

The Fernwood School

An Academy of academic excellence & Leading Edge School



The Fernwood Award



*“**High** Achievement with Care & Discipline for all”*



*“**High** Achievement with Care & Discipline for all”*

Objectives:

- Our Context
- Our Purpose : Big Picture
- Introduction to the Award
- Preview of [epraise](#) live





“High Achievement with Care & Discipline for all”

Fernwood School – A few facts about our context

Fernwood School enjoys a long history of high regard from its local community, having a deserved reputation for excellent and improving academic standards, outstanding care and discipline.

The school is significantly over subscribed year on year.

- Leading Edge School since 2004, following Beacon School Status
(Lead school for Quadrant C Leading Edge Partnership)
- Designated as a Specialist Technology College 2005
- 17 Outstanding Judgements OfSTED 2007
- Re-designated as a Specialist Maths & Science College 2010
- Fernwood is a Centre of Excellence for Modern Languages.
- Converted to Academy Status May 2011
- **Judged as Outstanding in all categories OfSTED April 2012**





“High Achievement with Care & Discipline for all”

Pupils (Characteristics)	
Number on roll	1013
Gender balance, Boy/Girl %	Boys 50.2% Girls 49.8%
% Free school meals	22.2
% ethnic minority groups	44.3
% 1 st language not English	24.5
% Special Educational Needs	18.2
# Looked after children	7



*“**High** Achievement with Care & Discipline for all”*



Respect



Dignity



Diversity



Tolerance & compassion



Happy

‘The Fernwood Way’



*“**High** Achievement with Care & Discipline for all”*

To underpin our values and the ‘Fernwood Way’ we have a simple motto:

*“**High** Achievement
with Care & Discipline
for all”*



Core Purpose

“High Achievement with Care & Discipline for all”

*“High Achievement
with Care &
Discipline for all”*

• What kind of achievement?



On the Sports Field



On the Stage



In the Arts & Music



Academic



Outside the classroom



Outdoor Education

“High Achievement with Care & Discipline for all”

“High Achievement with Care & Discipline for all”

• What kind of people?

Confident

Caring



Self-assured

Enquiring Minds

Strong Relationships



“High Achievement with Care & Discipline for all”



“Characteristics, values
and habits that last a
lifetime”

