

Networked Learning Communities

learning from each other learning with each other learning on behalf of each other

Where are
they and
what are
they doing?
2002-2006



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Network name
and key information

- 1

Boston Schools' Improvement Partnership
 - 1 special school, 10 primary schools
 - Mix of urban and rural schools spread across a wide geographical area
- 2

Cambridge SUPER Network
 - 8 secondary schools from Cambridgeshire, Barnet and Bedfordshire
 - Mix of urban and rural contexts
- 3

Cambridgeshire Outreach Network for Education
 - 1 special school, 1 primary school, 4 secondary schools
 - Schools are from a broad geographical area
- 4

CHIP Consortium for Learning (CCL)
 - 10 primary schools, 5 of which have nursery provision
 - Part of Lancashire LEA, the Network operates within a very mixed socio-economic context
- 5

City of York Assessment for Learning Initiative
 - 10 secondary schools, four of which are 11-18 schools
 - The City of York has been a pilot authority for the Key Stage 3 Strategy
- 6

Consortium for School Improvement
 - 10 Essex secondary schools
 - Includes a range of specialist schools, Beacon schools and selective schools
- 7

Developing the Autonomous Learner
 - 2 special schools, 11 primary schools, 6 secondary schools
- 8

Dorchester Area Schools Improvement Partnership (DASIP)
 - 1 special school, 13 first schools, 3 middle schools, 1 upper school
 - A large, well-established Network, partnered by Exeter University
- 9

Ellis Guilford Family NLC
 - 6 primary schools, 1 secondary school
 - Based in Nottingham, the Network is partnered by Nottingham Trent University
- 10

EXCEL
 - 4 primary schools, 2 secondary schools
 - Rural and urban schools within a 20 mile radius on the boundaries of Wiltshire and South Gloucestershire
- 11

From, At and Around
 - 4 primary schools, 2 secondary schools
 - Serves the multi-ethnic community of South Brent
 - Partnered by University of Middlesex
- 12

Hartlepool NLC
 - 1 special school, 12 primary schools
 - Some parts of the town suffer from high levels of unemployment
- 13

Hexham Partnership of Schools
 - 2 special schools, 13 first schools, 3 middle schools, 1 high school
 - A large Network in the semi-rural area of Tyndale
- 14

Janus
 - 10 primary schools from Sefton LEA
 - 5 schools with Beacon status
- 15

Kingsbridge NLC
 - 10 primary schools, 5 secondary schools
 - Schools cover ages 3-19 years
 - Most schools located within areas of social deprivation
- 16

Knowsley Networked Learning Community (KNLC)
 - 8 secondary schools
 - Partnered by the Centre for Educational Leadership at the University of Manchester
- 17

Maghull and District Cluster of Schools
 - 10 primary schools, 2 secondary schools
 - Located within Sefton, an Excellence in Cities area
- 18

Manchester School Improvement Network
 - 1 special school, 10 primary schools
 - Schools vary widely in their circumstances, including one with Beacon status and one in special measures
- 19

Networks Learning from Learning in Tunbridge Wells
 - 1 special school, 17 primary schools, 3 secondary schools
 - Schools cover largely affluent areas, with some pockets of significant deprivation
- 20

North East Bradford NLC
 - 3 newly formed secondary schools, 10 primary schools
 - Enhanced social cohesion is a priority for this Network
- 21

North of England Cluster of NLGs: Transforming Schools
 - A cross-phase Network comprised of 32 schools from across the North
 - Network includes one of the first City Academies and has strong international links
- 22

North West Arts Colleges' Learning Network
 - 20 specialist arts schools from across the North West
 - Partnered by the North West Arts Board and other arts education agencies
- 23

Nurturing Networks to Improve Learning
 - 9 primary schools
 - Part of Leicester Education Action Zone
- 24

Opportunity Zone
 - 12 primary schools, 1 secondary school
 - Located on the northern edge of Bristol, with high levels of social deprivation in some areas
- 25

Partnership Across Lancaster
 - 6 very different primary schools in North Lancashire
 - Research links with University of Lancaster and St Martins College
- 26

