

Learning from Practice conference

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

PRIMARY STRATEGY LEARNING NETWORKS

Karen Feeney: Primary National Strategy

Maggie Langdale: Shropshire Local Authority

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Aims of session

- To share key findings from evaluation report of Primary Strategy learning Networks
- Shropshire Local Authority to share its approach to supporting the development of PSLNs

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Aims of Primary Strategy Learning Networks:

- To raise standards of literacy and mathematics
- Increase the capacity of schools to deliver a broad and rich curriculum

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Network action plans:

- Pupil learning focus
- Adult learning
- Networked
- Leadership
- Evaluation

Top learning foci

Focus	Number of networks	Approximate number of schools
Mathematics	585	2925
Writing	333	1665
Problem solving	268	1340
Assessment	196	980
Speaking and listening	175	875

Key year groups

Number of networks: 1412

Number of schools: 8793

- **More networks are focussed on Y3 than any other year group (then Y4)**
- **Only 17 networks are focussing their work on Y6 – where end of KS results are identified in success criteria they tend to be for 2007/2008**
- **Most networks have more than one subject in their pupil learning focus (e.g. maths and problem solving, developing writing through speaking and listening)**

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

**Network events and other support for
Networks led by the PNS and NCSL**

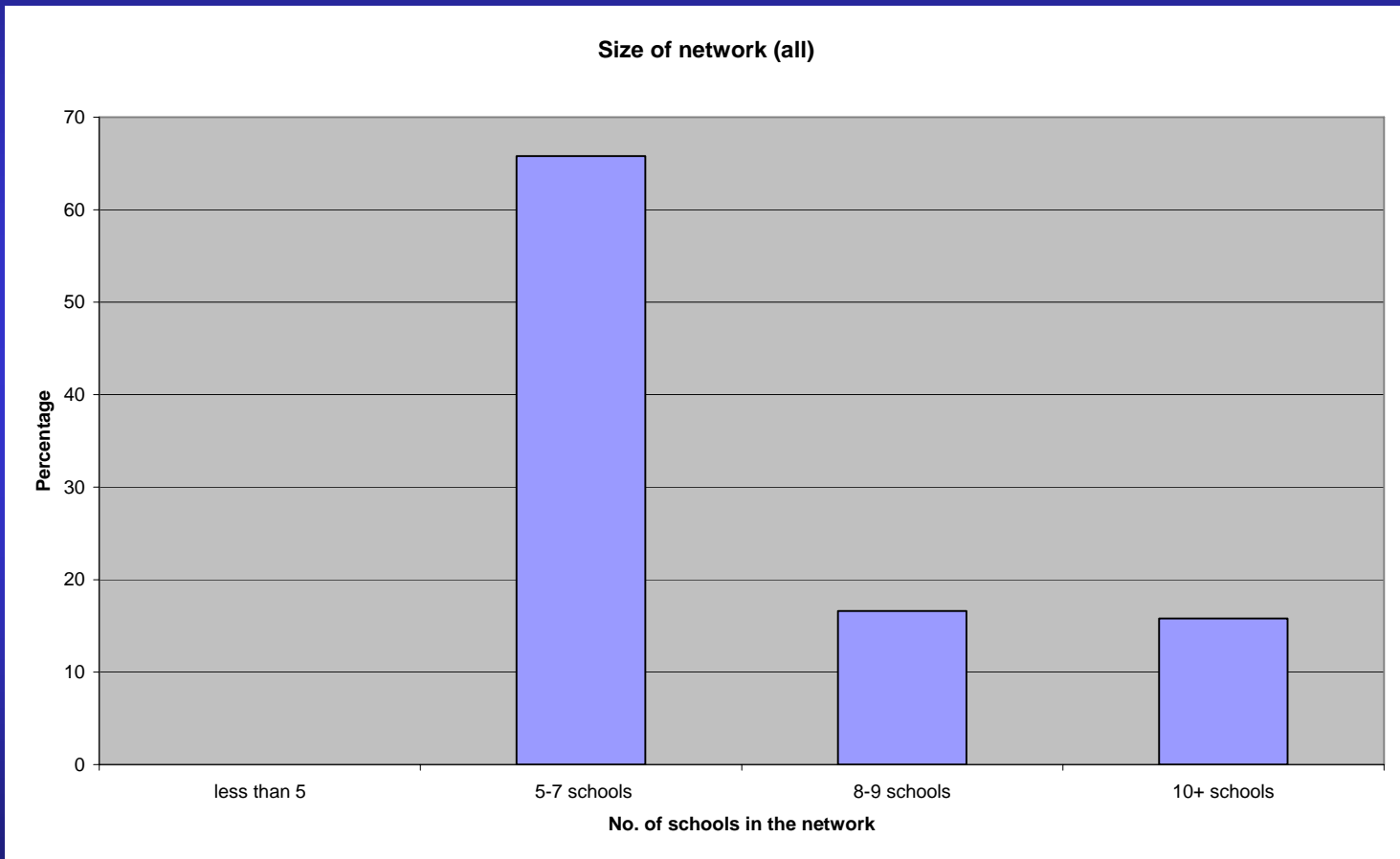
- **Summer term: Moderation meetings**
- **Autumn term: Ensuring Impact**
- **Spring term: Networking the Networks**
- **Focused visits to networks**
- **External evaluation report 'A snapshot
Evaluation of Primary National Strategy
Learning Networks'**

