Primary education is a critical stage in children’s development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative … developing their self-confidence as learners and maturing socially and emotionally.

... Excellence in teaching and enjoyment of learning is at the heart of this.
Disclaimer
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The websites referred to in these materials existed at the time of going to print. Readers should check all website references carefully to see if they have changed and substitute other references where appropriate.

We would like to thank John Walmsley for his contribution to photographs in this publication.

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Introduction

How well are we doing?
How well should we be doing?
What more can we aim to achieve?
What must we do to make it happen?
What will it look like when we’ve succeeded and how will we know?

Excellence and Enjoyment: learning and teaching in the primary years will help answer these questions. It will help schools provide children with the very best primary education so that they become effective and enthusiastic learners. It will help schools look at best practice, agree priorities for action, define success criteria and regularly monitor progress.

The success of the Literacy and Numeracy Strategies has laid an excellent foundation. Thanks to the hard work of schools and children, more children than ever before are achieving high standards in these areas of the curriculum. The challenge now is to build on that progress by raising standards further and meeting the needs of every child.

Ofsted reports show that the best primary schools combine high standards with a broad and rich curriculum. In these schools, children are engaged by learning that develops and challenges them and excites their imagination. The learning and teaching environment in these schools is shaped by an excellent understanding of what children can achieve and by teaching that is focused on their individual learning needs.

Excellence and Enjoyment: learning and teaching in the primary years provides excellent opportunities to ensure that all children fulfil their potential through the integration of high standards for all within a broad and rich curriculum.
Overview of each section

Section 1  The purpose of this guide (pages 7–12)
This section describes the introductory guides and suggests how they can be used. It introduces Excellence and Enjoyment: learning and teaching in the primary years, alerting schools to these professional development materials in advance. They will be available in September 2004.

Section 2  Learning and teaching: high standards within a broad and rich curriculum (pages 13–25)
This section reminds leadership teams of the principles of learning and teaching from Excellence and Enjoyment: a strategy for primary schools. Excellence and Enjoyment: learning and teaching in the primary years translates these principles into classroom practice. It suggests how leadership teams can identify their priorities for development in learning and teaching across a rich and broad curriculum.

Section 3  Self-review and action planning (pages 27–30)
This section invites leadership teams to involve all staff in undertaking detailed self-review and action planning around the key aspects of learning and teaching that they have identified as priorities. To do so, it suggests leadership teams draw on the models of CPD they have explored in the case studies in the companion guide, Continuing professional development.
Section 1

The purpose of this guide

This guide introduces Excellence and Enjoyment: learning and teaching in the primary years – a set of continuing professional development (CPD) materials aimed at supporting schools deliver excellent learning and teaching across a rich and broad curriculum. These materials will be available in September 2004. The materials are a key part of the Primary Strategy's commitment to develop a framework for learning and teaching which will help raise standards further and improve pupil performance in Foundation Stage and Key Stages 1 and 2.

The companion guide and video (Introductory guide: continuing professional development) focuses on the characteristics of effective CPD and looks at the evidence for successful models of professional development. They suggest how the materials available from September 2004 can be used in whole-staff professional development.

Ideally, leadership teams should use the introductory guides and video during the summer term to help them plan how to embed the CPD materials as part of their whole-school improvement priorities for the academic year 2004/05 and beyond. However, the guides and the materials can be used at other times if circumstances in a school make this more appropriate.
Learning and teaching in the primary years

Learning and teaching in the primary years builds on the materials produced by the Sure Start Unit and by the National Literacy and Numeracy Strategies over the last few years and on new and established understandings about key aspects of learning and teaching. It offers schools the opportunity to develop further their capacity for:

• planning and assessment for learning;
• creating a learning culture;
• understanding how learning develops.

These three themes are developed in the CPD units that will be available in September 2004. Fuller details are given in section 2 of this guide.

Schools are encouraged to make informed decisions, when selecting from the forthcoming materials, about the areas most relevant to their school improvement priorities. However, we recommend that schools give particular attention to assessment for learning as this is crucial for setting realistic and challenging targets for all children and for personalising teaching to meet individual learning needs.

Key aims and objectives

Learning and teaching in the primary years proposes a range of learning skills, knowledge and understanding that children should develop as they progress through primary school. This introductory guide will:

• help leadership teams identify priorities for development in learning and teaching;
• suggest ways of engaging all staff in addressing these through a CPD model;
• support the establishment of effective self-improvement processes which will ensure that high standards and excellence are achieved in all areas.

