



**Pupil learning**  
What are Networks doing?

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COHORT 1B

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# North

## **Berwick, Tweedmouth NLC**

Our Network's initial focus will be upon a 'learning to learn' course which will facilitate pupils' transition from first-to-middle and middle-to-high school.

## **Bolton Pastoral Networked Learning Community**

We will engage pupils in debate about teaching and learning by actively promoting pupil voice through peer mentoring, pupils as researchers and a cross-LEA pupil forum.

## **Bransholme Networked Learning Community**

We shall extend the use of cooperative learning strategies and the 'Success for All' programme to enhance the learning of all pupils.

## **Critical Friendships Facilitating Leadership and Learning**

We aim to improve thinking and learning, through the celebration and recognition of achievement, in order to promote learning for life.

## **East Manchester – A Leading E-Learning Community**

Our Network will raise the level of pupil achievement through developing their experience, knowledge and understanding of ICT throughout the curriculum, at home and elsewhere.

## **Knowsley Southern Area Network**

Our Network aims to develop a learning community with particular emphasis on the development of the whole child, including sport, cultural activities, the arts, personal and social education, citizenship, e-learning and family learning.

## **Macclesfield Performing Arts Network**

Our Network aims to achieve continuity and progression between the primary and secondary phases, and introduce the use of ICT to enhance composition and performance work in the performing arts.

## **Oldham Networked Learning Community**

Our focus is on 'learning to learn'. We will extend and develop school-based work on multiple intelligence theory as a practical classroom tool.

## **Pendle Small Schools Learning Community**

We will be establishing research based projects into dyslexia, accelerated learning and modern foreign language to enable staff to better meet the needs of pupils.

## **Rochdale Education and Learning Trust**

We aim to reduce the percentage of students obtaining no formal qualifications and reduce the average frequency of disruptive behaviour through teacher development programmes and school improvement projects.

## **South Ribble Learning Consortium**

Our Network will develop extra support to ensure total inclusion, especially those pupils identified as needing 'Special School' or gifted and talented support, for example.

## **Stockport Success Through Learning Network**

Our Network will develop a model for school improvement focused upon matching teaching to pupil learning styles.

### **The Tower Networked Learning Community**

Our Network will increase pupil motivation, engagement and enjoyment through a variety of activities designed to give pupils a greater responsibility for and understanding of their own learning.

### **Wright Robinson Sports College Consortium**

Our Network shall extend the work in our specialist Sports College which has highlighted the link between increased participation in physical activity and the raising of self esteem and academic achievement.

### **The Yorkshire Triangle NLC**

We shall develop the learning, self-awareness and self-esteem of all pupils through the unified theme of thinking skills and learning styles.

## **Midlands**

### **Edensor, Longton, Sandon Partnership**

We will develop classroom practice for more able and talented pupils, and will focus (initially via 'Transforming Learning') on empowering pupils to assess and feedback on teacher effectiveness, their preferred learning styles, and direct their own learning to improve achievement and confidence.

### **FIZ Co-Net**

We will encourage pupils to support each other on a cross-phase basis, and develop the proactive involvement of pupils in supporting each other via a system of partner pairing. At various stages of the project pupils will act as writing, reading, talk and homework partners.

### **From Teaching to Learning**

We will focus on 'missing children' – those not fully immersed in the learning experience. Teachers will work with pupils to develop a Learning Toolkit.

### **Gung-Ho Networked Community Leadership**

Children will be taught 'You Can Do It' skills using Programme Achieve materials. They will learn through first-hand kinaesthetic experiences and a common foundation curriculum will be adopted by all schools.

### **The Halesowen Networked Learning Community**

Our aim is to enhance children's ability to engage in self evaluation so that they can answer the question "How can I improve the quality of my learning?"

### **Haverhill Networked Learning Community**

Raising standards of attainment is a main focus for all of our schools particularly in the areas of literacy and numeracy.

### **The Leading Edge Networked Community**

By developing diverse and challenging opportunities, which recognise and accredit all achievement, we will maximise the academic potential and personal well-being of all pupils.