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

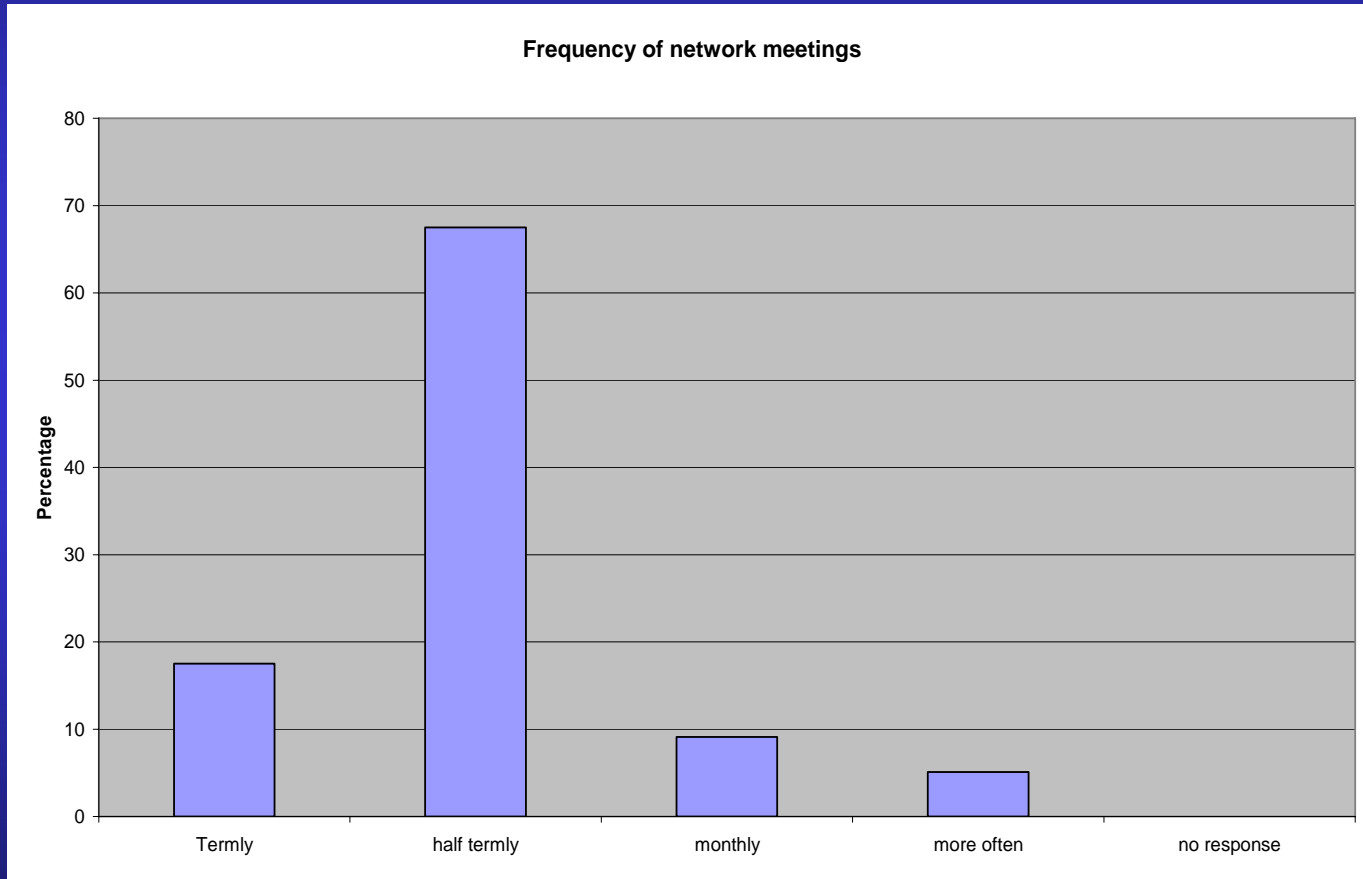
Evidence base

- Questionnaire data
- Interviews with local authority advisers
- Visits to networks
- Interviews with network leaders and teachers within networks

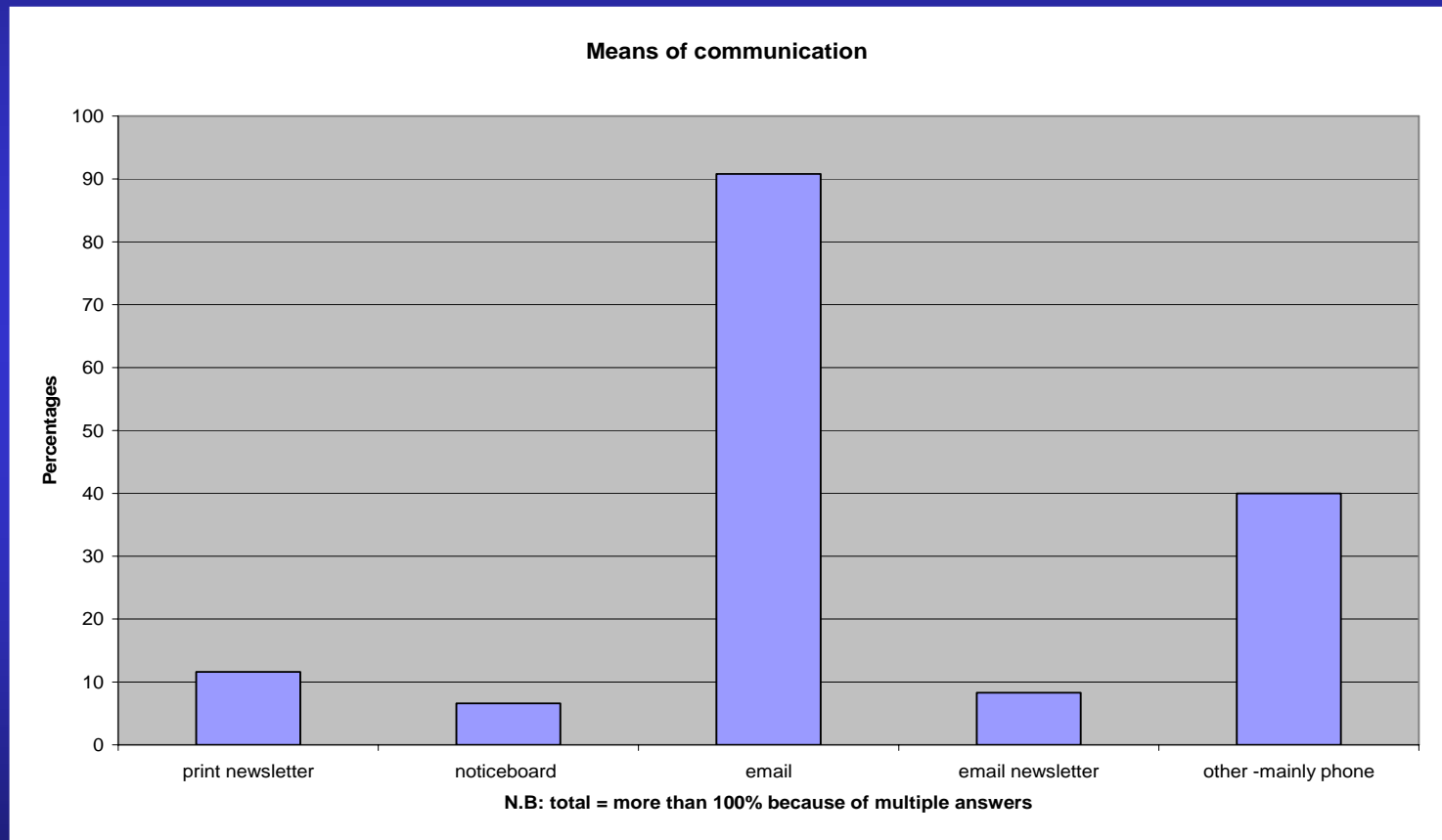
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



