

The Comprehension Supplement

Self study support material for
the QTS Literacy Skills Test



Creative Openings
Consultancy

Steve Padget

Second (expanded) Edition - May 2016

The Comprehension Supplement

Preface to the second edition

The Comprehension Supplement started life about three years ago as a collection of support materials for a group of trainees at Liverpool Hope University for whom I was asked to deliver some twilight QTS Lit Skills Booster sessions. These sessions were specifically designed for the BA/QTS cohort that found themselves on the programme after the 2010 rule change that made the Skills Test an entry requirement rather than an exit requirement.

Gathering the materials together seemed to be a logical step and then, after the reintroduction of the punctuation section, the Supplements were born and made available on the Creative Openings website. The fact that there have been over 15,000 downloads of the Supplements is testament to the value they have for those preparing for the QTS Lit Skills Test.

The collection has continued to grow and this volume contains the original fourteen exercises with the welcome addition of some new material; seven more pieces have been integrated from the Emergency Pack. I have also reordered the first few chapters to provide an access route to that particular task format that gives most people most cause for thought and contemplation, namely the 'evaluation of statements' task.

The vocabulary of professional discourse – a note to trainees.

The more I work with aspirant teachers in their preparation for this test, the more I am struck by the necessity for you to read and expose yourselves to professional texts in an organised way. The content of this booklet has been designed to provide some exposure to writing of this type with its specific syntax, lexis and gravitas. The hidden test, that of your familiarity with a wide range of vocabulary, is thus addressed to some extent.

Familiarity is the first step in being able to spell words – what do they look like, what do they sound like, and, what do they mean? In what context are they used? Then, can the constituent syllables be discerned? Can you hear the different morphemes in these words? Can you hear the spelling rules that are being used in the word? By reading through the materials in this collection, you are helping to address this matter. As you look at the meanings of those unfamiliar words in the comprehension section, you are going to become more expert at spelling them, if, and when, they turn up in the test.

Steve Padget
May 2016

Further copies of this free booklet can be downloaded from the Creative Openings website

<http://www.steveslearning.com/qts-skills-test-support>

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Comprehension 1

Playwork community says 'yes' to new vehicle

A survey of practitioners has overwhelmingly endorsed the initiative to create a new membership body for playwork.

The survey, which ran from December 2014 to March 2015, received 155 responses from playwork practitioners, including managers, trainers, lecturers, researchers, campaigners and development workers, as well as face-to-face playworkers.

95 per cent of those responding replied ‘yes’ to the question, ‘do you think playwork needs a new body in the UK?’.

96 per cent of respondents to the survey said they would be interested in joining such a body if it was formed, with more than 76 per cent saying they would be either ‘extremely interested’ or ‘very interested’ in joining.

1. Is this statement **supported** or **implied** by the bold lines in the text?

There is strong support for the formation of a new membership body for playworkers.

The survey also asked about priorities for a new body. Top of these, according to the aggregated responses, should be:

- ‘to represent playwork and playworkers; giving us a collective voice’; followed closely by
- ‘raising the status of playwork and improving the standing of playwork jobs’;
- ‘campaigning for playwork – promoting it nationally and supporting local campaigns’; and
- ‘influencing policy-making – to create a legal and regulatory framework that would support authentic playwork services’.
- ‘Working to create (or become) a professional body for playwork’ was the fifth priority for respondents.

Some respondents' comments showed that, whilst welcoming the initiative, they have some important caveats. **A common concern was that a new body should not undermine the work that is already being done to support playwork and its development by other bodies, particularly Play Wales.**

2. Is this statement **supported** or **implied** by the bold lines in the text?

In Wales the organisation of playwork is already very good.

S I

The steering group for the initiative presented the survey findings last week at the National Playwork Conference in Eastbourne, where they also set out their next steps for the project. These included setting up a new charitable organisation, developing a membership structure and planning for an inaugural general meeting where founding members could meet and elect its first board.

Steering group members, Karen Benjamin and Adrian Voce, who started the current initiative together after a meeting at Sheffield Hallam University in July 2013, said:

‘This is a big vote of support for the idea of a new representative body. Given our lack of resources to promote the survey, it was always going to be a small sample, but such a large majority in favour is a very positive result.

3. Is this statement **explicitly** or **implicitly refuted** by the bold lines in the text?

There was little support for the idea of another representative body.

EC IC

Now the hard work begins. We have quite intentionally kept the development work fully independent. Being owned by and accountable to members is one of the initiative’s guiding principles, derived from our consultation with the field.

‘This means we have to be self-sufficient, building slowly without funds until we are able to levy membership fees – which will then have to be modest, as we want the new body to be accessible to all those working or studying in the field.

‘We believe playwork is an important approach to working with children, which is often misunderstood and under-valued, and is currently lacking support. We think it needs its own independent body and our survey confirms that there are many people in the field who agree, although we also get the message loud and clear that whatever is created must complement and be careful not to undermine other efforts to support and develop the field’.

4. Is this statement **explicitly** or **implicitly refuted** by the bold lines in the text?

People in authority can clearly see the value of playwork.

EC IC

Comprehension 2

Extract from the 'Wild about Play' project

6. Key conclusions and recommended actions from this research

- Some outdoor areas are currently well used for children's play notably beaches and parks. Parks, as widespread features, are particularly good starting points for encouraging outdoor play and developing more varied free play opportunities.
- Other wild spaces are less intensively used for children's play, e.g. woodlands and rivers, resulting in a corresponding paucity of naturalistic kinds of play such as den-building and tree climbing.

1. Is the statement below **supported** or **implied** by the bold lines?

These days people in general see beaches as better play areas than wild spaces.

S I

- Streets and areas near heavy traffic are not considered safe for play either by children themselves or parents, and motorised traffic is acknowledged as a significant barrier to outdoor play. **Promotion and development of Homezones and similar traffic management initiatives are needed.**

2. Is the statement below **supported** or **implied** by the bold lines?

The development of traffic management schemes in urban areas is needed.

S I

- When children are outdoors a wide range of play types is supported, particularly physical, fantasy and social play types. Water play is popular amongst children and can be facilitated easily at almost any outdoor setting.

3. Is the statement below **supported** or **implied** by the bold lines?

Physical, fantasy, social and water play are all encouraged by the availability of outdoor play settings.

S I

- Fires are wanted by children, but currently under-provided for in play settings. **Adults may be reluctant to use fires, but have some responsibility to help children develop positive relationships with fire.** Appropriate training, procedures and information can help.

4. Is this statement **explicitly** or **implicitly refuted** by the bold lines?

Adults need to keep children away from fires.

EC IC

- A substantial proportion of playwork settings are currently not providing children with regular opportunities for environmental play. A combination of different measures may be needed for this to change

- Relevant training for individual playworkers and others.
- Support, procedures and information for developing good practice.
- Partnerships with owners and managers of appropriate wild spaces.
- Affordable transport to and from wild spaces.
- Information and education for parents, staff and other adults about the benefits, principles and practice of environmental play.
- Links to national and local government initiatives, e.g. Every Child Matters.

9. Is this statement **explicitly** or **implicitly refuted** by the bold lines?

Most playwork settings manage the barriers to environmental play effectively.

EC IC

Comprehension 3

Banning calculators in primary schools a 'backward step'.

From TES Connect Started by: [R Vaughan1](#) 14-5-2014 • 0:01

Banning calculators from national tests in primary schools is a “backward step”, leading academics and researchers have warned. University dons from Oxford, Cambridge and Kings College, London have criticised ministers’ decision to prevent pupils from using the devices during their Sats exams.

5

Back in 2012, education minister Elizabeth Truss announced that calculators would be banned from this year, stating that all pupils should know their times-tables, and be able to add, subtract and divide before they begin using calculators.

10

Hundreds of thousands of 11-year-olds across England are sitting Sats papers in English and maths this week. As the tests took place, a number of academics and researchers from leading universities suggested that there was a lack of evidence to support banning primary school children from using calculators.

15

The move comes as Singapore, one of the countries that regularly comes among the top performing nations in international league tables, has announced it intends to reintroduce calculators to older primary school pupils.

20

Jeremy Hodgen, professor of maths education at Kings College, London, said countries that ban calculators “tend to perform worse than others”. He went on to say, “As a result, Singapore has recently re-introduced calculators in upper primary schools,” and he pointed out that “Many children not only find formal procedures like long division and long multiplication confusing but also that they rarely use the methods taught in school to solve problems.”

25

Ken Ruthven, professor of education at Cambridge University, said the arguments put forward for the change were “not convincing”.

30

“As well as making calculation more efficient and reliable, calculators allow people to tackle mathematical problems in new ways,” he said. “Making intelligent use of tools such as these underpins a great deal of the mathematics that is done in our contemporary world.”

35

Terezinha Nunes, professor of educational studies at Oxford University, added: “Removing national tests where pupils can use calculators will place greater emphasis on the testing of calculation skills and less on the assessment of mathematical reasoning. I think one can safely say that is a step backwards.”

When it announced its decision two years ago, the Department for Education said research published in 2007 had shown that around 98 per cent of 10-year-olds in England were

allowed to use calculators in maths lessons, compared to an international average of 46 per cent.

Task 1 - Evaluating statements about the text – a worked example with guidance

Which statements are implied to be true	I
Which are supported by evidence in the text	S
Which are explicitly contradicted by the text	EC
Which are implicitly contradicted by the text	IC
For which there is no evidence	NE

- A1** The government feels that knowing tables is essential S

In line 6 Elizabeth Truss, a member of the government at the time stated that all pupils should know their tables and basic calculation before using calculators. This statement is, therefore, supported by the evidence.

- A2** Being able to use a calculator is an essential skill in today's world. ?

Look at line 30 – Is this statement supported by what Ken Ruthven says?

- B1** Children in countries that allow calculators perform better. I

In line 19 Jeremy Hodgen says that where countries ban calculators, children perform less well, therefore the IMPLICATION is that in countries where calculators are allowed, the children perform better.

- B2** Singapore sees the value of calculators in teaching maths. ?

In line 21 it says Singapore has recently re-introduced the use of calculators in upper primary schools – so based on that fact, is statement D implied or supported? The key words are 'sees the value'.

- C1** The proportion of 10 year olds in England that use a calculator is lower than the international average. EC

Refer to lines 38-39. The text says that 98% of 10yo children in England use calculators and the international average is 46%. The statement is, therefore EXPLICITLY CONTRADICTED by the text.

- C2** Ken Ruthven supports the government's arguments for the banning of calculators from national tests. ?

Look at lines 26-27 and examine what Ken Ruthven actually does say about this policy.

- D1** Some academics view the use of calculators by primary age children as being damaging to their progress in mathematical skills. IC

The IMPLICATION one sees from the whole article contradicts this statement. The feeling is that the academics do support the use of calculators by young children and feel that the government policy is mistaken.

- D2** Current government policy on the use of calculators in SATs tests takes account of the views of a range of academics.

?

*Is this the message that comes over to you from this text as you read between the lines?
Or is this statement implicitly contradicted by the text?*

- E1** The use of calculators in schools damages the mathematical education of children.

NE

There is no evidence for this assertion in the text.

- E2** Most S.E. Asian countries have banned the use of calculators in primary schools.

?

Singapore is mentioned as one country re-introducing calculators into upper primary schools – is this to be construed as ‘most’ SE Asian countries?

Now try this extension exercise

- F** Mathematical reasoning is more important than being able to calculate.

☐

- G** There is overwhelming evidence to support the government’s policy.

☐

- H** The sort of maths taught in primary schools does not promote problem solving skills.

☐

- I** There is more to maths than knowing mechanical routines.

☐

Task 2 - Attributing statements to categories - Read the statements below and decide which refers to the opinion of:

JH Professor Jeremy Hodgen

ET Elizabeth Truss

TN Professor Terezinha Nunes

KR Professor Ken Ruthven

1 The move proposed by the DfE is a step backwards

☐

2 Children should be able to do basic arithmetic before they use calculators

☐

3 Methods of calculation taught in school are rarely used to solve problems

☐

4 Using calculators enables new problem solving

☐

Task 3 - Completing a bulleted list – choose four of the options below to complete the bulleted list, the first one has been done.

The academics quoted feel that it is a mistake to ban calculators in primary schools because:

1. Singapore heads the international league table in mathematics
2. High performing countries teach their children to use calculators
3. There is more to maths than times tables
4. Most ten year olds in Singapore own their own calculators
5. Banning calculators in primary schools will not improve the maths understanding of children
6. Many thousands of children need calculators and the government would not be able to afford the calculators needed
7. The skills of using a calculator are more important than knowing times tables
8. Research found that 42% of British children couldn't use a calculator effectively

- There was a lack of evidence to support the ban

•

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Comprehension 4

London free school headteacher with no teaching qualifications quits

Annaliese Briggs, 27, leaves job at Pimlico primary after six months to 'pursue other opportunities in primary education'

Rajeev Syal

The Guardian, Wednesday 9 October 2013 18.40 BST

A 27-year-old headteacher controversially appointed to take over a free school despite having no teaching qualifications has left her job, the Guardian can disclose.

5 Annaliese Briggs was appointed principal of Pimlico primary in central London in March by a charity set up by a government minister. She had no teaching qualifications and little experience in running a school. The new free school is sponsored by the Future Academies charity set up by Lord Nash, a junior schools minister and one of Michael Gove's closest allies.

10 On Wednesday Pimlico primary confirmed that Briggs had left her post to "pursue other opportunities in primary education". She will become a governor at the school instead. The school began admitting pupils for the first time last month.

Sources close to the academy say she was finding it difficult to cope with the workload. One local teacher, who did not want to be named, said he was surprised that such an inexperienced candidate had been selected.

15 "She was not happy because she could not cope with the job, full stop. It was too much to learn, too quickly."

Pimlico primary opened in September to 60 pupils, on the site of Pimlico Academy, a mile from the Houses of Parliament.

20 Briggs, an English literature graduate from Queen Mary, University of London, had worked as a junior member of staff at the right-wing think-tank Civitas. She had no qualifications when appointed but was reportedly trained in Wandsworth in preparation for the beginning of the school year. She said that she would ignore the national curriculum and teach lessons "inspired by the tried and tested methods of E. D. Hirsch Jr", the controversial American academic behind what he calls "content-rich" learning.

25 Kevin Brennan, the shadow schools minister, said Briggs's decision to stand down raised questions for the government. "Parents will be worried that David Cameron is presiding over a dumbing down of standards in schools by allowing unqualified teachers into our classrooms. Labour wants to see social entrepreneurs and educational innovators injecting dynamism into our schools but not at the expense of rigour and high standards."

30 Gove has called for more people without teaching qualifications to take over schools. In 2010, the education secretary announced that free schools – which are outside the control of local authorities but funded by the state – would be allowed greater leeway over appointments.

