***Ict for lifelong learning and teacher professional development***

1. ***Why lifelong learning***
2. ***Planning an information resources (TL resources on WWW, Wikipedia, National Curriculum etc***
3. ***Learning content and method***

**The national framework and the purposes of the National Curriculum**

The two broad aims for the school curriculum are reflected in section 78 of the Education Act 2002, which requires that all maintained schools provide a balanced and broadly based curriculum that:

■ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

■ prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The Act requires the Secretary of State, local authorities and the governing body and head teacher to take steps to achieve these requirements. The Secretary of State meets his responsibilities in this area by providing a national framework which incorporates the National Curriculum, religious education and other statutory requirements. This framework is designed to enable all schools to respond effectively to national and local priorities, to meet the individual learning needs of all pupils and to develop a distinctive character and ethos rooted in their local communities

***The four main purposes of the National Curriculum***

***To establish an entitlement***

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

***To establish standards***

The National Curriculum makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects it includes.

These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and schools.

***To promote continuity and coherence***

The National Curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils’ learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

***To promote public understanding***

The National Curriculum increases public understanding of, and confidence in, the work of schools and in the learning and achievements resulting from compulsory education. It provides a common basis for discussion of educational issues among lay and professional groups, including pupils, parents, teachers, governors and employers.

***Using level descriptions***

Assessing attainment at the end of key stage 3

In deciding on a pupil’s level of attainment at the end of key stage 3, teachers should judge which description best fits the pupil’s performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of key stage 3 are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

The level descriptions are not designed to assess individual pieces of work. They list aspects of attainment, based on the programmes of study, which teachers need to assess to build up a picture of a pupil’s performance over time in a range of contexts.

***Planning***

Teachers’ planning for schemes of work should start from the programmes of study and the needs and abilities of their pupils. Level descriptions can help to determine the degree of challenge and progression for work across each year of a key stage.

***Reporting***

Teachers are required to report annually to parents on pupils’ progress. Although not designed to be used at the end of each year across the key stage, the level descriptions can be used as a basis to describe pupils’ progress.

***Target setting***

To support target setting for pupils who achieve significantly below age-related expectations, performance criteria have been developed in English and mathematics leading to level 1 and within levels 1 and 2. In addition, performance criteria have been developed for pupils’ personal and social development. These criteria were published in *supporting the target setting process* (DfES/QCA 1998).

***Learning across the National Curriculum***

***Promoting spiritual, moral, social and cultural development across the National Curriculum***

All National Curriculum subjects provide opportunities to promote pupils’ spiritual, moral, social and cultural development. Explicit opportunities to promote pupils’ development in these areas are provided in religious education, citizenship and the non-statutory framework for personal, social and health education8 (PSHE) at key stages 3 and 4. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

■ Pupils’ *spiritual development* involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

■ Pupils’ *moral development* involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

■ Pupils’ *social development* involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

■ Pupils’ *cultural development* involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.