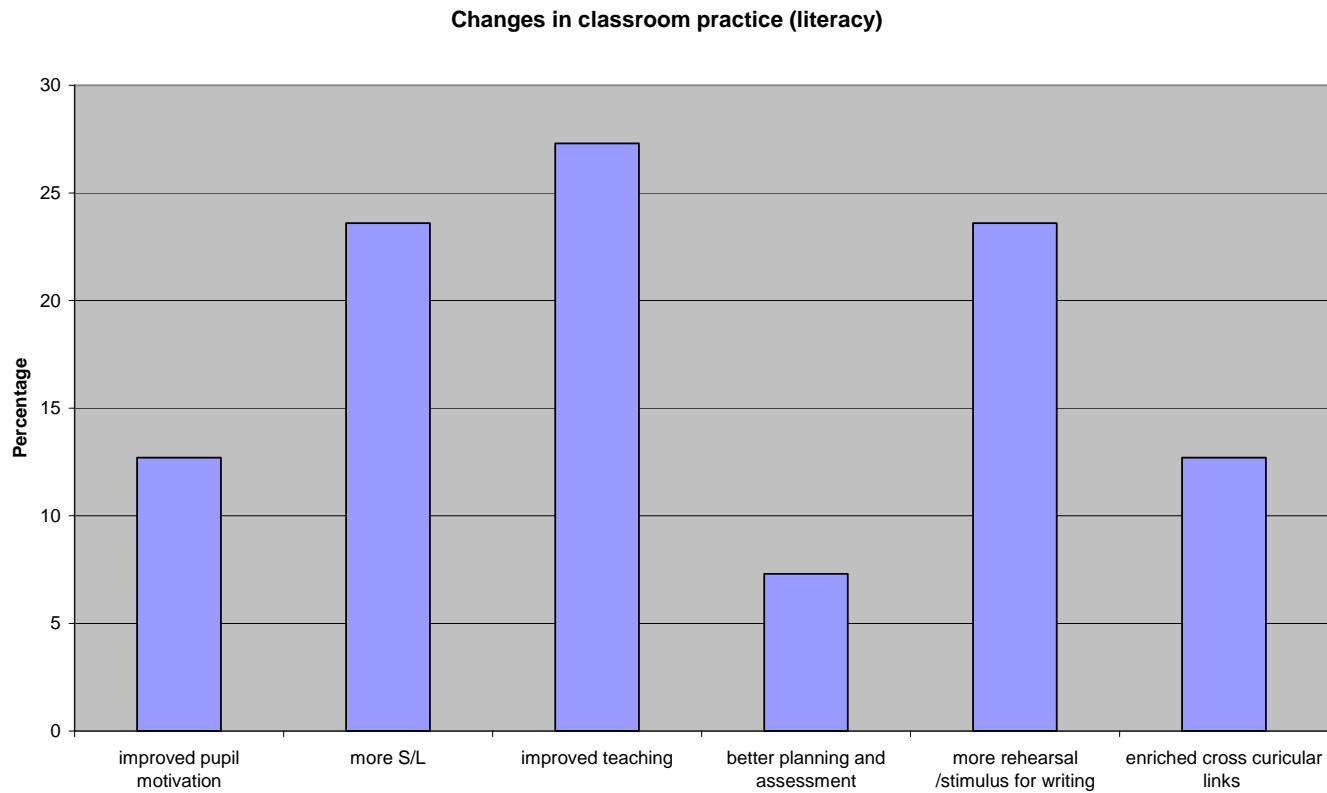
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



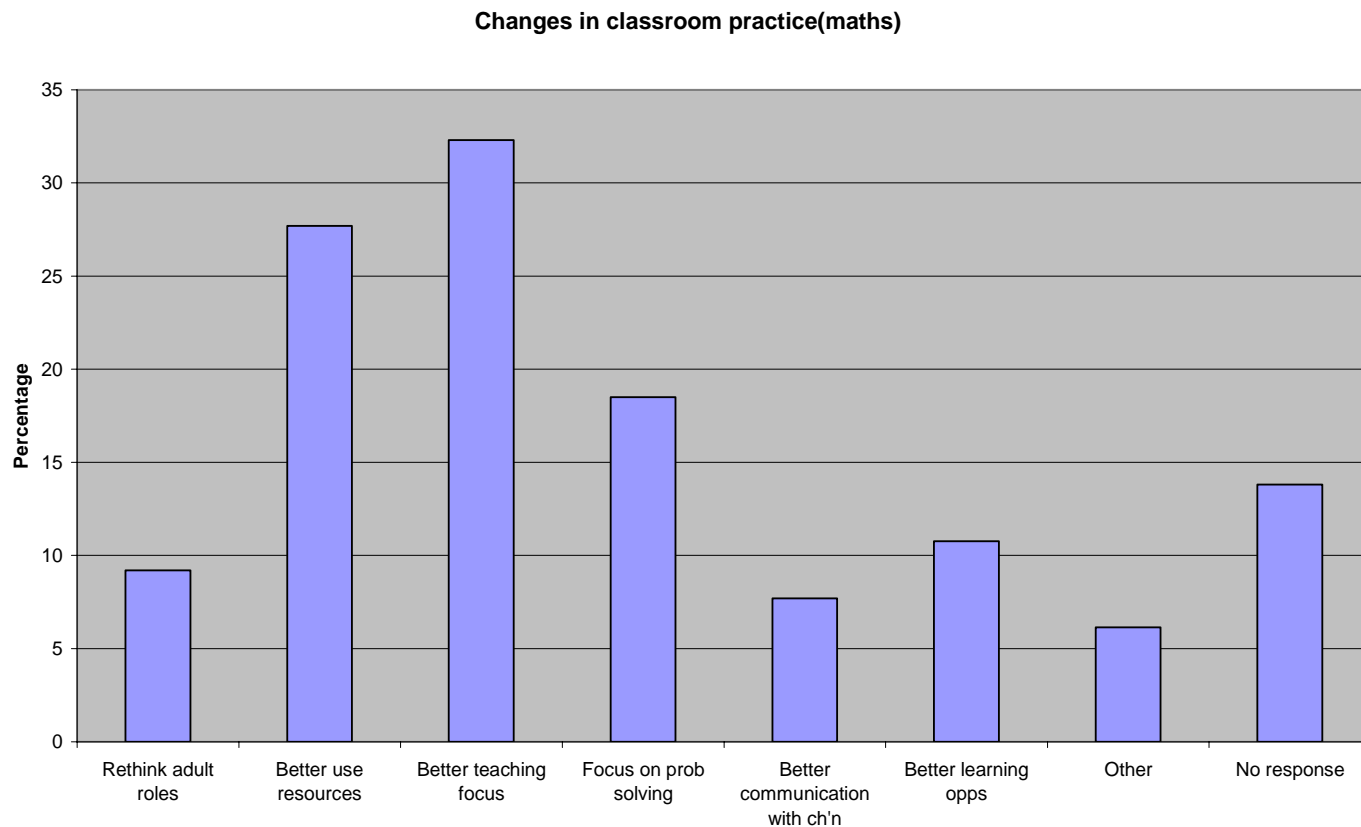
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