These improvement processes could be based on the well-known five-stage cycle of school improvement or other models familiar to schools (see page 9).
Cycle for school improvement

The model below uses self-evaluation and CPD to address areas for improvement. This should be linked to schools’ performance management processes.

1. How well are we doing?
Leadership team gather systematic evidence of current practices and their effectiveness.

2. How well should we be doing?
Leadership team/whole staff compare their current practice with best practice.

3. Cycle for school improvement
What more can we aim to achieve?
Agree priorities for improvement with all staff.
Agree outcomes.

4. What must we do to make it happen?
Define success criteria for agreed outcomes.
Formulate action plan with explicit links to CPD.

5. Taking action and reviewing
Leadership team and all staff regularly review and monitor progress against success criteria.
**Links with other Primary Strategy activities**

These guides and the forthcoming CPD materials are a key component of the continuing support available to schools through the Primary National Strategy to raise standards in literacy and numeracy across a rich and broad curriculum.

Initiatives such as the Primary Leadership Programme (PLP), the Intensifying Support Programme (ISP) and workforce remodelling are important vehicles for:

- disseminating these guides and the CPD materials effectively and ensuring a coordinated approach for embedding excellent learning and teaching in schools;
- deploying staff resources, including teaching assistants, to optimum effect and devoting the necessary time needed to make best use of the guides and CPD materials;
- establishing learning communities to exchange best practice on learning and teaching and maximise the impact of the guides and CPD materials within the schools and across other schools.

**The Primary Leadership Programme and the Intensifying Support Programme**

We recommend that schools in their first year of the PLP or ISP should draw on the materials in *Learning and teaching in the primary years* in discussion with their consultants or Primary Strategy Consultant Leaders (PSCCLs).

Schools that are taking part in the second year of the PLP or ISP will have the opportunity to look closely at how they can best embed the learning and teaching materials as part of the support infrastructure offered through these initiatives. Both initiatives are delivered through a combination of training, expert consultancy and support, and are aimed at building schools’ capacity to improve pupil performance.

To ensure that these schools are well prepared to use the learning and teaching materials due in September, we recommend that the leadership teams discuss their school improvement priorities in May and agree them with their PSCCLs, ISP consultants and link advisers/inspectors. We also recommend that they use the guides as the basis of these discussions and develop an action plan identifying their priorities within the scope of the PLP or ISP.

Around 3500 primary schools took part in the first year of the PLP and a similar number will join the programme in the second year. A further 855 primary schools entered the ISP in April 2004.
Using the introductory guides

It is suggested that the materials in the guides are used in three stages by:

• the leadership team – stages 1 and 2;
• the leadership team engaging the whole school staff – stage 3.

The box below suggests one way in which schools could use the guides.

Stage 1
1. Read through section 2 of this guide in order to gain a sense of the aims and content of the materials in Learning and teaching in the primary years and to start to identify priorities for development.
2. As a leadership team, undertake the suggested review and discussion activities in section 2 to help decide the priority areas for learning and teaching which you can carry forward into the school development plan for 2004/05. It is recommended that particular attention be paid to assessment for learning (handout 1B) during these discussions. The CD-ROM provides a school self-evaluation grid for AFL which provides additional support for this area of discussion, if required.

Stage 2
3. Read the pages on effective CPD in the Introductory guide: continuing professional development.
4. Undertake the case study enquiry as outlined in the Introductory guide: continuing professional development.
5. Decide how the identified learning and teaching priorities will be introduced to, and considered by, the whole staff via a whole-school CPD model.
6. Undertake stage 3 with all staff.

Stage 3
7. Return to this guide. Use sections 2 and 3 to engage all staff in reviewing priorities for development work in learning and teaching and to introduce Learning and teaching in the primary years.
8. Use the material in section 3, and school self-evaluation tools as appropriate, to review the annual school development plan and, as part of this plan, put together an action plan for the beginning of the autumn term. The action plan will address identified priorities for learning and teaching development and provide the most effective model of CPD for particular school contexts.
What funding is available to schools?