Penwith Learning Community (PLC)
 - 13 primary schools, 6 secondary schools, 1 tertiary college
 - Serves the South-West peninsula of Cornwall, including the Isles of Scilly
- 27

Rushden and Higham Ferrers NLC
 - 2 infant schools, 4 junior schools, 1 secondary school
 - Based in East Northamptonshire, this Network is partnered by Leicester University
- 28

Small Schools Managing Improvement Group (SSMIG)
 - 8 small, rural primary schools
 - Based within the relatively new authority of Telford and Wrekin
- 29

South Birmingham NLC
 - 6 junior/primary schools
 - Schools are predominantly white, with 10-30% of children from minority ethnic backgrounds
- 30

South East Sussex Schools
 - 6 secondary schools, including a single-sex girls' school, a rural school and a Beacon school
 - Partnered by the University of Brighton
- 31

South West London NLC
 - 1 primary school, 6 secondary schools
 - Located within the London Borough of Hounslow, an Excellence in Cities area
- 32

Southampton Learning for Leading Network
 - 18 primary schools
 - 7 infant, 5 junior and 6 combined primary schools
 - All classed as city schools
- 33

The North East School Based Thinking for Learning Consortium
 - 3 first schools (ages 3-9), 3 high schools (two for 11-18, one for 13-18)
 - Schools come from 3 LEAs and the Network is partnered by the University of Newcastle
- 34

The Organic Learning Project
 - 12 primary schools from across Cheshire
 - Includes schools from urban areas and small rural schools
- 35

The Redbridge Learning Community
 - Involves over 70 schools arranged within 6 Networks
 - The borough is ranked above average according to socio-economic indicators, with significant differences between wards
- 36

The Transforming Learning Networked Community
 - 7 schools covering Key Stages 3, 4 and 5 from 4 LEAs
 - Partnered by University of Newcastle
- 37

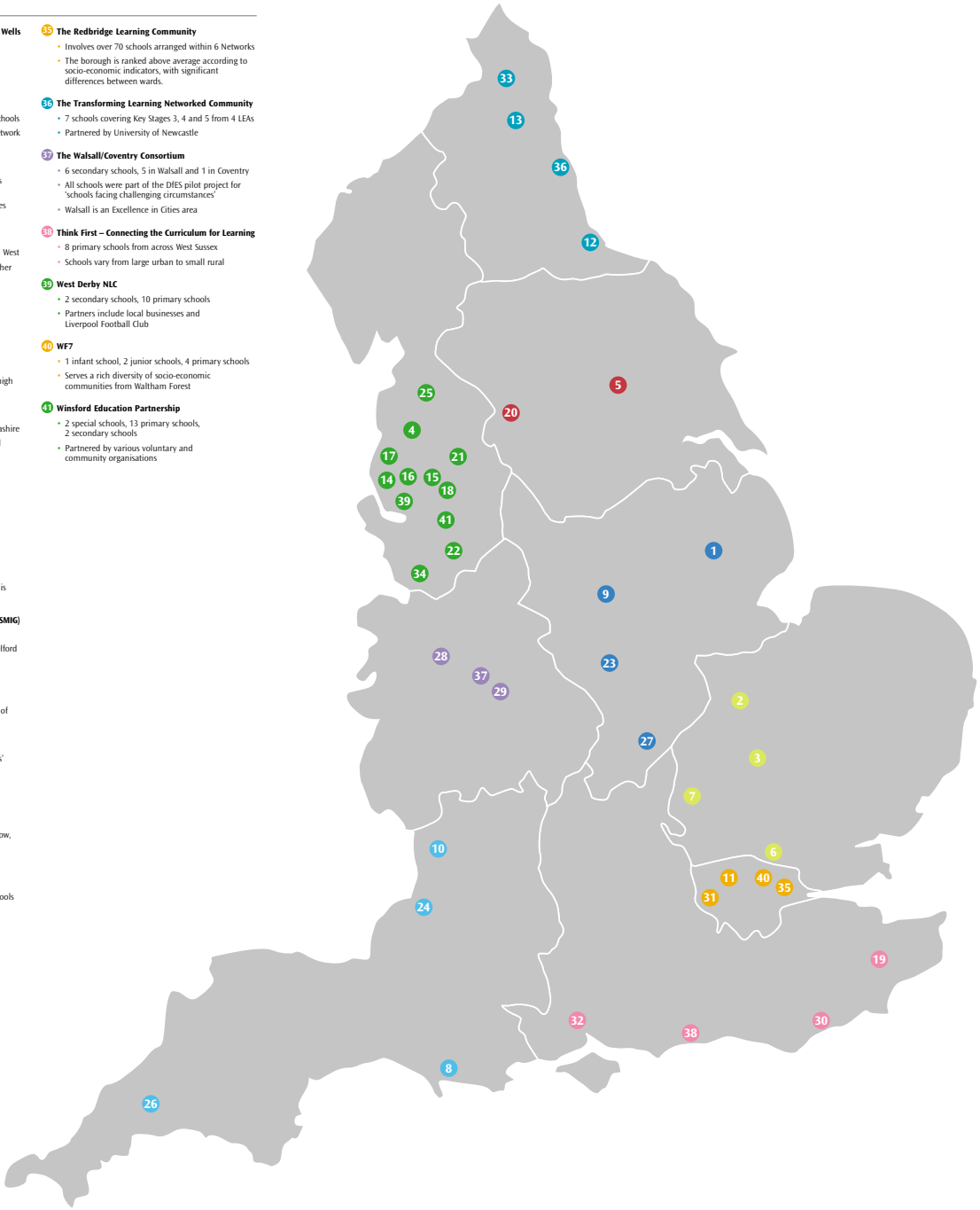
The Walsall/Coventry Consortium
 - 6 secondary schools, 5 in Walsall and 1 in Coventry
 - All schools were part of the DfES pilot project for 'Schools facing challenging circumstances'
 - Walsall is an Excellence in Cities area
- 38

