Pupil learningWhat are Networks doing?

COHORT 1A

September 2002-2006

North

CHIP Consortium for Learning (CCL)

We will focus on improving levels of achievement in speaking and listening through; teacher questioning to promote pupil involvement, role play in the foundation stage, circle time and the use of creative drama.

City of York Assessment for Learning Initiative

Our pupils will have extended opportunities to engage in peer group assessment and to be taught using diagnostic assessment.

Hartlepool NLC

All schools will conduct a survey of barriers to learning, which will look specifically at learning styles, self-esteem, parental support, learning culture, attendance and punctuality, physical environment and personal circumstances.

Hexham Partnership of Schools

Our Network will set up a writing project (5 – 19 years) and develop the use and role of ICT in learning, particularly in relation to thinking skills and creating a virtual learning environment.

lanus

By the end of the programme, all of our schools will have introduced strategies and activities to develop their institutions as being emotionally literate.

Kingsbridge NLC

We will be measuring improved classroom practice, better teaching and learning and improved pupil and parent satisfaction by using ethos indicators.

Knowsley Networked Learning Community (KNLC)

We will be applying multiple intelligence theory in learning situations to foster effective independent learning and the development of independent learning skills

Maghull and District Cluster of Schools

Children will have a deeper understanding of how learning occurs within the context of their preferred style. Students will develop their own strategies for sustaining successful learning into Key Stage 4 and beyond.

Manchester School Improvement Network

Our Network will organise 'Super Learning Days', where the normal curriculum is suspended in order to offer a range of stimulating brain-based activities

North Fast Bradford NLC

All students will study a programme, a common 'learning model', aimed at promoting social cohesion through citizenship education with a particular focus on leadership.

The North East School Based Thinking for Learning Consortium

We will be creating links between teaching for thinking and assessment for learning.

North of England Cluster of NLCs: Transforming Schools

We will raise emotional literacy in order that teachers and learners understand what skills and techniques they can apply to raise attainment.

North West Arts Colleges' Learning Network

Our Network will implement strategies to extend the curriculum in order that pupils have access to a range of arts experiences, including The Creativity Passport and Philosophy.

The Organic Learning Project

We will support schools to develop programmes to promote psychological well-being and to consider the impact of positive role models on learning and attainment.

Partnership Across Lancaster (PAL)

We will raise achievement through improvement in writing, with a focus on gender, learning styles and parental involvement.

The Transforming Learning Networked Community

We will raise pupil performance by improving classroom climate ('Transforming Learning' programme) through teachers developing identified characteristics of highly effective teaching.

West Derby NLC

Pupils of all ages will learn about the brain and how it works. Our aim is for all pupils to become equipped with the tools necessary for independent learning.

Winsford Education Partnership

We aim to tackle disaffection by creating an environment in which children across the Network are challenged and motivated and do not fear failure.

Midlands

Bedfordshire Schools Improvement Partnership (BSIP) (C1/030)

We will be investigating the strategic and creative use of ICT to support independent learning.

Boston Schools' Improvement Partnership

We will take a multi-agency approach to improving learning, with a specific focus on environmental factors and behaviour patterns.

Cambridgeshire Outreach Network for Education (CONE)

We aim to raise achievement by connecting with priority areas in each school's School Development Plan, for example, improved communication skills, flexible timetabling to promote inclusion for pupils with SEN and developing study skills for independent learning.

Cambridge SUPER Network

Our Network will look at developing the role of student voice in learning, in the use of evidence and in the development of thinking and independence in learning.

Ellis Guilford Family NLC

We will focus on curriculum enrichment to address individual learning styles and raise achievement at Key Stage 1-2 and Key Stage 2-3 transitions.

Nurturing Networks to Improve Learning

We will develop a Learning to Learn programme, where Year 1 and Year 2 children work with their teachers to develop a learning tool kit.

Rushden and Higham Ferrers NLC

We aim to enhance pupils' involvement in their own learning by addressing learning styles and promoting student voice.

Small Schools Managing Improvement Group (SSMIG)

We will be holding 'Learning to Learn' workshops for pupils and parents, which will be led by an external consultant.

South Birmingham NLC

We will look beyond the school day to include the use of ICT to extend learning opportunities and to develop an emphasis on creativity in a truly balanced curriculum.

The Walsall/Coventry Consortium

Our focus will be on raising achievement through more effective differentiation, for example, through analysis of learning styles.

South

Consortium for School Improvement

We will be offering shared provision for gifted and talented pupils, including a range of extension activities and early examination entry.

Dorchester Area Schools Improvement Partnership (DASP)

Our Network will use themes of inclusion and curriculum entitlement (4 – 18 years) to focus activity around using data, early years intervention, literacy and ICT to promote learning.

EXCEL

Our Network will be using focus groups and learning logs to generate dialogue between teachers and students about different learning processes and the development of independent learning skills.

From, At and Around

We will aim to understand the needs of disaffected learners in an inner city ward by comparing their primary and secondary experiences.

Networks Learning from Learning in Tunbridge Wells

Joint planning of curriculum developments across schools will include formative assessment, thinking skills and multiple intelligences.

Opportunity Zone

Our Network will investigate the development of interpersonal intelligence as a precursor to powerful learning.

Penwith Learning Community (PLC)

We will be using a range of programmes to enhance community regeneration, including; Go For It (14-16), STEPS, Breakthrough to Excellence (16-21) and It's Up To Me (4-11).

The Redbridge Learning Community

We are a six-Network cluster with the following inter-related foci; assessment for learning, metacognition, P Scales, pupil mobility, transition and transfer.