35 Last summer he extended such freedoms to the country's 1,500 academies, claiming that removal of the requirement for staff to have qualified teacher status (QTS) would replicate the "dynamism" that he believes is found in private schools. Briggs had disputed that she had no relevant experience and had been chosen for her curriculum expertise. She also said she taught primary school children in supplementary schools – which offer out-of-hours teaching – helping improve literacy and numeracy skills.

40 Paul Dimoldenberg, leader of the Labour group on Westminster council, said the appointment was "ideological favouritism" and Briggs should not have been put in such a difficult position.

"Being a headteacher is a tough job that can be very stressful. By giving the job to a person with no teaching qualifications and without the necessary experience, the authorities may have contributed to a difficult situation for her and the parents, staff and pupils at the academy," he said.

45 When the Guardian approached the academy yesterday morning, a spokesperson refused to confirm or deny Briggs' departure. Parents who left the school at 3.30pm said they had been told she was ill and expected her to return.

50 Nash also initially declined to say whether she had left her post, but added that his relationship with Briggs remains "perfectly friendly" and declined to comment further. But the school confirmed later that Briggs was leaving. Staff at Millbank school, which is also within the academy group, had been told about the changes on Tuesday.

A spokesperson for Future Academies said: "Having successfully set up Pimlico primary, Annaliese Briggs has decided to leave Future Academies to pursue other opportunities in primary education."

A new principal has been appointed who "is already known to the pupils and families of Pimlico primary, and brings over 10 years' experience in both early years and leadership".

Task

Look carefully at each of the following statements about this controversy and decide which of them is:

- S** Is supported by the text
- I** Is implied to be the case, or implicitly supported, by the text
- NE** States something for which there is no evidence
- IC** Is implicitly contradicted or refuted by the text
- EC** Is explicitly contradicted or refuted by the text

- | | | |
|----|--|--------------------------|
| 1 | The government supports the idea of unqualified teachers being appointed to free schools. | <input type="checkbox"/> |
| 2 | Ms Briggs found the role too much too soon. | <input type="checkbox"/> |
| 3 | Ms Briggs is a bad teacher | <input type="checkbox"/> |
| 4 | Ms Briggs supports the curricular freedom of the free school | <input type="checkbox"/> |
| 5 | Ms Briggs is looking to take another post in primary teaching that would be more appropriate to her level of experience. | <input type="checkbox"/> |
| 6 | It doesn't take a person with educational experience and teaching qualifications to run a school. | <input type="checkbox"/> |
| 7 | The Labour Opposition fears the dumbing down of educational standards by the introduction of free schools. | <input type="checkbox"/> |
| 8 | The school was right to make this specific appointment. | <input type="checkbox"/> |
| 9 | The free school policy of the current government is very successful. | <input type="checkbox"/> |
| 10 | Nash and Briggs have parted on bad terms. | <input type="checkbox"/> |

NB – see Appendix 3 for a fully worked version of this exercise

with commentary and explanations

Comprehension 5

The Creativity Maze

*This is an extract from a longer article **How to Kill Creativity** by Teresa Amabile, the 1954 Professor of Business Administration, Harvard Business School in Boston, Massachusetts.*

To understand the differences between extrinsic and intrinsic motivation, imagine a business problem as a maze.

5 One person might be motivated to make it through the maze as quickly and safely as possible in order to get a tangible reward, such as money - the same way a mouse would rush through for a piece of cheese. This person would look for the simplest, most straightforward path and then take it. In fact, if he is in a real rush to get that reward, he might just take the most beaten path and solve the problem exactly as it has been solved before.

10 That approach, based on extrinsic motivation, will indeed get him out of the maze. But the solution that arises from the process is likely to be unimaginative. It won't provide new insights about the nature of the problem or reveal new ways of looking at it. The rote solution probably won't move the business forward.

15 Another person might have a different approach to the maze. She might actually find the process of wandering around the different paths - the challenge and exploration itself – fun and intriguing. No doubt, this journey will take longer and include mistakes, because any maze - any truly complex problem - has many more dead ends than exits. But when the intrinsically motivated person finally
20 does find a way out of the maze - a solution - it very likely will be more interesting than the rote algorithm. It will be more creative.

There is abundant evidence of strong intrinsic motivation in the stories of widely recognized creative people. When asked what makes the difference between creative scientists and those who are less
25 creative, the Nobel-prizewinning physicist Arthur Schawlow said, "The labour-of-love aspect is important. The most successful scientists often are not the most talented, but the ones who are just impelled by curiosity. They've got to know what the answer is." Albert Einstein talked about intrinsic motivation as "the enjoyment of seeing and searching." The novelist John Irving, in discussing the very long hours he put into his writing, said, "The unspoken factor is love. The reason I can work so
30 hard at my writing is that it's not work for me." And Michael Jordan, perhaps the most creative basketball player ever, had a "love of the game" clause inserted into his contract; he insisted that he was free to play pick-up basketball games any time he wished.

35 Creative people are rarely superstars like Michael Jordan. Indeed, most of the creative work done in the business world today gets done by people whose names will never be recorded in history books. They are people with expertise, good creative-thinking skills, and high levels of intrinsic motivation. And just as important, they work in organisations where managers consciously build environments that support these characteristics instead of destroying them.

Task 1

What is not in the text?

From the list below select the **two** points **that go against** what is being said in the article.

- | | | |
|---|---|--------------------------|
| 1 | Creative people invariably become superstars in their field. | <input type="checkbox"/> |
| 2 | Intrinsic motivation is a feature of creative people. | <input type="checkbox"/> |
| 3 | Approaches based on extrinsic motivation are likely to be unimaginative. | <input type="checkbox"/> |
| 4 | There are two approaches to problem solving – these depend on whether a person is extrinsically or intrinsically motivated. | <input type="checkbox"/> |
| 5 | The intrinsically motivated person will solve the problem creatively and is likely to enjoy the experience. | <input type="checkbox"/> |
| 6 | Rote solutions to business problems tend to move a business forward more effectively. | <input type="checkbox"/> |

Task 2

Matching texts to summaries

Re-read paragraph 5 (beginning line 23 'There is abundant evidence ...')

From the list of statements below select the **one** that most effectively summarises the contents of this paragraph.

- | | | |
|---|--|--------------------------|
| 1 | Some great thinkers have made telling comments on the nature of intrinsic motivation and its link with creativity. | <input type="checkbox"/> |
| 2 | There is a general consensus that creative people are intrinsically motivated. | <input type="checkbox"/> |
| 3 | Good novelists, scientists, sportsmen and women and thinkers are agreed that creative people enjoy their work. | <input type="checkbox"/> |

Task 3

Identifying the meaning of words and phrases

Select the most suitable alternative for the phrases as they appear in the text.

'The rote algorithm.' (line 20-21)

- ☐ 1 The well trodden, safe path
- ☐ 2 The mechanical solution
- ☐ 3 The remembered solution

'any maze - any truly complex problem - has many more dead ends than exits.' (line 16-17)

- ☐ 1 Creative approaches waste time
- ☐ 2 Creative approaches are more complex
- ☐ 3 Creative approaches are more frustrating

'Creative people are rarely superstars.' (line 34)

- ☐ 1 Everyday creativity is what drives many people to work hard and effectively
- ☐ 2 Creative people don't get the recognition that they deserve
- ☐ 3 Creative people are dull

Comprehension 6

Monday, 21 October 2013

Grammar talk - the latest chapter

Michael Rosen

Anyone listening to BBC Radio 4 World at One today would have heard an argument between two people talking about 'grammar', one the author of Gwynne's grammar books and the other, Harry Ritchie who has just written a book about grammar.

- 5 The argument which keeps doing the rounds is a) that there is a 'correct grammar' b) this must be taught (and always was in the old days) c) teaching this grammar enables poor people to succeed....

- 10 ... All talk of 'correct English' or 'standard English' is intertwined with issues of education i.e. how do you teach people to write Standard English? First of all, a claim is often made that in the past 'everyone' used to be able to do it, and the reason why they were able to do it is because they were taught 'grammar' (i.e. the grammar of Standard English) so that by the time 'we' were nine, we knew all the rules. (This is what Gwynne said on today's World at One). Both these statements are absolute untruths.

- 15 A) Many people failed the tests and hurdles given to them in the 1940s and 1950s. As a result many people received no more than 9 years schooling (aged 5-14).
B) In state primary schools we were taught the 'parts of speech' but we weren't taught 'grammar'. This was taught to those of us who went to grammar school - a small minority of the total number of school pupils.

- 20 The importance of getting this picture of the past right is that a good deal of talk about standard English, 'correct English', grammar and rules is that it is fixed into the 'narrative of decline' i.e. that things were good in the 40s and 50s but then it has all slowly got worse since then. This is then used as the justification for insisting that a) there are rules b) the rules aren't being obeyed, c) the rules must be obeyed, d) the fact that they aren't being obeyed explains in part the narrative of 'broken Britain' along with e.g. crime, drug-taking, the presence of the 'underclass' and so on.
- 25

- 30 I think this is a classic case of blaming the victim. I believe that our economic system creates poverty and to blame the poor for being poor through e.g. their 'bad' use of English is to mask and disguise the real causes of poverty and inequality. In fact, the main determinant of school failure is itself the poverty and inequality caused by the economic system not people's non-use of Standard English.
-

Task 1

In lines 5 – 20 the writer makes several important points. Which **three** of the following statements is true?

- | | | |
|---|--|--------------------------|
| 1 | The writer feels that standards of English teaching have gone down in the past half century | <input type="checkbox"/> |
| 2 | The writer challenges the assertion by N.M. Gwynne, (the author of 'Gwynne's Grammar: The Ultimate Introduction to Grammar and the Writing of Good English') that everyone knew the all the rules of grammar by the time they were nine years old. | <input type="checkbox"/> |
| 3 | The writer asserts that knowing and using 'Standard English' is a sign of a good education. | <input type="checkbox"/> |
| 4 | Learning 'Parts of Speech' is not learning 'Grammar'. Grammar was only taught to a minority of pupils who actually went to 'Grammar Schools'. | <input type="checkbox"/> |
| 5 | The writer was taught parts of speech and also went to grammar school. | <input type="checkbox"/> |

Task 2

In the section from line 9 to line 28 the writer makes several important points about 'Standard English'. Which **two** of these statements is true?

- | | | |
|---|--|--------------------------|
| 1 | The narrative of decline and a 'broken Britain' is associated in some people's minds with a perceived decline from the 40s and 50s when grammar rules were taught explicitly. | <input type="checkbox"/> |
| 2 | The writer asserts that the development of an 'underclass' in Britain is linked to the fact that so many rules are now being broken. | <input type="checkbox"/> |
| 3 | Any idea of a brokenness of Britain is far more to do with the failure of the economic system which deliver poverty and inequality than it is to do with any notion of children using 'bad' English. | <input type="checkbox"/> |
| 4 | School failure is inextricably linked to the inability of young people to appreciate the importance of being able to write and speak in Standard English. | <input type="checkbox"/> |

Comprehension 7

How can we improve the quality of our teaching?

Posted on September 22, 2013 © Joe Kirby from his 'Pragmatic Education' blog

If there's one thing that most of us in education agree on, it's that teaching quality is what matters most in schools. Intuition tells us that everyone remembers a great teacher they were taught by. Research now shows just how big a difference teaching makes to student achievement. So this strikes me as a crucial question: how can we improve the quality of our teaching? Teachers know that the quality of our teaching depends most on what we teach, how we assess it and how we develop: curriculum, assessment and training.

Knowledge, Memory and Practice - What I've realised is this: improving teacher training, assessment and the curriculum, relies most on three pillars: knowledge, memory and practice. I've realised this partly through experience, and partly through research. Instinctively, it seems like common sense. Subject knowledge is important for teachers and pupils. So is remembering what's been learned; it's no good just forgetting it all. And no one improves without practice.

Scientific research shows the vital importance of knowledge, memory and practice. Decades of evidence from cognitive psychology has these sharp insights for teachers:

- **Background knowledge** is vital for all skills, including reading, critical thinking and problem-solving skills.
- **Long-term memory** is vital for learning: if nothing has been retained in long-term memory, nothing has been learned.
- **Deliberate practice** is vital for all and any improvement in teaching, learning, and anything else, from sport to music.

In my teaching, I've found that the more you apply these ideas, the more insight you get from them. In my English classes, the more knowledge my pupils have about the text and context, the more perceptive their analysis is. Mnemonic cues and recall exercises prevent them forgetting what they've learned. And extended writing practice drills with precise, instant feedback have dramatically accelerated my pupils' achievement.

Training, Assessment and Curriculum - But we haven't yet applied these insights fully. We haven't realised their potential. I'm convinced they can be a blueprint for improving our teaching through the curriculum, assessment and training.

We could memorably sequence the cultural capital that pupils need to succeed in our school curricula. This is the curriculum project that Dame Sally Coates, head teacher at Burlington Danes, who transformed the school from special measures to outstanding, is now working on.

We could redesign our flawed assessment regime that prioritises cramming into short-term memory over accumulating enduring long-term memory. This is the assessment project that Daisy Christodoulou, now Head of Research at ARK, is working on.

35 We could include the scientific research on knowledge, memory and practice in initial and ongoing teacher training.

I've lost count of the number of teachers who have asked me, why aren't these ideas being included. Many, many teachers come through ITT and years of CPD without realising, or even hearing about the benefits of cultural capital, long-term memory or deliberate practice. This is the CPD project that David Thomas, Head of Maths at Westminster Academy, is now working on: putting practice into
40 CPD.

So some schools are ahead of the curve on this. And when you ask Sally, Daisy, David and others who are at the leading edge of this curve, they tell you, all the early signs are, these ideas raise academic achievement.

Culture Shift

45 Now, there is no one lever than we can pull in Whitehall to improve the quality of teaching. This is a culture shift, a mind-set shift, a long-term change I'm talking about. But there are three simple steps we could take straight away.

1. **First**, we could share the curricula that **have** been developed in English schools for **knowledge** accumulation as examples, such as Pimlico's Key Stage 3 curriculum.
- 50 2. **Second**, we could scale up a mastery assessment system designed for enduring **memory**, such as ARK's Maths Mastery system.
3. **Third**, we could spread the cutting-edge research on the power of **practice** into CPD & ITT nationally adapting Doug Lemov's work for the UK.

Knowledge, memory and practice empower us as teachers: all are within our sphere of influence.
55 Government can create the conditions for this culture shift by sharing the best practice that is already out there. But it's up to school leaders now to put powerful knowledge, memory and practice at the heart of our curriculum, assessment and teacher training. That, above all, will do most to help us as teachers improve.

Task 1

Evaluate statements about the text – Read each statement below about improving the quality of our teaching and decide which of them:

S - Is supported by the text.

I - Is implied to be the case by the text.

NE - States something for which there is no evidence.