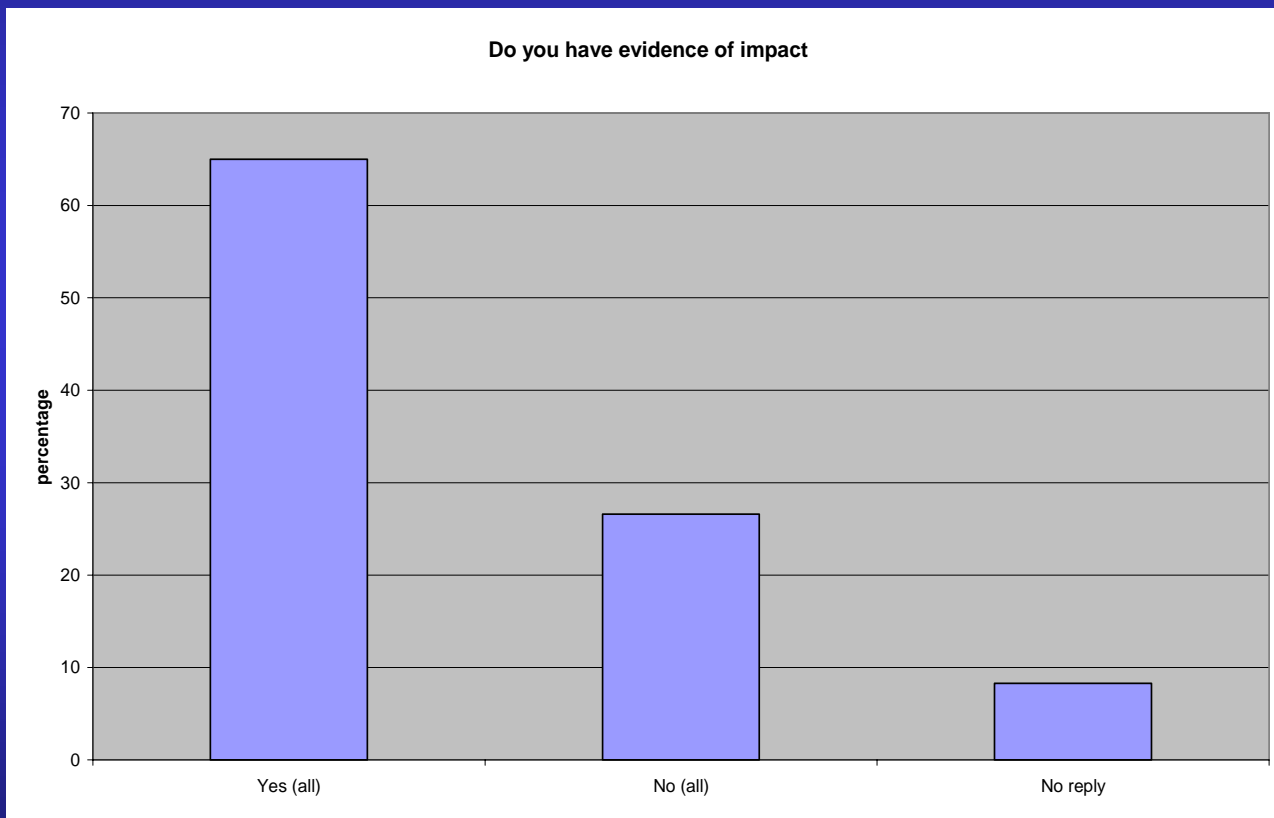
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



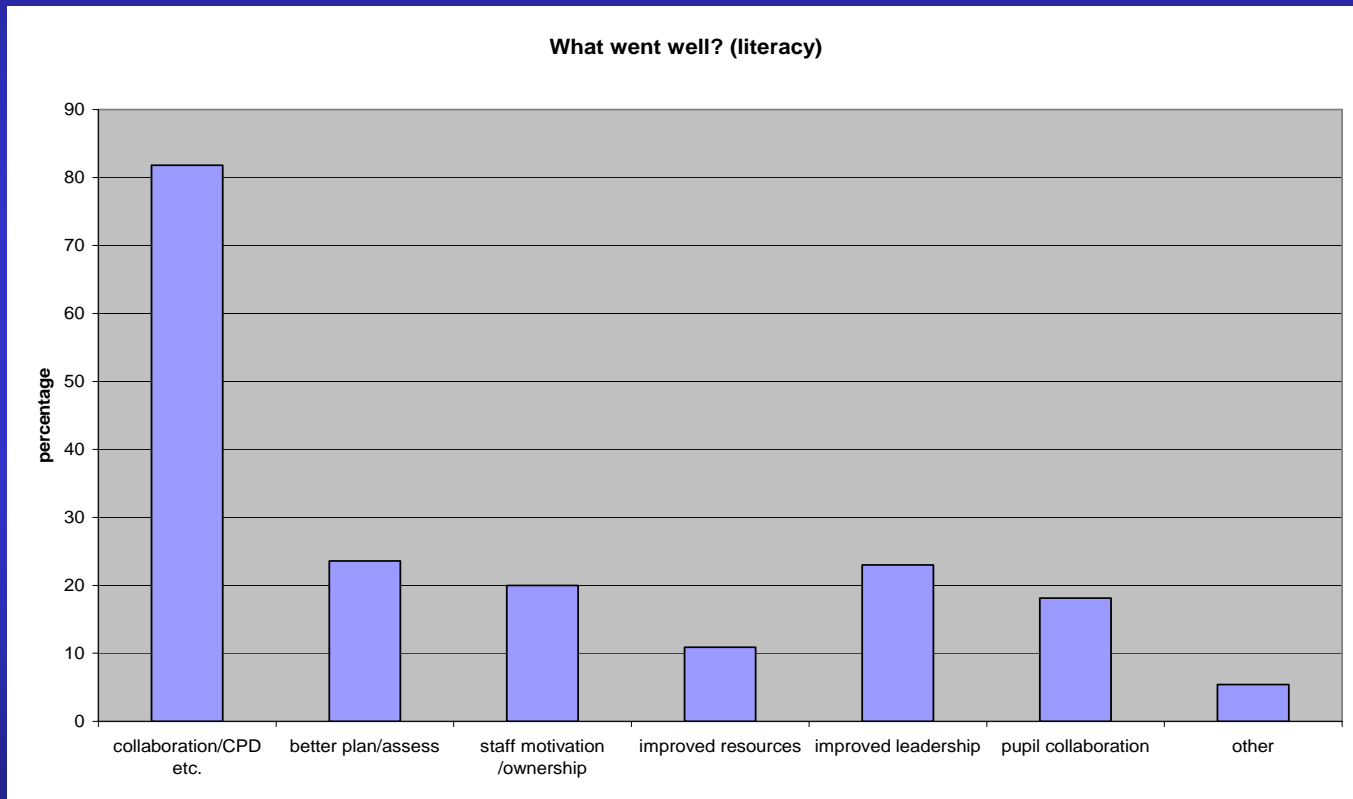
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



