



**Developing your
school with Cambridge:
A guide for school
leaders 2015**

Chapter 8

Working with us

8 Working with us

This chapter highlights the range of support services and resources we offer to schools working with us. This includes our Professional Development Qualifications, which were outlined in the previous chapter. It will give you an overview of the different types of support available and where you can find detailed information.

To help your teaching team understand and effectively deliver our programmes, and to meet their professional development needs, we offer a range of support materials and services. Teachers can access this support if your whole-school curriculum is built on Cambridge courses, or if you combine Cambridge courses with other national or international qualifications.

We can provide three major areas of support:

- curriculum materials and resources to support teachers in delivering subject curricula
- professional development
- local advisory and development services.

Curriculum materials and resources

Secure online support.

Teacher Support

An online resource bank and community forum where teachers can access thousands of Cambridge support resources, exchange lesson ideas and materials, and join subject-specific discussion forums.

Assessment tools

We provide dedicated online support to schools registered to offer Cambridge Primary and Cambridge Secondary 1. Teachers can download progression tests and use results analysis tools to monitor learners' progress.

For teachers and students of Cambridge Global Perspectives

Cambridge schools offering Cambridge Global Perspectives can use our online learning area. It provides a space for teachers and learners to build online communities where they can share resources and work with other schools. In addition, there are interactive Cambridge IGCSE and Cambridge International AS Level Global Perspectives courses available in the online learning area.

Ask the Examiner seminars

These sessions take place on Teacher Support after exam results have been released. They give teachers an opportunity to ask examiners any questions they have about the series. For more information go to www.cie.org.uk/teachers

Teaching resources

Syllabus (or curriculum framework)

The most important documents teachers will use. They describe what learners need to know, what they must be able to do, and how they will be assessed. We provide curriculum frameworks for Cambridge Primary and Secondary 1 subjects and syllabuses for Cambridge Secondary 2 and Cambridge Advanced subjects.

Schemes of work

Medium-term plans that give ideas on how teachers might deliver the courses.

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Teacher guides

Some subjects have teacher guides which provide extra guidance on planning and teaching.

Textbooks and publisher resources

We publish lists of resources to support teaching, including textbooks and websites. Some of these resources are endorsed by us. This means we have quality checked them and judge them to match the syllabus content well.

Example candidate responses (Standards Booklets)

Real candidate answers are shown alongside examiner comments so teachers can see the level of performance needed to achieve each grade.



Exam preparation materials

Past question papers

We publish past papers for each subject. These are useful for giving learners practice at answering different types of question.

Examiner reports

Our principal examiners write detailed reports describing learners' overall performance on each part of the question. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Grade thresholds

These show the minimum number of marks learners needed to achieve in order to be awarded a particular grade.

Mark schemes

These help teachers understand how marks are awarded for each question and what examiners look for when they mark.

For more information go to www.cie.org.uk/teachers

Local support

We can provide local support and guidance for teachers and school leaders involved in implementing the Cambridge curriculum. By working with you we will be able to respond to your specific needs by providing a more personalised experience. We can also help identify solutions or processes to address any problems or challenges you may experience. If you need longer-term support we can work with you to develop and implement a more formalised programme. This could include expert consultancy around activities introduced in this guide, including whole-school evaluation, school development planning and teacher evaluation.

If you are interested in local support please contact us at info@cie.org.uk with 'Local curriculum support request' in the email subject line.

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This guide has provided an introduction to school development, with the aim of improving the delivery of Cambridge programmes and increasing the quality of student learning. In this section we identify some texts for schools interested in exploring some of these ideas further. We recommend these because they are relevant, research based, accessible and reasonably priced. They are good starting points from which you can follow your particular interests, but represent only a few of the wide range available. We encourage schools to share any literature and resource material they have found useful through the Teacher Support community.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003). *Assessment for Learning: Putting it into Practice*. Buckingham: Open University Press.

Based on a two-year research project, this title describes the specific assessment for learning practices that 36 UK teachers found productive. It explores the underlying ideas about learning that these practices illustrate and discusses the problems that teachers encountered when implementing the new practices in their classroom. It offers guidance for school management about promoting and supporting such changes.

Clarke, S. (2014). *Outstanding Formative Assessment: Culture and Practice*. London: Hodder Education.

This book focuses on how teachers can create an environment for pupils to be active learners, constant reviewers and self-assessors. It provides ideas and practical strategies based on classroom examples and whole-school case studies for teachers in primary and secondary schools. It includes stories from outstanding schools in order to explore whole-school development.

Claxton, G. (2002). *Building Learning Power: Helping Young People Become Better Learners*. Bristol: TLO.