IC - Is implicitly contradicted by the text.

EC - Is explicitly refuted by the text.

- | | | |
|----|---|--------------------------|
| 1 | Learning by rote can be a valuable experience for some learners. | <input type="checkbox"/> |
| 2 | The transformation of Burlington Danes school was due to curricular innovation. | <input type="checkbox"/> |
| 3 | The current assessment regime is effective for the development of long term memory. | <input type="checkbox"/> |
| 4 | There are, currently, projects actively exploring methods based on cognitive psychology. | <input type="checkbox"/> |
| 5 | CPD provision and ITT programmes already approach these issues effectively. | <input type="checkbox"/> |
| 6 | Teachers are empowered by knowledge, memory and practice and these qualities directly impact on the progress of learners. | <input type="checkbox"/> |
| 7 | Teacher training would be better were these cognitive methods to be adopted. | <input type="checkbox"/> |
| 8 | Precise instant feedback dramatically improves learners' performance. | <input type="checkbox"/> |
| 9 | The potential for this way of looking at learning is being fully realised. | <input type="checkbox"/> |
| 10 | It is at school leadership level where real change will take place. | <input type="checkbox"/> |

Task 2

Matching texts to summaries – Reread paragraphs 1 (lines 1-6), 5 (lines 21-25) and 10 (lines 39-43). From the statements below, select the **one** that most accurately summarises the content of these paragraphs.

- | | | |
|---|---|--------------------------|
| 1 | Curriculum, assessment and training are key components of successful teaching. Pupils need knowledge and cultural capital in order to succeed. This idea has been taken up by Dave Thomas in his CPD programme. | <input type="checkbox"/> |
| 2 | Research shows that quality teaching makes for quality learning. This can be achieved by using cognitive approaches in the classroom. However, many trainees don't feel the value of these ideas is shared with them in their ITT programmes. | <input type="checkbox"/> |
| 3 | We all remember good teachers and what a difference they can make by using mnemonics and other mental tricks. Three key features, now being developed in CPD programmes, are background knowledge, long term memory and deliberate practice. | <input type="checkbox"/> |

Task 3

Presenting main points – from the list below, select (and tick) the five **main** points that most accurately describe the writer’s support for teaching which is based on an understanding of cognitive psychology and how it can be applied to enhance learning.

- | | | |
|---|--|--------------------------|
| 1 | The quality of teaching in the classroom is the key to the progress of learners. | <input type="checkbox"/> |
| 2 | Subject knowledge is of primary importance for learners and teachers. | <input type="checkbox"/> |
| 3 | Using these methods schools can be turned round from failing to outstanding. | <input type="checkbox"/> |
| 4 | Research by cognitive psychologists has concluded that background knowledge, long-term memory and deliberate practice are features that need to be incorporated into teaching. | <input type="checkbox"/> |
| 5 | Pimlico School’s KS3 curriculum is based on a knowledge accumulation model of learning. | <input type="checkbox"/> |
| 6 | Where schools have adopted these ideas the results have been very encouraging. | <input type="checkbox"/> |
| 7 | Cognitive approaches to learning can be used very effectively in math and English. | <input type="checkbox"/> |
| 8 | Many ITT trainees feel that these matters were not adequately covered in their training programmes. | <input type="checkbox"/> |
| 9 | High profile and successful teachers are actively developing curricula based on these ideas and developing new CDP programmes. | <input type="checkbox"/> |

Comprehension 8

WW1 - what a decent Secretary of State for Education would do

Here's a challenge to Michael Gove and the Ministry of Education instead of trying to hit the headlines with abuse of supposedly 'left-wing' interpretations of the First World War; instead of trying to create a fixed ideological interpretation of the war offered without evidence or research; instead of trying to swing the whole of education behind this interpretation - Michael Gove and the Ministry could and should do something altogether different.

With digital communication, we are now in a unique position of being able to have an instant European-wide debate about the First World War. I suggest that Michael Gove and the Ministry stop trying to influence the serious matter of collecting evidence and having an open debate about this moment of history. They should instead use the resources they have at their disposal, help create a digital discussion between a wide number of European researchers and historians to discuss the many aspects of the First World War and its interpretations.

This could take the form, say, of a week-long digital teach-in which could be streamed live and then kept up on line. Various edited forms of the teach-in could be offered. Simultaneous translations would make it accessible to all. Text versions could be provided too. This would inform and engage. It would stimulate debate. Educationally, it would show students of all ages how history is a matter of debate and discussion, with evidence and information at its core.

Incidentally, it would also show that Michael Gove misused his position of power and access to the media. It wasn't simply a matter of one person 'expressing his opinion' - as we are all entitled to do. By virtue of his position, he has a very particular 'voice' which is beamed out to all. This gives him a kind of false place in the matter of authority. In terms of how historical debate between historians is concerned, Michael Gove has no authority to say what he said about the War. His 'authority' is only that of someone who finds that he holds a post in government. It so happens it's a post which has now accrued more personal power than almost any other government post.

This episode shows a sinister development. Michael Gove, from this position of great power has expressed a highly partisan, politically specific view of a major event in history and urged schools and colleges to adopt this view. It is bad governance, bad historical work and bad educational practice.

We should think up alternatives to this way of going on. I have suggested here, just one possibility, albeit as a way of pointing out what a serious democratic secretary of state would do, one who was interested in true intellectual engagement, inquiry and education

For each of these tasks - Place a tick (✓) next to the statements that are accurate and a cross (✗) next to those that are incorrect.

Task 1. (3 are correct)

In paragraph 1 (lines 1-6) Michael Gove is, ***according to the writer:***

- | | | |
|---|--|--------------------------|
| 1 | Supporting left wing interpretations of history. | <input type="checkbox"/> |
| 2 | Creating a fixed ideological interpretation of WW1. | <input type="checkbox"/> |
| 3 | Attempting to influence the teaching of history. | <input type="checkbox"/> |
| 4 | Supporting creative methods of teaching history. | <input type="checkbox"/> |
| 5 | Courting publicity by making challenging statements. | <input type="checkbox"/> |

Task 2 (4 are correct)

What is the ***writer's opinion*** in paragraphs 4-6 (lines 23-35)?

- | | | |
|---|---|--------------------------|
| 1 | The Secretary of State for Education is overreaching his authority | <input type="checkbox"/> |
| 2 | The events of WW1 should not be taught to young children | <input type="checkbox"/> |
| 3 | It is appropriate for those in the public eye to express their partisan and limited views | <input type="checkbox"/> |
| 4 | The current Secretary of State is acting in an anti-democratic way and stifling intellectual engagement | <input type="checkbox"/> |
| 5 | The Department for Education is trying to interfere in the interpretation of historical events | <input type="checkbox"/> |
| 6 | The only authority that the Secretary of State holds is that of being a member of the government – this is not the same as academic or intellectual authority | <input type="checkbox"/> |

Task 3 (2 are correct)

The ***writer's main points*** in paragraphs 2 and 3 (lines 7-21) are:

- | | | |
|---|---|--------------------------|
| 1 | The only way to teaching history today is by the use of technology. | <input type="checkbox"/> |
| 2 | The Department for Education does not have the funds or the desire to facilitate digital learning. | <input type="checkbox"/> |
| 3 | Digital discussions would be very valuable to learners all across Europe. | <input type="checkbox"/> |
| 4 | For young learners to be able to take part in an informed debate about such an important event as WW1 would have great benefit. | <input type="checkbox"/> |

Comprehension 9

The butterfly effect in schools: *sharing simple ideas can have a big impact*

Sir Tim Brighouse talks about his career-long love for education tips and encourages schools to share more of their simple but powerful good ideas.

5 Tips for teachers have always had an undeserved bad name. When I started teaching in 1962, I couldn't get enough of them but they were in short supply in my theory-dominated PGCE course. I couldn't see the relevance of my tutors' theory and they frowned on my enthusiasm for tips to survive and then thrive. It puzzled me then and it still does. Surely theory becomes relevant with experience and enables you to distinguish between likely good and bad tips.

10 I went on to help run local education authorities where I was similarly fascinated by 'tips' for management and leadership. In the middle of all that I had four years in a university running its education department and its PGCE course where we followed Oxford's lead in making it more school based, and therefore valuable to would-be teachers and their host schools.

15 It was my mid-career university job that I found a theoretical justification for my love of useful tips as it provided me with the chance to read all the books I should have read when I was an undergraduate. In the course of my voracious reading, I learned about 'chaos theory' and in particular the illustration of little things having large impact – the 'butterfly effect' – so called because if sufficient butterflies whirr their wings in the Amazonian rain forest a tornado can be unleashed hundreds of miles away. Of course not every time but sometimes if the climate and conditions are right.

20 Armed with theoretical backing, I have been fascinated ever since by these butterflies particularly as they affect school improvement and teaching. Ideally and most appealingly they should be interventions which require low effort but have high impact.

25 So a 'butterfly' would be rotating staff meetings in a primary school round classrooms so the host can start the meeting with a set of reflections on the best things and the points for development in their classroom organisation. Later the same school might rotate a staff agenda item among staff so that they take it in turns to review the use of some new piece of children's literature in their teaching and how it might work with a different age group.

Yet another possibility is to have an item where a pupil's piece of work has been marked by three different teachers not from their own school so there can be debate about marking and assessment, so often the Achilles heel of school practice.

30 In the same vein, I was fascinated to visit a London academy that had adopted the simple but powerful practice of interspersing students' workbooks with blue and green stickers, the former for the student to reflect on a couple of strengths of the work they have just completed and one point for development while the latter green stickers act as prompts for the teachers response. It seemed

a simple but effective way to embed some aspects of formative assessment and take some of the heat out of marking.

35 Ideally 'butterflies' have most impact when they reinforce any of the following comments from Judith Little who said you know you are in an outstanding school where you can see that:

- Teachers talk about teaching.
- Teachers observe each other's teaching.
- Teachers plan, organise and evaluate their work together.

40 • Teachers teach each other.

So butterflies that affect the likelihood of that happening can powerfully improve the whole school effect, and I still collect them avidly. But not as avidly as some. There's a head in Surrey, Ani Magill, who is such a lepidopterist that she has found 365 briefly stated ideas to try in schools.

45 After all there are so many things that require enormous effort in schools – sometimes it has to be said without any huge result - that it is refreshing to find something simple that helps.

- Do you have a tip or butterfly about teaching or school improvement to share? If so, post your advice in the comments. We want to create an ideas bank of tips for schools and teachers.

Task 1

Re-read paragraph 1 (lines 1-6). Choose the sentence below that most closely describes what is being implied in this paragraph.

- | | | |
|---|---|--------------------------|
| 1 | The writer felt that when he was training there was an imbalance between theory and practice. | <input type="checkbox"/> |
| 2 | Tutors were encouraging of the idea of 'tips for teachers'. | <input type="checkbox"/> |
| 3 | Theoretical approaches to teacher training are not useful. | <input type="checkbox"/> |

Task 2

Re-read lines 8-11. Choose the sentence below that most closely describes what is being implied in these two sentences.

- | | | |
|---|--|--------------------------|
| 1 | Oxford's teacher training programme is very heavily theoretical and academic. | <input type="checkbox"/> |
| 2 | The writer is in favour of school based teacher training as it benefits the schools as well as the trainees. | <input type="checkbox"/> |

Task 3

Re-read lines 22-26. Choose the **two** sentences below that most closely describe what is being implied in this paragraph.

- | | | |
|---|--|--------------------------|
| 1 | This kind of practice is inclusive and valuable to all members of the school staff and shows the development of openness and sharing of good practice. | <input type="checkbox"/> |
| 2 | The Leadership team needs to ensure that it has control of what is happening in the classroom. | <input type="checkbox"/> |
| 3 | Small initiatives that have the quality of children's learning as the focus will have a much greater beneficial effect than would be first imagined. | <input type="checkbox"/> |
| 4 | Everyone needs to share the same books to maintain standards across the school. | <input type="checkbox"/> |

Task 4

Review the whole passage. Choose the statement below that sums up the message that the writer wishes to convey.

- | | | |
|---|---|--------------------------|
| 1 | It is often the small, well targeted initiatives from within the teaching body of a school that have lasting impact. | <input type="checkbox"/> |
| 2 | In order to manage AfL it is necessary to look at the idea of multi-coloured stickers. | <input type="checkbox"/> |
| 3 | Theoretical approaches to teaching are more valuable than the 'quick tips' approach craved by some trainees and teachers. | <input type="checkbox"/> |

Comprehension 10

Geography

Learning to make a world of difference

This is an adapted extract from Ofsted Report No. 090224, February 2011.

This report draws on evidence from visits by Ofsted inspectors to look at geography in a sample of 91 primary and 90 secondary schools (including one special school) from 2007 to 2010. It builds on Geography in schools: changing practice published by Ofsted in 2008.

During the period of the survey, geography was at an interesting stage of development in secondary schools. Generally, provision was weaker at Key Stage 3 than at Key Stage 4 and in the 45 sixth forms visited. In some of the schools visited, the numbers choosing to study geography at GCSE level were declining. The quality of the provision was also declining and time allocated to the subject at Key
5 Stage 3 was being reduced. In other schools, however, the subject was flourishing. Their senior managers and the teachers saw geography as relevant and valuable. In these schools, the students had good core geographical knowledge and an awareness of political, social, economic and environmental issues, locally and globally. They were skilful in interrogating and interpreting a range of sources of geographical information. They cared about their environment and were aware that
10 they needed to act as responsible citizens.

The primary schools also presented a polarised picture, with a sharp contrast between inadequate and outstanding practice. Half the schools visited demonstrated work of good quality in geography; a lack of expertise and awareness of what constituted good geography characterised the others. As a result, pupils experienced too much variation in the quality of their geography provision. In those
15 primary schools where the subject was inadequate, the majority of the pupils had weak core geographical knowledge and a poor understanding of the world they lived in. In the final year of the survey the picture was even more pronounced with inspectors judging the provision to be outstanding in five of the 30 primary schools visited, but inadequate in seven.

The report highlights how good and regular fieldwork motivated pupils and enhanced their learning
20 in geography, although just over half the primary and secondary schools visited did not use it enough. Fieldwork encouraged a higher than average take-up of examination courses at a time when examination entries for geography were falling nationally.

The report also describes the value of learning geography and what needs to be done to reverse its decline. By paying greater attention to literacy, the global dimension of geography and the use of
25 topical exemplars, teachers enhanced pupils' learning, engaged them and made lessons more interesting and enjoyable.

Geography has a distinctive role in the curriculum in linking the disciplines of science and humanities. In those schools where geography was strong, the subject contributed effectively to curriculum coherence as well as satisfying pupils' curiosity about people and places. Geography also
30 offered opportunities to develop a wide range of skills and knowledge. This was particularly the case with information and communication technology (ICT) and where the enormous potential of

geographical information systems (GIS) was used to give students insights into areas such as cartography, statistical analysis and natural resource management. In strong secondary school geography departments many students were inspired by challenging and engaging questions; with diverse sources and data; and with more in-depth and detailed descriptions and explanations of contemporary changes.

Developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today's world. Thus, in schools where geography was weak, as was sometimes the case in primary schools and at Key Stage 3, pupils were denied crucial elements of a broad and balanced education for life. These pupils had a narrow conception of the world and lacked knowledge of both physical and human environments. They also missed out on fieldwork and the power of learning directly in particular places and environments. They were denied the opportunity to think about change in the contemporary world and how to imagine alternative futures. This impoverishment of pupils' experience was a key issue to be addressed by the leadership teams in these schools.

Task 1

Select three phrases from the list below to complete the bulleted list – the last bullet point has been done for you.

1. Senior managers and staff see the relevance and importance of geography.
2. There is a tradition of success at GCSE and A level in the subject.
3. Fieldwork is seen as an important aspect of the subject.
4. Teachers inspire students with challenging, in depth and more detailed analysis.
5. Schools are in rural areas and students can get out of class more regularly.

Geography as a subject thrives and is judged as good or outstanding in schools where:

-
-
-
- Teachers enhanced learning by paying attention to literacy, the global dimension and the use of topical exemplars.

Task 2

Identifying the meaning of words and phrases

Choose the correct meaning of the phrases quoted as they appear in the context of the passage.

... **interrogating and interpreting** ... (line 9)

- | | | |
|---|---|--------------------------|
| 1 | Asking questions and guessing the answers | <input type="checkbox"/> |
| 2 | Investigating and making deductions based on evidence | <input type="checkbox"/> |
| 3 | Being able to make sense of maps and data | <input type="checkbox"/> |

... **polarised picture** ... (line 12)

- | | | |
|---|---|--------------------------|
| 1 | A very wide range of quality of practice was found from outstanding to inadequate | <input type="checkbox"/> |
| 2 | Most primary schools' provision for geography was found to be inadequate | <input type="checkbox"/> |
| 3 | There was little to choose between the KS2 and the KS3 findings of the survey | <input type="checkbox"/> |

... **topical exemplars** ... (line 27)

- | | | |
|---|---|--------------------------|
| 1 | Concentration in KS3 on issues to do with rain forests and deserts | <input type="checkbox"/> |
| 2 | Up to date and stimulating examples taken from real and current events in the world | <input type="checkbox"/> |
| 3 | Lessons made more interesting and enjoyable by the use of films and ICT facilities | <input type="checkbox"/> |

... **impoverishment of pupils' experiences** ... (line 47)

- | | | |
|---|--|--------------------------|
| 1 | The needs of children from poor areas should be addressed as a matter of urgency | <input type="checkbox"/> |
| 2 | The narrowing of opportunities in some schools is a cause for much concern | <input type="checkbox"/> |
| 3 | Poor provision in some schools denies children the opportunity to think and learn about the world and their place in it. | <input type="checkbox"/> |

Task 3

Evaluating statements

For each of the following statements use the code to show which are:

- | | |
|----|---|
| S | supported by evidence in the text |
| EC | explicitly contradicted or refuted by the content of the text |
| I | implied to be the case by the content of text. |

- 1 Pupils in the primary schools surveyed experience too much variation in the quality of provision in geography. ☐
- 2 In primary schools there is little difference between inadequate and outstanding practice in the teaching of geography. ☐
- 3 The integration of geography with ICT and other core curriculum subjects can broaden the area of student enquiry hugely. ☐
- 4 If more schools used good quality fieldwork in their teaching the downward trend in geography entries at GCSE could be reversed. ☐



Comprehension 11

Beyond 2012 – outstanding physical education for all

Physical education in schools 2008–12

This is an adapted extract from Ofsted Report 120367, February 2013

This report is based on evidence from inspections of physical education between September 2008 and July 2012. Her Majesty's Inspectors and additional inspectors from Ofsted visited 120 primary schools, 110 secondary schools and seven special schools. This report draws also on evidence from four visits to schools to observe good practice in PE.

Physical education (PE) is part of every child's entitlement to a good education. It is unique in that it is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.

This report, *Beyond 2012 – outstanding physical education for all*, acknowledges the improvements made to PE and school sport over the last four years. However, inspectors found that despite significant investment during much of this time, not all pupils have a good physical education. In some schools, there is not enough *physical* education in PE. In other schools, PE is not taught in enough depth and there is only limited access to a high standard of competitive sport. PE requires further improvement in about one third of primary schools and one quarter of secondary schools.

In primary schools, some teachers lack the specialist knowledge needed to teach PE well and outcomes for pupils are not as good as they could be. More able pupils are not always challenged to achieve their very best, levels of personal fitness are not high enough and not all pupils are able to swim 25 metres before they leave school. PE in secondary schools does not always contribute to improving pupils' fitness. More able pupils do not have enough time to practise and achieve their very best. Only a minority of schools play competitive sport to a very high level. Only a few schools have achieved a balance between increasing participation and generating elite performance: in these schools sport was played to a very high standard.

Nevertheless, the report confirms there is more good and outstanding PE than at the time of the last Ofsted PE survey in 2008. Sustained government investment has enabled schools to make significant improvements in PE and school sport. However, continuing these improvements will present a formidable challenge for schools against a backdrop of greater expectations. Ofsted recommends that the Department for Education considers devising a new national strategy for PE and school sport that builds on the successes of school sport partnerships and enables schools to make a major contribution to the sporting legacy left by the 2012 Olympic Games.

Task 1

Identifying the meanings of words and phrases

... physical, creative and aesthetic settings. (line 3)

- | | | |
|---|---|--------------------------|
| 1 | indoor and outdoor games and activities | <input type="checkbox"/> |
| 2 | the gym, the sports field and the dance studio | <input type="checkbox"/> |
| 3 | activities such as gymnastics, keep fit and dance | <input type="checkbox"/> |

... physically literate, (line 4)

- | | | |
|---|---|--------------------------|
| 1 | being able to write about the impact of physical activity | <input type="checkbox"/> |
| 2 | learners need to know how far they can push themselves | <input type="checkbox"/> |
| 3 | knowledge and understanding of your body's capabilities and potential | <input type="checkbox"/> |

... generating elite performance: (line 24)

- | | | |
|---|---|--------------------------|
| 1 | fostering the highest age related level of sporting achievement | <input type="checkbox"/> |
| 2 | driving everyone hard to win | <input type="checkbox"/> |
| 3 | promoting the development of a winning ethos | <input type="checkbox"/> |

Sustained government investment ... (line 28)

- | | | |
|---|---|--------------------------|
| 1 | specific and targeted grants for sporting projects | <input type="checkbox"/> |
| 2 | general government funding for sport and the arts | <input type="checkbox"/> |
| 3 | long term investment to achieve long term aims and objectives | <input type="checkbox"/> |

Task 2

Selecting headings and subheadings

Read each paragraph again and select from the choices below the most suitable title for each paragraph.

Paragraph 1

- | | | |
|---|---|--------------------------|
| 1 | Knowing your body | <input type="checkbox"/> |
| 2 | Participation sports are good for children | <input type="checkbox"/> |
| 3 | Good physical education has life long value | <input type="checkbox"/> |

Paragraph 2

- | | | |
|---|---|--------------------------|
| 1 | Not enough quality PE in primary schools | <input type="checkbox"/> |
| 2 | Further improvement in PE provision needed | <input type="checkbox"/> |
| 3 | Improvement needed in the majority of secondary schools | <input type="checkbox"/> |

Paragraph 3

- | | | |
|---|---|--------------------------|
| 1 | Too many pupils fail to realise their potential | <input type="checkbox"/> |
| 2 | Elite athletes not encouraged by the system | <input type="checkbox"/> |
| 3 | Many schools achieve highest standards in sport | <input type="checkbox"/> |

Paragraph 4

- | | | |
|---|---|--------------------------|
| 1 | The Olympic legacy has been wasted | <input type="checkbox"/> |
| 2 | High expectations not being met | <input type="checkbox"/> |
| 3 | New strategy needed to build on the 2012 legacy | <input type="checkbox"/> |

Task 3

Completing a bulleted list

Select four of the statements below that appropriately complete the list of bullet points. The last one has been done for you.

1. The lack of specialist knowledge amongst staff in primary schools
2. There is an insufficient level of challenge
3. Only swimming is sufficiently supported in schools
4. Some PE curricula do not develop fitness effectively
5. Government investment in PE is insufficiently sustained
6. Time available for promising youngsters is limited
7. Ofsted have seen no improvement in PE provision since 2008

Factors that prevent children from realising their potential are:

-
-
-
-
- Few schools are capable of effectively supporting elite performers

Teacher Training in the Firing Line

20 years on and departments of education are ‘next in line for the treatment’ again.

Posted on April 3, 2013 by Blog Editor

Michael Gove recently wrote an article in the *Daily Mail* attacking so-called Marxist teachers and teacher educators, who he characterises as “the enemies of promise”. Reading this no holds barred critique may well have given many who work in education a strong sense of déjà vu. I sought out a copy of my inaugural lecture at Goldsmiths College in May 1991 – “Next in line for the treatment:

5 Education Reform and Teacher Education in the 1990”. As I noted back then:

“A recurring theme in the pamphlets of the New Right pressure groups is the need to rid the system of the liberal or left educational establishment, which is seen to have been behind the ‘progressive collapse’ of the English educational system and which ‘prey to ideology and self-interest, is no longer in touch with the public’.”

10 The answer prescribed by the pressure groups: schools free to recruit whoever they wanted as teachers and any training deemed necessary done on the job. At one level the pressure groups were making a general argument about producer interests, but it was also a more specific attack on the alleged ideological bias of teacher educators. The fundamental problem for this line of argument was that, if the critique of teacher training was right, schools surely needed to be purged of teachers
15 who had “suffered” from teacher training before they could themselves be entrusted with teacher training.

Much has changed in education in the intervening 20 years, and it’s a shame that the contemporary debate does not acknowledge that. Most importantly, the more legitimate criticisms of university-led teacher training of the 1980s and ‘90s have long since been addressed through constructive
20 engagement between government, universities and schools. In that same 1991 lecture, I argued that higher education institutions should actively embrace school-based training and partnership working, and the sector has subsequently welcomed multiple training routes and worked ever more closely with schools. It’s also the case that some of us in university departments of education were involved right from the start in the development of Teach First, one of the teacher training routes
25 consistently praised by government ministers.

All this, according to Ofsted under its previous HMCI and a report last year by the House of Commons Education Committee, has had positive effects on the quality of new teachers entering the profession. It has helped to shape the schools that Michael Gove himself singles out for praise.
30 Current policies, however, are being rolled out in a manner that risks eroding some of the best practice that has developed in recent years and the infrastructure that supports it. Only a couple of weeks ago at the launch of the Ben Goldacre report *Building Evidence into Education* (pdf) the DfE

was promoting an evidence-informed approach to education policy and practice. We need that in initial teacher training policy, too.

35

Key to an evidence-informed approach, of course, is the responsible and considered use of the evidence. On that basis it was disappointing to see the way in which the first inspection results under the new inspection framework for teacher training were described in an Ofsted press release last week. It included spurious interpretations of limited data and at least one factual error, and it omitted to mention anything that reflected well on HEIs or badly on school-led teacher training schemes.

40

It was also disappointing to see a report in *The Times* suggesting connections were being made between the allegedly inferior teacher training inspection results from HEIs and the letter from 100 education academics voicing doubts about the government's National Curriculum proposals (which had prompted Michael Gove's article in the *Daily Mail*) – not least because very few of the signatories to that letter are actually involved in the design or delivery of initial teacher training.

45

What the evidence does show is that teacher training in the best performing education systems worldwide is based in close collaboration between universities and schools. It would be political folly to disregard the contribution that HEIs are making to teacher supply and quality in England in order to pursue an agenda based on outdated caricature.

50

Task 1

Presenting main points

From the list below select **four** points that most accurately describe the content of this blog.

- 1 Pressure from the political right is a recurring theme in the national debate on teacher education.
- 2 Schools are now free to recruit whoever they want as teachers.
- 3 Badly trained teachers are unlikely to be able to tutor new recruits well.
- 4 Teacher educators are seen to be ideologically biased to the left.
- 5 In the last 20 years there has been much beneficial change in teacher education.
- 6 Ben Goldacre's *Building Evidence into Education* promotes good practice.

☐☐☐☐☐☐

- 7 Evidence gathered by Ofsted when inspecting ITT institutions is being used selectively and politically.

☐

Task 2

Matching Texts to summaries

Re-read paragraphs 3 and 4 (lines 17-34)

From the list of statements below select the one that best summarises the contents of the paragraphs.

- 1 The existence of multiple training routes to teaching is a sign of the health of the ITT system.
- 2 It is a mistake to roll out politically driven ITT policies that ignore the evidence; this risks eroding the good practice that has been developed over the last 20 years.
- 3 Teach First is one of the best ITT routes because it is built on good practice developed by a range of stakeholders over a number of years.
- 4 The schools that Michael Gove singles out for praise are, ironically, staffed by teachers who, it would appear, have been badly trained.

☐☐☐☐

Task 3

Identifying the meanings of words and phrases

Select the most suitable alternative for the phrase as it appears in the text.

Tick the box next to your choice.

'...the contemporary debate.' (line 17-18)

- 1 the fashionable debate
- 2 the current informed debate
- 3 the ongoing debate
- 4 the general discussion

☐☐☐☐

‘...spurious interpretations of limited data.’ (line 41)

- | | | |
|----------|--|--------------------------|
| 1 | Data that was misunderstood | <input type="checkbox"/> |
| 2 | Mistaken interpretations of data | <input type="checkbox"/> |
| 3 | Deliberately false interpretations of the data | <input type="checkbox"/> |
| 4 | Inaccurate interpretations of data | <input type="checkbox"/> |



Comprehension 13

Children growing up too quickly

Nearly half of parents are unhappy with programmes or adverts on TV before the 9pm watershed.

A survey of over 1000 parents of all backgrounds has revealed that 88 per cent think that children are under pressure to grow up too quickly.

The survey forms part of the independent Bailey Review of Commercialisation and Sexualisation of Childhood, commissioned by the Department to unravel and tackle issues around the premature sexualisation and commercialisation of children. Celebrity culture, adult style clothes and music videos are all guilty in parents' eyes of encouraging children to act older than they are.

The survey aimed to find out what parents think and what help they need to manage the pressures on their children. The Bailey Review has also been listening to parents through focus groups and a call for evidence, which received an overwhelming response from parents.

Specific areas of concern are emerging from parents. These include:

- Clothes to be clearly age appropriate and not simply scaled down versions of adult fashion.
- Increasingly sexualised content in music videos and pre-watershed TV with 'too adult' themes in some soap operas.
- Pressure to buy non-essential items for their children so they don't feel left out.