Funding for the guide and the training materials is part of the school development grant for 2004/05. Schools that wish to commit staff time to embed these materials to improve learning and teaching are encouraged to use their school development grant, which they can spend on any activities aimed at raising standards and promoting inclusion.
Section 2

Learning and teaching: high standards within a broad and rich curriculum

This section of the introductory guide is intended to do two things:
• outline the aims of Excellence and Enjoyment: learning and teaching in the primary years and provide an overview of the CPD materials it offers;
• support leadership teams in identifying their priorities for development in learning and teaching, in order to ensure high standards and excellence for all children, across a broad and rich curriculum.

Excellence and Enjoyment: a strategy for primary schools (DFES 2003) proposed a set of key principles for learning and teaching. Subsequently, these principles have been extended through discussion with the profession (see page 14). Learning and teaching in the primary years helps those working with children consider how these principles can be translated into practice so that children can achieve the highest possible standards, within a curriculum that motivates and engages them.
Principles for learning and teaching

Set high expectations and give every learner confidence they can succeed
This includes:
• demonstrating a commitment to every learner’s success, making them feel included, valued and secure;
• raising learners’ aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents or carers.

Establish what learners already know and build on it
This includes:
• setting clear and appropriate learning goals, explaining them, and making every learning experience count;
• creating secure foundations for subsequent learning.

Structure and pace the learning experience to make it challenging and enjoyable
This includes:
• using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences, and involving high levels of time on task;
• making creative use of the range of learning opportunities available, within and beyond the classroom, including ICT.

Inspire learning through passion for the subject
This includes:
• bringing the subject alive;
• making it relevant to learners’ wider goals and concerns.

Make individuals active partners in their learning
This includes:
• building respectful teacher–learner relationships that take learners’ views and experience fully into account, as well as data on their performance;
• using assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.

Develop learning skills and personal qualities
This includes:
• developing the ability to think systematically, manage information, learn from others and help others learn;
• developing confidence, self-discipline and an understanding of the learning process.

For a fuller version see: www.standards.dfes.gov.uk/seu/coreprinciples1/core-principles.doc
Excellence and Enjoyment: learning and teaching in the primary years

The materials
Excellence and Enjoyment: learning and teaching in the primary years is a set of CPD materials, structured around three key themes, with two units for each theme. These are:

- **Planning and assessment for learning**
  - Designing opportunities for learning
  - Assessment for learning
- **Creating a learning culture**
  - The conditions for learning
  - Classroom community, collaborative and personalised learning
- **Understanding how learning develops**
  - Learning to learn: progression in key aspects of learning
  - Learning to learn: key aspects of learning across the primary curriculum

See handout 4 (page 25) for a fuller overview of each unit.

The central role of teaching is explored within each theme. Each unit provides:

- an introduction to some key aspects of learning and teaching;
- illustrative examples from a range of curriculum areas;
- discussion prompts and other suggestions for classroom enquiry and practice, reflection on these, and staff room activities;
- cross-references to other relevant resources from the National Literacy and Numeracy Strategies, QCA and other key partners;
- background readings and research summaries;
- video clips to support each unit.

The aims of the materials
The materials are designed to assist staff working within the Foundation Stage, Key Stage 1 and Key Stage 2 in:

- identifying and mapping the development of key aspects of learning;
- recognising the opportunities to develop key aspects of learning offered by different curriculum areas;
- understanding progression in key aspects of learning throughout the primary years, building from the Foundation Stage and leading into Key Stage 3;
• exploring teaching strategies and approaches (including the use of ICT) that support the development of key aspects of learning;
• undertaking planning to develop key aspects of learning across the curriculum;
• embedding effective assessment for learning practices (including engaging children in reflecting on their own learning);
• engaging all staff as learners involved in building a professional learning community within and beyond their school.

Using the materials
The units can be used flexibly to meet the priorities of individual schools. However, schools should consider the ‘Assessment for learning’ unit as a priority for examination and possible use.

The time spent on different aspects of the materials will vary from school to school. There is no expectation that all the materials will be used within a time scale set by the Primary National Strategy. It is likely that schools will focus on developing some aspect of practice and on embedding it securely before they move on to tackle further areas. Developing the quality of learning and teaching is an ongoing element of school improvement.