Building Learning Power is grounded in international research and practical experience. It addresses the skills and understanding that are needed to enable teachers to help young people become better lifelong learners. It offers practical guidance on how teachers can create a culture in the classroom and in the school more widely that systematically

cultivates habits and attitudes to empower young people to face difficulty and uncertainty calmly, confidently and creatively.

Guskey, T.R. (2000). *Evaluating Professional Development*. London: Corwin Press.

This book explores the processes and procedures involved in evaluating professional development. It moves through five levels to examine: participants' reactions to professional development; how much participants learn; the evaluation of organisational support and change; how participants use their new knowledge and skills; and improvement in student learning. It includes sample evaluation forms, checklists, and helpful tips.

Hargreaves, A. and Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. London: Routledge.

This book presents action guidelines for classroom teachers and school leaders to transform the culture of teaching and teacher development.

Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. London: Routledge.

In *Visible Learning* (2008) Hattie synthesised the results of more than 15 years' research and over 800 meta-analyses on the influences on student achievement. This title explains how to apply the principles of Visible Learning to any classroom. It offers user-friendly summaries of the most successful interventions and practical step-by-step guidance to the effective implementation of visible learning and visible teaching in the classroom.

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Hopkins, D. (2001). *School Improvement for Real*. London: RoutledgeFalmer.

This book sets out a strategy for educational change that focuses on student achievement by modifying classroom practice and adapting the management arrangements within the school to support teaching and learning. It outlines an approach to school improvement that has a medium-term, systemic orientation, providing both principles and suggestions for better practice.

MacBeath, J. and Dempster, N. (Eds.) (2009). *Connecting Leadership and Learning: Principles for Practice*. London: Routledge.

This book explores what it means to lead schools that place learning at the centre. It draws on research from seven different country projects to offer five key principles for practice: a focus of learning; an environment for learning; a learning dialogue; shared leadership; internal and external accountability.

MacBeath, J. and McGlynn, A. (2002). *Self-Evaluation: What's in it for Schools?* London: RoutledgeFalmer.

This title makes school self-evaluation accessible, and through the use of case studies, helps schools and teachers to develop self-confidence in working with evaluation tools. It discusses the concerns and issues of schools today to propose challenging ideas for the future.

MacBeath, J. and Mortimore, P. (Ed.) (2004). *Improving School Effectiveness*. Buckingham: Open University Press.

This book reviews findings from seminal international work to analyse school effectiveness, its measurement, and its impact for teachers, parents and pupils.

Mercer, N. and Hodgkinson, S. (Ed.) (2010). *Exploring Talk in School*. London: Sage.

Classroom talk is essential for guiding the development of understanding and for learners to understand their teachers and their peers in constructing knowledge. This book considers the practical steps teachers can take to develop effective classroom interaction, looking at: classroom

communication and managing social relations; talk in science classrooms; using critical conversations in studying literature; exploratory talk and thinking skills; talking to learn and learning to talk in the mathematics classroom; the 'emerging pedagogy' of the spoken word.

Muijs, D. and Reynolds, D. (2011). *Effective Teaching: Evidence and Practice*. 3rd ed. London: Sage.

This book provides insights into the latest research on effective teaching and learning relevant for primary and secondary levels. The authors provide a broad and comprehensive overview of the large body of knowledge on effective teaching. It explores: generic teaching skills; teaching for specific goals; subject-specific strategies and other classroom issues. Practitioners are encouraged to reflect through the points for reflection and further reading.

OECD. (2013). *Teachers for the 21st Century: Using Evaluation to Improve Teaching*. OECD Publishing.

Based on evidence from across the world, this report discusses how teacher quality is defined and what standards are set and by whom. It examines what systems are in place for teacher evaluation, how evaluations are conducted and how teacher evaluation contributes to school improvement and teacher self-efficacy.

Pollard, A. (2014). *Reflective Teaching in Schools*. 4th ed. London: Bloomsbury.

This book offers practical advice and evidence-based guidance on key issues in classroom practice including relationships, behaviour, curriculum planning, learning and teaching strategies, assessment and evaluation. It introduces principles and concepts to support a deeper understanding of teacher expertise. It provides numerous examples of effective reflective teaching from diverse school contexts across the world.

Robinson, V. (2011). *Student-Centred Leadership*. San Francisco: Jossey-Bass.

This book shows leaders how they can make a bigger difference to the quality of teaching and learning in their school and ultimately improve

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their students' performance. It is based on evidence about the impact of different types of leadership on student outcomes. The book includes examples of five types of leadership practice as well as practical lessons and rich accounts of the knowledge and skills that leaders need to employ them with confidence.