Reg Bailey, Chief Executive of the Mothers Union, is leading an independent review into the Commercialisation and Sexualisation of Childhood.

He said:

Parents are telling us in no uncertain terms that they are worried about the pressures on children to grow up too quickly. It is clear that their concerns have not been created out of a moral panic but from their everyday experience. They are struggling against the slow creep of an increasingly commercial and sexualised culture and behaviour, which they say prevents them from parenting the way they want.

Parents are disappointed that some of the existing regulation and self-regulation is starting to let them down. They feel that traditionally trusted controls like the TV 'watershed' have become less rigorous and the lines have become more blurred.

They are also uneasy about marketing to children through new digital media. Almost all the parents that responded did not think it was appropriate for companies to send phone and text adverts to children. They are particularly frustrated when sophisticated marketing techniques are used which they are unaware of and therefore unable to manage the pressure it creates.

It is very interesting to look at why parents are not complaining directly to companies and regulators about this in the numbers we might expect given the strength of feeling. In the busy hectic schedule of families' lives it is understandable that many parents feel it would be too difficult and time

consuming. But a large number of parents told us they are worried that they will be seen as prudish or out of touch if they complain. They have little faith in regulators or businesses taking their concerns seriously.

The increasingly commercialised and sexualised world we live in can be a challenging environment for adults, but even more so for children. So far I have encountered two very different approaches in dealing with this. Either we can try and keep children wholly innocent until they are adults, which I believe is unrealistic and unhealthy. Or we accept the world the way it is and simply give children the tools to navigate their way through it better. Neither approach works in my view.

For us to let children be children, we need to let parents be parents. That means giving parents the support and encouragement they need to help their children understand and resist the harms they face. But it also means putting brakes on ever greater commercialisation and sexualisation facing children in modern society. Only then can we look to create a truly family friendly society that protects children.

Findings from the survey show that:

- 40 per cent of parents said they had seen things in public places (shop window displays, advertising hoardings) that they felt were inappropriate for children to see because of their sexual content.
- 41 per cent of parents said they had seen programmes or adverts on TV before 9pm that they felt were unsuitable or inappropriate for children due to their sexual content.
- Of those parents who had felt the need to complain about these issues but hadn't, over 60 per cent said that they had not done so either because they didn't think anything would be done or they didn't know who to complain to.
- Around half of parents felt that celebrity culture, adult style clothes and music videos are encouraging children to act older than they are.

Other emerging findings from the call for evidence and focus groups show:

- Two thirds of parents had come across clothes, toys, games, music videos or other products that they thought were inappropriate for the age group they were aimed at.
- Almost all parents did not think it was appropriate for companies to use phone and text adverts when promoting products for children.
- Parents feel that children are behaving in an overtly sexual manner before they are old enough to really understand what sexually provocative behaviour means.
- Parents have said they want to deal with these pressures themselves but they want more responsible action from business and help from Government to support them in this role.

The survey results, focus groups responses and findings from the call for evidence will be published in the final report of the Bailey Review in May.

Task 1

Read the statements below and decide which refer to the opinions of:

P – Parents;

BR – The Bailey Review;

RB – Reg Bailey

- 1 listening to parents through focus groups. ☐
- 2 They observe that elements of society encourage children to act older than they are. ☐
- 3 parents need the support and encouragement to help them to understand and resist the harms they face. ☐
- 4 it is inappropriate for companies to use phone and text adverts aimed at children. ☐

Task 2

From the list below select and mark **four** statements that most accurately describe the nature of the problem:

- 1 Children are encouraged to act older than they are by the celebrity culture and other commercial interests. ☐
- 2 Parental concerns are driven by moral panic. ☐
- 3 Parents are questioning the value of existing regulation and self regulation in certain aspects of the media. ☐
- 4 Although parents are very anxious about the situation they do not complain to the companies concerned in great numbers. ☐
- 5 Parents do not fear being branded as prudish or out of touch. ☐
- 6 In order to solve this problem the engines of commercialisation and sexualisation need to be slowed down. ☐

Task 3

Select the most suitable alternative for the phrase as it appears in the context of the passage.

tackle issues around premature sexualisation (Lines 4-5)

- 1 tackle the early sex education of children ☐
- 2 to understand the culture that makes children sex objects through commercial pressure. ☐
- 3 To appreciate how society is becoming unravelled. ☐

pressure to buy non-essential items (line 17)

- 1 pressure to conform to pressures set up by marketing activity. ☐
- 2 pressure to buy material things just so that children feel up to date. ☐
- 3 pressure to buy things that children don't want. ☐

let children be children (Line 47)

- 1 let children run wild. ☐
- 2 be indulgent and lacking in discipline. ☐
- 3 allow children to develop at their own pace. ☐



Comprehension 14

Moving English forward: action to raise standards in English

March 2012, Ofsted Report No. 110118

This report is in two parts. Part A highlights the main strengths and weaknesses in English and presents the evidence from the survey inspection visits. Part B takes forward the findings from Part A to analyse 10 areas of weakness and identify the actions that would help to improve practice in these areas and contribute to higher standards of English in schools.

5 Key findings

1. *Attainment in English has risen in secondary schools since 2008, but there has been only limited improvement overall in attainment in English in primary schools.*
2. *A large majority of schools in the sample were judged to be good or outstanding in English. Around 30% were no better than satisfactory. Provision was broadly the same across primary and secondary schools, although there was more outstanding practice in secondary schools.*
3. *An increasing number of children were assessed as being secure in communication, language and literacy in the Early Years Foundation Stage (EYFS). However, a minority of children did not achieve these levels and where this was the case, schools were not always systematic enough in developing their early communication skills.*
4. *The quality of teaching was good or outstanding in seven in 10 of the lessons seen. In these lessons, teaching plans were clear about the key learning for pupils, teaching was flexible and responded to pupils' needs as the lesson developed, and tasks were meaningful, giving pupils real audiences and contexts where possible.*
5. *The quality of pupils' learning was hampered in weaker lessons by a number of 'myths' about what makes a good lesson. The factors that most commonly limited learning included: an excessive pace; an overloading of activities; inflexible planning; and limited time for pupils to work independently. Learning was also constrained in schools where teachers concentrated too much or too early on a narrow range of test or examination skills.*
6. *The curriculum for English was judged to be good or outstanding in the large majority of schools inspected. The most successful schools were those that had identified the particular needs of their pupils and then designed a distinctive curriculum to meet those needs.*
7. *However, few of the secondary schools visited had taken the opportunity, following the ending of the Year 9 statutory tests, to refresh their Key Stage 3 schemes of work. The best schools provided students with tasks that had practical outcomes beyond the classroom, thus reinforcing the importance and relevance of the subject, but this was not common enough across the survey schools.*

8. *Although the survey uncovered areas of good practice, the quality of transition between Key Stages 2 and 3 in English was too often no better than satisfactory. The lack of regular communication and exchange of ideas between primary and secondary schools created problems for continuity in teaching and assessment. There was similar evidence about whole-school literacy. This report includes some examples of good practice but the majority of schools visited did not have systematic procedures in place to develop good literacy practice across all departments.*

- *The survey found that too few schools gave enough thought to ways of encouraging the love of reading, and a sizeable minority of pupils failed to reach national expectations in reading. The teaching of writing was variable in quality, with too little attention given to spelling and handwriting.*
- *Leadership and management were judged to be good or outstanding in most schools surveyed. More secondary than primary schools had outstanding leadership and management. The report links this with the lack of subject specialists in primary schools and suggests that this is one of the reasons for slower improvement in English in primary schools*

Tasks on page 48/49



Task 1 - Identifying the meaning of words and phrases

Select the most suitable alternatives for the following words and phrases as they appear in the text.
(line numbers in brackets)

1 Provision was broadly the same (line 11)

- | | |
|---|---|
| a | the staffing ratio and resourcing were the same across the phases |
| b | the resources were similar |
| c | the teaching was similar |

2 being secure in communication (line 14)

- | | |
|---|---|
| a | being more able in communication skills |
| b | showing the appropriate development for their age |
| c | showing better than average development in communication skills |

3 systematic (line 17)

- | | |
|---|--|
| a | using a reading scheme |
| b | accurately linking target setting, assessment and tracking |
| c | spending the right amount of time on reading with the children |

4 teaching was flexible (lines 19-20)

- | | |
|---|---|
| a | teaching responded well to the developing needs of the pupils |
| b | teaching was unplanned |
| c | teachers were able to move between classes easily |

5 Learning was also constrained (line 25)

- | | |
|---|-----------------------------|
| a | Learning was well developed |
| b | Learning flourished |
| c | Learning was restricted |

6 distinctive curriculum (line 30)

- | | |
|---|---|
| a | a curriculum reflecting the specific needs of that school |
| b | a curriculum limited by lack of imagination |
| c | a curriculum in need of revision |

7 statutory tests (line 33)

- | | |
|---|---|
| a | optional assessments |
| b | tests the school had designed for a specific year group |
| c | tests that the schools must administer, record and report the results |

8 the quality of transition (line 37)

- | | |
|---|---|
| a | the ability of children to cope with the move from primary to secondary |
| b | the necessary arrangements for school transfer |
| c | the success schools have in making the transition between phases smooth |

9 good literacy practice (line 42-43)

- | | |
|---|---|
| a | giving the children lots of opportunity for reading and writing |
| b | teaching methods that promote and develop literacy effectively |
| c | concentrating on literacy testing |

10 national expectations (line 45)

- | | |
|---|--|
| a | the standards in terms of improvement measures demanded by the govt. |
| b | what the school can expect from government policy |
| c | what parents can expect in the performance of the school |

Task 2 - Evaluating statements about the text

Read the ten statements below. **Label each one** to denote whether the statement is:

Supported **(S)**, Implied **(I)**, or Explicitly Contradicted **(EC)** by content of the text,

or if there is no evidence **(NE)**.

- | | | | |
|----|----------|--|--------------------------|
| 1 | kf2 | The rise in the attainment in English in secondary schools is due to the more focused curriculum in KS3. | <input type="checkbox"/> |
| 2 | kf3 | Improvement in the children's communication skills in an EYFS setting comes from systematic development. | <input type="checkbox"/> |
| 3 | kf4 | There is a direct correlation between good and outstanding lessons and the clarity in the planning of the key learning. | <input type="checkbox"/> |
| 4 | kf5 | Learning can be hampered when teachers teach to the tests. | <input type="checkbox"/> |
| 5 | kf5 | Where teachers subscribe to commonly held beliefs about the nature and conduct of a good lesson the children invariably succeed. | <input type="checkbox"/> |
| 6 | kf6 | The most successful English curricula are those designed around the needs of the pupils | <input type="checkbox"/> |
| 7 | kf7 | Were more secondary schools to embrace the current opportunities for curricular innovation in key stage three students would benefit more. | <input type="checkbox"/> |
| 8 | kf8 | The good communication that exists between secondary schools and the feeder primaries ensures the smooth transition of the pupils between phases. | <input type="checkbox"/> |
| 9 | kf8 | Most secondary schools have systematic and effective procedures to promote whole school literacy | <input type="checkbox"/> |
| 10 | L.
48 | Were there to be more specialist English teachers in primary schools the standard of the children's communication skills would improve considerably. | <input type="checkbox"/> |

Comprehension 15

Creative Learning and the Teacher Training Process

This is an adapted extract from a chapter of a book on creativity and critical thinking in the context of learning and teaching.

At the outset of their learning journey aspirant teachers frequently and understandably recall and, initially at least are inclined to imitate, the models of learning and teaching with which they are familiar, based on their own experiences as school learners. This is reflected in the findings of recent research (Davies, D. Howe, A. et al 2004) and it is not confined to younger trainees on postgraduate courses. For some of the older trainees taking employment-based routes into teaching, those that are seeking career change, the models of learning and teaching that they recall can be markedly different from the current practice.

All trainees embark upon the programme wanting to be teachers, wanting to teach their classes about the things that they know, those things that have provided them with their own life's stimulation and motivation, and they sometimes find it hard to make the necessary adjustment to their perception of how a creative teacher operates. Trainees are therefore to be encouraged to move away from the suggestion of a 'banking' concept of education where the learners passively receive that which is owned by the teachers, filing and storing deposits of information (Freire, 1970), towards a model of personal transformation that puts the learner in the centre of the picture, a model where teachers and learners are asking questions, solving problems, making connections and making meaning dialogically. Creative teachers realise the importance of knowing the situatedness of the learners; they guide rather than tell; they model learning and create possibilities for the construction of meaning rather than the dispensing of knowledge.

Those initial training programmes are to be applauded that enable trainees to explore their own creativity and come to terms with its potential for their own learning and that of learners. Trainees will benefit when they are given the opportunity to gain an understanding of the development of creativity in learners and an understanding of how this can be identified, encouraged and fostered. Craft emphasises the development of the relationship with self and others that is at the heart of creativity and that this can only take place in a 'self-knowing' training programme. (Craft, A. 2000). For this to happen there needs to be emotional support, a coherent and supportive trainee network, and the opportunity in the structure of the programme for trainees to receive effective feedback that is away from but linked to their learning and teaching situation (ibid). The importance of the personal development that takes place during the programme cannot be understated and for many is it profoundly life changing.

Task 1

The meanings of words and phrases

Select the sentence that is nearest in meaning to the following phrases.

... *a banking concept of education* ... (line 13)

- | | | |
|---|--|--------------------------|
| 1 | The gathering together of skills that would be useful in commerce | <input type="checkbox"/> |
| 2 | Where learners passively receive information from the teacher | <input type="checkbox"/> |
| 3 | Where learners are discouraged from the skills of storing and retrieving information | <input type="checkbox"/> |

... *personal transformation* ... (line 15-16)

- | | | |
|---|---|--------------------------|
| 1 | The effect of learning that involves making meaning and problem solving | <input type="checkbox"/> |
| 2 | The effect of learners being encouraged to change their identities | <input type="checkbox"/> |
| 3 | The teacher's understanding of the situatedness of the learners | <input type="checkbox"/> |

... *they model learning and create possibilities* ... (line 19-20)

- | | | |
|---|--|--------------------------|
| 1 | Teachers provide all the materials for the learning journey | <input type="checkbox"/> |
| 2 | Teachers encourage learners to make models and be creative in class | <input type="checkbox"/> |
| 3 | Teachers support learners by creating possibilities, guiding rather than telling | <input type="checkbox"/> |

... *a coherent, supportive trainee network* ... (line 28)

- | | | |
|---|--|--------------------------|
| 1 | Trainees are directed into support groups in order to develop effectively | <input type="checkbox"/> |
| 2 | Trainees are encouraged to communicate with and support one another in all aspects of the learning process | <input type="checkbox"/> |
| 3 | ITT programmes need to be effectively structured to help trainees develop | <input type="checkbox"/> |

Task 2

Select a suitable title for each paragraph – one that characterises the content of the whole paragraph.

