

Connect for Learning Network Strategic Plan 2016-18



Our Shared Vision

Through unwavering commitment and ambition for the partnership work, we aim to transform the future for the pupil we serve. By embracing a culture of honesty, openness, challenge and trust, we will keep a clear and careful focus on the right things at the right time - aspiring towards excellence on our journey.

Through sharing expertise and by building a culture of proactive, continuous professional and personal development in which individual's specialisms, strength and uniqueness are harnessed, we aim to develop leadership capacity and talent in individuals, through a growth mindset approach.

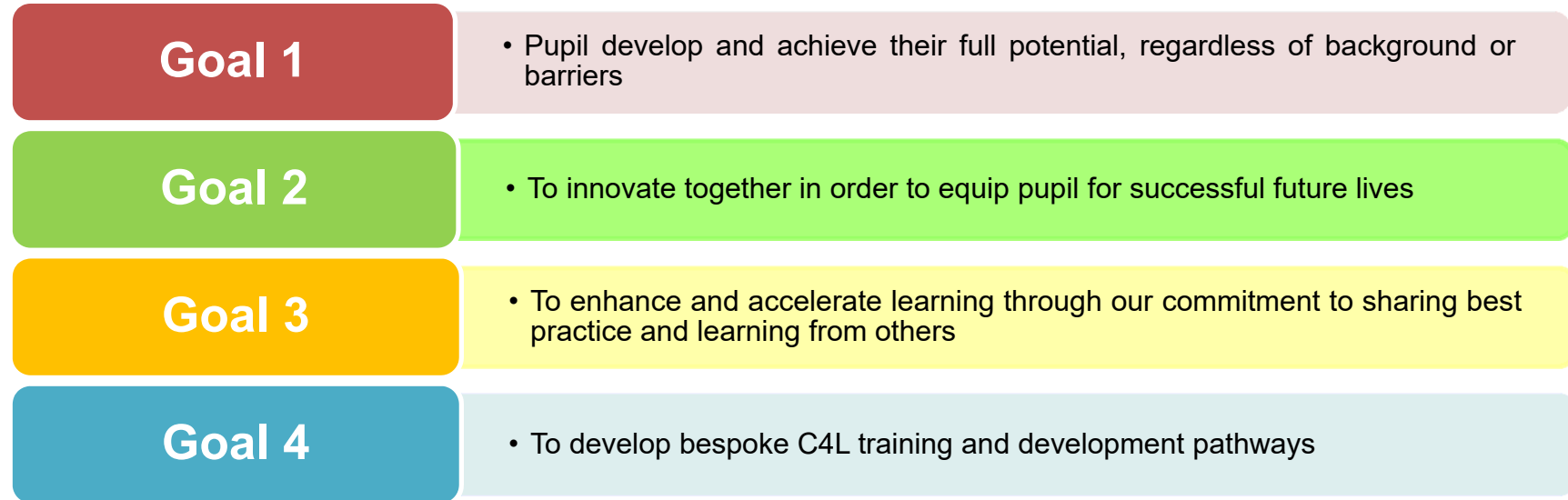
We wish to take collective responsibility for all of our settings, knowing that we're stronger together, inspiring and innovating to identify impactful ways forward - developing opportunities to champion and showcase our work.



Connect 4 Learning - To infinity and beyond!

C4L Driving Goals for the Academic Year 2016 – 18

Overarching Goal: Stakeholders demonstrate relentless drive and ambition towards excellence at all levels of leadership in their challenge and support for all C4L schools



Building on Strengths – What can we offer our network?

Bowsland Green – Mantle of the Expert, EAL Leadership, ASC Leadership, QFT coaching support, NLE support, Closing the gap approaches

St Barnabas – Science Leadership, EYFS Leadership, Parent support link strategies, English Leadership, Pupil Premium Leadership, MFL – French, PE leadership, Pupil Voice/ Pupil well being

St Helen's – Pupil Premium Leadership, Effective use of support staff, Approaches to engage community, Governance Expertise, SEND Leadership, English Leadership, Spelling

The Manor – Values-led learning, Spiritual and cultural development, Pastoral support, Behaviour for learning, QFT coaching support, Curriculum design, phonics

Goal 1: Pupils develop and achieve their full potential, regardless of background or barriers