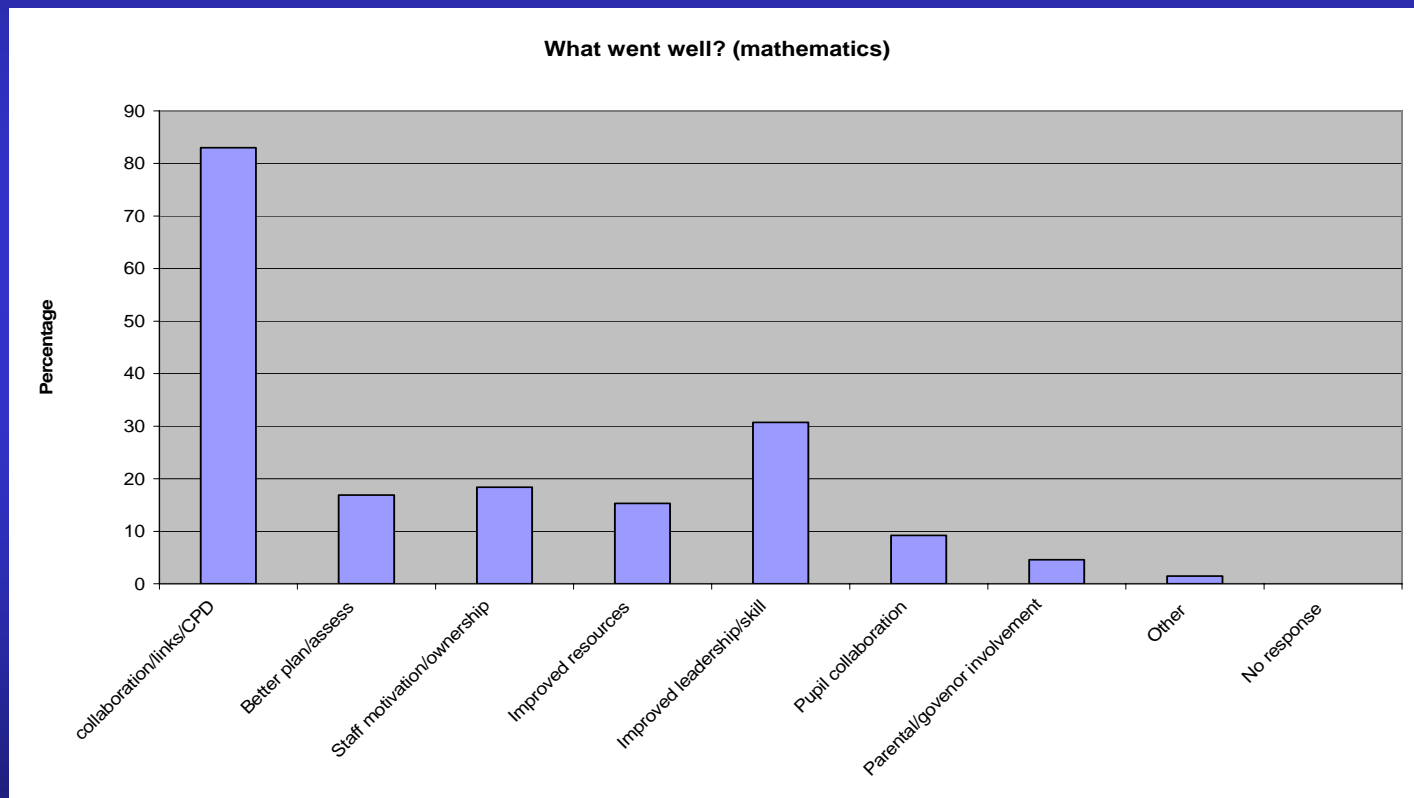
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



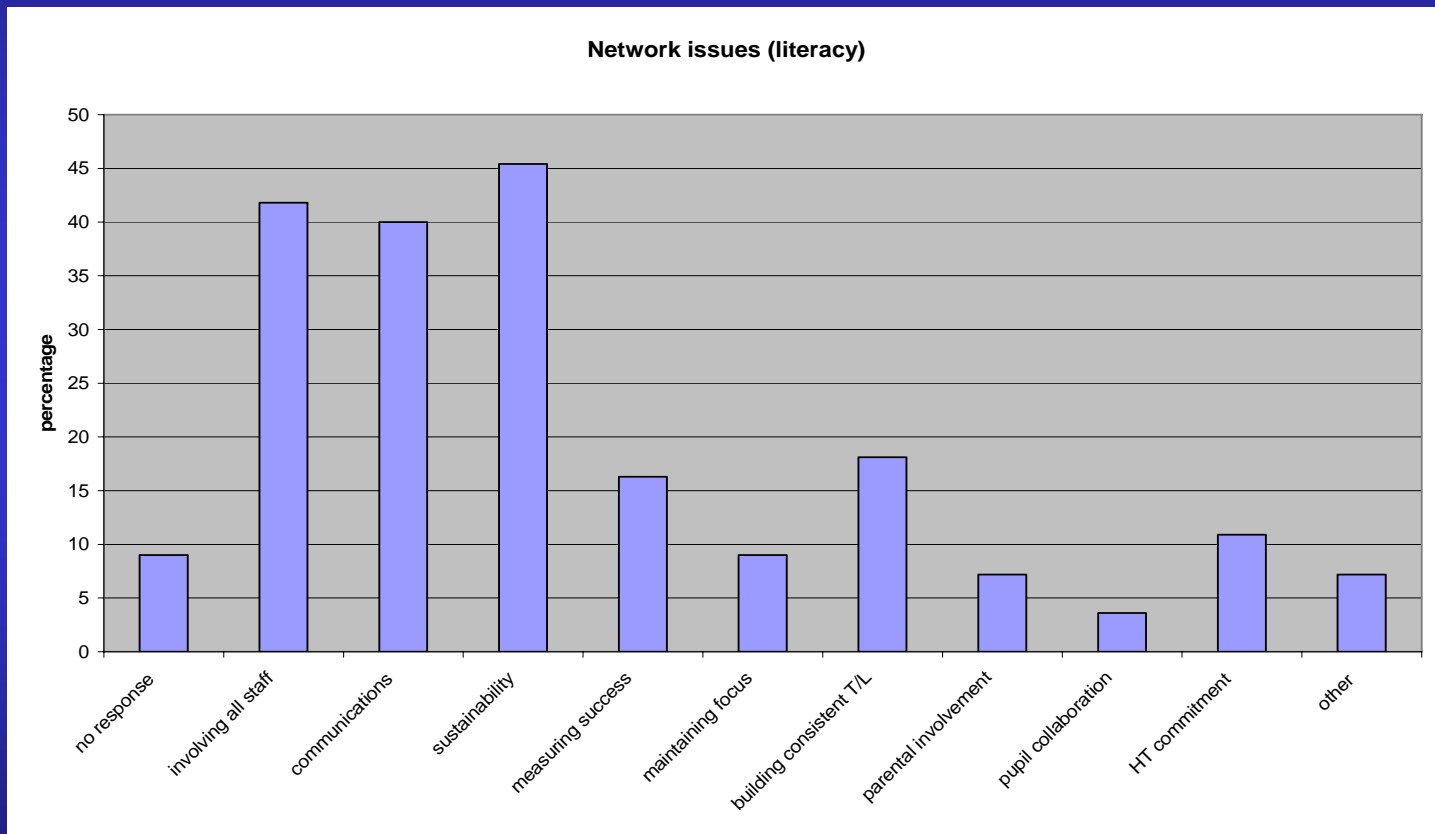
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



