

M.A.D. Plan 08-09
Learning Services and School Improvement

| Main Area of LS Work Purchased Function Via Schools SLA and Associated Courses Income | |
|---|---|
| Chapter 5.1 | Action Plan Title PE and School Sport – 5 Hour Offer |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Establish the strategic position of PE and School Sport for Young People (PESSYP) within North Lincolnshire ensuring appropriate links are made to other strategies and initiatives by attendance at various network meetings with key partners. • Provide a supporting and monitoring role to the School Sports Partnerships to help direct their function in enabling schools to achieve 3 hours of high quality PE and School Sport within and beyond the curriculum. • Improve the quality of teaching and learning in PE through CPD, targeted at specific cohorts to address various needs of schools and other PE and Sport Providers. • Provide advice and guidance to schools and other key partners to support the achievement of a further 2 hours of community based sport and recreational physical activity for all children and young people. • Increase awareness of the need for regular, sustained physical activity in all its forms | |
| <p>How will we know when we've done it? (measurable outcomes with dates)</p> | <p>Completion Date</p> |
| a. PE and School Sport for Young People (PESSYP) Strategy and Development Plan in place and CPD in place to raise awareness. | December 08 |
| b. Protocols agreed and in place to monitor schools' achievement of the 2 hour target of high quality PE and 1 hour of additional sport beyond the school day | December 08 |
| c. Targeted CPD programme, to improve the quality of teaching and learning in PE, established with formal assessment procedure for measuring improvement and impact in place | April 09 |
| d. A common system is agreed to collect data relating to number of participants engaging in 3 hours of sport and physical activity beyond the school day | December 08 |
| e. Methodology established to increase aspects of physicality | July 09 |
| <p>Who's doing the work?</p> <p>PE Advisory Officer, PE ASTs, School Sports Partnerships, Community Sports Coaches, Leading Aspect School, Specialist Sports College</p> <p>Reporting to Lead Officer: Jo Leedham, Val Jones, Paula Bennett</p> <p>Reporting to CYPP Turning the Curve Group: Enjoy & Achieve</p> | |

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| Chapter 5.2 | Action Plan Title RE and Humanities |
| What are we going to do to make a difference? <ul style="list-style-type: none"> • Support schools in developing the quality and standard of teaching and learning through CPD and targeted support • Support to meet the challenges of the new KS3 and 4 curriculum • Support in the use of levelled assessments across the Humanities provision promoting the use of assessing pupil progress (APP) and assessment for learning (AfL) • Support for departmental evaluation and development planning • Subject specific support for the Graduate Training Programme and newly qualifies teachers • Support access to Teacher Zone with regular updates of resources, web links and key documents | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. Support schools in developing the quality of teaching and learning through CPD offered to all schools assessed through course attendance and evaluations plus targeted support as reported by advisory officer | July 2009 |
| b. Support to meet the challenges of the new KS3 and 4 curriculum within 30% of schools | July 2009 |
| c. Support in the use of levelled assessments, assessing pupil progress (APP) and assessment for learning (AfL) achieved in 30% of schools and disseminated to all schools via Teacher Zone | July 2009 |
| d. Promotion of subject evaluation, and development planning to be in place in at least 30% of schools and disseminated to all schools via Teacher Zone | April 2009 |
| e. Graduate teachers and newly qualified teachers have access to one-to-one support and specific subject training - impact gauged through evaluations | July 09 |
| f. Teacher Zone resources, web links and key documents updated on a termly basis, with sample evaluations to indicate % of use. | Ongoing |
| Who's doing the work? Marian Toyne Reporting to Lead Officer: Valerie Jones Reporting to CYPP Turning the Curve Group: Enjoy & Achieve | |

