What are we learning about?

Sharpening your network's pupil learning focus

A sharp pupil learning focus which permeates deep into the network's activities will ensure 'disciplined innovation' (Hargreaves, 2003) of better ways to teach and learn.

What this booklet does

This booklet is an active review tool. It aims to provide guidance for networked learning communities planning for increased impact on learning and teaching.

It will:

■ give examples of networked pupil learning foci that work, and some which have been seen not to work

■ provide background from recent research into pupil, adult and leadership learning to help inform your decisions

■ help you:

☐ test the sharpness and strength of your current pupil learning focus

☐ troubleshoot problems

☐ plan how to sharpen and strengthen pupil learning across the network.

NCSL   National College for School Leadership

Section 1. What is a network pupil learning focus?

Networks only succeed when their activities result in a greater enhancement of pupil learning and achievement than would happen without the network.

Most networks have united around pupil learning as their core purpose. Evidence from the Networked Learning Communities (NLC) programme so far suggests that joint planning, enquiry, problem solving, CPD and solution-sharing are motivating teachers, powerfully. They are motivated to learn and enquire together into how to improve teaching and learning. A pupil learning focus is a mechanism capable of connecting and unifying classroom work across a network.

Some networks have explored what links together the pupil learning they are developing in their schools. Often there are common threads in the classroom or curricular approaches they are taking, even though different subjects and year groups are involved. By drawing these threads together around a core focus, networks can multiply the possibilities for collaboration, enquiry, innovation and success-sharing across classrooms.

A joint focus also enables people to share the risk of failure as well as success. Enquiry based approaches to classroom innovation and improvement depend on opportunities to try ideas out and to learn both from what has, as well as from what has not worked. There is increasing evidence that people are more likely to risk failure in endeavours if that risk is shared. Learning from failure ultimately leads to greater gains as collectively we 'fail forwards towards success' (Edison, T. in Hargreaves, D. 2003.)

Many networked learning communities are strengthening their focus on pupil learning. Approaches to improving teaching and learning are being geared through:

- curriculum redesign
- improving basic skills
- developing learning and teaching skills
- involving pupils in teaching and learning
- addressing points of learning loss, such as transition or parental and community support for learning (Desforges, C. 2003.) See section 6.

At network level these foci tend to be cross-curricular. At school and classroom level they are being translated to address specific subjects, year groups and learners.

Why sharpen the pupil learning focus?
A sharp pupil learning focus which permeates deep into the network's activities will ensure 'disciplined innovation' (Hargreaves, 2003) of better ways to teach and learn.

There is increasing evidence that where networks have a pupil learning focus which is:

- well evidenced
- well articulated
- powerfully communicated at all levels

there is an early impact on pupil learning and increased involvement of adult learners is perceived across the network

(CUREE 2003). So the pupil learning focus needs to be the driving force at the heart of the network, behind which the network's adult and leadership learning foci are organised.

Why this affects whole-network learning
There is further evidence that networks can experience difficulties connecting the pupil learning, the adult learning and the leadership learning, especially where the pupil learning focus is weak.

This can lead to:

- disempowerment of those leading the pupil learning work
- lack of coherence and confusion between leadership, adult and pupil learning
- lack of involvement for some groups across the network (Dudley, Hadfield, Carter, 2003.)

At worst, it can render the network incapable of creating significant or lasting improvement to pupil or adult learning.

Putting pupil learning at the heart of the network
Pupil learning is at the heart of what teachers, schools and leaders do. Ultimately, networks add value only to the extent that they are able to enhance pupil learning over and above the degree to which their individual schools can do so alone. They do this by creating greater capacity for adult learning and leadership learning which makes more difference to pupils than schools can do alone.