Schools may already be familiar with aspects of learning and teaching discussed in the materials (for example, creating an appropriate classroom environment or an increasing awareness of different learning styles) through school development activities that draw on the work of well-known experts, LEAs or other organisations. Learning and teaching in the primary years is not intended to replace such development work, but to complement it. Although there may be some variance in terminology and emphases, the fundamental aspects of learning and teaching explored will be common.
Deciding on and recording priorities
The key principles for learning and teaching (page 14) will support discussion and reflection to inform the next steps for the leadership team: the identification of priorities. Leadership teams could discuss these principles in relation to their schools to identify broad areas for development before moving on to the discussion outlined below, which will help identify specific areas for improvement.

Discussion activity
At the end of this section (pages 19–24), there is a series of handouts which provide discussion prompts in relation to the three key themes of Learning and teaching in the primary years. Each question relates to a section of the CPD materials within one of the six units. Undertaking these discussions as a leadership team will help identify priority areas for development within the school.

It is likely that there will be areas within each set of discussion prompts where practice within the school is secure and others that are areas for possible development. The areas identified may already be in the school development plan. If they are not, leadership teams will need to decide if they should become a priority within the plan. It is recommended that these development areas are then placed in order of priority and one or two selected for focused attention and staff development. Having identified priority areas from these discussions, use these discussion prompts as the basis for a similar activity with the whole staff.

Having agreed priorities for next year’s development, select units or sections of units which will best address these priorities from the themes and units offered in Learning and teaching in the primary years (and outlined on handout 4).

Additional evidence
If leadership teams decide to undertake a more rigorous review of some areas of practice, they may find self-evaluation tools – such as the assessment for learning prompts on the CD-ROM – helpful. Following consultation with headteachers, a further CD-ROM may be developed which will give a fuller suite of review materials linked to the Ofsted school self-evaluation process (Framework for inspection, form S4).

Continuing professional development
Before proceeding to section 3 of this guide, leadership teams are advised to turn to the companion guide, Continuing professional development, and to undertake the activities suggested there in section 1.
Discussion points for ‘Planning and assessment for learning’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Planning and assessment for learning’ which could benefit from sustained focus. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

Designing opportunities for learning

Within the school, to what extent:

- is there an overarching curriculum map which shows curriculum coverage, progression and the range of learning experiences for each year group/stage?
- is the curriculum map used to identify and make effective links between
  - literacy and mathematics and the rest of the curriculum
  - other curriculum areas where appropriate?
- is planning based on whole-school approaches and shared principles (including National Curriculum inclusion principles)?
- is use made of the advice and guidance given in key documents including
  - Curriculum guidance for the Foundation Stage (DFES/QCA)
  - Designing and timetabling the primary curriculum (QCA/NLS/NNS)
  - Excellence and Enjoyment: a strategy for primary schools (DFES, PNS)
  - The curriculum in successful primary schools (HMI)?
- do medium- and short-term plans, across the curriculum,
  - include aspects of learning and teaching found to be successful in the CGFS, NLS and NNS, such as teaching to objectives
  - give attention to the development of key aspects of children’s learning, such as working with others and enquiry?
- are planning resources (such as NLS planning exemplification, NNS unit plans and QCA schemes of work) used to support teachers and reduce work load?
- do children, parents, teaching assistants and others know what will be covered?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in planning?
Discussion points for ‘Planning and assessment for learning’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Planning and assessment for learning’ which could benefit from sustained focus. The discussion points could be used in conjunction with the Assessment for learning, school self-evaluation tool that is to be found on the accompanying CD-ROM. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

Assessment for learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group 2002)

Within the school, to what extent:

• are staff knowledgeable and skilled users of strategies for day-to-day assessment in the classroom including:
  - questioning
  - observing
  - discussing
  - analysing work
  - checking children’s understanding?

• is assessment used to inform short-term planning?

• are the children engaged in the assessment of their own learning?

• are curricular targets and success criteria understood and used by staff and children?

• is feedback on learning (oral and written, self and peer assessment) well understood and used to inform and encourage further learning?

• is assessment for learning used across the curriculum?

• is summative assessment used formatively through the use of data and other information?

• are parents and carers regularly informed and involved in the assessment of their children’s learning?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in assessment for learning?
Discussion points for ‘Creating a learning culture’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Creating a learning culture’ which could benefit from sustained focus. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

The conditions for learning

Within the school, to what extent:

• do all staff, parents/carers and children have a shared understanding of the school values and ethos?

• is the importance of personal, social and emotional aspects of learning recognised and explicitly developed?

