



George Stephenson Learning Community
'Leave no child behind'

GSLC Development Plan

2016 – 2017

Written 20/10/16

Development Objectives, Actions & Success Criteria

Development Objectives:		Actions:	Success Criteria:
1. Provide learning enrichment opportunities beyond the regular curriculum. Particular focus on boys/ HA PP children.	1a: establish collaborative activities based at different schools for enrichment days based on area of skills within each school. 1b: establish links between School Councils to create a GSLC School Parliament.	<ul style="list-style-type: none"> - Children have a deeper understanding of concepts from a wide range of high quality experiences. - Increased engagement and motivation. 	
EVIDENCE		IMPACT	
2. Prepare children for the transition from KS2-KS3 within our cluster.	2a: develop a range of transition opportunities at THS for Y5 and Y6 children throughout the academic year.	<ul style="list-style-type: none"> - Children feel well equipped for transition to next phase of learning. 	
EVIDENCE		IMPACT	
3. Ensure teachers work together to moderate work and validate others' judgements.	3a: Arrange dates for moderation meetings: R W M and science 3b: Arrange EYFS, Y2 and Y6 moderation meetings to moderate ELG and KS1/2 EXS/GDS	<ul style="list-style-type: none"> - When Cluster schools have moderated a range of pupils work in writing, reading and maths and have evidence of secure and robust judgements which show a deep understanding of the new assessment criteria. - Develop expertise of staff across the cluster to carry out effective self-moderation; KS2 writing, KS1, EYFS 	

EVIDENCE		IMPACT
4. Promote the professional development of teachers and support staff through joint training and subject coordinator networks.	<p>4a: Schools to share training/inset/staff meeting schedule shared via the 'Training' file on Ashover LP.</p> <p>4b: Subject leaders to attend planned meetings, share mobile numbers at 1st meeting and host school staff to prepare minutes from meeting to HT for circulation/upload to LP.</p> <p>4c: Agendas for meetings set by HT, host school chairs each meeting and reports/minutes shared on LP.</p>	<ul style="list-style-type: none"> - staff attend relevant training at different schools - professional development networks happen three times a year (once per term) - continue established networks and develop new networks to support staff at all levels across the cluster - LP folder contains details of meetings
EVIDENCE		IMPACT
5. Collaborate with each other in joint areas of interest.	<p>5a: Maths mastery updates at each cluster meeting.</p> <p>5B: staff visits to observe mastery lessons in schools already delivering.</p> <p>5c: training/inset sharing opportunities to be discussed</p> <p>5d: develop a portfolio of and agree 'partnership policies' which can be shared on the LP.</p>	<ul style="list-style-type: none"> - Reduce workload - Share good practice - Improve outcomes for children through implementation of good practice - Research effective good practice and implement projects to trial good progress - Mastery Maths approach adopted across the cluster - Set of agreed partnership policies in place
EVIDENCE		IMPACT
6. Develop an effective Early Help Offer to support early intervention for vulnerable children and families.	<p>6a: analyse current provision</p> <p>6b: establish needs amongst the partnership</p> <p>6c: agree partnership offer</p>	<ul style="list-style-type: none"> - Robust early help provided for vulnerable families. Effective intervention leading to improvement in identified areas

EVIDENCE 6a: Chris Caley invited to next partnership meeting 30.11.16		IMPACT	
7. Establish a network of effective, collaborative support to ensure the futures of our schools.	7a: HT peer to peer support: <ul style="list-style-type: none"> visits to each other's schools to act as a critical friend telephone support 	<ul style="list-style-type: none"> Successfully sustain the schools in the cluster, heads feel well supported and all schools aspiring to be good or better. peer-to-peer review reports 	
EVIDENCE		IMPACT	

Colour Coding

Development Objective colours:				Action colours:			
No change	Negative Progress	Some Progress	Significant Progress	Not started	Reworked or postponed	In progress	Complete or embedded