Pupil learning at the heart of the levels of learning

Leadership learning

Adult learning

Pupil learning
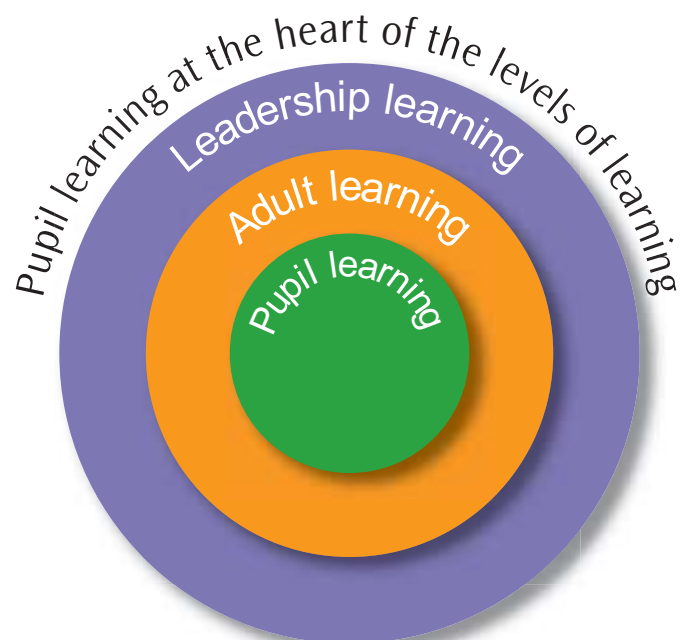
❝ To be effective, networked learning also needs to be purposeful, to use good process, to have a worthwhile content and to be relevant for the network's context. In other words, the participants all need to have a shared learning focus, to be learning about the same content, to do so using effective models of learning and to have practical relevance to their network's purposes.❞

(Jackson, D, Horne, M, 2004.)

Section 2. How one network has sharpened and deepened the pupil learning focus

Pupils in Thame Partnership Networked Learning Community's schools are beginning to use comments on their work to shape how they approach the next tasks. They are becoming clearer about what they are looking for in their work and are developing repertoires of strategies to assess their own and each others' work using these gap closing approaches. This is happening across the curriculum but predominantly in the core subjects at the moment. As they move from primary to secondary school they experience common expectations and approaches to these critical aspects of their learning.

Common experiences for learners, as teachers share new knowledge across schools.

The Thame Partnership network moved swiftly from a point in their original submission where a number of pupil learning foci were envisaged, to a drastically simplified pupil learning focus, focusing on - assessment for learning. They identified this focus as a result of two factors.

Network-wide focus on putting one well evidenced pedagogy into practice.

1. Work by their curriculum continuity group, which highlighted variable practices, expectations and outcomes for children's learning across the network (which resulted in their target for a cross network teaching and learning policy which can be applied in any subject area).

The focus addresses an identified need for network pupils.

2. The fact that the network's secondary school had already developed expertise in putting assessment for learning strategies into practice through close engagement with an HEI partner, and had evidence of the considerable impact on pupil achievement and teaching and now had the opportunity to extend this to primary schools.

Gaining interest, motivation and buy-in through an inspiring event.

The NLC resolved that any network activity must ultimately support the development of skills and use of assessment for learning practices. They gained buy-in from all adults in the network through an inspirational launch event supported by their HEI partners and LEA. They have since worked in triads of schools unpacking the overall theme and developing practical classroom approaches under its constituent parts questioning, feedback and pupil self assessment supported by their LEA link.

Breaking the focus down into manageable components.

Every teacher will have taken part in a visit to another network school by the end of the fourth term of the NLC's life and a record of the learning perceived to be gained and questions raised, will inform future NLC direction through analysis by the leadership group. Teachers observe each others' pupils to share ways of developing aspects of assessment for learning. Key lead teachers have begun to explore a network-wide approach to capturing and transferring the new techniques using visits and research lesson study. Members of the leadership group are conducting paired enquiry learning walks to gather data on the differences the approach is making.

Pupil learning focus is under constant review and enquiry by the leadership group and lead learner curriculum group.

Classroom enquiry is being harnessed as a key approach to sharing and developing ideas and approaches together.

Section 3. Why enquiry is important for sharpening the pupil learning focus

Imagine that your network has adopted assessment for learning as a pupil learning focus.

Go in a bit closer...

Now imagine watching a lesson developing assessment for learning, from a school corridor through glass windows, looking from the back of the class. You just get an impression of what is going on – the teacher talking or watching the pupils, but as for the pupils you can just see the back of their heads. You don't really know what is going on.

Observe a group...

If you go and sit with a group with access to the lesson plan, the resources and the task you get a real sense of what is being said by whom, what they are writing and how they are interacting.

However, if you use an observation schedule for exploring their talk, analyse their work, or ask them questions which force them to reflect and think aloud, you are getting up close to the what, how and why of their learning.

Get up really close to their learning...

This is the essence of enquiry with a focus on pupil learning. It is not just about implementing ideas. It is about homing in on detail. It is also about looking hard for the 'itch' or question that makes you 'scratch' or develop practice to find an answer.

One teacher who was using teaching thinking strategies with Year 5 pupils, found herself fascinated by pupils' answers to her open questions. She said: *"I used to be interested in whether they knew the answer, now I am interested in why they think what they think"*. This is enquiry: she is finding out how her pupils develop misconceptions and how she can support better understanding.