Paragraph 1

- | | | |
|---|---|--------------------------|
| 1 | Memories influence the way students view teaching | <input type="checkbox"/> |
| 2 | Education should be research driven | <input type="checkbox"/> |
| 3 | Employment routes into training | <input type="checkbox"/> |

Paragraph 2

- | | | |
|---|---|--------------------------|
| 1 | The problems of creativity | <input type="checkbox"/> |
| 2 | Knowing your pupils | <input type="checkbox"/> |
| 3 | From banking to personal transformation | <input type="checkbox"/> |

Paragraph 3

- | | | |
|---|---|--------------------------|
| 1 | Trainees need structured training programmes | <input type="checkbox"/> |
| 2 | The experience of teacher training can be profoundly life changing | <input type="checkbox"/> |
| 3 | ITT trainees need to be able to communicate effectively with each other | <input type="checkbox"/> |

Task 3

Evaluating statements about the text

Read each of the statements below about creativity and the teacher training process and decide which ones are

S	supported by the text
I	implied to be the case, or implicitly supported, by the text
NE	states something for which there is no evidence in the text
IC	implicitly contradicted or refuted in the text
EC	explicitly contradicted or refuted in the text.

- | | | |
|---|---|--------------------------|
| 1 | It is good to have ITT programmes that enable trainees to become self-knowing and come to terms with the power of creativity in learning. | <input type="checkbox"/> |
| 2 | Teachers need to develop effective methods of dispensing the information that learners need. | <input type="checkbox"/> |
| 3 | Freire sees personal transformation as the key to real learning for both the learners and the trainees. | <input type="checkbox"/> |
| 4 | The way teachers teach has a powerful impact on learners that can last into adulthood. | <input type="checkbox"/> |
| 5 | The effective addressing of both emotional and intellectual needs of teacher trainees is extremely important to the effectiveness of the programme. | <input type="checkbox"/> |
| 6 | Creative teachers see no reason to understand where their pupils are coming from. | <input type="checkbox"/> |
| 7 | Few ITT programmes effectively address the emotional needs of the trainees. | <input type="checkbox"/> |
| 8 | Most trainees experienced the work of creative teachers in their own schooling. | <input type="checkbox"/> |
| 9 | Older trainees find it impossible to adjust effectively to the role of the creative teacher. | <input type="checkbox"/> |

Comprehension 16

Safeguarding Children Across Services

This is an extract from the introduction to Safeguarding Children Across Services by Carolyn Davies and Harriet Ward, published by Jessica Kingsley, London, 2012.

The evolving policy context

Initiatives to promote the welfare of children and to protect those likely to suffer harm have been central elements in government policies for children and families over many years. They form part of a wider agenda for improving outcomes for all children, tackling child poverty and reducing social exclusion.

- 5 The inquiry following the death of Victoria Climbié made it clear that a number of long-standing problems, repeatedly raised by numerous child abuse inquiries over the preceding 30 years, had still not been overcome. These included poor co-ordination between services; a failure to share information between agencies; the absence of anyone with a strong sense of accountability; and the numbers of front-line workers trying to cope with staff vacancies, poor management and inadequate training. These were not new issues, although the Victoria Climbié Inquiry brought them into sharper focus.

- 15 The Green Paper Every Child Matters that followed the inquiry accelerated a number of strands of policy development that were already under way. It covered four main areas: supporting parents and carers; early intervention and effective protection; accountability and integration; and workforce reform. One of its most significant features was the articulation of a set of five outcomes which all children should achieve: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. This outcomes framework set child protection within a wider agenda of improving the wellbeing of all children. All children's services would now be required to work together towards the achievement of these outcomes and to provide evidence of progress across a set of performance indicators for which they could be held accountable.

- 20 The Children Act 2004 delivered the legislative changes to support the new agenda. These included the duty to promote co-operation between the children's services authority and its relevant partner agencies with a view to improving the wellbeing of children in the authority's area; provisions for integrating education and children's social services departments; and the introduction of Local Safeguarding Children Boards, whose purpose is to co-ordinate and ensure the effectiveness of member agencies in safeguarding and promoting the welfare of children.

- 25 These structural changes were also reflected in the strengthening or introduction of a number of programmes designed to improve practice. These included: more widespread implementation of the existing, holistic Framework for the Assessment of Children in Need and their Families; the development of a Common Assessment Framework to be used by all agencies in identifying and assessing children's additional needs; the updating of statutory guidance for all professionals with responsibilities to safeguard and promote the welfare of children; and the development of practice

and recording tools designed to support social work practitioners and managers in undertaking the key tasks of assessment, planning, intervention and review.

- 35 The Every Child Matters: Change for Children agenda was reflected in the National Service Framework for Children, Young People and Maternity Services, a ten-year programme to stimulate long-term and sustained improvements in children's health and welfare, through setting standards to ensure fair, high-quality and integrated children's health and social care from pregnancy through to adulthood.
- 40 Five years later, the recommendations for change made in the report triggered by the death of Peter Connolly focused on many of the same issues. These included a call for greater strategic co-ordination, improvements in the recruitment, training, management and supervision of front-line social workers, reduced and better managed caseloads and for all agencies with a safeguarding role to have clear duties and responsibilities to work together and share information.
-

Task 1

Identifying the meanings of words and phrases in the context of the paragraph

.. the articulation of a set of five outcomes (line 16) is closest in meaning to:

- | | | |
|---|--|--------------------------|
| 1 | The clear statement of the objectives of Every Child Matters | <input type="checkbox"/> |
| 2 | The need to make sure the objectives of Every Child Matters were joined up | <input type="checkbox"/> |
| 3 | Linking the needs of children with those of their parents and carers | <input type="checkbox"/> |

The Children Act (2004) delivered legislative changes to support the new agenda. (line 22) is closest in meaning to:

- | | | |
|---|---|--------------------------|
| 1 | Changes were made in the way children's services cooperated | <input type="checkbox"/> |
| 2 | Changes were made to the law to reflect the aims of Every Child Matters | <input type="checkbox"/> |
| 3 | Local Safeguarding Children Boards were set up by act of parliament | <input type="checkbox"/> |

..statutory guidance for all professionals.. (line 33-34) is closest in meaning to:

- | | | |
|---|---|--------------------------|
| 1 | Advice that professionals dealing with children should follow | <input type="checkbox"/> |
| 2 | Guidance for the professional bodies dealing with families and children | <input type="checkbox"/> |
| 3 | Guidance with legal status that must be followed by responsible professionals | <input type="checkbox"/> |

Task 2

From the list below select **two** statements that most accurately describe the **main impact** of the Victoria Climbié case of 2000 (paragraph 2, lines 5-11).

- | | | |
|---|---|--------------------------|
| 1 | The various agencies involved in social care were poor at sharing information. | <input type="checkbox"/> |
| 2 | There were too many staff vacancies for the front line services to be effective. | <input type="checkbox"/> |
| 3 | Problems in social services of the previous thirty years had been known but not adequately addressed. | <input type="checkbox"/> |
| 4 | The problems were in part caused by lack of someone being accountable. | <input type="checkbox"/> |
| 5 | The inquiry found no new issues, but saw them now in sharper focus. | <input type="checkbox"/> |

Task 3

Evaluating sentences about the text.

Read each of the statements below about the aims and purpose of the Children Act (2004) and decide which of them:

- | | |
|----|---|
| S | Is supported by the text. |
| I | Is implied to be the case, or implicitly supported by the text. |
| NE | States something for which there is no evidence or support in the text. |
| IC | Is implicitly contradicted or refuted in the text. |
| EC | Is explicitly contradicted or refuted in the text. |

- | | | |
|---|--|--------------------------|
| 1 | The Green Paper was stimulated by the inquiry into Victoria Climbié's death. | <input type="checkbox"/> |
| 2 | The findings of the review into the Connolly case showed that strategic coordination, recruitment and training had all improved. | <input type="checkbox"/> |
| 3 | The government is committed to tackling child poverty and has put statutory measures in place. | <input type="checkbox"/> |
| 4 | The use of the Common Assessment Framework was extremely successful. | <input type="checkbox"/> |
| 5 | Successive measures to improve the welfare of vulnerable children have been very successful. | <input type="checkbox"/> |

Task 4

Completing a bulleted list

Look at the phrases below. Put a tick next to the **three** that most accurately complete the stem.

The Children Act of 2004 ...

- | | | |
|---|--|--------------------------|
| 1 | was, in part, stimulated by the tragic deaths of neglected and abused children. | <input type="checkbox"/> |
| 2 | focused on the needs of the children in an educational context. | <input type="checkbox"/> |
| 3 | sought to make it clear where the blame lay in high profile child abuse cases | <input type="checkbox"/> |
| 4 | clearly defined the need for, and the mechanisms to promote, cooperation between children's services and other partner agencies. | <input type="checkbox"/> |
| 5 | developed tools designed to support social workers in the pursuit of their profession duties. | <input type="checkbox"/> |



Modern Languages

Achievement and challenge

Extract from Ofsted report 100042 January 2011

Part A – Languages in primary schools

1. The primary schools visited in this survey were at varying stages in introducing a language or languages into their Key Stage 2 curricula, with some well advanced in 2007 and others just starting in 2009. Some schools concentrated on one language throughout the key stage; others taught one in Years 3 and 4 and another in Years 5 and 6.

2. A key factor in the development of primary languages was the support provided through funding by the Government for training as well as the development of the Key Stage 2 Framework and the schemes of work developed by the Qualifications and Curriculum Development Agency (QCDA). Classroom teachers gradually developed their expertise over the period of the survey and schools began to feel more confident in their provision.

Achievement

3. Progress in modern languages was good in half the 92 primary schools visited during the survey period and was outstanding in seven. In judging what pupils had achieved since beginning to learn a language, as well as oracy and literacy, inspectors took account of pupils' knowledge about the language, their language learning strategies and their intercultural development. Achievement was measured against these five strands which are explained in the Key Stage 2 Framework for Languages.

4. Pupils' achievement in listening and responding was stronger than in reading and writing, partly because that is what teaching focused on in early language learning, even in Years 5 and 6 where content was often similar to that in Years 3 and 4. Pupils generally listened hard and responded enthusiastically. In the better schools, pupils were often willing and confident speakers, with good pronunciation and intonation. This was usually as a result of input from a native speaker into the lessons, sometimes through the use of DVDs. In one school Year 3 pupils repeated phrases from stories and Year 5 had made a video recording of themselves presenting weather forecasts in French; they also enjoyed describing the planets in French, drawing on their knowledge of the solar system from work in science.

5. Overall, pupils' progress in reading was less good than speaking, and it was often not developed systematically from an early stage in learning a language. Nevertheless, there were good examples where schools made it a particular focus and resources were used well such as 'big books', readers, home-made books and the electronic whiteboards, helping pupils to deduce meaning through clues and cognates (words with the same origin). In a few of the schools, pupils were given helpful reading tasks for homework.

6. Writing was the least developed skill in most of the primary schools visited; it was generally not planned for until at least the later stages, if at all, and where it was, pupils were often limited to copy writing and filling in gaps on worksheets. However, in around one in 10 schools writing was

impressive because of the complex sentences pupils could form in Years 5 and 6. The following examples illustrate elements of good development in writing. In one school a batch of letters from their link school was used by Year 6 for reading and writing and for them to develop work for younger pupils.

Pupils wrote words and phrases accurately, and they could use a framework to write about a familiar topic. Year 5 pupils could describe their daily routine by combining familiar phrases with a small number of commonly used connectives. Year 5 pupils wrote simple letters about themselves to the French school with which they had established a link. Pupils read, matched and wrote words accurately from early on and later there were some good examples of sentence formation. There was evidence of a small amount of free writing, such as describing Christmas. Progression throughout Key Stage 2 was clear.

Task 1

Identifying the meaning of words and phrases from the passage

... ***their intercultural development*** (line 14) - Is closest in meaning to:

- 1 pupils' understanding of a range of aspects of different cultures
- 2 development of music and an understanding of theatre and film
- 3 development of their language abilities
- 4 pupils' understanding of their own cultures

... ***good pronunciation and intonation*** (line 20) - Is closest in meaning to:

- 1 accurate expressions and vocabulary
- 2 being able to know the idioms of the target language
- 3 the capacity to speak accurately and expressively
- 4 knowing how to use pronouns in speaking

... ***deduce meaning through clues and cognates*** (line 29) - Is closest in meaning to:

- 1 make well aimed guesses at the meanings of words
- 2 make intelligent use of the common clues found in a group of words in order to work out their meaning
- 3 being able to approach and pronounce unfamiliar words
- 4 investigate the meanings of words through cognitive challenge

Task 2

Matching texts to summaries

Choose the one statement below that most accurately summarises the contents of point 5

- 1 Reading was less good than writing except where schools used whiteboards in class and homework to raise standards.
- 2 Reading was generally less good than speaking except in those schools where systems were in place and resources were well focused to help pupils deduce meaning.
- 3 Schools need to focus on resourcing language classes so that the level of reading achieved by the children begins to catch up with that of speaking.

Task 3

Evaluating statements about the text

S Is supported by the text

EC Is explicitly contradicted or refuted by the text

NE States something for which there is no evidence or support in the text

I Is implied to be the case , or implicitly supported, by the text

IC Is implicitly contradicted or refuted in the text

- | | | |
|---|---|--------------------------|
| 1 | Writing in the target language was found to be a strength in most KS2 settings. | <input type="checkbox"/> |
| 2 | Government policy does not support the development of modern language teachers. | <input type="checkbox"/> |
| 3 | Well targeted homework tasks have a deep influence on the progress of pupils in modern languages. | <input type="checkbox"/> |
| 4 | The presence of native speakers in the classroom impacts positively on the pupils' skills and confidence. | <input type="checkbox"/> |
| 5 | Having pen-pal links with schools in other countries can develop the writing skills of KS2 pupils. | <input type="checkbox"/> |

Comprehension 18

Drama in schools

Arts Council England 2003

Drama flourishes in classrooms across the country. All pupils are required to study aspects of drama throughout their education as part of English and literacy and it is a key part of school provision for the arts. Many secondary schools have thriving drama departments, with specialist accommodation and at least one specialist drama teacher.

Over the past 10 years, the number of candidates taking GCSE Drama has more than doubled; in 2003, nearly 100,000 young people were entered for the subject. In the same year, nearly 18,500 candidates were entered at AS level and 15,000 at A level for Drama and Theatre Studies. This makes it one of the two most popular arts subjects in all three examinations.

Pupils can have access to professional theatre throughout their time in education. They should be given opportunities to respond to high quality performances as part of their experience of drama. A trip to the theatre or a visit to the school from a touring theatre company introduces pupils to a range of theatre arts, different genres and various cultural traditions. Experiencing professional performances helps to foster understanding of how different forms of theatre are made and how their creative potential can be used.