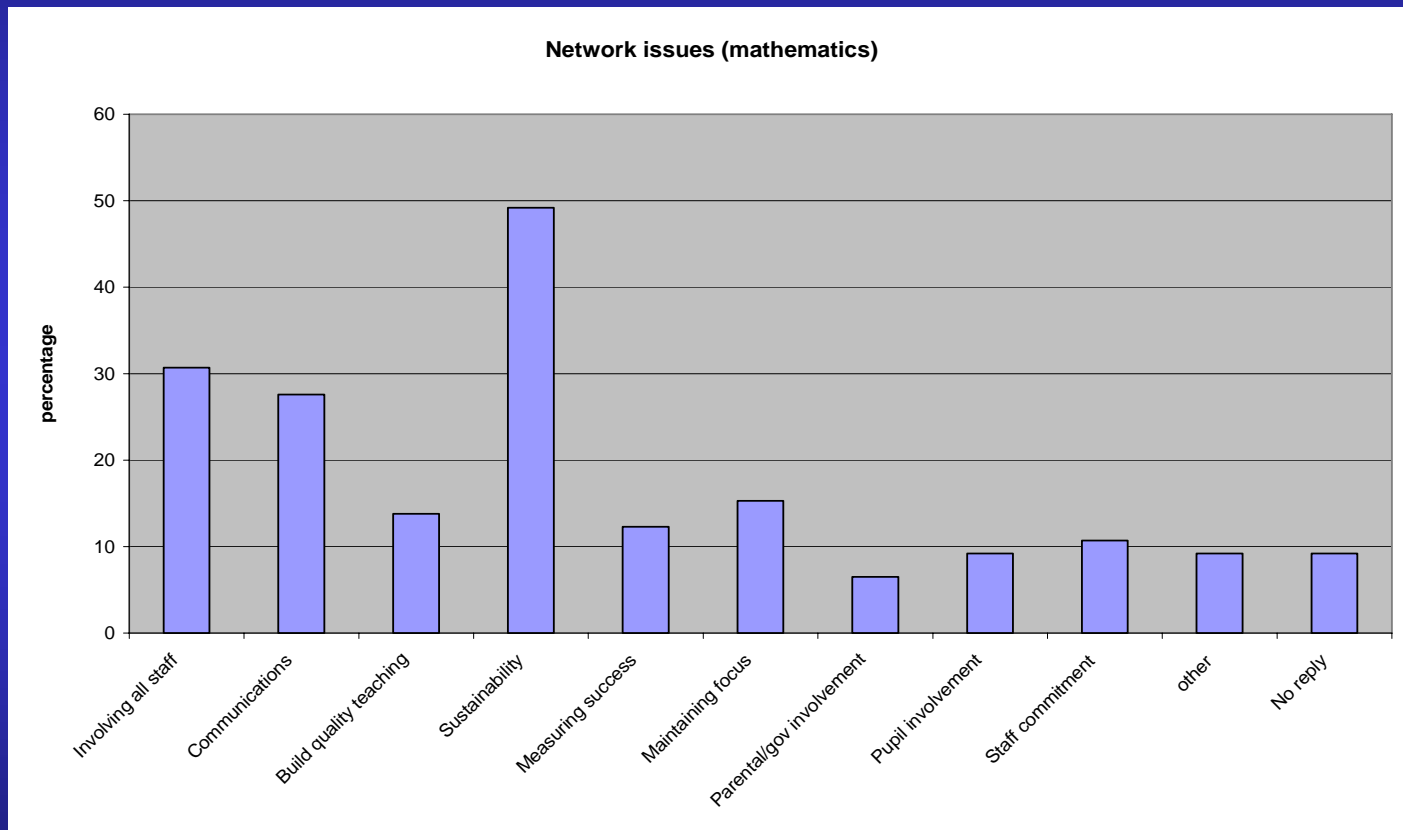
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



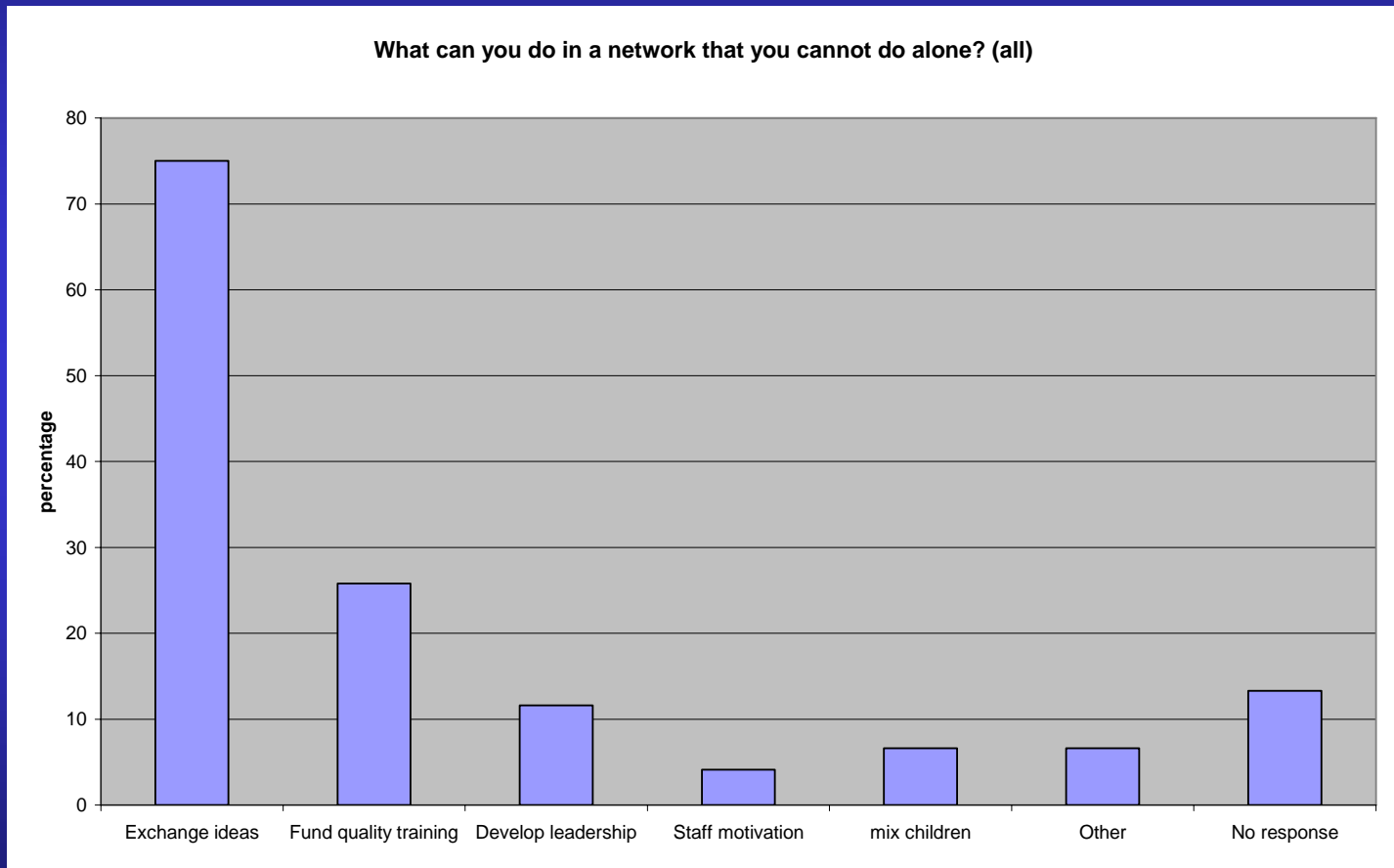
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