In a small scale assessment for learning project pupils' views were sought on new classroom techniques. One pupil said: *"I really like 'think (wait) time'. I never used to put my hand up. Now the teacher always gives us time to think. It is not like a shock when there is a question. Now I do put my hand up, but I would like the chance to discuss it with my partner first. That would be better."* This is enquiry and caused teachers in the project to try paired 'think time' for some questions.

Enquiry is about developing questions, the answers to which improve your practice. For the first teacher, the question could be paraphrased as 'why do pupils think what they think?' In the second example it could be 'what impact do our assessment for learning strategies have on pupils?'

It is not effectively an enquiry, to plan and implement a change. Enquiry is characterised by asking questions, either to establish what change or development might be appropriate or by investigating the impact of an innovation. Enquiry leads to deep learning for teachers, and deeply believed-in and understood changes in their classroom practice.

For more on developing classroom enquiry, please see the links and work cards in section 9.

Section 4. How well linked are the strands between pupil learning, adult learning and leadership learning in your network?

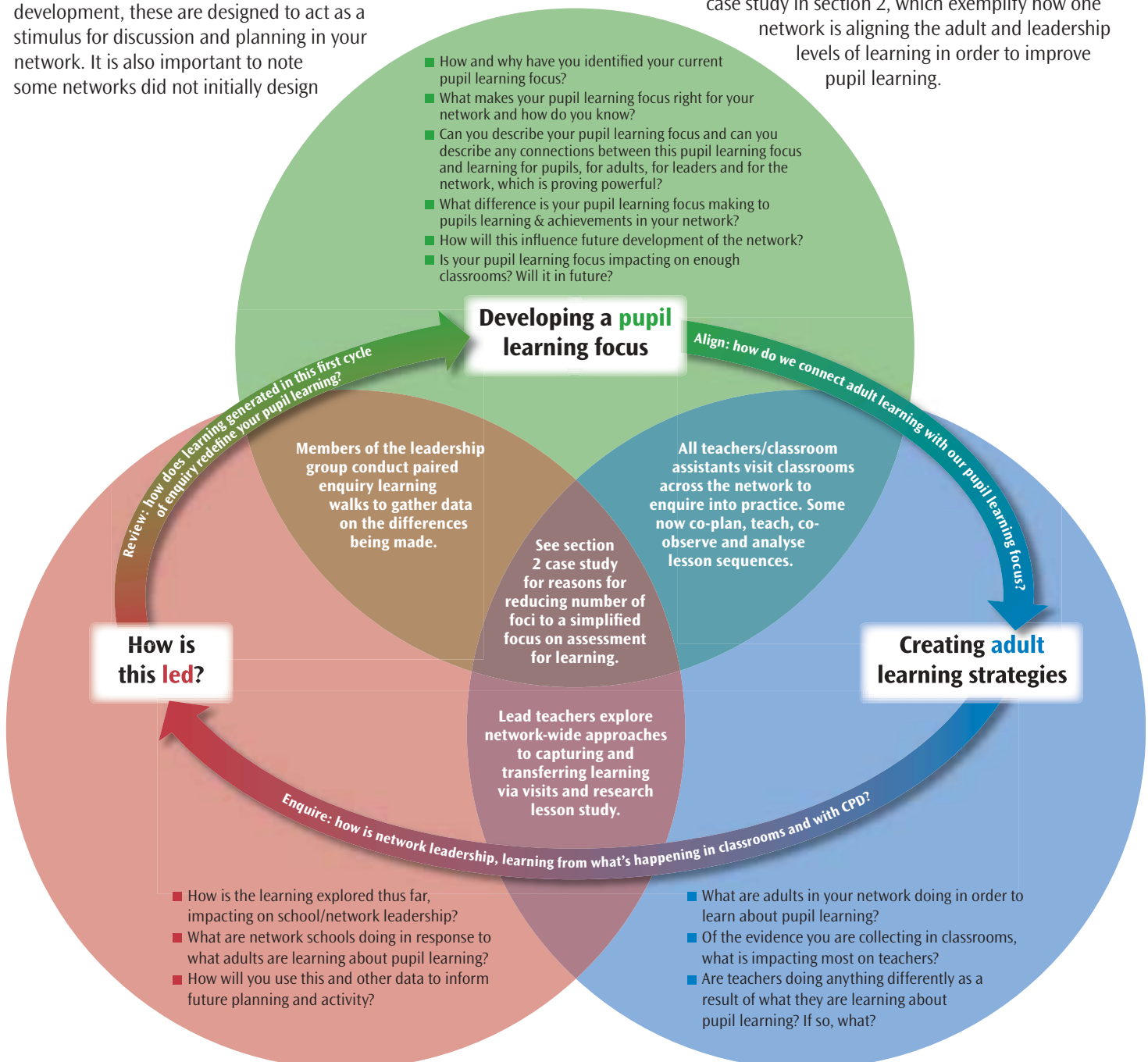**This model is designed to help you reflect on and review:**

- how well your pupil learning focus helps to improve pupil learning for the widest possible number of children in your network
- what you are learning about pupil learning and the conditions that are necessary to bring this about.