Pupils' minimum statutory entitlement to drama is acknowledged in the National Curriculum for English, where drama activities are an explicit strand (see Appendix 2). The Qualifications and Curriculum Authority (QCA) has produced guidance and resources that support this strand of English for Key Stages 1 to 3 (see the relevant Key Stage sections of section 3: Recognising good drama). The government's strategically important National Literacy Strategy Framework for teaching: YR to Y6 and the drama objectives within the Key Stage 3 Strategy – the Framework for teaching English in Years 7, 8 and 9 provide additional guidance. The Key Stage 3 English strand has published the Key Stage 3 Drama objectives bank which acknowledges drama's contribution to many areas of English. It also acknowledges that many drama departments in secondary schools exist in their own right or as part of a performing or expressive arts faculty.

Drama makes an important contribution to the development of thinking skills identified in the National Curriculum. These are:

- information-processing skills, e.g. sequencing and comparing
- reasoning skills, e.g. drawing inferences and making deductions
- enquiry skills, e.g. asking relevant questions and testing conclusions
- creative thinking skills, e.g. generating and extending ideas, applying imagination and looking for alternative endings
- evaluation skills, e.g. judging the value of their own and others' work

In addition, in many drama lessons pupils are encouraged to reflect on their own thinking. This is known as 'metacognition'.

Drama promotes language development. Its collaborative nature provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a critical and subject-specific vocabulary through reflecting on and appraising their own work in drama and the work of others.

Schools recognise that social wellbeing is founded on personal maturity and emotional literacy. Human concerns and relationships are the foundations of much drama. Drama lessons provide a safe context to explore such issues. Drama usually involves pupils working creatively together and problem solving in groups of various sizes. These skills, along with flexibility, empathy and risk-taking, are intrinsic to good drama practice. They are also recognised as vital in the workplace and throughout adult life.

Following a course in drama may foster a life-long interest in theatre and the performing arts. This may lead pupils to seek employment in the cultural and creative industries sector, where there are increasing job opportunities. There are a wide range of occupations, such as arts administrator and stage manager, as well as posts in film and television. Employers in other sectors recognise the contribution drama makes to the development of creative thinking and effective teamwork, as well as to the key skills of the National Curriculum.

The creative industries sector is growing significantly faster than the economy as a whole. Between 1997 and 2000, it grew by an average 9% per annum compared to an average 2.8% for the whole economy over this period. In December 2001, creative employment totalled 1.95 million jobs: significantly more than the financial sector. (Figures from Department for Culture, Media and Sport, www.culture.gov.uk).

Task 1

Matching texts to summaries

Choose ONE statement below that most accurately summarises the contents on paragraph 3 in the text.

- 1 Pupils must have opportunities to see and respond to professional performances across a range of genres to help them understand the different forms of theatre. ☐
- 2 Different forms of theatre will only be valued if children see a range of professional performances in schools. ☐
- 3 It is important to get a range of touring theatres into school for children to experience drama. ☐

Task 2

Identifying the meaning of words and phrases from the passage

... **minimum statutory entitlement** (line 17) is closest in meaning to ...

- 1 that which teachers must expect
- 2 the least that must be offered by the school
- 3 the need for small scale drama
- 4 the need to study certain plays

... **collaborative nature** (line 41) is closest in meaning to ...

- 1 pupils using their intuition
- 2 individually inspired work
- 3 demanding of pupils' ability to work together
- 4 using the natural skills of the pupils

... **acquire a critical and subject-specific vocabulary** (line 44) is closest in meaning to ...

- 1 develop the language used to describe and evaluate drama
- 2 gain the ability to write about the works studied
- 3 learn how to speak dramatically
- 4 learn how to criticise the words used in plays

... **intrinsic to good drama practice** (line 51) is closest in meaning to ...

- 1 optional features of performance
- 2 essential features of drama
- 3 essential features of written scripts
- 4 necessary in the workshop situation

... ***the development of creative thinking and effective teamwork*** (line 57) is closest in meaning to ...

- 1 growing the skills of making things together
- 2 developing the ability to act in public
- 3 using thinking skills to solve problems on stage
- 4 learning to be successful in work that demands thinking skills and collaboration

Task 3

Evaluating statements about the text

- S** Is supported by the text
- EC** Is explicitly contradicted or refuted by the text
- NE** States something for which there is no evidence or support in the text
- I** Is implied to be the case , or implicitly supported, by the text
- IC** Is implicitly contradicted or refuted in the text

- | | | |
|---|---|--------------------------|
| 1 | Many KS4 and KS5 pupils see the attraction of examination courses in drama | <input type="checkbox"/> |
| 2 | Few secondary schools see the importance of drama to their curriculum | <input type="checkbox"/> |
| 3 | It is essential that all pupils study at least one Shakespeare play an KS3 | <input type="checkbox"/> |
| 4 | Drama study is relevant to only a very small range of occupations | <input type="checkbox"/> |
| 5 | A minimum statutory entitlement for drama is in the National Curriculum for English | <input type="checkbox"/> |

Completing a bulleted list

The lifelong value of studying drama in secondary school can be summarised as follows:

- -
 -
 - It provides opportunities to watch critically and learn from professional performances
- 1 It can provide a telling contribution to the development of pupils' thinking skills.
 - 2 It helps schools to attract applications from parents of high ability pupils.
 - 3 It can provide a launch-pad for a range of media related careers.
 - 4 It enables schools to comply with the demands of the National Curriculum for English.
 - 5 It enables pupils to explore many issues to do with human relationships.



History for all

History in English schools 2007/10

(adapted)

Executive summary

This report is based on evidence from inspections of history between April 2007 and March 2010 in 83 primary schools and 83 secondary schools. Part A of the report evaluates standards and achievement in history, and the strengths and weaknesses of teaching and learning, curriculum provision and the quality of leadership and management in the schools visited. Part B discusses some key issues in history. It considers the extent to which the subject is in danger of becoming marginalised and losing its integrity in many of the schools visited. It also looks at good practice in teaching history, and evaluates how effectively history teachers are using information and communication technology (ICT).

There was much that was good and outstanding in the history seen for this survey: achievement was good or outstanding in 63 of the 83 primary schools and 59 of the 83 secondary schools visited. The use of ICT was much more evident than in the previous three-year survey period, and pupils had more opportunities to take greater responsibility for their own learning. History was generally taught well and the subject was well led. Most pupils enjoyed well-planned lessons that extended their knowledge, challenged their thinking and enhanced their understanding.

History teaching was good or better in most primary schools, and most pupils reached the end of Key Stage 2 with detailed knowledge derived from well-taught studies of individual topics. However, some pupils found it difficult to place the historical episodes they had studied within any coherent, long-term narrative. They knew about particular events, characters and periods but did not have an overview. Their chronological understanding was often underdeveloped and so they found it difficult to link developments together.

In part, this was because many primary teachers did not themselves have adequate subject knowledge beyond the specific elements of history that they taught. In addition the curriculum structure for primary schools was itself episodic and militated against pupils grasping such an overview. There is a pressing need for primary teachers to be better supported in their professional development in history, and for the curriculum to ensure that pupils study overview as well as in-depth topics so that they can develop a coherent chronological framework for the separate periods and events that they study.

In the secondary schools visited, effective teaching by well-qualified and highly competent teachers enabled the majority of students to develop knowledge and understanding in depth. It also helped students to develop their ability to support, evaluate and challenge their own views and to challenge the views of others. Many students displayed a healthy respect for historical evidence, along with the skills to use it robustly and critically to support their explanations and judgements. In these ways the teaching of history is helping pupils to develop important and broadly applicable skills.

However, decisions about curriculum structures within schools have placed constraints on history, and other foundation subjects, at Key Stage 3. In 14 of the 58 secondary schools visited between 2008 and 2010, whole-school curriculum changes were having a negative impact on teaching and learning in history at Key Stage 3. Some of these changes included introducing a two-year Key Stage 3 course, assimilating history into a humanities course or establishing a competency-based or skills-

based course in Year 7 in place of history and other foundation subjects. Where these developments had taken place, curriculum time for teaching had been reduced and history was becoming marginalised.

At Key Stage 4 and in the sixth form, history was generally taught very well. Teachers had a clear picture of what was expected at GCSE and A level; they prepared students thoroughly and achievement in public examinations was good and improving. For the past three years, history has been one of the most popular optional GCSE subjects, and numbers taking the subject at A level have risen steadily over the past 10 years.

However, in some of the schools visited the students were restricted in their subject options at GCSE and some had been steered towards subjects which were perceived to be less demanding than history. Entries for GCSE varied greatly between different types of schools: students in independent schools were almost twice as likely to study GCSE history as those in maintained schools, while entries for GCSE history from academies were significantly lower than for maintained schools overall.

Task 1

Evaluating statements about the text

Read each of the statements below about the teaching of history in KS3 and decide which of them:

S Is supported by the text

EC Is explicitly contradicted or refuted by the text

NE States something for which there is no evidence or support in the text

I Is implied to be the case , or implicitly supported, by the text

IC Is implicitly contradicted or refuted in the text

1 In some schools the quality of history learning and teaching is being compromised by curricular changes.

☐

2 Ofsted views the two year KS3 course and integration of history and humanities subjects as being beneficial to the quality of the curriculum.

☐

3 History teaching in some academies was found to be disorganised and failed to challenge the brightest students

☐

4 Ofsted considers it important that children are helped to appreciate how historical events relate to each other.

☐

5 Secondary school history programmes are not effective enough in helping pupils' development of critical and higher order thinking skills.

☐

Task 2

Presenting main points

From the list below, select the four points that most accurately describe Ofsted's overall findings about the teaching of history in KS4.

- | | | |
|---|---|--------------------------|
| 1 | History was taught very well in many KS4 and KS5 settings | <input type="checkbox"/> |
| 2 | Only independent schools are managing to increase the numbers taking history GCSE | <input type="checkbox"/> |
| 3 | Maintained schools are finding it hard to encourage students to take history | <input type="checkbox"/> |
| 4 | There is a wide variation in GCSE entries across different types of school | <input type="checkbox"/> |
| 5 | The popularity of history has fallen in the past decade | <input type="checkbox"/> |
| 6 | Generally sixth form students were effectively prepared for public examinations | <input type="checkbox"/> |
| 7 | Some schools see GCSE history as being too demanding for their students to take | <input type="checkbox"/> |
| 8 | Academies are unable to recruit skilled and experienced history teachers | <input type="checkbox"/> |

Task 3

Matching texts to summaries

Reread paragraphs 3 and 4. Select the statement below that most accurately summarises the content of these two paragraphs. Tick the box next to your choice.

- | | | |
|---|---|--------------------------|
| 1 | Many pupils find it hard to see historical events in their correct sequence. There is an urgency about professional training in subject knowledge that must be appreciated in the curriculum. | <input type="checkbox"/> |
| 2 | There is an urgent need for subject knowledge development to take place for KS2 teachers. This will enable better in-depth work and will help children to gain a better overview of the historical narrative. | <input type="checkbox"/> |
| 3 | Training the children in historical chronology and narrative is essential in KS2 and this should be factored into the curriculum being taught in primary schools and training should be given to staff in order to achieve this | <input type="checkbox"/> |

Task 4

Identifying the meanings of phrases

Select the most suitable alternative for the phrase as it appears in the context of the passage

... *challenged their thinking* (line 16) is closest in meaning to ...

- | | | |
|---|--|--------------------------|
| 1 | Asked them to consider alternative ideas | <input type="checkbox"/> |
| 2 | Made them aware of their shortcomings | <input type="checkbox"/> |
| 3 | Expected skills that they didn't yet possess | <input type="checkbox"/> |
| 4 | Made pupils feel uncomfortable about their ideas | <input type="checkbox"/> |

... *Their chronological understanding* (line 22) is closest in meaning to ...

- | | | |
|---|---|--------------------------|
| 1 | The pupils' understanding of time | <input type="checkbox"/> |
| 2 | The teachers understanding of historical periods | <input type="checkbox"/> |
| 3 | The pupils' concept of the order of historical events | <input type="checkbox"/> |
| 4 | The pupils' concept of the main characteristics of each period of history | <input type="checkbox"/> |

... *episodic* (line 26) is closest in meaning to ...

- | | | |
|---|--|--------------------------|
| 1 | Looking at marginal issues | <input type="checkbox"/> |
| 2 | Focus on decontextualised themes | <input type="checkbox"/> |
| 3 | Breaking history down into chunks | <input type="checkbox"/> |
| 4 | Concerning the history of the United Kingdom | <input type="checkbox"/> |

... *competency-based or skills-based* (line 43) is closest in meaning to ...

- | | | |
|---|---|--------------------------|
| 1 | Based on the teachers' strengths and abilities | <input type="checkbox"/> |
| 2 | Based on competition between pupils | <input type="checkbox"/> |
| 3 | Approaches that stretch able pupils | <input type="checkbox"/> |
| 4 | Approaches that tend to emphasise learning skills over knowledge acquisition skills | <input type="checkbox"/> |

... *marginalised* (line 45) is closest in meaning to ...

- 1 Pushed to the edge of the curriculum
- 2 Paid little respect
- 3 Emphasised in memos from the SMT
- 4 Given more time

☐☐☐☐

Schools design new assessment packages *to replace the complicated levels system*

A new package of pupil assessment methods, developed by teachers for teachers, was today (1 May 2014) unveiled by the government.

The new methods, one of which will use in-class apps, will help schools easily and accurately chart pupils' attainment and progress so they can provide effective, targeted support where it is needed, and will give parents clearer information about their child's performance and progress.

The 9 packages were chosen by an independent panel after the Department for Education launched a competition in December encouraging schools to develop and share innovative new assessment methods for other schools to use.

Each of the 9 successful schools, which are in London, Hampshire, Yorkshire, Sussex, Devon and Oxfordshire, will now receive up to £10,000 of funding from the Department for Education to turn their model into free, easy-to-use packages for other schools to use.

The new methods have been designed to replace the current over-complicated, vague and unambitious levels system, which will be scrapped in September.

A Department for Education spokesperson said:

Our reforms are giving teachers the freedom to do what they know is best for their pupils - not Whitehall bureaucrats. That's why we want schools taking control and creating models of assessment which they know will work and which will suit them.

These packages will give far more useful information to parents about how their child is performing, and will provide valuable information to schools.

The winning packages include Westminster Academy, a secondary school in London, where teachers have broken down the curriculum into 15 topics which are each independently assessed via an in-class quiz, homework and an end-of-term exam. A score is produced for each topic and then used to provide an average score. Teachers then use topic scores to provide support where needed.