Driving Aims	What is the impact? What will this look like?	Planned Actions and timescales	Resources
<i>That high quality experiences are consistent in all settings</i>	<ul style="list-style-type: none"> External validation shows that evaluation is no less than good, and increasingly outstanding in outcomes and provision Achievement and security in all areas of school life improves rapidly 	<ol style="list-style-type: none"> Teacher to teacher support is developed and available between schools, using a careful balance of challenge and support Appreciative inquiry conducted to harness opportunities for analysing & adopting strong practice through 'C4L Excellent Teacher Programme' Engagement in Headteacher external evaluation that promotes rigorous challenge promotes excellence through clear ways forward 	<p>Supply release for teaching staff to support and develop, as required</p> <p>HT directed time 2 x days annually to conduct and report external evaluation, plus additional time to present findings to home school's FGB</p>
<i>That shared assessment policy, systems and approaches accelerate progress for all pupils</i>	<ul style="list-style-type: none"> Moderation demonstrates consistent and accurate assessment between parallel year groups in settings and across network That all pupils have equal chances, opportunities and challenge regardless of home school 	<ol style="list-style-type: none"> Refine assessment systems to enable strong match and secure moderation opportunities Develop the 'language of learning' so that all pupils understand the differing choice of challenge that promotes progress Headteachers to challenge peer data through robust questioning and benchmarking exercises 	<p>Network Traded and Support Service time (3 days per school) – previously costed</p> <p>Assessment leaders release time £100 per school, 3 half days annually (£300)</p>
<i>That all stakeholders access personal support and promotion of wellbeing</i>	<ul style="list-style-type: none"> Staff voice suggests support is equal to challenge Staff personal mindfulness and mental health is secure Staff are happiest in South Gloucestershire! 	<ol style="list-style-type: none"> Offer annual vocal therapy to establish good use of voice Offer annual mindfulness and wellbeing sessions Offer annual spiritual awareness reflection Offer annual adult singing sessions Happiness INSET 	<p>Half day INSET workshops annually</p>
<i>That C4L schools can support and challenge each other's performance</i>	<ul style="list-style-type: none"> Regular dialogue promotes new thinking and the development of new approaches to secure progress for 	<ol style="list-style-type: none"> C4L Schools share performance data and forecasting mechanisms (e.g. FFT) Headteachers and Assessment leader meeting opportunities with clear focus and benchmarking Raise online shared data scrutiny day – November 	<p>FFT costs moving forward – approx. £300</p> <p>Directed time and release for building</p>

	<p>groups</p> <ul style="list-style-type: none"> Performance data demonstrates closing gaps between vulnerable groups across settings 	<p>2016</p> <ol style="list-style-type: none"> Evaluative activities across vulnerable group leads (e.g. PP reviews, SENDCo data) 	<p>capacity in assessment leaders</p>
<p><i>That best practice is shared across network</i></p>	<ul style="list-style-type: none"> Improvement in QFT is evident across network Specific pedagogical approaches are benefitting different aged pupils 	<ol style="list-style-type: none"> Specific networks planned for each leaders to share and develop ideas and approaches (PP, SEND, Eng, Maths, DHT) Design and implement 'C4L Excellent Teacher Programme' Plan and implement development work in English and IT through h the LA Curriculum Development Package Plan and implement innovation in mathematics through the development of leadership and action research 	<p>Half day Term 1 – to establish shared priorities and shared AP to agree release</p>
<p><i>That barriers to success are reduced and removed</i></p>	<ul style="list-style-type: none"> Enabling strategies are evidenced to be in place Progress gaps for groups are narrowing or non-existent 	<ol style="list-style-type: none"> Develop knowledge and approaches to secure the success of EAL pupils through engagement with EMTAS (BG lead) Develop knowledge and approaches to specific approaches to secure the success of SEND pupils (St H lead) Develop knowledge and approaches to specific approaches to secure the success of most able pupils (TM lead) Develop knowledge and approaches to specific approaches to secure the engagement of families (St B lead) 	<p>Professional Development meetings annual offer</p>

Goal 2: To innovate together in order to equip pupils for successful future lives