Think First - Connecting the Curriculum for Learning
 - 8 primary schools from across West Sussex
 - Schools vary from large urban to small rural
- 39

West Derby NLC
 - 2 secondary schools, 10 primary schools
 - Partners include local businesses and Liverpool Football Club
- 40

WF7
 - 1 infant school, 2 junior schools, 4 primary schools
 - Serves a rich diversity of socio-economic communities from Waltham Forest
- 41

Winsford Education Partnership
 - 2 special schools, 13 primary schools, 2 secondary schools
 - Partnered by various voluntary and community organisations



What are the Networks Doing?

September 2002 Networked Learning Communities

Network Name

Pupil Learning

1	Boston Schools' Improvement	We will take a multi-agency approach to improving learning, with a specific focus on environmental factors and behaviour patterns.
2	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.
3	Cambridgeshire Outreach Network for Education	We aim to raise achievement by connecting with priority areas in each school's SDP, for example, improved communication skills, flexible timetabling to promote inclusion for pupils with SEN and developing study skills for independent learning.
4	CHIP Consortium for Learning (CCL)	We will focus on improving levels of achievement in speaking & listening through; teacher questioning to promote pupil involvement, role play in the Foundation stage, circle time and the use of creative drama.
5	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.
6	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.
7	Developing the Autonomous Learner	We will be investigating the strategic and creative use of ICT to support independent learning.
8	Dorchester Area Schools Improvement Partnership (DASIP)	Our Network will use themes of inclusion and curriculum entitlement (4 – 18 yrs) to focus activity around; using data, early years intervention, literacy and ICT to promote learning.
9	Ellis Guilford Family NLC	We will focus on curriculum enrichment to address individual learning styles and raise achievement at KS1-2 and KS2-3 transitions.
10	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.
11	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.
12	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.
13	Hexham Partnership of Schools	Our Network will set up a writing project (5 – 19 yrs) and develop the use and role of ICT in learning, particularly in relation to thinking skills and creating a Virtual Learning Environment.
14	Janus	By the end of the Programme, all our schools will have introduced strategies and activities to develop their institutions as being emotionally literate.
15	Kingsbridge NLC	We will be measuring improved classroom practice, better teaching and learning and improved pupil and parent satisfaction by using ethos indicators.
16	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.
17	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.
18	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.
19	Networks Learning from Learning in Tunbridge Wells	Joint planning of curriculum developments across schools will include formative assessment, thinking skills and multiple intelligences.
20	North East 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.
21	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.
22	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.
23	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 Toolkit.
24	Opportunity Zone	Our Network will investigate the development of Interpersonal Intelligence as a precursor to powerful learning.
25	Partnership Across Lancaster	We will raise achievement through improvement in writing, with a focus on gender, learning styles and parental involvement.
26	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).
27	Rushden and Higham Ferrers NLC	We aim to enhance pupils' involvement in their own learning by addressing learning styles and promoting student voice.
28	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.
29	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.
30	South East Sussex Schools	Our central objective is to have the school community fully immersed in a 'Culture of Learning', with the Student Voice playing a pivotal role in this process.
31	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.
32	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.
33	The North East School Based Thinking for Learning Consortium	We will be creating links between Teaching for Thinking and Assessment for Learning.
34	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.
35	The Redbridge Learning Community	We are a 6 Network cluster with the following, inter-related foci: Assessment for Learning, metacognition, P Scales, pupil mobility, transition and transfer.
36	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.
37	The Walsall/Coventry Consortium	Our focus will be on raising achievement through more effective differentiation, for example, through analysis of learning styles.
38	Think First - Connecting the Curriculum for Learning	We will identify opportunities for extending creativity and problem-solving across the curriculum and will develop school councils within and across our schools.
39	West Derby NLC	Pupils of all ages will learn about the brain and how it works. It is our aim that all pupils will become equipped with the tools necessary for independent learning.
40	W17	We will develop a curriculum which is organised around how pupils learn, with a particular focus on Thinking Skills and Emotional Intelligence.
41	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.

In Networked Learning Communities, teachers and other educational professionals are experimenting with new and innovative approaches in the classroom, working in creative partnerships within and across schools to develop and share good practice. Inspired and challenged by fellow professionals, they are learning together in new and interesting ways.

