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<p><b>Pupil learning focus – a refined focus expressed as a question:</b></p>  <p><b>Any identified changes/significant issues:</b></p>	<p><b>Leadership learning focus – refined processes:</b></p>  <p><b>Any identified changes/significant issues:</b></p>	
<p><b>Examples and outcomes of new networked learning activity:</b></p>		
<p><b>Examples of network-to-network learning contributions:</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p><b>First year audit of network-to-network learning contribution completed</b></p> </div> <div style="width: 25%;"> <p><b>Date:</b></p> </div> </div>	
	<p><b>Comments:</b></p>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p><b>First year budget reviewed and templates for year 2 completed</b></p> </div> <div style="width: 25%;"> <p><b>Date:</b></p> </div> </div>	
	<p><b>Comments:</b></p>	

# Self-review process support framework

National College for School Leadership  
Networked Learning Group  
Derwent House  
Cranfield University Technology Park  
University Way, Cranfield  
Bedfordshire MK43 0AZ

T: 08707 870 370  
F: 0115 872 2401  
E: [nlc@ncsl.org.uk](mailto:nlc@ncsl.org.uk)



# Annual review guidelines 2003 to 2004

# Self-review process support framework

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### Introducing the annual review

It is intended that the yearly review to which our partnership agreement commits us will be useful to the individual network and to the Networked Learning Communities (NLC) programme overall.

- At the end of the first year the review should be distinctively 'light touch'.
- At the end of the second year the review should provide suitable evidence for informing the required judgements about further funding.

By sharing evidence of the process of networked learning in your community, the annual review aims to help inform the development of your network and the wider Networked Learning Communities programme nationally.

The review process should therefore be undertaken with developmental purposes in mind.

### Intended outcomes of the annual review

It is expected that each Networked Learning Community will want to carry out its own review towards the end of its first year of funding. This self-review will be an important part of the annual review process which will be undertaken with your facilitator. The annual review will include the following:

- identification of any changes which need to be made to the pupil learning focus and/or the leadership learning focus
- a voluntary contribution of examples and outcomes of new networked learning activity
- an audit of your network's contribution to network-to-network learning and in particular its commitment to national seminars and the levels of learning survey
- joint monitoring of the first-year budget out-turn and agreed changes for the second year.

### Who will be involved?

Your assigned NLC facilitator will represent NCSL and support you in the annual review process.

### How will the review be completed?

The annual review is in two parts: a **self-review** co-ordinated by network co-leaders, using the self review framework (opposite) followed by the **annual review** meeting with your facilitator.

In most cases, the review meeting should not require more than a couple of hours. It should be completed one year after the start date of your network (by **mid-October** or the **end of January 2004**).

### The format of the self-review

The self-review process support framework provides you with a structure for reporting on your self-review. Although there is no requirement to conduct the review in a particular way, you might find the ideas outlined below helpful.

The central focus of the self-review process is upon providing your NLC with opportunities to recognise and celebrate key achievements and to identify any changes to your original plans for year two. You may find it helpful to revisit your original NLC submission to guide a review of:

- the progress the NLC has made
- the new directions the NLC has taken
- the anticipated and unanticipated outcomes of the NLC's networked learning activity
- specific examples of new networked learning activity which can be shared with other NLCs
- the features of your first year budget out-turn

In light of this, it will be important to be realistic about the issues and challenges the network now faces, so that you are in a position to consider any changes which need to be made to your plans for the coming year. You might find the suggestions below helpful in conducting the review.

- Have a detailed conversation with the steering group reflecting on the progress of the NLC to date.
- Canvass the views of all headteachers in the NLC (eg via a telephone conversation, email or focus group).
- Canvass the views of key participants and partners in the network (eg LEA/HEI, leaders of adult learning groups, key co-ordinators/innovators/researchers in schools).
- Find out what staff in schools think about the NLC (eg through a structured discussion at a staff meeting).
- Find out what children think about the NLC (eg during circle time, or through a simple questionnaire).
- Draw upon the outcomes of the NLC facilitator enquiry or other research and enquiry projects in your NLC.
- Consider the outcomes of any ongoing evaluation activities you have undertaken.

### The annual review meeting

It would be helpful if you could bring along to the review meeting the following documentation:

- a copy of your original NLC submission
- a completed version of page 1 of the self-review process support framework (opposite) together with a draft of your initial ideas, related to the headings on page 2 (overleaf). An electronic version is available to download from [www.ncsl.org.uk/nlc](http://www.ncsl.org.uk/nlc)
- a budget profile for year one, if you have made substantial changes to how you have allocated your funding over the last year
- a proposed budget profile for year two

This documentation will be used as a starting point for discussion with your facilitator during the annual review meeting.

You can access an electronic version of the self-review process support framework at [www.ncsl.org.uk/nlc](http://www.ncsl.org.uk/nlc)

NLC name:		Review completed by:	
NLC URN:		Date:	
You may find it helpful to use the NLC levels of learning to focus the review.	<b>Key achievements in year 1</b> eg the progress the NLC has made; the new directions the NLC has taken; the un/anticipated outcomes of the NLC.	<b>Key priorities for year 2</b> eg the NLC's aspirations; the key priorities for development; the new directions the NLC would like to take.	<b>Next steps action for year 2</b> eg the key actions, activities and strategies needed within the NLC to achieve NLC aspirations and priorities.
Pupil			
Adult			
Leadership			
School-wide			
School-to-school			
Network-to-network			

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