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| Chapter 5.3 | Action Plan Title Raising Educational Attainment in Art |
| What are you going to do to make a difference? <ul style="list-style-type: none"> • Provide support for schools wishing to gain Artsmark status • Provide support for Newly Qualified and Graduate teachers delivering this subject • Provide termly CPD meetings for Art subject leaders • Raise achievement at grade C and above by 5% • Provide specialist advice to schools • Provide access to professional artists • Promote the atelier approach to artistic creativity in primary schools | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. Attainment in art at grade C and above at GCSE and equivalent accreditation to increase by 5% | September 2009 |
| b. The number of schools with Artsmark status to increase by 10% | July 2009 |
| c. All schools to have access to professional artists | September 2009 |
| d. Number of schools involved in the Atelier project to increase by 10% | April 2009 |
| e. Supporting information re the teaching and learning in Art and associated areas to be available on TeacherZone | April 2009 |
| Who's doing the work? Art Consultant Stewart Hibbert, Early Years Lead Teachers, Professional Artists Reporting to Lead Officer: Chris Bulman Reporting to CYPP turning the Curve Group: Enjoy & Achieve | |

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| Chapter 5.4 | Action Plan Title Performing Arts |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Provide support from local professional actors, dancers and musicians • Provide support for schools who wish to gain Artsmark status • Provide support for newly qualified teachers and graduate teachers delivering performing arts • Provide support for individual performing arts teachers and departments in secondary schools • Provide CPD for primary schools through courses and training sessions in schools • Work with John Leggott College to provide INSET for teachers • Work with John Leggott College to provide opportunities for gifted and talented pupils to develop their skills in performing arts • Provide support for gifted and talented pupils through summer schools • Increase the number of pupils gaining a grade C or above at GCSE in performing arts by 5% | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. The number of pupils gaining grade C at GCSE and equivalent accreditation to increase by 5% | September 2009 |
| b. Gifted and talented summer school established at John Leggott College | September 2009 |
| c. Gifted and talented opportunities established at John Leggott College | April 2009 |
| d. Number of schools gaining Artsmark Status to increase by 10% | July 2009 |
| e. Supporting information re teaching and learning in Art and associated areas to be available on TeacherZone | April 2008 |
| f. All schools to be accessing support from professional artists, musicians and dancers. | September 2009 |
| g. Performing arts opportunities to be available to looked after children | April 2008 |
| h. Supporting information re the teaching and learning in Performing Arts and associated areas to be available on TeacherZone | April 2009 |
| <p>Who's doing the work?</p> <p>Music Consultant Sue Hollingworth, Art Consultant Stewart Hibbert, Local artists, musicians and dancers, Performing arts staff at John Leggott College</p> <p>Reporting to Lead Officer: Chris Bulman</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | |

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| Chapter | Action Plan Title | | | | | | | | | | | | | | | | | | |
| 5.5 | Leadership and Management Support | | | | | | | | | | | | | | | | | | |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Lead, manage and provide access to a range of programmes, to support the development of staff leadership and management skills throughout all schools. • Consult and work with schools, NCSL and TDA to promote and support succession planning, to ensure the supply of the school workforce. • Support and guide schools in meeting local and national Leadership and Management requirements. | | | | | | | | | | | | | | | | | | | |
| <p>How will we know when we've done it? (measurable outcomes with dates)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">Completion Date</th> </tr> </thead> <tbody> <tr> <td>a. All colleagues new to Headship in North Lincolnshire, have access to the Headteacher Induction and Mentor Programme.</td> <td style="text-align: center;">Half termly programme ongoing from October 2008</td> </tr> <tr> <td>b. Deputy/Assistant Headteachers, Senior and Middle Leaders have access to appropriate local or national, high quality CPD and guidance to support their role.</td> <td style="text-align: center;">January 2009</td> </tr> <tr> <td>c. All SIP Reports, School Self Evaluation and Course evaluations evidence the positive impact of leadership and management support.</td> <td style="text-align: center;">July 2009</td> </tr> <tr> <td>d. 100% schools have guidance on and access to local or national support for developing devolved leadership.</td> <td style="text-align: center;">From September 2008</td> </tr> <tr> <td>e. 100% of schools engage positively with L.A. CPD and NCSL support to develop leadership and management of staff at all levels.</td> <td style="text-align: center;">July 2009</td> </tr> <tr> <td>f. Increasing numbers of emerging leaders are identified and offered access to appropriate, guidance and training to meet their needs and support leadership and management in all schools.</td> <td style="text-align: center;">July 2009</td> </tr> <tr> <td>g. All teachers have access to a developing range of electronic resources on North Lincolnshire Teacherzone.</td> <td style="text-align: center;">Autumn 2008 ongoing</td> </tr> <tr> <td>h. Established Headteachers have access to NCSL programmes and their experience is utilised within the L.A.</td> <td style="text-align: center;">July 2009</td> </tr> </tbody> </table> | | | Completion Date | a. All colleagues new to Headship in North Lincolnshire, have access to the Headteacher Induction and Mentor Programme. | Half termly programme ongoing from October 2008 | b. Deputy/Assistant Headteachers, Senior and Middle Leaders have access to appropriate local or national, high quality CPD and guidance to support their role. | January 2009 | c. All SIP Reports, School Self Evaluation and Course evaluations evidence the positive impact of leadership and management support. | July 2009 | d. 100% schools have guidance on and access to local or national support for developing devolved leadership. | From September 2008 | e. 100% of schools engage positively with L.A. CPD and NCSL support to develop leadership and management of staff at all levels. | July 2009 | f. Increasing numbers of emerging leaders are identified and offered access to appropriate, guidance and training to meet their needs and support leadership and management in all schools. | July 2009 | g. All teachers have access to a developing range of electronic resources on North Lincolnshire Teacherzone. | Autumn 2008 ongoing | h. Established Headteachers have access to NCSL programmes and their experience is utilised within the L.A. | July 2009 |
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| <p>Who's doing the work? Sue Atkinson, Jim Garbutt, L.A. Officers, Consultant Headteachers</p> <p>Reporting to Lead Officer: Jo Moxon</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | | | | | | | | | | | | | | | | | | | |

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| Chapter | Action Plan Title | | | | | | | | | | | | | | |
| 5.6 | CPD Arrangements and Courses | | | | | | | | | | | | | | |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Lead and manage CPD arrangements and course development, to support school improvement. • Support the development of CPD either centrally delivered or school specific, to meet the needs of the school workforce. • Promote and develop internal and external sources of CPD to meet the needs of schools. • Develop the role of CPD Leaders in schools to ensure that programmes meet school and national requirements. • Promote the use of Teacherzone and other electronic CPD and course resources. • Consult with schools, L.A. Officers, local WAMG and TDA, to ensure that CPD addresses school and national requirements. | | | | | | | | | | | | | | | |
| <p>How will we know when we've done it? (measurable outcomes with dates)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">Completion Date</th> </tr> </thead> <tbody> <tr> <td>a. Courses are evaluated and analysed, with results shared with L.A. Officers to enable review of impact.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> <tr> <td>b. Reports from the CPD Administrative team meetings re: effectiveness of procedures are 100% positive.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> <tr> <td>c. Feedback from SIP Reports on addressing school CPD requirements is 100% positive.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> <tr> <td>d. All CPD Leaders in schools have access to Teacherzone and other resources and information to support their role, workforce development and Performance Management.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> <tr> <td>e. 100% training courses and other forms of CPD utilise the appropriate internal and external expertise to meet changing school, local and national requirements effectively.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> <tr> <td>f. Regular consultation with the CPD Strategy Group, WAMG, TDA and L.A. Officers, ensures that school, local and national requirements are met.</td> <td style="text-align: center;">Dec 2008, March 2008, July 2008</td> </tr> </tbody> </table> | | | Completion Date | a. Courses are evaluated and analysed, with results shared with L.A. Officers to enable review of impact. | Dec 2008, March 2008, July 2008 | b. Reports from the CPD Administrative team meetings re: effectiveness of procedures are 100% positive. | Dec 2008, March 2008, July 2008 | c. Feedback from SIP Reports on addressing school CPD requirements is 100% positive. | Dec 2008, March 2008, July 2008 | d. All CPD Leaders in schools have access to Teacherzone and other resources and information to support their role, workforce development and Performance Management. | Dec 2008, March 2008, July 2008 | e. 100% training courses and other forms of CPD utilise the appropriate internal and external expertise to meet changing school, local and national requirements effectively. | Dec 2008, March 2008, July 2008 | f. Regular consultation with the CPD Strategy Group, WAMG, TDA and L.A. Officers, ensures that school, local and national requirements are met. | Dec 2008, March 2008, July 2008 |
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| <p>Who's doing the work?</p> <p>Sue Atkinson, Pat Ward, CPD Administrative Team, Advisers and Advisory Officers</p> <p>Reporting to Lead Officer: Sue Atkinson</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | | | | | | | | | | | | | | | |

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| Chapter 5.7 | Action Plan Title To Facilitate Secondary Headteachers & Principals’ Collaboration (Teaching & Learning) |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • To arrange and facilitate 26 workshop/presentation sessions for all head teachers and principals to promote collaborative working on teaching and learning developments. • To work with groups of schools and colleges to develop learning opportunities by strengthening collaboration and sharing good practice. • To work with individual schools and colleges to develop learning opportunities through support and challenge and the sharing of good practice. | |
| How will we know when we’ve done it? (measurable outcomes with dates) | Completion Date |
| a. Workshop/presentation sessions arranged for 24 weeks (September 2008 to July 2009) on Wednesdays 9.00 a.m. to 10.45 a.m. An agreed schedule circulated to all participants, and updated as required throughout the year. Session notes to be compiled and distributed. | July 2009 |
| b. Focused groups of headteachers and principals brought together to collaborate on teaching and learning issues of common interest. Two groups to be held each term. Session notes to be compiled and distributed. | December 2008 March 2009 July 2009 |
| c. Sessions held with individual headteachers and principals to develop learning opportunities through professional support and challenge. | July 2009 |
| <p>Who’s doing the work?</p> <p>Reporting to Lead Officer: Tim Harrington</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | |

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| Chapter 5.8 | Action Plan Title Governor Support and Training | | | | | | | | | | | | | | |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Provide training and support for governors that will enable effective leadership and management • Provide Induction training for new governors • Provide support for governing bodies in gaining Quality Mark • Offer 'Leading Together' to schools deemed satisfactory or worse at Ofsted • Increase the percentage of governing bodies graded as good or better by Ofsted • Provide Safer Recruitment training for all governing bodies • Provide support to governors re: individual school issues | | | | | | | | | | | | | | | |
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| <p>Who's doing the work?</p> <p>Consultant, Governor Support and Development, School Improvement Advisers, LA Officers Advisory Officers, External agencies as appropriate</p> <p>Reporting to Lead Officer: Teresa Johnston</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | | | | | | | | | | | | | | | |

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| Chapter | Action Plan Title | | | | | | | | | | | | | | |
| 5.9 | Education Development Centre Services | | | | | | | | | | | | | | |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Provide the most up to date and innovative training facility possible to support the provision of CPD • Train the administrative team to ensure that they are able to support the providers of CPD • Lead and manage the CPD team to provide a high quality support service to schools relating to CPD • Maintain the Education Development Centre to the highest level to offer a welcoming and nurturing environment for learners and visitors • Encourage Best Practice through the display of children's work throughout the centre • Provide effective feedback to CPD providers in order to continuously improve the quality of training courses | | | | | | | | | | | | | | | |
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| <p>Who's doing the work? Donna Sumner – Head of Centre; Sarah Dunn – IT Support Officer CPD Team, Customer Service Team and Strategy Team (combined as EDC Administrative Team)</p> <p>Reporting to Lead Officer: Jo Moxon</p> <p>Reporting to CYPP turning the Curve Group: Enjoy & Achieve</p> | | | | | | | | | | | | | | | |