Driving Aims	What is the impact? What will this look like?	Planned Actions and timescales	Resources
<p><i>That technology is harnessed and utilised in order to equip pupil with key communication skills</i></p>	<ul style="list-style-type: none"> • Computing curricula is informed by best practice nationally, locally and between schools • All pupils use digital technology to communicate and share learning across C4L schools • Pupils have opportunities to innovate and design using technology 	<ol style="list-style-type: none"> 1. Plan and implement forward-thinking computing curricula based on LA support and sharing of best practice 2. Establish C4L website to enable pupils across C4L schools to communicate and share learning including shared response to Safer Internet Day 3. Develop opportunities for pupil to participate in technology design and innovation including through establishing of links with C4L and feeder secondary settings 	<p>Computing Leader Network</p> <p>Purchase of website domain</p> <p>Directed time for Computing Leads (C4L and meetings with feeder schools)</p>
<p><i>That the wider curriculum design is rooted in provision and development of STEM learning in order to prepare pupils for the future</i></p>	<ul style="list-style-type: none"> • School curricula is rooted in skills based learning • All pupils benefit from learning opportunities in STEM subjects 	<ol style="list-style-type: none"> 1. Develop a shared approach to wider curriculum provision based on best practice currently within C4L schools (Chris Quigley, Mantle of the Expert) including 'hands on'/experiential learning opportunities 2. SBM/Admin Teams to apply for grant to launch STEM competition across C4L network 3. Establish links with feeder secondary schools to enable pupils to access high quality resources and expert teaching 4. Develop a shared approach to assessment in order for all pupils to be successful 	<p>Computing Leader Network</p> <p>Directed time and release for building capacity in assessment leaders/curriculum leaders</p>
<p><i>That pupils are well prepared for life in modern Britain and world beyond</i></p>	<ul style="list-style-type: none"> • All pupils benefit from values-led learning opportunities • Pupils strive to improve life chances of themselves and their peers regardless of faith, culture or background 	<ol style="list-style-type: none"> 1. Best practice in values-led learning/SMSC is shared and harnessed throughout C4L schools 2. Establishment of joint C4L 'Global Parliament' 3. Create C4L platform/website in order for pupil to share learning and learn from each other 4. Develop opportunities for pupils to participate in activities with other C4L pupils 5. Establish links with a school in another country 	<p>Meeting time Global Parliament - pupils to come together and meet</p>

<p><i>That all pupil have the skills to communicate successfully through a range of mediums</i></p>	<ul style="list-style-type: none"> • Achievement data shows at least good, and increasingly outstanding, progress for English for all groups of pupils. • Progress gaps for groups are narrowing or non-existent. 	<ol style="list-style-type: none"> 1. English subject leaders' network to share best practice in provision for communication 2. Development of innovative curricula and practice to enable opportunities for pupils to communicate for a range of audiences and purposes 3. Establish C4L events to promote communication skills (blogs, Global Parliament, public speaking, writing events) 	<p>English subject leader network Wider Curriculum leaders directed time for curriculum design Meeting time for Global Parliament</p>
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Goal 3: To enhance and accelerate learning through our commitment to sharing best practice and learning from others

Driving Aims	What is the impact? What will this look like?	Planned Actions and timescales	Resources
<i>That best practice is shared across network</i>	<ul style="list-style-type: none"> Improvement in QFT is evident across network Outcomes for pupils demonstrate measurable improvement which is sustained Specific pedagogical approaches are benefitting different aged pupils Talent pool is identified and capacity grown, sustained 	<ol style="list-style-type: none"> Specific networks planned for each leaders to share and develop ideas and approaches (PP, SEND, Eng, Maths, DHT) Design and implement 'C4L Excellent Teacher Programme' Plan and implement development work in English and IT through the LA Curriculum Development Package Plan and implement innovation in mathematics through the development of leadership and action research 	Network half days starting in Term 1 – to establish shared priorities and shared AP to agree release time and work foci
<i>Research projects undertaken in C4L schools shape the development of teaching and learning in C4L schools</i>	<ul style="list-style-type: none"> Teachers are resourced to innovate, measure impact and then share findings across C4L schools Outcomes for pupils demonstrate measurable improvement which is sustained Improvement in QFT is evident across network Practice in schools adapts to reflect the positive impact of these initiatives C4L schools share positive impact of projects with schools in South Glos and the SW region 	<ol style="list-style-type: none"> C4L 'Innovation fund' established for staff at schools to bid for and fund small scale research projects. (April 2017) Bids received for C4L heads to evaluate and award grants to. (July 2017) Research projects run in schools (Autumn 2017) Projects evaluated and impact shared in a 'Teachmeet' style CPD meeting (Spring 2018) Schools free to implement any changes to teaching and learning as a result (Summer 2018) Whole project evaluated for Phase 2 (Autumn 2018) 	Innovation fund – £500 contribution from each school 2017 onwards
<i>That C4L schools can support and challenge each other's</i>	<ul style="list-style-type: none"> Robust self-evaluation and challenge is directly 	<ol style="list-style-type: none"> HT and linked staff self-evaluation days to be completed twice annually – report provided 	Professional development time for