The diagram below sets out a process for such reviews. Not every question will be relevant to your current stage of development, these are designed to act as a stimulus for discussion and planning in your network. It is also important to note some networks did not initially design

themselves around pupil learning, but many are revisiting these designs, therefore you may begin your analysis at the point in the circle most relevant to your current circumstances.

The model assumes that it is learning generated through activity in the domains of school-wide, school-to-school and network-to-network activity which are the vehicle for improved pupil, adult and leadership learning.

Within the areas of overlap in the diagram, are extracts from the case study in section 2, which exemplify how one network is aligning the adult and leadership levels of learning in order to improve pupil learning.

- How and why have you identified your current pupil learning focus?
- What makes your pupil learning focus right for your network and how do you know?
- Can you describe your pupil learning focus and can you describe any connections between this pupil learning focus and learning for pupils, for adults, for leaders and for the network, which is proving powerful?
- What difference is your pupil learning focus making to pupils learning & achievements in your network?
- How will this influence future development of the network?
- Is your pupil learning focus impacting on enough classrooms? Will it in future?

Developing a pupil learning focus

Review: how does learning generated in this first cycle of enquiry redefine your pupil learning?

Align: how do we connect adult learning with our pupil learning focus?

Members of the leadership group conduct paired enquiry learning walks to gather data on the differences being made.

All teachers/classroom assistants visit classrooms across the network to enquire into practice. Some now co-plan, teach, co-observe and analyse lesson sequences.

See section 2 case study for reasons for reducing number of foci to a simplified focus on assessment for learning.

How is this led?

Creating adult learning strategies

Lead teachers explore network-wide approaches to capturing and transferring learning via visits and research lesson study.

Enquire: how is network leadership, learning from what's happening in classrooms and with CPD?

- How is the learning explored thus far, impacting on school/network leadership?
- What are network schools doing in response to what adults are learning about pupil learning?
- How will you use this and other data to inform future planning and activity?

- What are adults in your network doing in order to learn about pupil learning?
- Of the evidence you are collecting in classrooms, what is impacting most on teachers?
- Are teachers doing anything differently as a result of what they are learning about pupil learning? If so, what?

Is your network engaged in these, or related activities, that seem to be powerful in connecting pupil, adult and leadership learning? Can you describe them? How can they be developed or studied to clarify the connections?

Section 5. How to start reviewing your network's pupil learning focus – some DOs and DON'Ts

Pupil learning focus lacks sharpness when:

1. It is over complex, or just too broad

Some networks made their pupil learning focus too big or too complex, attempting to develop a range of pedagogies in different situations or through different methods and packages without looking for the common strands which linked them.

2. It is disconnected from the network's other key activities

This has occurred where the pupil learning focus exists in isolation from much of the rest of the network's activity. Where networks are focusing on adult learning and leadership learning which are not closely linked to the pupil learning they are also trying to develop, there is a lack of coherence.

3. It is based on shaky foundations

Only a few teaching and learning approaches are securely grounded through research evidence of their impact on learning. Even one of these will fail if the network does not successfully convince its teachers it is worth trying - motivate them to do so.

4. It only deals with the tip of the iceberg

Too many approaches to developing pupil learning only scratch the surface of the method. Learning new practices involves unlearning old ones which are often deeply rooted. A pupil learning focus which seriously addresses this needs to be based in a network plan for deep, sustained teacher learning, coaching, modelling, refinement and reinforcement over a long period of time.

Section 6. Things which networks are doing to help sharpen their pupil learning focus

So, in order to get a sharp and sustainable pupil learning focus:

DO…	Ideas and examples
Assess the most common needs of learners across network schools and try to find points where a network-wide approach to pupil learning will make the difference needed. Some needs may relate to skills and learning areas, others to points of learning loss in the curriculum or between schools.	Compare your schools' performance data and any softer data you have in common, from the levels of learning activity or other perception surveys, subject audits, inspections or reviews. What are teachers saying about particular difficulties, issues or problems with classroom learning. Desforges (2003) identified the following areas where, nationally, there is the greatest potential to make a difference to pupil learning: lesson design, transfer and transition, application of learning, assessment for learning and parental support for learning.
Identify a well evidenced pedagogical approach, or an aspect of one, which will help meet these needs. Then use enquiry questions to help carefully unpack the complexity of how the network can successfully develop the pedagogy or approach - both widely and deeply. It should add value and strengthen school improvement plans and other local plans.	A pedagogical approach is an approach to teaching which can be developed across the curriculum which addresses three domains of learning: improving motivation, improving self belief and willingness to learn, and improving learning how-to-learn capabilities. Some pedagogies are well developed and evidenced, eg thinking skills, assessment for learning, emotional literacy. They each address some domains more than others. Many packages such as the national strategies, building learning power and the accelerating learning in primary schools approach also link different aspects of these domains through suggested teaching approaches.
Construct an enquiry question addressing what you are hoping to learn about putting the pupil learning approach into practice in the network. This will help you plan and know how the learning focus is impacting: (see section 8.)	This overall question needs to address how you use your chosen learning approach to address the needs identified above: (see section 8.) Eg "We know that schools in our network are experiencing increasing levels of within-year pupil mobility and that this is affecting the learning capacity and energy of schools, teachers and pupils in the network. So, how can we use the research evidence on mobility and transition to improve systems and assessment for learning skills across the network in order to minimise learning loss?"
Plan to legitimise using this approach across the network, so that every teacher knows what is in it for them and for their pupils, and begins to hear good stories about successes across the network's schools.	Hold a pupil learning focus launch conference for all adults in the network, with a keynote expert in the approach, practitioner and pupil advocates from other networks, to give practical examples of practice and testimony. Ask each adult to think about a question they would like to answer, in relation to their teaching and this pedagogy.
Break the pupil learning focus question down into subsidiary questions which are specific and relevant to each school and then to each subject, year group and ultimately to each adult. Together this chain of enquiry questions will provide answers to the range of contexts in the network where the pupil learning focus is being put into practice.	Networks have used lead learners or lead enquirers to manage this process across different subject areas and year groups. Some have started with a particular group of teachers in an area of high potential gain and interest, in order to generate some expertise and early wins. This can create a group of potential coaches for spreading the pedagogy. Experience from Canada suggests this is a difficult process to manage but can yield great clarity of purpose and real progress in the focus area (Andrew D. and Lewis M. 2004.)

Section 6. Things which networks are doing to help sharpen their pupil learning focus

...continued

DO…	Ideas and examples
Ensure that the adult learning and the leadership learning are designed so that together, they directly support the pupil learning focus. This could be through addressing the pedagogic content and helping the leadership focus on what is happening in classrooms and how to make this better.	Members of the steering group discuss specific instances of progress in the development of the teaching and learning approaches at their schools. They engage in enquiry walks to look at specific areas where things are going well and where there are problems to solve and to discuss these with staff.
Ensure that the network's leadership, meeting patterns, working patterns and decision-making is based on the answers it is finding to a series of questions designed to find out and spread knowledge about: ■ what is changing in teaching and learning ■ how it is changing. ■ if it is changing enough.	Cadre groups of 'lead learners' meet with the network leadership termly to collaboratively review progress and problem solve the next steps. The leadership determine from their data gathering and enquiry reviews, where in the schools and the curriculum the next set of engagements in the developing practices need to happen and how.
Calculate how many expert practitioners you will need to create in order to make the difference you envisage - who will become experts, how will they deepen their expertise, and by when?	Expert practitioners only become so by learning about the pedagogy deeply and knowing how it relates to subject teaching. This learning involves them being coached by and engaging with other experts from NLCs or HEI and getting to know the public knowledge available through research, publications and resources. This kind of learning needs to be planned into the network's activities. It is resource intensive at first and demanding for those involved – but highly rewarding.
Identify what they will need to learn themselves in order to become more 'expert' and then identify the learning they will need in order to be able to develop others in the network. What adult learning models will you be using?	Recent research indicates that coaching models which involve classroom observation, modelling and peer collaboration are the most effective for ensuring profound and enduring changes in practice which impact on learning and achievement (Cordingley et al 2003).
How will these lead practitioners connect with the best thinking and guidance in the focus area?	Many networks have created links with HEI colleagues and projects, research and high order learning. Some networks have developed accreditation pathways as an added incentive and recognition for this learning. Others have sought AST status for these lead practitioners.
What network events, enquiries, tools and activities will make this happen?	Networks are sharing classroom developments through regular transferring and modelling workshops, learning walk events, webclips, research lessons and masterclasses.
What communications methods are you using to manage the new knowledge and keep people enthused, informed and interested?	Newsletters and 'virtual staffrooms' are also in use for sharing pedagogic developments. Conferences, classroom swaps and visits, hotseats and coaching sessions are in use by networks to transfer practice.