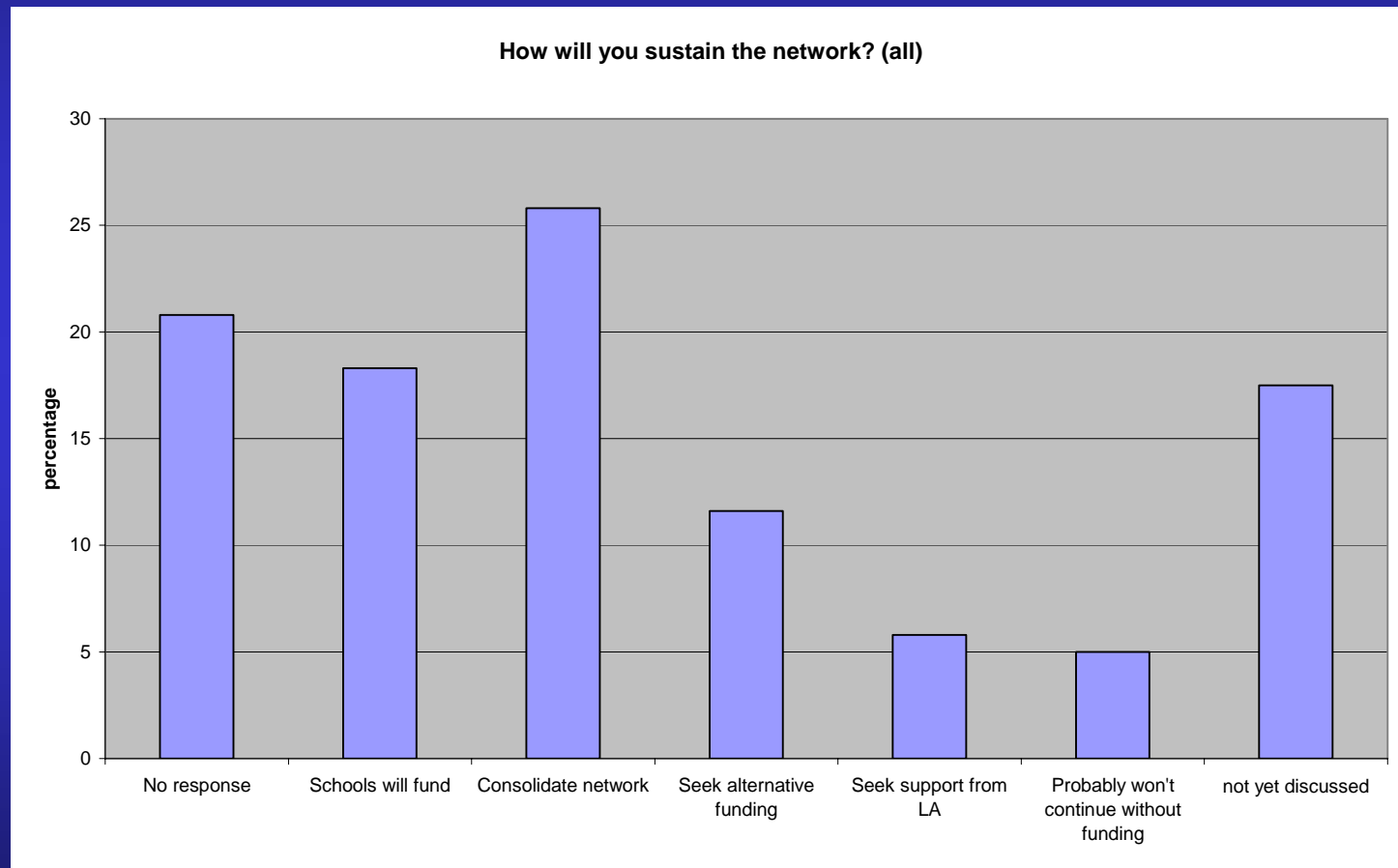
PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



PRIMARY NATIONAL STRATEGY LEARNING NETWORKS



PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Arriving at the pupil learning focus

We all looked at our school data –SATs results, audits of classroom practice, lesson observation feedback and pupils' written work. We put these in the context of national results, LA results and things like QCA reports on the writing tasks and there were blatantly obvious gaps. So then we had a really focused focus. (Headteacher)

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Helping each other learn

Almost all network participants argued that learning from others in a non-threatening context was by far the biggest benefit of the enterprise. There is no doubt that carefully planned CPD, that took into account the needs of the adult learners and attempted to personalise the learning, was the principal means of effecting the transfer of knowledge and practice within the networks.

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

To network or not to network?

I'd never heard of networks before but I totally agree now that we can learn from each other. There's so much knowledge and expertise in teachers but it's usually in your head. When did we get to share it?
(Subject leader)

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Managing the networks

All networks visited had clear management structures and regular management meetings.

Schools found the process of creating (and where necessary amending their action plans) helpful in seeing the big picture of their network.

Our action plan has guided us. It wasn't just a paper exercise. We refer back to it at every meeting to see where we are – are we on target, are we doing what we set out to do, do we need to change anything? (Headteacher)

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

What a difference a network makes!

Despite the lack of hard evidence, several networks had put in place procedures that would help them evaluate the success or otherwise of their activity. This usually involved establishing a baseline measure.

Evaluation efforts were sometimes focused on aspects other than children's learning

PRIMARY NATIONAL STRATEGY LEARNING NETWORKS

Sustainability

- *I only hope that when they see how well the peer observation goes they'll want more, and subsidise it from their school budget. (Lead headteacher).*
- *If schools see that it is having a benefit, they will want it to continue, and the money will be found from somewhere. It might be with fewer year groups or fewer schools, but I'm sure it will continue. (Maths adviser)*
- *If we do see standards rising then it will go on. If it's made no difference then we'll have to question whether it's worth it. (Headteacher)*

LA Support for Primary Strategy Learning Network

- Initial meeting:
 - Senior School Improvement Adviser (School Support & National Strategies/ English)
 - Senior School Improvement Adviser – CPD – also PSLN Broker
 - School Improvement Adviser (Mathematics)
 - Principal School Improvement Adviser
 - Assistant Directorto determine which national and LA priorities to target
- Primary Strategy Learning Network Steering Group established
- Initial contact with schools
- Initial briefing sessions across the LA
- Invitations to apply for network funding

LA Support for Primary Strategy Learning Network

- Applications assessed by steering group – requests for further information made
- Applications re-assessed and decisions made
- Successful networks notified of action planning day
- Unsuccessful networks notified with follow up feedback meeting offered

LA Support for Primary Strategy Learning Network

- Action planning day – May 2005
- Deadline for receipt of completed Action Plans – July 2005
- Brokerage of relevant consultancy to support action planning via network mentors
- Follow up monitoring and evaluation by LA on termly basis
- Outcomes reported to SMT

PSLN materials

Some of the resources developed by the
Primary Strategy Learning Network

Art examples

The following are some examples from the
art skills progression resources

Stages	Step 1
Focus	Colour. 2 primaries.
<i>Skills (Training in the use of a palette across Key Stages)</i>	<i>Experimenting with 2 primary colours, finding different shades.</i>
Suggested tools and equipment.	Finger paint/ ready mix/ powder paint. Limited range of brushes e.g thick/thin. Fingers. Range of papers.
Application	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper.
Developing responses.	Discussion of own work.
KEY VOCAB.	LIKE, DISLIKE, BECAUSE...
Hyperlink to evidence.	Evidence step 1

Subject Area: Art- PAINT
NC Level 1, Step Level : Step 1



<u>Skill Description</u> Experimenting with 2 primary colours, finding different shades.	<u>Matched NC Level Descriptor</u> Level 1
<u>Context for the Evidence</u> Autumn theme. Creating the Autumnal colour orange using 2 primary colours, red and yellow.	<u>Justification for Step Level Awarded</u> Child was able to select appropriately from materials given, and develop a picture showing evidence of colour mixing by the resulting shades of orange. Child's comment- "I've made different oranges. I had more red in the darker one."

