Skills



These skills overarch individual subject areas. Many of these skills are introduced to under-fives through the areas of learning and experience set out in the *Desirable Outcomes for Children's Learning before Compulsory School Age* (ACCAC, 2000). They are then developed first, through the National Curriculum and later, through qualifications at Key Stage 4.

Figure 7 shows the links between the range of skills set out in various documents.



Extract from *The School Curriculum in Wales*, ACCAC, 2000

Terminology and definitions

Appendix 2

Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p>Desirable Outcomes for Children's Learning Before Compulsory School Age (ACCAC)</p> <ul style="list-style-type: none"> • Language, Literacy and Communication Skills • Mathematical Development • Information Technology • Personal and Social Development • Problem-Solving (within Knowledge and Understanding of the World) • Creative Development 	<p>Children are given experiences that help them to:</p> <ul style="list-style-type: none"> • listen and respond to stories and songs; express needs and opinions and make choices; develop pre-reading skills; and use marking implements • acquire and use mathematical language about shape, position, size and quantity; recognise basic patterns; sort, match, order, sequence, compare and count familiar objects; and begin to recognise numbers • begin to understand the use of a variety of information sources, for example information technology • feel confident and be able to form relationships; demonstrate care, respect and affection for others; concentrate for lengthening periods; and acquire basic life skills such as dressing themselves • begin to find out about outcomes, problem-solving and decision-making • develop their imagination and creativity and their ability to express it. 	<p>Baseline assessment</p> <p>Assessment of pupils in Reception class (or in Year 1 if this is when pupils first start school) in:</p> <ul style="list-style-type: none"> • Language skills – consisting of listening and communication, listening and responding to stimuli, reading and writing • Mathematical skills – consisting of number and mathematical language, size, shape and space • Personal and social skills.



Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p>Common Requirements in the National Curriculum Subject Orders (ACCAC)</p> <ul style="list-style-type: none"> ● Communication Skills ● Mathematical Skills ● Information Technology Skills ● Personal and Social Education ● Problem-Solving Skills ● Creative Skills 	<p>Pupils develop and apply:</p> <ul style="list-style-type: none"> ● their skills of speaking, listening, reading, writing and expressing ideas through a variety of media ● their knowledge and skills of number, shape, space and measures and handling data ● their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence ● the attitudes, values, skills, knowledge and understanding relating to personal and social development ● their skills of asking appropriate questions, making predictions and coming to informed decisions ● their creative skills, in particular the development and expression of ideas and imagination. 	<p>Ongoing and statutory teacher assessment and statutory tasks and tests</p> <p>Ongoing teacher assessment takes place informally and formally throughout each year. Teachers record pupils' achievements and schools are required to report pupils' progress in subjects and activities.</p> <p>At the end of each key stage, in Year 2, Year 6 and Year 9 pupils are assessed by statutory teacher assessment and, in Year 6 and Year 9, by tasks/tests in:</p> <ul style="list-style-type: none"> ● English and/or Welsh ● mathematics <p>In Year 9 pupils also receive a statutory teacher assessment in IT.</p> <p>Assessment in other subjects also recognises achievement in the common requirements.</p> <p>Achievements in the common requirements can also be recognised in the Progress File.</p>



Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p>Key Skills Qualifications (ACCAC, QCA and the Awarding Bodies)</p> <ul style="list-style-type: none"> ● Communication ● Application of Number ● Information Technology ● Improving Own Learning and Performance ● Working with Others ● Problem Solving 	<p>Students learn, select and apply the:</p> <ul style="list-style-type: none"> ● communication skills needed when taking part in discussions, including making oral reports and presentations; reading and responding to written material, including images; producing written material ● number skills needed when interpreting information from different sources, carrying out calculations, interpreting results and presenting findings ● IT skills needed to find, explore, develop and present information, including text, images and numbers ● skills needed when setting targets and planning action, following the plan to meet targets, and then reviewing progress and achievements ● skills needed in planning and confirming activities with others, working with others towards identified targets, identifying progress and suggesting improvements ● problem solving skills needed when identifying problems, planning and trying out optional solutions, applying options and checking success. 	<p>Key Skills units</p> <p>Awards are available in each of the six Key Skills at Levels 1, 2 and 3.</p> <p>Communication, Application of Number and Information Technology are available as national qualifications with both internal and external assessment.</p> <p>The second three, often referred to as the 'wider key skills', sit outside the National Qualifications Framework are certificated on the basis of internal assessment only.</p> <p>Achievements in the Key Skills can also be recognised in the Progress File.</p>



Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p>Key Skills in the Handbook for the Inspection of Schools (Estyn, 2000)</p> <ul style="list-style-type: none"> ● Speaking ● Listening ● Reading ● Writing ● Numeracy ● Use of information and communications technology 	<p>Pupils:</p> <ul style="list-style-type: none"> ● speak clearly and audibly, adapting speech to a range of circumstances and demands ● listen to others and respond appropriately to what they say ● read accurately, expressively and with understanding from a variety of sources ● write coherently, fluently and accurately for a range of purposes ● use, apply and interpret numerical and statistical data presented in a variety of forms ● use a range of information and communications technology for diverse purposes. 	<p>Inspection reports for individual school report on the standards achieved and progress made across the curriculum in each of the key skills.</p> <p>Inspection surveys periodically report on standards achieved and progress made across Wales.</p>



Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p data-bbox="395 528 667 685">Literacy and Numeracy in the Frameworks for Action in Primary Schools (National Assembly for Wales and Estyn)</p> <ul data-bbox="395 703 501 1003" style="list-style-type: none"> <li data-bbox="395 703 501 734">● Literacy <li data-bbox="395 976 501 1008">● Numeracy 	<p data-bbox="751 703 1066 958">Literacy in English and in Welsh is about enabling pupils to read a wide range of material with confidence, accuracy and enjoyment, to communicate effectively in speech and writing and to listen with understanding.</p> <p data-bbox="751 976 1066 1196">Numeracy is a proficiency with number that enables pupils to use flexible and effective methods of computation and recording and to apply them with confidence and understanding.</p>	



Source and terminology used	Definitions and/or description of the skills to be taught	Assessing skills and recognising achievements
<p>Basic Skills (Basic Skills Agency)</p> <ul style="list-style-type: none"> ● Literacy ● Numeracy 	<p>The ability to read, write and speak in English (or in Welsh for people whose first language is Welsh).</p> <p>The ability to use mathematics at a level to function and progress at work and in society in general.</p>	<p>Quality Mark for Basic Skills in primary schools – awarded to schools meeting the ten elements of the Quality Mark.</p> <p>Quality Mark for Basic Skills in secondary schools – awarded to schools meeting the ten elements of the Quality Mark.</p>



Useful publications and website addresses

ACCAC

Desirable Outcomes for Children's Learning before Compulsory School Age, 2000

The School Curriculum in Wales, 2000

Personal and Social Education Framework, Key Stages 1–4 in Wales, 2000

Personal and Social Education: Supplementary Guidance, 2000

INSET Activities for Developing Higher Order Reading Skills at KS2, 1996

Datblygu Uwch-Sgiliau Darllen Cymraeg yng Nghyfnod Allweddol 2: Pecyn HMS, 1996

INSET Activities for Developing Number Skills in Mathematics at KS2, 1996

Optional Assessment Materials for English at Key Stage 2, 1999

Optional Assessment Materials for English at Key Stage 3, 2000

Optional Assessment Materials for Welsh at Key Stage 2, 2001

Optional Assessment Materials for Welsh at Key Stage 3, 2002

Optional Assessment Materials for Mathematics at Key Stage 2, 2002

Optional Assessment Materials for Mathematics at Key Stage 3, 2002

Optional Assessment Materials for Information Technology at Key Stage 2, 2002

Asking Questions, Getting Answers: Report of a research project on whole school language policies in the secondary schools of Wales, 1999