Download this as a pupil learning focus auditing tool (see section 9) for use in promoting discussion and evaluation of your network's approach.

Section 7. Where to start: assessing the development of a network's pupil learning focus

Use these descriptors to assess the stage of development which pupil learning has reached in your network. This should determine the priority the network gives to it for future development. Roughly estimate the development phase of your network's pupil learning focus 1-5.

☒ or ☑

Pupil learning focus development stage 1

- ☐ The network is still working on agreeing and developing a clear and effective pupil learning focus although there may be a number of pupil learning projects running.
- ☐ Little or no networked activity has been done in relation to the pupil learning focus.
- ☐ Adult and leadership learning focus on matters such as CPD, leadership and management or adult learning, with only an indirect reference to pupil learning.

- ☐ Schools in the network do not agree about the pupil learning focus.
- ☐ There is no focus from HEI LEA or other links on the pupil learning focus.
- ☐ There are no clear knowledge creation, capture, coaching or other strategies in the network's plans.

Pupil learning focus development stage 3

- ☐ The network has a clear pupil learning focus which has been broken down and unpacked to some extent though they are working further on this.
- ☐ The pupil learning focus is well evidenced elsewhere in terms of likely impact on pupil learning and seems appropriate for this network's learners.
- ☐ A number of network members are motivated by the pupil learning focus.
- ☐ The network has support for the pupil learning focus via a purchased package or via some external (eg HEI/LEA) link.

- ☐ The pupil learning is being developed in different ways in different subjects with an emphasis on individual subject leadership and with little coming together of these different approaches.
- ☐ The network is planning what data to gather and how to gather and analyse it.
- ☐ There are some knowledge creation, capture and transfer strategies – eg a link to an NLC development and enquiry group.
- ☐ Most schools are on board with the pupil learning focus and many individuals in the network are familiar with it, although there are still a number who are not.

Pupil learning focus development stage 5

- ☐ You could use a number of elements of the pupil learning work in this network as a model for other networks.
- ☐ The network has a clear pupil learning focus which has been broken down and unpacked into working parts for each school and/or pupil, adult and leadership learning.
- ☐ The pupil learning focus is appropriate for the needs of the network pupils and is sufficiently well evidenced as to promise a strong impact on learning and achievement.
- ☐ Motivation has been created for adult learning about the pupil learning focus (eg through a powerful event) across a wide range of individuals.
- ☐ The network has adopted adult learning which will allow people to become expert in using the pedagogy and to develop and embed its processes across ages and subjects. There are clear plans for this.

- ☐ There is good support from HEI/LEA or other links.
- ☐ The network gathers data about the pupil learning developments and the leadership of the network enquires into the pupil learning focus at school and network level. This ensures an alignment between network pupil learning development, adult learning and leadership learning as each is aware of the development of the others.
- ☐ The network has evidence that the pupil learning focus is impacting on pupil and adult learning significantly and, although it intends to sharpen plans further, no major change in the focus is envisaged.
- ☐ Conversations with adults and pupils in the network would usually reveal an awareness of the pupil learning focus and its content.
- ☐ The network has knowledge creation and transfer (eg coaching) strategies well planned for – eg lead enquirers, learning walks, research lessons etc.

Section 8. How to frame a good pupil learning question

It is hard to frame good network enquiry questions which will improve learning for pupils in ways which address their needs, and also improves teaching, pedagogy or curriculum across the network.

Some networked learning communities have taken this approach, and there is evidence from a number of studies that this creates greater capacity for enquiry led improvement in the longer term (Andrews, M. & Lewis D. 2004, Southworth, G. & Lincoln. P. 1999.)

The following table helps you to express your pupil learning focus as an enquiry question. This is taxing, but the process helps to unpack what will need to be learned, known and acted upon for real change to take place.

Framing a good pupil learning question

Writing frame	Example from a networked learning community
Example: rationale+*so*+question **We know 'W' so (how) can we use 'X' to do 'Y' to create 'Z' ?**	**We know** that use of feedback, peer assessment and questioning can dramatically improve learning outcomes and teaching – and we also know that practice in these across our network is variable (**W**) **so**… **How can we use** our linked HEI expertise both in Black and Wiliam's (1998) research and in coaching our own enquiry skills (**X**) best **to develop** assessment for learning strategies (**Y**) across our classrooms in order **to create** network-wide enhanced teaching and learning in every classroom in every school (**Z**)?
Example: rationale statement **Because of 'W', we are learning 'X' by doing 'Y' so that / in order to create 'Z'.**	**Because** research suggests very high gain by maximising use of feedback, peer assessment and questioning in learning how to learn, and our own evidence suggests variability in this across the networked learning communities (**W**), **the network is learning** how to implement assessment for learning strategies in classrooms in all subject areas in all year groups across the network (**X**) Using Black and Wiliam as our research text (**Y**) **Using** HEI assessment for learning expertise and guidance in our enquiry (**Y**) **So that** in two year's time we will see teachers, pupils and schools across the networked learning community who can describe, demonstrate and document how assessment for learning strategies have added value to and improved their teaching and learning (**Z**).