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| 5.10 | e-Learning Provide, plan and roll-out learning platform to pilot schools |
| What are we going to do to make a difference? | |
| <ul style="list-style-type: none"> • CPD for Advisory Officers and SIPs • Train the Trainer for identified LA staff • CPD for Phase 1 schools • Training for School Leadership • Support School Leadership Teams | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. All Advisory Officers and North Lincolnshire SIPs will have participated in training and be able to use the Learning Platform to support school improvement | February 2009 |
| b. Identified LA staff will have undergone training to develop the skills and confidence to support and deliver training to schools and / team members | February 2009 |
| c. 2 identified members of staff from Phase 1 schools of the Learning Platform Pilot will have undertaken 3 of 5 days of training | February 2009 |
| d. School Leadership Teams will have an understanding of the potential of the Learning Platform in school development | February 2009 |
| e. School Leadership Teams will have planned how to use the Learning Platform to support their school priorities | February 2009 |
| f. In school support/CPD for staff in identified Learning Platform Pilot schools will be planned and ongoing | February 2009 |
| g. External SIPs will have an understanding of the Learning Platform Pilot and of the potential of the Learning Platform to support school improvement | June 2009 |
| h. LA staff will be supporting and delivering training to schools /team members in the use of the Learning Platform | June 2009 |
| i. 2 identified members of staff from Phase 1 schools of the Learning Platform Pilot will have completed training | June 2009 |
| j. School Leadership Teams will be supported in using the Learning Platform to support their school priorities | June 2009 |
| Who's doing the work? | |
| Advisory Officers – ICT, ASTs – ICT, LA staff (Team Leaders), Trainers - Studywiz | |
| Reporting to Lead Officer: Andy Bird, Penny Earl | |
| Reporting to CYPP turning the Curve Group: Enjoy & Achieve | |

M.A.D. Plan 08-09
Learning Services and School Improvement

| Main Area of LS Work Purchased Function Via Schools SLA and Associated Courses Income | | | | | | | |
|---|---|--|------------------------|--|-----------|---|-----------|
| Chapter | Action Plan Title | | | | | | |
| 5.11 | Promote Systems Which Offer A Supportive And Rigorous Routes To Self Evaluation Of ICT | | | | | | |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • Support schools in engaging with Becta Self Review Framework • Provide introductory meetings where appropriate • Provide both self-review support and assessment services for schools • Ensure, where appropriate, SMT/Subject Leaders are supported in-school through ICT AST programme • Support schools in applying for ICT Mark | | | | | | | |
| <p>How will we know when we've done it? (measurable outcomes with dates)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Completion Date</th> </tr> </thead> <tbody> <tr> <td>a. Becta targets for schools engaging with the Self Review Framework will be met</td> <td style="text-align: center;">June 2009</td> </tr> <tr> <td>b. Percentage of schools working towards ICT Mark will increase</td> <td style="text-align: center;">June 2009</td> </tr> </tbody> </table> | | | Completion Date | a. Becta targets for schools engaging with the Self Review Framework will be met | June 2009 | b. Percentage of schools working towards ICT Mark will increase | June 2009 |
| | Completion Date | | | | | | |
| a. Becta targets for schools engaging with the Self Review Framework will be met | June 2009 | | | | | | |
| b. Percentage of schools working towards ICT Mark will increase | June 2009 | | | | | | |
| <p>Who's doing the work? Advisory Officers – ICT, Consultant – ICT (part time), ASTs - ICT</p> <p>Reporting to Lead Officer: Andy Bird, Penny Earl</p> <p>Reporting to CYPP Turning the Curve Group: Enjoy & Achieve</p> | | | | | | | |

M.A.D. Plan 08-09
Learning Services and School Improvement

| Main Area of LS Work Purchased Function Via Schools SLA and Associated Courses Income | |
|--|--|
| Chapter | Action Plan Title |
| 5.12 | Respond to requests for ICT support for all schools |
| <p>What are we going to do to make a difference?</p> <p>Support schools in the redesign of school curriculum, advising on how digital technologies, including learning platforms, can impact on both learning and teaching as well as school management and administration</p> <ul style="list-style-type: none"> • respond to direct requests from school leadership teams • respond to requests made via SIPs • respond to requests made via AOs | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. Requests made during Autumn term will have been followed up | February 2009 |
| b. Requests made during Spring term will have been followed up | June 2009 |
| <p>Who's doing the work? Advisory Officers – ICT</p> <p>Reporting to Lead Officer: Andy Bird, Penny Earl</p> <p>Reporting to CYPP Turning the Curve Group: Enjoy & Achieve</p> | |