Asking Questions, Getting Answers: Whole School Approaches to Developing IT Capability, 1999

A Structure for Success – Guidance on the National Curriculum and Autistic Spectrum Disorder, 2000

Challenging Pupils: Enabling Access – Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties, 2000

ACCAC, Castle Buildings, Womanby Street, Cardiff CF10 1SX

Telephone: 029 2037 5400

Fax: 029 2034 3612

E-mail: info@accac.org.uk

Website: www.accac.org.uk

Estyn

Framework for the Inspection of Schools, Revised 2000

Handbook for the Inspection of Schools, Revised 2000

The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2000–2001

Raising Standards of Reading in Primary Schools, 1999

Raising Standards of Writing in Primary Schools, 2001

Raising Standards of Spelling in English in Primary Schools, 2001

Standards and Quality in Primary Schools: Planning through topic work in Key Stages 1 and 2, 2000

Standards and Quality in Primary Schools: IT and the Final Evaluation of the WOMPI Project, 1999

Standards and Quality in Primary Schools: Subject Leaflets, 2001

Primary and Secondary School Partnership: Improving Learning and Performance, 1999

Standards and Quality in Secondary Schools: Subject Leaflets, 2001

Aiming for Excellence in Provision for Special Educational Needs, 2001

Estyn, Anchor Court, Keen Road, Cardiff CF24 5JW

Telephone: 029 2044 6446

Fax: 029 2044 6448

E-mail: enquiries@estyn.gsi.gov.uk

Website: www.estyn.gov.uk

National Assembly for Wales

Raising Standards of Literacy in Primary Schools: A Framework for Action in Wales,
Welsh Office/OHMCI, 1998

Raising Standards of Numeracy in Primary Schools: A Framework for Action in Wales,
Welsh Office/OHMCI, 1999

The National Basic Skills Strategy for Wales, 2001

The National Assembly for Wales, Cathays Park, Cardiff CF10 3NQ

Telephone: 029 2082 5111

E-mail: education.publications@wales.gsi.gov.uk

Website: www.wales.gov.uk

The Basic Skills Agency

Basic Skills Agency Quality Mark for Primary Schools, 1996

Basic Skills Agency Quality Mark for Secondary Schools, 1996

Literacy and Numeracy Skills in Wales, 1997

The Basic Skills Agency, Commonwealth House, 1–19 New Oxford Street, London WC1A 1NU

Telephone: 020 7405 4017

Fax: 020 7440 6626

E-mail: enquiries@basic-skills.co.uk

Website: www.basic-skills.co.uk

Other

Key Skills:

Implementation needs in schools and colleges, School of Education, University of Cambridge, 2000

Delivering Key Skills Effectively, DfEE research report (RBX 10/00)

Website: www.dfes.gov.uk/research/

Developing Speaking Skills, CILT, 1999

Website: www.cilt.org.uk

Pwnc Iaith – Iaith Pwnc, Ceu Williams, Canolfan Bedwyr, Prifysgol Bangor, 1994

Telephone: 01248 383293

Fax: 01248 383293

Website: www.bangor.ac.uk/ar/cb/cb.htm



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Lliswerry High School, Newport
Maendy Primary School, Cwmbran
Marshfield Primary School, Newport
Pen-y-dre High School, Merthyr Tydfil
Radnor Valley Primary School, New Radnor
St Cenydd Comprehensive School, Caerphilly
Trinity Fields Special School, Ystrad Mynach
Ysgol y Bryn Special School, Shotton
Ysgol y Gorlan, Tremadog
Ysgol Gyfun Maes-yr-Yrfa, Llanelli
Ysgol Gymraeg Castellau, Pontypridd
Ysgol Llangynfelyn, Taliesin
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Ysgol Tryfan, Bangor

Notes