Breaking down the pupil learning enquiry question – three connected tiers

The network pupil learning focus question will be too big to apply to each school, let alone each subject, year group or classroom teacher.

The question needs to be unpacked and broken down into smaller, tighter, specific, actionable questions to make it relevant to the subjects, teachers and classroom contexts where it will be worked on. This makes it possible to operationalise the overall question, to mobilise enquiry activity at every level.

This helps develop nuggets of practice, grounded in classroom work, which can be captured and shared with others in the network.

They, in turn, tweak and adapt these nuggets, creating the shared practices, widening the repertoire of devices teachers and pupils can draw on whilst putting the pedagogy or learning approach into practice.

Teachers developing an aspect of pupil talk in relation to an assessment for learning network pupil focus, asked themselves whether the repertoire of shorter 'talk' devices they used with their Year 1 and Year 2 pupils were really getting 30 brains into gear. They used research lessons to evaluate the active learning actually going on during their regular 'quick talk' sessions, (eg 'think-pair-share', breakouts, buzzgroups, response partners etc.) They found fewer than half the pupils really actively speaking and listening with purpose. They used another research lesson to test a hypothesis they had developed, where one pupil in each pair had to role-play their actual teacher asking questions, demanding justifications and giving feedback. Despite the 'horror' of seeing 15 or more mini versions of themselves teaching Number, the subsequent research lessons demonstrated an enormous improvement in pupils' engagement and progress. They tested it in literacy with similar results.
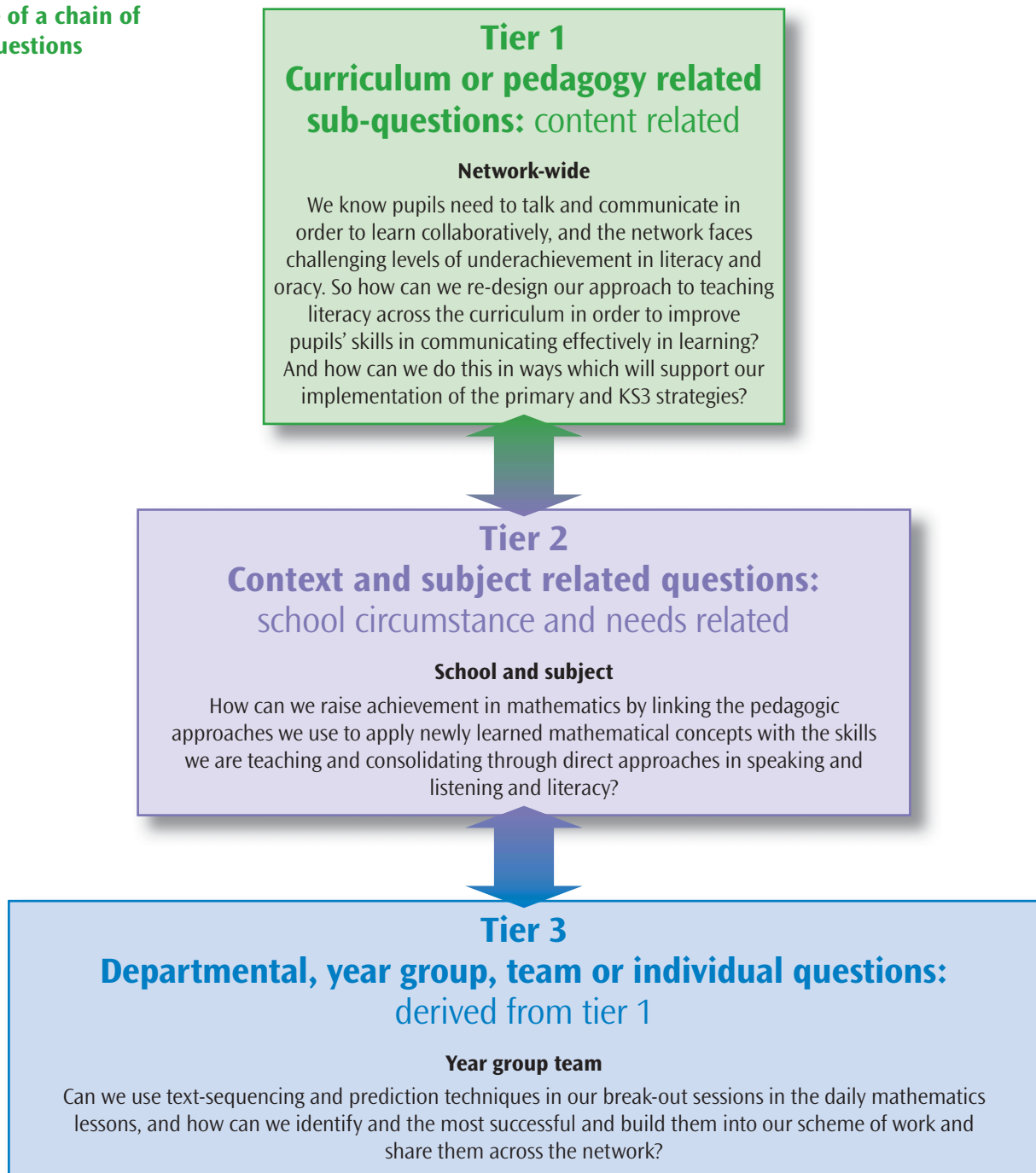
They recorded their processes and led a staff meeting for colleagues, from their school, network and another network to share their findings. This technique is now being replicated in a growing number of classrooms. The two teachers are videoing the technique they have developed and will place illustrative video-clips on their network website.