<i>performance</i>	impacting on school development	2. Lead HT to attend home school FGB	HTs and Staff
<i>An 'open door' culture exists across C4L</i>	<ul style="list-style-type: none"> Teams who positively and actively seek feedback (peer to peer) Welcome feedback as a tool for improvement Self-reflective practitioners 	<ol style="list-style-type: none"> Planned networks are set up to provide teacher to teacher support, resulting in honest and purposeful pedagogical developments. Coaching programme to active targeted development where needed e.g. Better in Ten 	Implications for using IRIS software with our best teachers & create a bank of strategies...'GW, Book Talk'
<i>That C4L schools are innovative in our approach to learning from the best</i>	<ul style="list-style-type: none"> School development is innovative and shared Local and national cluster information is shared across C4L 	<ol style="list-style-type: none"> Leaders support staff in creating evidence-based research projects A wider curriculum team leads development of whole school curriculums, sharing ideas of innovative content and learning/teaching styles SLT meetings providing opportunities for outward-facing evaluation, discussion and development 	Directed time release SLT meeting time
<i>Establish what constitutes enhanced and accelerated learning opportunities in C4L</i>	<ul style="list-style-type: none"> Self-evaluation tasks conducted in C4L schools 	<ol style="list-style-type: none"> Joint SIA meetings providing opportunities for sharing data comparisons, SSE activity outcomes, and sharing and evaluating judgements 	SIA shared time SLT meeting time

Goal 4: To develop bespoke C4L training and development pathways

Driving Aims	What is the impact? What will this look like?	Planned Actions and timescales	Resources
<i>To create CPD pathways to excellence for staff at all levels</i>	<ul style="list-style-type: none"> • CDP pathways mapped out and in place for teachers, TAs and middle leaders • Quality of teaching improving in each setting • Quality of CPD evaluated as excellent by staff 	<ol style="list-style-type: none"> 1. Different CPD pathways mapped out by C4L leaders, trainers identified (Autumn 2016) 2. First pathways advertised, run, evaluated and reviewed (Summer 2017) 3. Full programme of pathways rolled out (Autumn 2017) 4. Annual evaluation of quality of CPD and impact 	<p>To be re-evaluated following CPD design: supply cover for staff and cost of external input to be considered</p> <p>Budget for CPD to be agreed by C4L schools in advance of implementation</p>
<i>To develop a culture of aspiration for staff who really value their CPD</i>	<ul style="list-style-type: none"> • Each pathway oversubscribed • Positive stories shared across schools and C4L • Other schools enquiring about CPD 	<ol style="list-style-type: none"> 1. CPD pathways presented to staff positively and in a quality format (Jan 2017) 2. System of application of CPD put in place which is fair and creates a culture of aspiration for staff 3. Good news stories from first cohorts shared across schools, through different media (video, face to face, written) Summer 2017/ Autumn 2017 4. Applications from other local schools welcomed (Sep 2017) 	<p>None</p>
<i>To develop in-house CPD wherever possible, drawing on outside expertise to add to this, rather than as a substitute for it</i>	<ul style="list-style-type: none"> • Staff with specific expertise identified and involved in planning, design and delivery • Gaps identified and specialists booked where needed • Over time, proportion of outside trainers decreases and internal trainers increases 	<ol style="list-style-type: none"> 1. Audit of schools in C4L to create a profile of expertise for CPD (Autumn 2016) 2. Leader identified from across C4L to champion and coordinate each of the CPD pathways (Autumn 2016) 3. As CPD pathway design is created, most suitable trainer/teacher identified to deliver the CPD. Ideally no more than 50% of training to be delivered by external consultant (Autumn 2016) 4. First CPD pathways reviewed and plans put in place for following year (Summer 2017) 	<p>Supply cover for planning sessions</p>
<i>To give our staff opportunities to experience and work in the different settings and contexts that our schools provide</i>	<ul style="list-style-type: none"> • Each member of staff in C4L has the opportunity to experience life in another C4L context • The first C4L secondment has taken place • At least one of the staff in C4L has been promoted to one of the C4L schools 	<ol style="list-style-type: none"> 1. Staff meetings and INSET are planned to give staff opportunities to experience different settings and work with different staff (ongoing) 2. Coordinated cross school visits are organised for individuals, groups and whole school staff (ongoing) 3. Staffing needs are identified as they arise and secondments offered across schools (ongoing) 4. Promotion opportunities are advertised within C4L schools when they arise (ongoing) 	<p>None</p>