Adult/Leadership Learning

We will buy into educational psychologist and behaviour support services to develop teacher research into behaviour patterns linked to learning.
We will continue to use DfES Best Practice Research Scholarships to develop data-driven practice and to examine the impact of new practice on student learning and achievement.
Staff will be invited and encouraged to secure secondments, teacher placements, role-swaps, classroom research and external study. They will be held accountable for ensuring that learning from these opportunities is fed back in to the Network.
We will be implementing a programme of small-scale action-research projects, led by a teacher appointed as a Research Co-ordinator, who will be given half a day per week non-contact time.
In our Network, coaching and in-class research will be key to adult learning and leadership learning approaches.
We will be inviting teacher and student researchers to investigate and evaluate classroom practice together.
We will be developing online and resource-based opportunities for collaborative professional learning, for example, Transforming Learning.
Colleagues within our Network will work with tools and informed professionals to deal with issues of dislocation and disassociation from the mainstream curriculum.
We aim to develop evidence-informed understanding through action-research.
Our teachers will prepare learning activities and materials together. They will investigate their impact through peer observation and studying videos of their own and each other's practice.
Students will work with learning mentors and community workers and, when they have gained confidence, with teachers and trainee teachers, to evaluate videotaped lessons as a basis for feedback to teachers.
All our schools will use Transforming Learning and will establish coaching partnerships across the Network.
Our Network will support a Med module in Coaching for Teaching Thinking, to which lesson observation and evaluation will be integral and will involve staff working across phases.
Our emphasis will be on the development and extension of strategies which use coaching and reflection to ensure good practice.
Five consultant headteachers will lead our Network and form the steering group. All headteachers will attend a meeting at least once per term.
Our Network will use practical enquiry strategies (for example, classroom demonstrations, coaching and exploring the use of statistical data) to refocus CPD around pupil-centred development and learning.
Our Network will pilot the High Sights project, which focuses on developing shared understandings of individual, team and whole-school improvement.
We will have Innovations Co-Ordinators working alongside colleagues to support and develop their practice and to share insights and knowledge gained through Action Learning Sets.
We will establish multi-agency and inter-school working parties to focus on reducing barriers to learning.
Teachers will be involved in action-research, specifically focussing on accelerated learning, thinking skills and leadership development.
We will be supporting staff to capitalise on the use of technology to add value to learning processes, for example, through e-tutoring.
Each of our schools is, in effect, an arts organisation, building relationships with providers such as dance companies, theatres, orchestras and artists.
Our Network will introduce explicit development programmes for all levels of leadership, for example, Change Leaders (heads and deputies) and Our Turn (pupils).
Schools will harness distributed leadership by generating a shared responsibility for pupils/school improvement, for example, through learning in flexible teams (Learning Teams) aligned in a common direction.
We will be developing new partnerships with parents through their involvement in enquiry.
We will be undertaking developmental research into social inclusion using experts from across all services.
We will introduce a programme of practitioner enquiry, supported by Leicester University, to develop the use of research and evidence to inform improvement.
We will develop clearly identified joint strategies for CPD, for example, shared training for classroom assistants across the Network.
Our Network will introduce a programme of whole-staff training on thinking skills and accelerated learning techniques. This will include use of BPRS, MEd, secondments and sabbaticals.
Networked schools will work with university research students on programmes relevant to our learning focus. We have been given access to their facilities for seminars, meetings, action-research sets and conferences.
Our Network will be undertaking action research, underpinned by seminars at Brunel University, to inform in-school curriculum development projects.
We will build on our use of enquiry-based approaches – particularly in relation to DfES Best Practice Research Scholarships.
We will be using video in a structured coaching programme which will be accredited by the University of Newcastle.
We will develop a wide range of innovative approaches to the development of teacher/teaching assistant expertise, for example,, through work-shadowing, from teaching and mentor programmes.
'Study lessons' will be adopted as a common research, development and enquiry method and as a powerful professional learning mechanism.
Our Network will be using Transforming Learning in the Performance Management process to provide an opportunity for teachers to manage their own training and development, supported by a team leader.
Our CPD will be structured around the iQEA model, with a school improvement group (cadre) providing an effective engine for staff development, and initiating and managing change.
We will involve teachers in coaching, mentoring and practitioner enquiry across all our schools. This will be focused on theories of learning and good practice i teaching.
We will develop Professional Libraries containing books, CDs, posters and other resources that will promote the use of whole-brain learning techniques.
We will be working with the Institute of Education to develop programmes, establish a Network research library and gain ICT access to research and debate.
We will be offering a Co-Leader role in years 2 and 3 as a career development opportunity for a member of staff on a secondment basis.

This grid shows some of the key programmes of work being undertaken by Networked Learning Communities who began their work in September 2002. They are represented under different levels, or types, of learning. If you would like to find out more about a particular Network, or about the Programme as a whole, please visit www.ncsl.org.uk/nlc or call our Information Line on 08707 870 370.