David Thomas, the joint maths curriculum lead at Westminster Academy, said:

Our system tells teachers, students and parents exactly how well a child is learning and exactly what they need to do to get better. By tracking what each student has learned we build one coherent picture of their knowledge from which to guide teaching and learning.

There are no vague levels - just clear guidance on how to make even more progress.

Hillyfield Primary Academy, in Waltham Forest, east London, has developed a new 'skills passport'. All pupils will receive a stamp in their passport when they have reached the required standard, helping to build a clear picture of their achievement.

The school is also working on developing a free app that can be used to record progress in class by teachers.

Teacher resources will now be developed for each package and rolled out ahead of the summer term. They will then be free for any school to download and use.

Andrew Carter, the head teacher at South Farnham Primary School, sat on the independent panel that judged the entries.

He said:

The tremendous quality and quantity of entries reflected high-calibre thinking on assessment procedures and confirmed the fundamental importance of schools leading others in the new world without levels.

Successful entries demonstrated decidedly innovative and creative ideas which will be an enormous and transferable aid for schools going forward.

Task 1 – From the list select the two options closest to the meaning of the phrase as it appears in the context of the passage.

Tick the box by your chosen answer

“we want schools taking control and creating models of assessment which they know will work and which will suit them” (line 16)

- ☐ **1** Schools should have the freedom to design their own assessment strategies
- ☐ **2** All schools need to develop similar models of good assessment practice
- ☐ **3** Schools need to model controlled assessment strategies
- ☐ **4** School assessment strategies should reflect the situation of the individual school
- ☐ **5** Assessment policies need to be carefully controlled to be effective

Task 2 - Who said this?

DE DoE Spokesperson

AC Andrew Carter

DT David Thomas

NS Not stated

1

Assessment reforms are designed to allow schools greater freedoms to respond their pupils' needs

2

Each of the assessment packages is based on a free in-class app for use by teachers

3

The competition attracted a great many quality entries

4

Teaching and learning should be guided by a coherent picture of pupils' knowledge and learning

Task 3 - Identifying the meanings of words and phrases,

1. Innovative new assessment (line 7)

1

Traditional assessment

2

Ground breaking methods

3

Government approved methods

3. Skills passport (line 29)

1

Pupils' record of their achievement

2

Stamp to show effort made

3

Record of vague levels

2. Whitehall bureaucrats (line 16)

1

London based politicians

2

Civil servants in the DfE

3

Local administrators

4. High-calibre thinking (line 39)

1

Thinking through the basics

2

Creative motivation

3

Powerful innovative thinking

Task 4 – from the list below select the four main points that most accurately describe features and aspects of the winning assessment packages.

- ☐ **1** Were all designed with an eye to using electronic methods of assessment
- ☐ **2** Have been seen to be overcomplicated and vague by critics
- ☐ **3** Use a pupil skills passport to record learning achievements over time
- ☐ **4** Are now embedded in schools' practice in Lancashire and Cheshire
- ☐ **5** Are likely to cost approaching £10,000 for schools who wish to adopt them
- ☐ **6** Use scores from inter class quizzes, homework tasks and end-of-term exams to provide an average score
- ☐ **7** Show that innovation and the development of new assessment methods can be costly and time consuming
- ☐ **8** They enable teachers, pupils and parents to know what should be done to improve learning
- ☐ **9** Were designed to help target support for pupils and provide accurate information for parents

Music in schools: *where words finish, music begins.*

Music is a creative art

There's a statement of the obvious. And here's another: people go on different musical journeys in their lives, as their tastes and experiences evolve. You only have to listen to Desert Island Discs to realise this! Children don't come to school as musical tabula rasa, but with a great deal of musical experience.

These points may be obvious but they have profound meaning for music education in schools.

Assessing without levels or sublevels

Firstly, pupils' progress in creating and understanding music is not straightforward or linear. There are many facets to the subject. Some pupils will excel in some aspects and not others. One person's creativity is, thankfully, different from another's.

Musical learning, at its best, is syncopated, with tempo changes, repeat marks and occasional pauses. It is not a steady march.

For sure, when learning an instrument or to sing, there may be some defined progression of technical skills and knowledge. Hence there is an important niche for graded examinations. All pupils, indeed, should certainly learn some basic technique and simple theory. (As an aside, I realise that some people in the music education world don't much like the word 'theory' being used. They are worried - and not without reason - that it conveys a wrong, perhaps out-of-date, meaning. I say let's reclaim this word and use it correctly.) Technique and theory are, nevertheless, only means to practical, musical ends. And when pupils are creating music, building a performance, interpretation or composition, set linear assessments are rarely helpful.

Therefore, using levels and sub levels to try to prove pupils' ongoing progress in music doesn't work, as Ofsted has pointed out many times. It is usually superficial, time wasting and neither reliable nor valid. It is most certainly not any kind of 'Ofsted requirement'. To be absolutely clear, our inspectors do not expect to see it. There are no, and never were, sub levels in music anyway, for good reason.

A powerful creative act cannot be contained by a neat spreadsheet of numbers and letters. As national curriculum levels disappear, I'd ask you respectfully not to replace them with another set of numbers.

But pupils' musical work does need assessing. This should be simply constructed and ideally in sound - the music itself - not mainly about what pupils produce on paper. Our report, *Music in schools: wider, still and wider* of 2011 suggested this:

The most effective assessment practice observed helped students to listen more accurately to their own work, helped them identify for themselves where improvements were needed, and

showed them how to improve through expert musical modelling by the teacher... A well-ordered catalogue of recordings over time, supported by commentaries and scores, provides a very effective and compelling way to demonstrate students' musical progress.

Such an approach, based on formative assessment, is likely to be much more useful and rigorous. It values, challenges and develops pupils' musical efforts. Modern digital recording makes this manageable.

Task 1

Select three phrases from the list below to complete the sentence. Tick the box by your chosen answers

The report states that the assessment of music:

- | | | |
|---|---|--------------------------|
| 1 | is not straightforward and linear | <input type="checkbox"/> |
| 2 | should be simply constructed, ideally in sound rather than on paper | <input type="checkbox"/> |
| 3 | should take a formative approach | <input type="checkbox"/> |
| 4 | is syncopated with tempo changes | <input type="checkbox"/> |
| 5 | should be expressed in levels and sub-levels | <input type="checkbox"/> |
| 6 | can be supported by digital technology | <input type="checkbox"/> |

Task 2

Select the most appropriate alternative for each phrase as it appears in the context of the passage. Tick the box by your chosen answer.

1. musical tabula rasa (line 3)

1. blank slates
2. empty tables
3. musical scales

3. effective and compelling (line 46)

1. successful and enthralling
2. moving and emotive
3. distressing and demanding

2. superficial (line 29)

1. over-arching
2. not carefully thought out
3. completed quickly

4. based on formative assessment (line 49)

1. from end of key stage tests
2. derived from grade exam success
3. informed by progress over time

Task 3

Evaluating statements from the text

- 1 Grade exams have their place in musical education ☐
- 2 Some music teachers have spent too much time on pointless assessment practices. ☐
- 3 Linear assessments are essential when pupils are creating music ☐
- 4 Ofsted does not think that music education is good enough. ☐
- 5 The best assessment practices involve pupils in learning where to improve and how. ☐



Appendix 1

Answer Page

1	S, I, EC, IC		2	I, S, S, IC, EC	
	Task 1	Task 2	Task 3		Task 4
3	I, EC, S, I	TN ET, JH, KR	2, 3, 5, 7		
4	I, S, NE, I, I, IC, I, NE, EC				
5	1, 6	2	1, 2, 1		
6	2, 4, 5	1, 3			
7	NE, I, EC, 1, IC, S, I, S, EC, I	2	1, 4, 6, 8, 9		
8	2, 3, 5	3, 4	1, 4, 5, 6		
9	1	2	1, 3		1
10	1, 3, 4	2, 1, 2, 3	S, EC, S, I		
11	2, 3, 1, 3	3, 2, 1, 3	1, 2, 4, 6		
12	1, 4, 5, 7	2	2, 3		
13	BR, P, RB, P	1, 3, 4, 6	2, 2, 3		
14	a, b, b, a, c, a, c, c, b, a	I, I, S, S, EC, S, I, EC, EC, I			
15	2, 1, 3, 2	1, 3, 2	S, EC, S, I, I, EC, NE, IC, NE		
16	1, 2, 3	3, 5	I, EC, S, NE, IC		1, 4, 5
17	1, 3, 2	2	EC, IC, NE, S, I		
18	1	2, 3, 1, 2, 4	I, IC, NE, EC, S		1, 3, 5
19	S, EC, NE, I, IC	1, 4, 6, 7	2		1, 3, 2, 4, 1
20	1, 4	DE, NS, AC, DT	2, 2, 1, 3		3, 6, 8, 9
21	2, 3, 6	1, 2, 1, 3	S, S, I, EC, NE		

Appendix 2

Explicit and Implicit *Literal and inferential comprehension*

You can look at it like this:

Supported and Explicitly Contradicted

This is to do with what is written in the text – *Literal Comprehension*

Supported - there are words in the text that agree with the statement in the task

Explicitly Contradicted – there are words in the text that disagree with the statement

Implied and Implicitly Contradicted

This is to do with your interpretation of the contents of the text – *Inferential Comprehension*

Implied – there are suggestions in the text that agree with the statement in the task

Implicitly Contradicted – there are suggestions in the text that disagree with the statement

Let's focus on implications, these are the ideas that are carried between the lines in a text. We pick them up when we read – we sense the attitude of the writer, we sense whether the writer is being critical – you could say it's what you interpret from reading the piece.

1. What is being implied by this sentence?

Informal discussions and sharing of ideas between staff (teachers and teaching assistants) were useful but insufficient to promote consistency of approach and better progression.

Answer

There is value in informal discussions but these needed to take place more often if they are to help to properly maintain consistency of approach and progression among the pupils.

2. What is being implied in this sentence?

In primary schools, some teachers lack the specialist knowledge needed to teach PE well and outcomes for pupils are not as good as they could be.

Answer

Specialist subject knowledge is needed to teach PE effectively in primary schools and improve the outcomes for the pupils.

3. What is being implied in this paragraph?

Although the survey uncovered areas of good practice, the quality of transition between Key Stages 2 and 3 in English was too often no better than satisfactory. The lack of regular communication and exchange of ideas between primary and secondary schools created problems for continuity in teaching and assessment.

Answers (Each of these are closely related in meaning and 'correct')

- Because of the variation across the country of the quality of transition arrangements between key stages 2 and 3 many pupils do not always get a good deal on transfer.
- Better arrangements should be made between secondary schools and their feeder primaries in order to facilitate continuity.
- It would be a good idea if primary and secondary schools liaised more closely.
- The progress of the pupils would be better if there was better communication and information exchange between primary and secondary schools.

Exercises

What is being implied by these statements

From a report on geography teaching

1. Fieldwork encouraged a higher than average take-up of examination courses at a time when examination entries for geography were falling nationally.
2. Developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today's world.

From a report on PE teaching

3. Nevertheless, the report confirms there is more good and outstanding PE than at the time of the last Ofsted PE survey in 2008. Sustained government investment has enabled schools to make significant improvements in PE and school sport.
 4. More able pupils do not have enough time to practise and achieve their very best. Only a minority of schools play competitive sport to a very high level.
-

Now let's look at Contradictions

Explicit contradictions and implicit contradictions

- If something is **explicit** it is in the text - there is evidence that you can point to - it can be a fact or an opinion, but it is there in black and white.

For example: the text says "**George did not like dogs and had never owned one.**"

The reader is perfectly clear about George's position on dogs.

If the statement in the question says "George was fond of dogs." - then this would go against what was **explicitly stated** in the text and have to be **EC**

Implicit

- If something is **implied (or implicit)** it is being suggested by the text.

For example: the text says "**George moved away from the dog, he'd never owned one.**"

This doesn't say the words that George didn't like dogs, but it is the feeling that you get when you read it, it implied by the text.

If the statement in the question said "George was fond of dogs." then this would go against what was **implied or suggested** by the text and have to be **IC**

**In this collection of comprehension exercises there are several exercises
that give practice for this format of task:**

**They are: chapters
3, 4, 7, 10, 14, 15, 16, 17, 18, 19 and 21.**

Appendix 3

Comprehension 4 Unpicked

One of the Comprehension Tasks that tries the patience is the ‘Evaluating statements about the text’. This section deconstructs Comprehension 4 and shows a commentary in order to illuminate the decisions that have been made to arrive at the answers.

Comprehension 4 – Task – worked through with commentary

Look carefully at each of the following statements about this controversy and decide which of them is:

- S** Is **supported** by the text
- EC** Is **explicitly contradicted** or refuted by the text
- I** Is **implied** to be the case, or implicitly supported, by the text
- IC** Is **implicitly contradicted** or refuted by the text
- NE** States something for which there is **no evidence**

- 1 **The government supports the idea of unqualified teachers being appointed to free schools.** **I**

The two paragraphs starting on line 30 allow us to interpret the passage as saying that the government support this idea – Gove’s policy on free school staffing ‘greater leeway’ etc. line 32

- 2 **Ms Briggs found the role too much too soon.** **S**

There is evidence on line 15/16 to support this statement

- 3 **Ms Briggs is a bad teacher** **NE**

*Although the whole article is about failure, it is failure as a **head teacher**. There is no specific reference to her teaching abilities.*

- 4 **Ms Briggs supports the curricular freedom of the free school model** **I**

Here the writer shows rather than tells, we see Briggs abandoning the NC – so the implication (line 22) is that she enjoys the curricular freedom that the free school allows.

- 5 **Ms Briggs is looking to take another post in primary teaching that would be more appropriate to her level of experience.** **I**
- Up to the word ‘teaching’ the statement is **supported** – there are three instances when the passage tells us of her plans. **However**, when you put the whole statement together it becomes implied – this is our interpretation of her next move based on the understanding that she does not have the experience to be an effective head based on the evidence in the article.*
- 6 **It is not a prerequisite to have educational experience and teaching qualifications to run a school.** **IC**
- Yes it is. This statement contradicts the whole sub-text of the article which is based on what happens when someone is placed in a post for which they are not adequately qualified.*
- 7 **The Labour Opposition fears the dumbing down of educational standards by the introduction of free schools.** **S**
- There is a statement from Kevin Brennan here – quoted on lines 25-27 that shows this to be the case.*
- 8 **The school was right to make this specific appointment.** **IC**
- The school was well within its right to make this appointment – BUT the implied idea is that they were wrong to appoint this person as she was insufficiently qualified and insufficiently experienced.*
- 9 **The free school policy of the current government is very successful.** **NE**
- Although the article looks at certain aspects of the Govt. policy on Free Schools, there is no evaluation of this at all.*
- 10 **Nash and Briggs have parted on bad terms.** **EC**
- The quote on line 52 goes directly against this statement.*

Acknowledgements

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