Swaffield, S. (Ed.) (2008). *Unlocking Assessment: Understanding for Reflection and Application*. London: Routledge.

This book explores the values, principles, research and theories that underpin our understanding and practice of assessment. It provides practical suggestions and examples, and addresses key points about the future development of assessment. Complex but crucial ideas and issues are made accessible, so that teachers can be more confident and proactive in shaping assessment in their classrooms, in ways that support learning and avoid unintentional harmful consequences.

Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington: SolutionTree Press.

Wiliam outlines five key strategies of formative assessment: clarifying, sharing and understanding learning intentions and criteria for success; engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning; providing feedback that moves learners forward; activating learners' instructional resources for one another; activating learners as the owners of their learning. Through a summary of the research evidence he shows the impact of each of these strategies, and offers many practical techniques that teachers can use to incorporate the strategies into their classroom practice.



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Active learning

Learning which engages students and challenges their thinking, using a variety of activities.

Assessment criteria

Concise, written descriptions of what students are expected to know or be able to do and how this will be measured.

Assessment for learning

Approaches employed during learning activities to help teachers and students evaluate progress, providing guidance for subsequent teaching and learning. See also **formative assessment**.

Assessment rubrics

Make clear the assessment criteria being used and describe different levels of performance in relation to these criteria.

Benchmark

A measure of performance against an established standard.

Bilingual education

Teaching and learning in two or more languages, developing both subject and language knowledge, and skills. For Cambridge, bilingual education means that learners study typical school subjects – for example, maths or geography – through an additional language (such as English) and some subjects through their first language, or they may study the same subject through two languages. See also www.cie.org.uk/programmes-and-qualifications/bilingual-education

Cambridge community

Schools using Cambridge educational programmes.

Cambridge Handbook

The official document detailing the regulations for running Cambridge examinations and assessments. It details the responsibilities of Centres and forms part of the schools' contract with Cambridge.

Component

An assessable part of a subject examination, not certificated as a separate entity, e.g. a written paper or a practical.

Coursework

Classroom assignments undertaken by learners as prescribed in the syllabus. Normally assessed by the learner's teacher according to criteria set by Cambridge. The work is moderated within the school and then by Cambridge or in some cases assessed directly by Cambridge.

Criterion referenced

Performance is measured against a fixed set of predetermined criteria, which are concise, written descriptions of what students are expected to know and be able to do. This contrasts with norm referencing, where students' performance is compared with that of other students.

Curriculum

An overall description of the aims, content, organisation, methods and evaluation of the learning programme and the factors influencing the quality of learning. The term is used in different ways. In this guide the term is qualified as follows:

- The *school curriculum* refers to the combination of subjects provided by the school.
- A *subject curriculum* refers to the content, skills, conceptual understandings and activities prescribed for a subject over a particular time period.
- The *written curriculum* is the prescribed course of study identified in documents such as syllabuses and schemes of work.
- The *taught curriculum* is what teachers actually deliver in the classroom.
- The *assessed curriculum* is what is summatively assessed at the end of a particular time period.
- The *experienced curriculum* is what students actually learn from their whole educational experience. This includes both planned and

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unintended outcomes, as a result of all their activities in the learning environment provided by the school.

- The *co-curriculum* refers to valued educational activities, such as social and emotional development, that support learning beyond the school curriculum. The school encourages and supports this.

Curriculum framework

The systematic structure of the curriculum as set out in document(s) specifying the way in which learning and assessment is to be organised.

Curriculum mapping

This documents all the interrelationships within the curriculum for a particular group of students, making links between subjects, skills development, conceptual understandings and activities over time.

Development planning

The overarching process of enquiry, evaluation, prioritisation, planning and execution of plans designed to improve the learning and achievement of all students.

Differentiated learning

Adapting teaching to suit the needs of different learners based on their current level of understanding and performance in order to help all students fill their potential. This is achieved by providing appropriate learning activities, support and assessment, so that all students in the group can learn effectively.

Educational aims

Statements of the broad purposes or intentions of the curriculum or learning programme.

Evaluation

In this guide 'evaluation' means judgement with a view to improve. Evaluation can also refer to a judgement that holds an individual or group to account. Evaluation involves a process of enquiry based on evidence leading to judgements.

First language

The main or primary language that the learner or teacher uses. When we refer to 'maintenance of the first language', it usually means the language learned first. When we refer to the 'first language as a medium of instruction' in a bilingual education programme, it usually means an official first language identified by the school, not necessarily an individual's 'mother tongue'. See also www.cie.org.uk/images/172144-supporting-bilingual-learners.pdf

Formal formative assessment

Formative assessment which is planned in advance. It is used to inform the next stage of teaching, for example a class test at the start of a lesson for the whole class with feedback into the teaching of that class.