Section 8. How to frame a good pupil learning question

There are two ways in which it is helpful to think about breaking down the pupil learning focus question. The first relates to the content of the pupil learning focus pedagogy. The second relates to the circumstances and needs of the schools. Once you have analysed these, each department, year group or team will need to rework the question according to their needs.

Example of a chain of tiered questions

Tier 1
Curriculum or pedagogy related sub-questions: content related

Network-wide

We know pupils need to talk and communicate in order to learn collaboratively, and the network faces challenging levels of underachievement in literacy and oracy. So how can we re-design our approach to teaching literacy across the curriculum in order to improve pupils' skills in communicating effectively in learning? And how can we do this in ways which will support our implementation of the primary and KS3 strategies?

Tier 2
Context and subject related questions:
school circumstance and needs related

School and subject

How can we raise achievement in mathematics by linking the pedagogic approaches we use to apply newly learned mathematical concepts with the skills we are teaching and consolidating through direct approaches in speaking and listening and literacy?

Tier 3
Departmental, year group, team or individual questions:
derived from tier 1

Year group team

Can we use text-sequencing and prediction techniques in our break-out sessions in the daily mathematics lessons, and how can we identify and the most successful and build them into our scheme of work and share them across the network?

For help developing chains of tiered questions see the downloadable work-card (section 9.)

Section 9. Taking these ideas forward: support from the Networked Learning Communities programme and beyond

The Networked Learning Communities programme offers support for networks in developing enquiry approaches to developing pupil learning across networks.

Workcards are downloadable from www.ncsl.org.uk/nlc

1. Pupil learning focus auditing tool.

2. Using the pupil learning focus evaluation tool.

3. Developing and managing chains of tiered pupil learning focus questions and additional guidance.

4. Developing classroom enquiry: a downloadable development session for up to 20 participant teachers and classroom assistants.

5. Peer coaching: what we know about what works, guide to developing coaching as a means of developing and transferring pupil learning focus related classroom practice.

6. Research lessons: the lessons so far, practical guide of one approach to classroom enquiry for disciplined-innovation within the pupil learning focus.

The Networked Learning Communities programme is also running a number of development and enquiry programmes, which are designed to further our knowledge about developing pupil, adult and leadership learning in networks.

Innovating classroom practice and developing new approaches	The transforming learning and research lesson study development and enquiry programmes.
Transferring and developing classroom practices across schools and networks	Links to guidance on coaching. For a research digest download the EPPI centre collaborative CPD review: http://eppi.ioe.ac.uk Pupil involvement in teaching and learning development and enquiry programme
Gaining insights and sharing transferable practice	Guidance on networked learning walks and network-to-network enquiry walks.
Leading enquiry based changes in classroom practice and focusing on pupil learning	Information on the teachers as researchers development and enquiry programme. Information on the collaborative leadership learning and developing capacity for sustaining networked learning communities development and enquiry programmes.
Link to case study research project	TLRP learning how to learn assessment for learning project: www.tlrp.org/proj/phase11/phase2f.html

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