Leadership/School-wide Learning

Each of our schools will be guaranteed a set number of supply days each year for the sole purpose of participating in Networked Learning.
We see the development of new methodologies as important. These will include the preparation and support of students as researchers and the use of data collected by students.
We will make Performance Management a vehicle for richer development opportunities. Staff will be given increased responsibility for the professional development of others and, through this responsibility, will develop their own leadership skills.
Deputies in the schools of our Co-Leaders will assume leadership of their schools one day a week whilst the Co-Leaders are working for the Network.
We will establish coaching teams to disseminate practice in key areas of Assessment for Learning.
Our Network will implement middle management training focused on leadership for learning in an interschool G&T programme.
Our Network is developing a cross-phase peer-coaching model for headteachers and deputies.
We will extend new leadership opportunities through the establishment of working groups within all schools.
We will have a rotating learning focus, which we hope will involve a broader range of teachers in action-research groups.
Each headteacher will work within a paired headteachers' coaching/mentoring partnership. Reciprocal visiting will take place and each pair will be linked to the Co-Leader and Critical Friend.
We will use lesson observation by teachers across subject barriers to highlight good practice in one department that may well be unknown to another. Innovative lessons will be timetabled in rooms with video or video conferencing facilities.
All our headteachers will undertake the Hay McBer leadership survey (climate, characteristics and leadership styles) and will establish headteacher coaching partnerships.
Our high school is establishing a Pedagogy Group. It will consist of staff at various levels and will have a remit to develop a school-wide approach to coaching and mentoring.
We will undertake a radical review of the use of in-service time to maximise the effectiveness of time set aside for staff development – including sharing of expertise throughout the Network.
We aim to enhance understanding of the value of managerial leadership and organisational development processes and systems in order to support effective organisational change.
A school study group will be given whole-staff meeting time at least once a term to share developments.
Subject leaders across the Network have begun regular curriculum focus meetings. Directed hours are co-ordinated to facilitate cross-school and cross-phase work.
Of our cash expenditure, £16,500 will be spent on empowering and distributing leadership within schools through the appointment of Innovations Co-Ordinators.
We will be promoting the development of ASIs and ASiAs (Advanced Skills Teaching Assistant) to support the development of the Network.
Classroom Assistants will play a significant role in developing Network activities and supporting our 'Learning Model'.
We will develop an understanding of the processes by which concepts and ideas become actionable through middle management development and by working with a team of consultants.
The cluster in the south of the region will look at contemporary knowledge about organisational learning in business and industry.
We will use organisational development consultancy to audit current stakeholder perspectives and to facilitate school strategy and visioning events, providing the context in which to initiate effective school wide learning.
A statistician will be engaged to baseline measures in relation to interpersonal skills, collect and analyse data through attitudinal surveys and correlate links between the Learning Focus and school context data.
We are appointing a Research Co-ordinator for 0.5 days per week in each school to lead Network enquiry and INSET.
We aim to extend the role of education to embrace the development of a learning society, rather than continuing to lever up results within the current framework.
We will focus on distributed leadership, fuelled by development groups focussed on curriculum issues, learning styles and assessment. We will abandon existing meeting structures.
We will be holding joint headteacher meetings to look at the analysis of pupil data, target setting and LPSH feedback.
We will introduce a framework for peer mediation and peer review to create interdependence amongst the leaders within our Network.
We aim to develop leaders who are open, optimistic and enterprising. This will include the development of teachers as leaders and students as leaders.
New curriculum development opportunities will promote understanding of change processes across departments and schools and will generate leadership-rich environments.
We will be exploring different constructs of pupil-centred leadership, for example, by using distributed leadership strategies.
Each school will identify a Development Teacher and a School Co-ordinator who will work with the Network Co-ordinator to distribute networking expertise.
We will involve Leaders of Change at all levels, establish mini action research groups to inform progress and direction and will hold regular consultation forums across the Network.
We will increasingly use pupil learning and other pupil level attitudinal, dispositional and 'learner voice' experiential information to ensure that teaching is tailored to learning needs.
Based on outcomes of the Headteacher Effectiveness Research (HayGroup 1998-99) and data from LPSH, our headteachers will be encouraged to compare the impact of their leadership on school climate and subsequent effects on school outcomes.
We will be using student data for diagnostic purposes to plan learning strategies that take account of preferred learning styles and feedback from students.
Our Network will establish focus groups, led by staff in each school, in response to key priorities for the Network, and a support network for teachers.
Cross-phase Subject Co-ordinators will meet on a regular basis and will be provided with the opportunity to lead the process of learning/secondary curricular liaison.
All of our Networked schools will have their own learning plans which link closely to the overall Network learning plan.
Headteachers will take part in Leading Learning workshops. These will include; sharing practice, collective problem solving, working with other experts and practitioners.