Formative assessment

Assessment practices used primarily to support students' learning. This includes providing feedback and questioning during the learning process, allowing teaching and learning activities to be modified to improve learning. Harlen (2012, p. 98) makes a distinction between the following:

- **Informal formative assessment**, which broadly corresponds to **assessment for learning**. Characterised by immediate feedback as a normal part of classwork and usually not planned in advance.

Higher education

Courses in universities and colleges beyond upper secondary school, e.g. degrees.

Management cycle

An iterative process in which school leaders set goals, implement actions, and monitor and evaluate progress and outcomes in relation to the school's strategic plan.

Metacognitive awareness

The ability of a learner accurately to judge their own learning in specific areas and be able to effectively manage it, becoming a self-regulated learner.

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Mission statement

A written declaration defining the school's educational purpose and the school's educational aims and values. This might be included in the statement or listed separately.

Moderation

The process of checking that assessment standards have been applied correctly, consistently and fairly, and making adjustments if necessary to ensure that all assessments are aligned to the standards.

Norm referenced

A process in assessment that measures how a student performed in relation to other students being assessed or a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected representative group of those assessed.

Pedagogy

The theory and practice of teaching and learning.

Professional development (PD)

Teachers continuously and systematically reflect on and improve their professional thinking and practice, engaging in appropriate learning opportunities to improve and upgrade their knowledge and skills.

Programme of study

A planned schedule of teaching and learning activities, relating to the curriculum framework and qualification. See also Curriculum.

Qualification

The formal certificated recognition of a student's achievement at the end of a particular course. This is based on successful performance demonstrated through assessed evidence.

Reflective practice

The process through which the teacher or learner continuously learns from the experience of planning, practice, assessment and evaluation. This can improve the quality of teaching and learning over time.

Scaffold learning

The teacher provides appropriate guidance, activities and support to enable students to build on their current level of understanding progressively. They acquire confidence and independence in using new knowledge or skills. This helps students achieve more than they could on their own by operating in the zone of proximal development.

Scheme of work

A set of planned units of learning written by the teacher relating to a topic, subject or stage.

Standards

Standards are clear descriptions used to define quality expectations. The term is used in different contexts in this guide.

- The international qualification standard set by Cambridge

Cambridge standards relate to the prescribed syllabus and its assessment. Cambridge sets and maintains standards for our qualifications which are the same for all students in all Cambridge schools. We define:

1. Curriculum standard: This standard relates to the explicit and implicit demand of the content and skills set out in our syllabuses.
2. Assessment standard (also called the attainment standard): This standard relates to the demand of the assessments we set. What students know and can do is measured through assessment processes that are valid, reliable and fair. This means that students' results are seen as accurate measures of their performance in relation to the particular subjects being assessed.
3. Grading standards (also called awarding standards): This standard relates to the achievement we recognise via our grade threshold decisions. Students are awarded a mark/grade accurately reflecting their level of performance.

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- School standards

Cambridge identifies registration standards that have to be met for a school to offer Cambridge programmes. They set out an initial quality benchmark that schools must commit to in order to implement successful Cambridge programmes. Some are absolute standards: the school either meets the standards or does not (for example, secure storage arrangements). Cambridge requires evidence of other standards for a school to be registered. For example, assessment outcomes are monitored with clear feedback into teaching and learning strategies, but we do not provide detailed criteria related to these. Schools are responsible for this fundamental aspect of school development. Schools may also be required to adhere to other standards in addition to Cambridge's, such as those of their national regulatory body, or their chain of schools

Strategic plan

A document that explains the school's strategic priorities for a specified period of time, normally 5–10 years. It includes setting goals, identifying actions to achieve the goals, and considering how resources will be used to achieve the goals that have been identified.

Student-centred learning

In designing the learning activities, the teacher focuses on the needs, abilities and interests of each individual learner in relation to the learning outcomes.

Summative assessment

An assessment of learning that has taken place at the end of a course or unit of study, which is designed primarily to measure achievement. This could also involve ranking, certifying competence or accountability.

Syllabus

A complete description of the aims, content, assessment arrangements and performance requirements for a qualification. A course leading to an award or certificate is based on a subject syllabus.

Teacher Support

The framework of courses, resources and guidance that Cambridge provides to help teachers develop their understanding and delivery of Cambridge programmes.

Timetable

A schedule listing the times and durations of lessons across a specific period of time, often a week. This is sometimes referred to as the teaching schedule.

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