• do classroom relationships, rules, routines and whole-school ethos promote positive behaviour for learning?

• is the learning environment arranged and organised to promote learning and children’s attainment?

• do staff have a well-developed repertoire of key teaching strategies which they use to take account of different contexts for learning, different learning styles and different learning needs?

• are parents, carers and the wider community involved in promoting effective conditions for learning?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in promoting the conditions for learning?
Discussion points for ‘Creating a learning culture’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Creating a learning culture’ which could benefit from sustained focus. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

Classroom community, collaborative and personalised learning

Within the school, to what extent:

• is there a shared understanding of the importance of talk and collaboration in developing learning?
• are strategies in place to support this across the curriculum?
• do children experience a range of learning contexts – whole-class, group, guided, paired and individual – across the curriculum?
• do staff have a range of teaching strategies to ensure interactive teaching in a variety of contexts?
• are different learning styles, the need for additional support or more challenging learning and teaching addressed?
• are children’s diverse backgrounds and individual interests acknowledged and supported within a common curriculum?
• are parents and carers involved?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in classroom community, collaborative and personalised learning?
Discussion points for ‘Understanding how learning develops’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Understanding how learning develops’ which could benefit from sustained focus. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

Learning to learn: progression in key aspects of learning

Within the school, to what extent:

• are staff familiar with key aspects of learning, variously described as key skills, thinking skills, personal, social and emotional skills? (The key aspects of learning explored in the Learning and teaching in the primary years units are social skills, self-awareness, motivation, managing feelings, empathy, creativity, information processing, reasoning, evaluation, enquiry and problem solving.)

• do staff design learning opportunities to explicitly develop these aspects of learning in all areas of the curriculum?

• is there an understanding of progression in these key aspects of learning?

• do staff have a range of teaching strategies that will support the development of key aspects of learning and children’s attainment?

• do staff help children recognise when and how they are using key aspects of learning across the curriculum?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in key aspects of learning?
Discussion points for ‘Understanding how learning develops’

These discussion points are linked to the units of the same name to be found in Learning and teaching in the primary years. Using the discussion points on this handout will help identify those aspects of practice in ‘Understanding how learning develops’ which could benefit from sustained focus. Materials within the units will offer CPD materials to support each focus. The areas for development that arise from the discussion may already be identified within the school development plan. If an area of practice identified as needing further action is not in the school development plan, this discussion will help determine whether it should become an immediate or longer-term priority.

Key aspects of learning across the primary curriculum

Within the school, to what extent:

• do staff explicitly recognise key aspects of learning when they occur in different areas of learning / subject areas?

• do staff help children recognise when and how they are using key aspects of learning across the curriculum?

• is there an understanding of the significance of some key aspects of learning within particular subjects (e.g. problem solving in design and technology)?

• are opportunities for literacy across the curriculum, numeracy across the curriculum and using ICT across the curriculum planned for and developed?

As a result of these discussions, what areas for professional development have been identified to ensure that staff have the appropriate subject and pedagogical knowledge to address areas for development in key aspects of learning across the primary curriculum?
Excellence and Enjoyment: learning and teaching in the primary years

<table>
<thead>
<tr>
<th>Theme</th>
<th>Planning and assessment for learning</th>
<th>Creating a learning culture</th>
<th>Understanding how learning develops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>Designing opportunities for learning</td>
<td>Assessment for learning (AFL)</td>
<td>The conditions for learning</td>
</tr>
<tr>
<td></td>
<td>Introduction: the principles of planning</td>
<td>Introduction: the role and importance of AFL</td>
<td>Classroom community, collaborative and personalised learning</td>
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<td></td>
<td>Long-term planning / curriculum mapping including case studies of planning for cross-curricular links</td>
<td>Conditions for learning to support AFL</td>
<td>Learning to learn progression in key aspects of learning</td>
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<td></td>
<td>Medium-term planning</td>
<td>The use of curricular targets (NLS / NNS / other subjects)</td>
<td>Introduction: key aspects of learning</td>
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<td></td>
<td>Short-term planning</td>
<td>Designing learning focusing on:</td>
<td>Opportunities each curriculum area offers for teaching and developing key aspects of learning</td>
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<td></td>
<td>Lesson structure</td>
<td>– expectations</td>
<td>Case studies / videos from:</td>
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<td></td>
<td>Existing planning resources (CGPS/NLS/NNS)</td>
<td>– objectives</td>
<td>– English</td>
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<td></td>
<td>Other planning resources</td>
<td>– success criteria</td>
<td>– Maths</td>
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<td></td>
<td>Planning for key aspects of learning</td>
<td>– outcomes</td>
<td>– Science</td>
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<td>Annotating existing plans</td>
<td>Strategies for day-to-day assessment in the classroom</td>
<td>– Geography</td>
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<td>Background readings</td>
<td>Feedback on learning:</td>
<td>– History</td>
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<td>– sharing learning objectives and success criteria</td>
<td>– ICT</td>
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<td>– oral and written feedback</td>
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<td>– peer and self-assessment</td>
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<td>Involving parents and carers</td>
<td>– RE</td>
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<td>Formative use of summative assessment</td>
<td>– MFL</td>
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The previous sections of this guide and the companion CPD guide have:

- introduced leadership teams to the materials and their content;
- suggested an activity to help identify priority areas for development;
- suggested a model of CPD that leadership teams may wish to adopt as they use Learning and teaching in the primary years.

This section of the introductory guide suggests how leadership teams can begin to share this information with the whole staff and undertake some action planning.

**Introducing Excellence and Enjoyment: learning and teaching in the primary years to the whole staff**

Leadership teams will have their own ideas about how to introduce these materials to the whole staff based on their knowledge of their colleagues and their school context. These may include:

- taking all the staff through the processes the leadership team have undertaken in section 2 and in investigating the CPD case studies in the companion guide;
- using the discussion prompts for the priority areas they have selected to begin the process;
- using the principles for learning and teaching as the starting point for activities such as those modelled on the accompanying video clips (e.g. listing what they would expect to see in classrooms, visiting and observing to gather evidence of what is established, identifying gaps);
- inviting a staff member with good practice in the priority area to share their approach as a stimulus for discussion;
- using advanced skills teachers, leading teachers, LEA colleagues or others to introduce discussion around key priority areas.
It will be important to consider how the action planning can be delivered through schools’ performance management processes. However leadership teams decide to engage staff, the key questions should be:

- How well are we doing?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make it happen?
- What will it look like when we’ve succeeded and how will we know?

Headteachers may wish to identify a member of the leadership team to:
- take the lead in professional development around learning and teaching;
- draw up an action plan based on staff discussions and incorporate this into the school development plan;
- monitor and support its implementation;
- support other members of staff in their classroom application of the ideas explored.

This process is shown in the CPD case studies.

The five-stage cycle of school improvement or other models familiar to schools (such as that used in the Primary National Strategy Leadership Programme of 2003/04) will be useful tools to structure this process for the person identified as undertaking lead responsibility. The diagram on page 29 shows how this process has been undertaken by a school that identified assessment for learning as a priority.

This school used the assessment for learning self-evaluation grid, which is to be found on the CD-ROM, to help them in this process.
Cycle for school improvement: using self-evaluation and CPD to address areas for improvement in assessment for learning

**How well are we doing?**
Leadership team gather systematic evidence of current practices and their effectiveness.
Use the AFL self-evaluation grid from the PNS self-evaluation CD-ROM to audit key elements of assessment for learning.

**How well should we be doing?**
Leadership team/whole staff compare their current practice with best practice.
Use the enhancing column of the AFL self-evaluation grid. Identify strengths and areas for development within the key elements.

**What must we do to make it happen?**
Define success criteria for agreed outcomes.
Formulate action plan with explicit links to CPD.
Select relevant issues and activities to support action plan from Learning and teaching in the primary years: assessment for learning unit.

**What more can we aim to achieve?**
Agree priorities for improvement with all staff.
Agree outcomes.

**Taking action and reviewing**
Leadership team and all staff regularly review and monitor progress against success criteria.
Refer back to AFL self-evaluation grid and evaluate impact on children’s learning.
The long-term action plan could be mapped out in the summer term. This should identify:

- area(s) for development;
- action to be taken;
- outcomes;
- success criteria;
- monitoring and evaluation;
- who implements what;
- time scales;
- budget.

This plan may involve returning to your school development plan and seeing where the priorities identified in your discussions are already located or making adjustments if necessary. A detailed short-term action plan, identifying which CPD materials/activities will be used, could be finalised when schools have had the opportunity to examine the CPD materials in Learning and teaching in the primary years.