Stages	Step 4
Focus	Colour. Warm and cool.
<i>Skills (Training in the use of a palette across Key Stages)</i>	<i>Working with a range of shades linking colour and mood.e.g warm colours/ cool colours.</i>
Suggested tools and equipment.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks.
Application	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper. Select and use from a wider range of tools to apply paint.
Developing responses.	Discussion of own and others work, comparing to famous artists and peers.
KEY VOCAB.	Brush mark? Consistency. Apply. Texture vocab. Effectiveness of colour and mood. Reason with skills.
Hyperlink to evidence.	Evidence step 4 Evidence step 4b Evidence step 4c

Subject Area: Art -
PAINT
Step Level: Step 4, NC
Level 3



<u>Skill Description</u> Working with a range of shades linking colour and mood. Moving from warm to cool colours.	<u>Matched NC Level Descriptor</u> Level 3
<u>Context for the Evidence</u> Part of 'Creative Afternoon' using paint to respond to children's own 'Mood Change' music : restricted palette, using primary readymix to create hot to cold shades	<u>Justification for skill level awarded</u> Multimedia response, communicating ideas and meanings; interpreting 'hot' and 'cold'; working collaboratively to make large-scale piece

Stages	Step 7
Focus	Choice of painting media.
<i>Skills (Training in the use of a palette across Key Stages)</i>	<i>Choose appropriate colours, media and equipment for a given brief.</i>
Suggested tools and equipment.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks. Tubed water colours. Wide range of paper and tools.
Application	Independent selection of tools and equipment. Use paint in a focussed way e.g large areas first, working lighter to darker colours. Develop perspective drawing and awareness of receding tones.
Developing responses.	To show some understanding of how work is affected by the medium used and what the artist set out to achieve.
KEY VOCAB.	Perspective, viewpoint, receding tones.
Hyperlink to evidence.	Evidence step 7 Evidence step 7b Evidence step 7c

Subject Area:
Art - PAINT
Step Level : Step
7, NC Level 4



<p><u>Skill Description</u></p> <p>Choose appropriate colours, media and equipment for a given brief</p>	<p><u>Matched NC Level Descriptor</u></p> <p>Level 4</p>
<p><u>Context for the Evidence</u></p> <p>Working from photos taken on field trip, independent selection of tools, equipment and working space; create realistic landscape</p>	<p><u>Justification for Step Level awarded</u></p> <p>Child chose to use Cromar Colour (translucent quality paint) to paint waterscape; work in progress photo shows that although wide range of colours selected, they were mixed and used sensitively; worked on larger areas first, darker to lighter; awareness of perspective; detail added last "I could have made this better with a smaller brush"</p>

Geography example

The following is an example
from the geography skills
progression resources

Progress in Geographical Processes and Patterns

Foundation Stage - ...notice differences between features of the local environment

This is what I saw when I went on a walk in the school
grounds on 14th October 2005



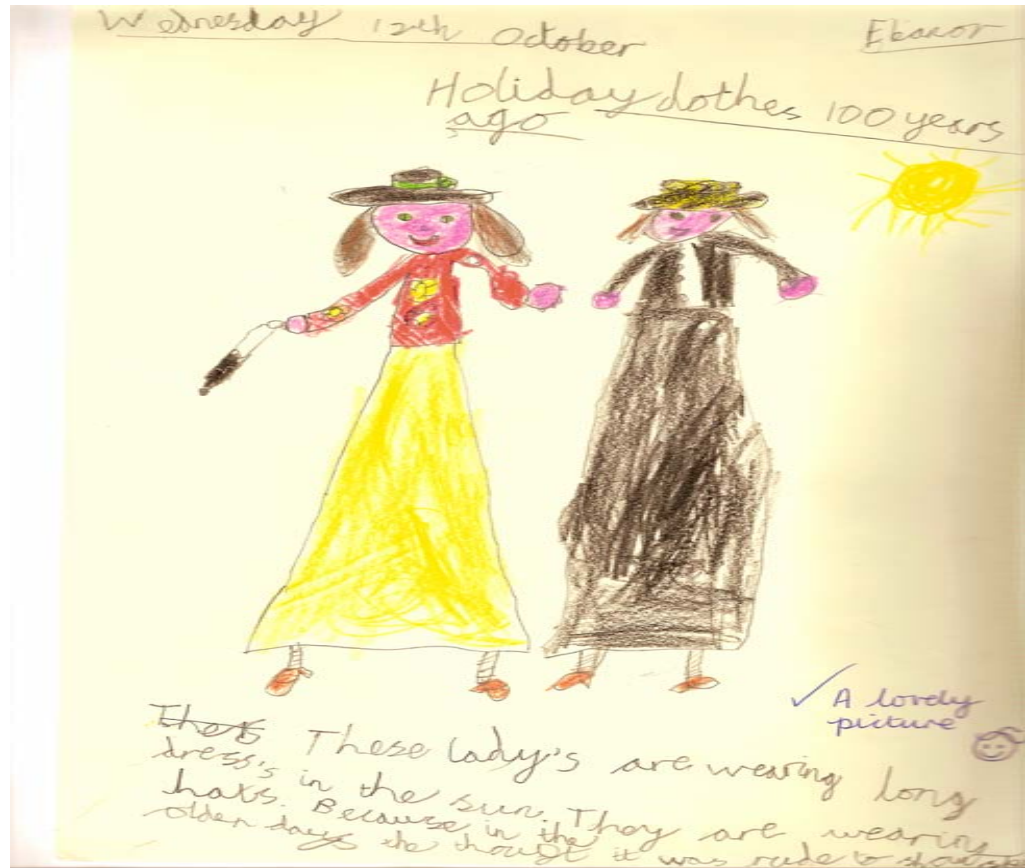
Amelia
This is a wonderful picture of what you
saw outside, Amelia. I like the colours. 😊

<p><u>Skill Description</u></p> <p>Investigate places , objects, materials and living things by using all the senses as appropriate. Identify some features.</p> <p>Ref: Geography Skills Matrix</p>	<p><u>Matched Foundation Level Descriptor</u></p> <p>Knowledge and understanding of the world.</p>
<p><u>Context for the Evidence</u></p> <p>The children walked around the school grounds and looked at the different features. They produced pictures of what they saw back in the classroom.</p>	<p><u>Justification for Skill Level Awarded</u></p> <p>She was able to identify the features while walking in the school grounds. She drew a picture showing the features she liked.</p>

History example

The following is an example from the history skills progression resources

Subject Area: History
Skill Level - HI 2



<p><u>Skill Description</u> Historical interpretation •See the past through a limited range of ways e.g. through stories, songs and pictures.</p>	<p><u>Matched NC Level Descriptor</u> Level 2 The pupil shows knowledge and understanding of aspects of the past beyond living memory. They are beginning to recognise that there are reasons why people in the past acted as they did. The pupil is beginning to identify some of the different ways in which the past is presented. The pupil observed and handled the sources of information.</p>
<p><u>Context for the Evidence</u> Primary and secondary sources have been used to find out about holiday clothes in the past e.g. photographs, video and artefacts. Pictorial and written description of clothes in the past.</p>	<p><u>Justification for Skill Level Awarded</u> The picture and text provides evidence of the pupil's understanding of the clothes worn by people beyond our living memory and the reasons for this.</p>