Southampton Learning for Leading Network

Our Network will focus on collaborative learning and learning styles, with an emphasis on pupil-to-pupil approaches within and across schools.

South East Sussex Schools

Our central objective is to have the school community fully immersed in a 'culture of learning', with student voice playing a pivotal role in this process.

South West London NLC

We aim to enhance analysis and critical thinking within subject areas and look at their relationship to higher order thinking skills across the curriculum.

Think First – Connecting the Curriculum for Learning

We will identify opportunities for extending creativity and problemsolving across the curriculum and will develop school councils within and across our schools

WF7

We will develop a curriculum which is organised around how pupils learn, with a particular focus on thinking skills and emotional intelligence.

Pupil learning

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What do we Know About How Pupils Learn? Video and supporting materials

Available now **Quote ref. 021/PL/NLC**

"It is frequently the case that practitioners know more than theorists. It is frequently the case that practical knowledge is in advance of theoretical understanding.

"The relationship between theoretical and practical knowledge is profound and difficult, with complex interrelations between the two. The biggest challenge will be to cross-fertilise those bodies of knowledge. If you don't, you will be endlessly reinventing the wheel. On the other hand you must also recognise that the wheel needs endlessly reengineering or finessing to meet particular circumstances and needs."

Charles Desforges, 2002

We are currently producing a video centred around pupil learning which we hope will energise Networks. The video will contain inputs from Charles Desforges and Lauren Resnick, both of whom took part in our Launch Conference in June 2002, as well as material from Networks themselves. It will capture the essence of what we know about how pupils learn, looking both at the knowledge base and the practical reality of classrooms. The video will offer examples of practice from classrooms and will pose challenges for Networks.

The video will complement two papers on pupil learning by Charles Desforges and Lauren Resnick, which are also offered in this directory. We hope that you might use these materials either together or separately, to engage a wide audience from your Network in debate and action around the ideas presented.

Available now	
Quote ref. 021/PL/NLC	
T: 08707 870 370	
E: nlc@ncsl.org.uk	

From Aptitude to Effort: A New Foundation for Our Schools Lauren B. Resnick

Available now Ouote ref. 016/PL/NLC

"Aptitude is not the only possible basis for organising schools. Educational institutions could be built around the alternative assumption that effort actually creates ability. Our education system could be designed primarily to foster effort. What would such a system look like? How might it work?"

In this short article, Lauren Resnick, provides possible answers to a range of challenging questions. Although written within the context of the American system, Lauren's rigorous evidence-based arguments about how and when pupils learn best are both thought-provoking and compelling. It is not difficult to draw parallels with our own education system and our own schools.

This paper covers the key concepts outlined during Lauren's input at the Launch Conference in June. It could be used in full or in part, with teachers and teaching assistants as a basis for group discussion and debate or as a stimulus for further enquiry.

Lauren Resnick is Director of the Institute for Learning in Pittsburgh, an organisation working with educators in school systems both in the US and beyond. The Institute is a close partner of the Networked Learning Communities Programme.

To find out more about the Institute, visit their web site at www.instituteforlearning.org

Available now
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T: 08707 870 370
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Pupil Learning – A Think PieceProfessor Charles Desforges

Available now Ouote ref. 023/PL/NLC

"We know as much about learning in its basic principles as Isaac Newton did about movement and motion. When NASA sent rocket ships to the moon, it was Newton's physics they used, such was the quality of his knowledge. It took three or four hundred years to do the engineering on that knowledge to make it practically effective, but basically the knowledge was present - it was just a question of what to do with it."

Charles Desforges, 2002

We have asked Charles Desforges to write a short, practical paper outlining research into how pupils learn and the impact of teaching on learning. Using a wealth of sources, the paper aims to give an overview of the key findings of such research, helping readers to tackle the evidence base in a straight-forward, grounded and comprehensive way.

The paper covers some of the key themes outlined during Charles' input at the Launch Conference in June 2002 and builds on them to introduce new ideas and suggestions for action. In particular, the paper looks at what really makes the difference to how pupils learn, what impact the environment has on learning and how both pupil and teacher expertise and experience have roles to play in the learning process.

This is an excellent resource for Networks, which could be easily digested by a wide range of professionals. It is clearly and frankly composed and would make an ideal stimulus piece for small cross-school research groups, for the entire staff in a school or for your whole Network.

Charles Desforges is currently Director of the ESRC Teaching and Learning Programme at the University of Exeter, where he was previously Head of the School of Education. Charles is the author of seven books on classroom processes in teaching and learning, and was a teacher of maths and science for 11 years.

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Pupil Feedback Enquiry Tool

Available April 2003

Ouote ref. 017/PL/NLC

"I am confident that it will not be long before we see imaginative examples of new spaces emerging in schools where students and teachers acknowledge and delight in their mutuality, in their reciprocal responsibilities for the world we live in now and the world we wish it to become, in their 'radical collegiality'."

Fielding, 1999

The idea of gathering data and feedback from pupils is well established and will be a familiar strategy used in many schools. This resource draws on a variety of sources to suggest instruments which, whether used alone or in combination, will involve pupils in the meaningful exchange of ideas and information with adults in schools to inform understandings about learning.

Examples include:

- o pupil learning logs and diaries
- surveys and questionnaires from existing programmes (for example, ESRC research programmes)
- o transforming learning
- o video evidence

As well as presenting examples of these instruments, the tool will also offer case studies and suggestions as to how they might be deployed in schools in ways that promote pupil voice and enhance opportunities for pupil, adult and leadership learning.

Pete Dudley, a member of the NLG facilitation team and Director for Lifelong Learning, Redbridge LEA, and the NLG research team will be developing this resource in partnership.

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