M.A.D. Plan 08-09
Learning Services and School Improvement

| Main Area of LS Work Purchased Function Via Schools SLA and Associated Courses Income | |
|---|--|
| Chapter 5.13 | Action Plan Title SLA for Use of Performance Data |
| <p>What are we going to do to make a difference?</p> <p>Infant/Junior/Primary Schools:</p> <ul style="list-style-type: none"> • Foundation Stage Profile analysis pack • Youngs to Key Stage 1 value added pack • Key Stage 1 data analysis pack • Key Stage 1 to NFER test value added pack • Key Stage 2 data analysis pack • Key Stage 1-2 individual pupil predictions • Key Stage 1-2 individual pupil value added data • Updates to data analysis for pupil changes • Consultancy and support for the use of, analysis and interpretation of Data • Developing an information sharing forum within the Teacher Zone. • Develop, maintain and support ongoing use of the information sharing forum within the Teacher Zone. <p>Secondary Schools:</p> <ul style="list-style-type: none"> • Key Stage 3 data analysis pack • Key Stage 4 data analysis pack • Key Stage 2-3 individual pupil predictions • Key Stage 3-4 individual pupil predictions • Key Stage 2-4 individual pupil predictions • Key Stage 2-3 individual pupil value added data • Key Stage 3-4 individual pupil value added data • Fischer Family Trust detailed analysis • Updates to data analysis for pupil changes • Consultancy and support for the use of, analysis and interpretation of Data • Develop, maintain and support ongoing use of the information sharing forum within the Teacher Zone. | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. All schools are using performance information effectively | July 2009 |
| b. Data is effectively used for pupil tracking in all schools | July 2009 |
| c. All schools set challenging targets based upon robust data at whole school, group and individual pupil level | July 2009 |
| d. All schools using data effectively as part of school self-evaluation in order to raise achievement. | July 2009 |
| <p>Who's doing the work? Research & Information Team, Senior School Improvement advisers, School Improvement partners Reporting to Lead Officer: Jim Garbutt Reporting to CYPP Turning the Curve Group: Enjoy & Achieve</p> | |

M.A.D. Plan 08-09
Learning Services and School Improvement

| Main Area of LS Work Purchased Function Via Schools SLA and Associated Courses Income | |
|---|---|
| Chapter 5.14 | Action Plan Title Facilitate Secondary Senior Leaders' Collaboration (Teaching & Learning) |
| <p>What are we going to do to make a difference?</p> <ul style="list-style-type: none"> • To arrange and facilitate 26 workshop / presentation sessions for all head teachers and principals to promote collaborative working on teaching and learning developments. • To work with groups of schools and colleges to develop learning opportunities by strengthening collaboration and sharing good practice. • To work with individual schools and colleges to develop learning opportunities through support and challenge and the sharing of good practice. | |
| How will we know when we've done it? (measurable outcomes with dates) | Completion Date |
| a. Workshop / presentation sessions arranged for 32 weeks (September 2008 to July 2009) on Thursdays 9.00 a.m. to 10.45 a.m. An agreed schedule circulated to all participants, and updated as required throughout the year. Session notes to be compiled and distributed. | July 2009 |
| b. Focused groups of senior leaders to be brought together to collaborate on teaching and learning issues of common interest. Two groups to be held each term. Session notes to be compiled and distributed. | December 2008 March 2009 July 2009 |
| c. Sessions held with individual senior leaders to develop learning opportunities through professional support and challenge. (LS1 reports filed) | July 2009 |
| <p>Who's doing the work?</p> <p>Senior advisers and managers (11-19, Cross-phase, 14-19, National Strategy)</p> <p>Reporting to Lead Officer: Jo Moxon</p> <p>Reporting to CYPP Turning the Curve Group: Enjoy & Achieve</p> | |