School-to-School Learning

We hope to utilise the expertise of our staff by hosting inter-school lesson demonstrations and team teaching.
One day per week of a senior lecturer's time will be funded by our university partner to co-ordinate the Network.
We will be negotiating role-swapping across the Network. For example, a Head of Department in an 11-16 school will manage a course in an 11-18 school for a designated period, with the aim of bringing ideas for fast-tracking students back to their own school.
We will appoint a Network play specialist and speaking and listening mentors who will support school-to-school learning and development.
In our Network, joint training days, inter-school coaches and leading teachers will facilitate school-to-school learning.
Shared monitoring, tracking and assessment systems will be implemented across networked schools.
We will be forming strands of enquiry organised around geographical clusters in order to maximise opportunities for collaboration.
We have a DASP Protocol, which is signed by all Network headteachers and Chairs of Governors, which binds the schools and supports dialogue, problem solving and learning.
We will identify staff with specialist skills to help widen the Network's influence with members of staff within and across schools.
We will use our website and video conferencing to develop international opportunities for networked schools.
We have allocated funding for residential 'thrash it out' weekends, where much of our in-depth work will take place.
Our Network will arrange 360° feedback conferences.
We will be developing opportunities to lead and/or participate in cross-phase and inter-school exchanges. We also aim to create a partnership of governors.
Two of our schools are involved in the NCSL Leading Edge seminars for Learning Centred Leadership. They will encourage and support the Network to enable them to take part in related developmental work.
We will establish a Learning Excellence Centre to drive forward curriculum initiatives, provide outreach activities, set up key learning events and to co-ordinate learning support.
A system of designated lead learners will be introduced at all levels in the Network, including ASiAs and professional learning coaches.
Schools in our Network will agree a new working pattern in which half a day is timetabled for shared meetings and CPD. During this time, all pupils will have access to quality learning experiences staffed by personnel from outside the school.
We will enable teaching and non-teaching staff to observe and learn from each other and undertake joint staff INSET and training.
We will be holding town-wide celebrations of learning in the form of shared open days. These events will promote learning activities to parents and local business.
The ICT management systems in our primary schools will be fully supported by our secondary schools.
Drawing on a shared international partnership with schools in Pretoria, the Network will learn together from their experiences of dealing with change, diversity and inclusion.
We are appointing a Researcher and a Knowledge Officer to work across the Network.
We have a commitment to self-evaluation through the OCEA Self-Evaluation Framework and we will be inviting a team of experts, including leadership teams from other Networked schools, to assess schools against the standard.
A Learning Team, comprising two ASiAs, an Educational Psychologist, a curriculum support teacher and two parents, will formulate and co-ordinate creative strategies in our schools.
We will appoint teaching assistants focussed on raising achievement. They will work 15 hours per week in each school and will be supported by a raising achievement specialist.
We will provide opportunities for ITT students, GTPs and NQTs to work across the Network to generate new expertise in a number of areas.
We will be delivering a modular MA programme in one school and a series of workshops in another.
Each of our schools will purchase the equivalent of 0.1 teachers on flexible contract to support joint SEN developments across the Network.
We will implement a programme of national and international joint study visits, which will link to a sabbatical scheme.
We believe that the role of the Critical Friend is innovative and important for leadership development and that it should be extended to each school in order to encourage school-to-school learning.
We will encourage cross-school sharing opportunities, for example, model lessons, peer observation and evaluation.
We have made a commitment to exploit the potential of Beacon schools, ASiAs and Leading Practitioners as key strategies for teacher development.
Our newly appointed Development Teachers and School Co-ordinators will work together to take forward our learning focus.
We will undertake a cross-school audit of current strengths, expertise and abilities of staff in dealing with children with SEBD and create a database to facilitate school-to-school support and advice.
The Redbridge Centre for Professional Learning and Development will be re-designed and re-engineered to support our Networks and an enquiry-based approach.
Cross-school departmental groups facing similar issues will work collaboratively, over time, to devise and share solutions.
A Research and Development Group, chaired by the Network Co-ordinator, will monitor activity across all of our themes, will make sure our work is joined-up and that learning is optimized across the Network.
We will establish peer links for classroom based developments and improvements in teaching and use AST outreach models.
We will develop cross-phase INSET and an agreed timetable of in/out of school pupil enrichment opportunities.
We will hold a series of whole-Network forums to steer projects and commission practitioner enquiry.
We will adopt a whole-town approach, i.e. involving other agencies, through skill sharing and exchanges between primary and secondary staff across the Network.