### **Lincoln Learning Network**

Children will learn a set of key strategies enabling them to think through a situation and make independent decisions. Children will develop a greater sense of responsibility for and control over their own learning.

### **Local Enquiry and Research Network (LEARN)**

The core purpose of the Network is to raise learning achievement and ensure that pupils learning is real. Changes which are planned and implemented will emanate from school projects which provide a robust evidence base and be evaluated in terms of impact on pupils achievement.

### **The North Dudley Learning Partnership**

We intend to carry out a large scale survey of children within the Partnership's schools to establish baseline measures of attitudes towards learning. Our aim will then be to significantly improve this over the four years.

### **North South Network**

We will raise standards in ICT through a process of detailed progression through a joint scheme of work. We will provide the opportunity, skills and resources for pupils to work, on a regular basis, with their peers from member schools.

### **The Nottinghamshire Networked Learning Community**

Our Network will identify resources and set targets in order to achieve evidence-informed improvement in pupil learning. Our aim is to develop ways to embed teaching to learning styles and needs across the Network to increase confidence, self esteem and expectations for achievement.

### **Primary Learning Network**

Teacher research will be exploring not just what pupils learn but also how, in order to ensure that classrooms facilitate high quality independent and interdependent learning, leading to improved standards.

## South

### **Assessment for Learning**

We will develop tools which enable students to think about their own learning and how they can improve it. Pupils will develop leadership skills through inter-visitations to research and reporting on assessment practice.

### **Billericay Education Community (BEC)**

We will aim to raise boys' achievement, develop teaching of gifted and talented, and raise overall standards in the core subjects through enquiry into evidence-informed projects guided by external expertise

### **The Coalition of Intelligent Schools in South East Cornwall**

The main aim of our Network is to raise standards by encouraging the individual growth of students and raising their aspirations through the identification and satisfaction of their own learning preferences.

### **F1 Schools NLC**

We plan to raise boys' attainment in literacy through the use of community links to motivate, and developing pupils as leaders.

### **Newham Way Co-operative**

We intend to teach mathematics, physical education and music as separate subjects. All other subjects will be taught in a cross-curricular way, teaching through the arts wherever possible.

### **North Croydon Networked Learning Community**

Our primary focus is to develop Assessment for Learning. The initial phase will involve creating the optimum conditions for effective assessment and this will be followed with a rigorous community-wide implementation of formative assessment strategies that promote learning based on recent educational research.

### **The Person Centred Education Alliance**

One of our three foci concerns student voice within our Network, in particular the development of potentially transformative approaches such as Students as Researchers.

### **Plymouth Networked Learning Community**

Our NLC will explore ways in which learners can be supported by teaching approaches that recognise their preferred learning styles and work upon the need to develop the whole learner. For example, two ASTs have spent time working with teachers on developing pupils' emotional intelligence.

### **Primary Schools Learning Network (PSLN)**

All of our schools will be researching learning styles and issues related to self-esteem as a way of raising standards.

### **Sevenoaks District Local Learning Group**

We will develop a Study Skills Programme building on children's understanding of their own preferred learning style and effective learning techniques and encourage pupils to become independent learners.

### **South Dartmoor Networked Learning Community**

We plan to focus on self analysis, using video clips, learning logs and student learning councils to empower individuals. This will be supported by improved teaching and learning.

### **The South Essex Learning Community**

We will use evaluation and assessment to inform and promote learning.

Performance data will be analysed with reference to gender, ethnicity, most able pupils, least able pupils, looked after children, and demography.

A measurable outcome of the Network will be continued and sustained improvement as measured against each of the indicators.

### **Teignmouth Academic Council NLC**

We will be focusing on developing students' awareness of their preferred learning styles and empowering them to reflect critically on their learning experience.

### **Thame Partnership of Schools**

We will develop a shared understanding of the range of learning styles that support student learning across the curriculum and develop partnership policies to support this.

### **Tyndale Tisbury NLC**

We intend to analyse personal learning style preferences so that we are able to access the curriculum with due attention and offer a wide range of teaching styles, enabling pupil learning to be maximised.