CBI – Leading the Way

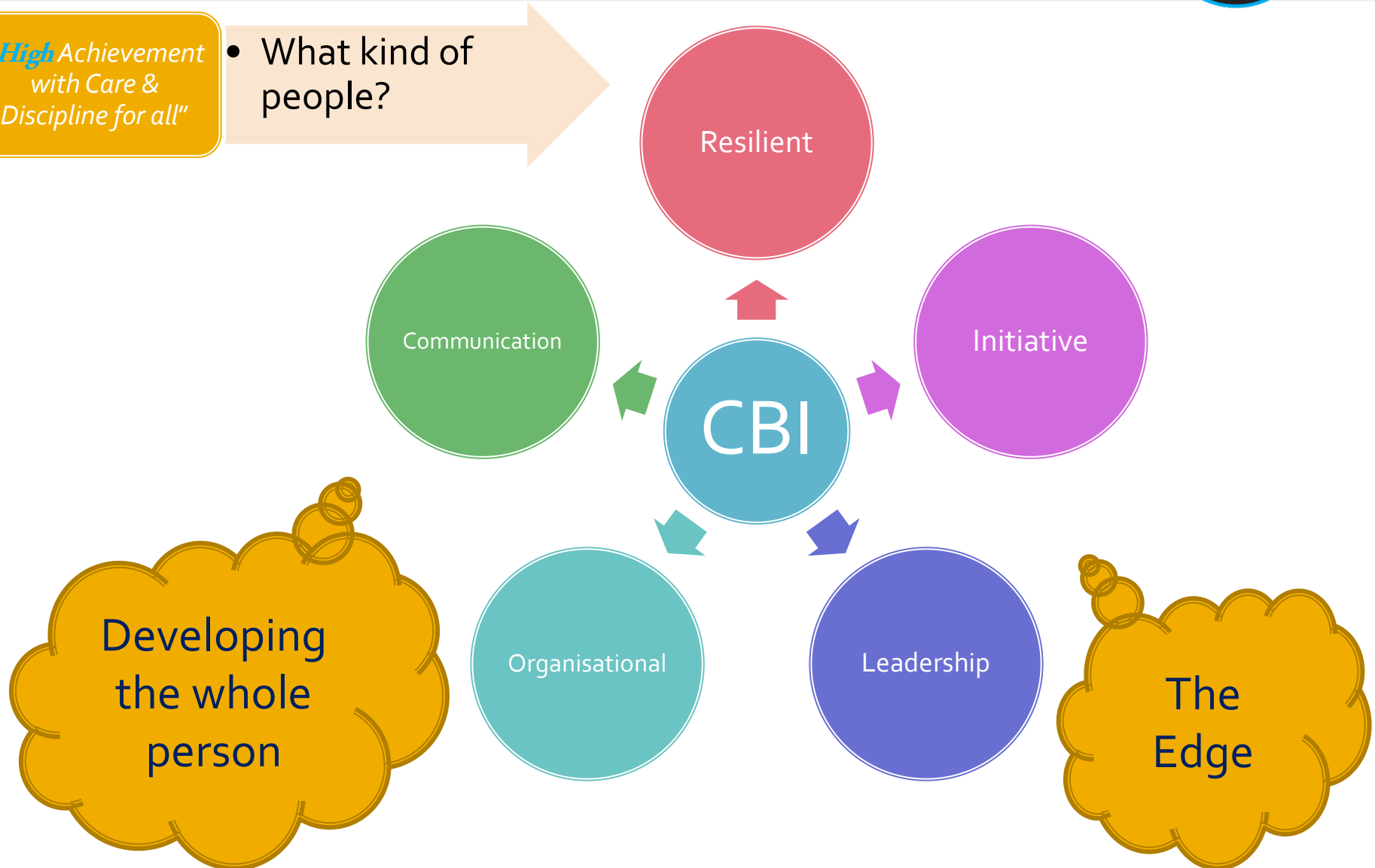
“Employers want young people coming out of schools who are rigorous, rounded and grounded. School leavers should have not only knowledge and skills but also those behaviours and attitudes that are vital to success in life and work.”



“High Achievement with Care & Discipline for all”

“High Achievement with Care & Discipline for all”

- What kind of people?



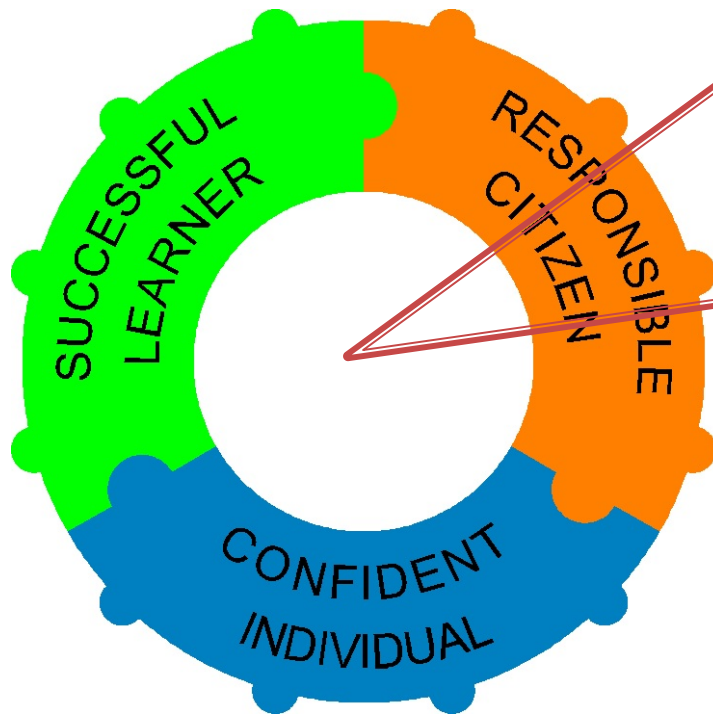


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“High Achievement with Care & Discipline for all”



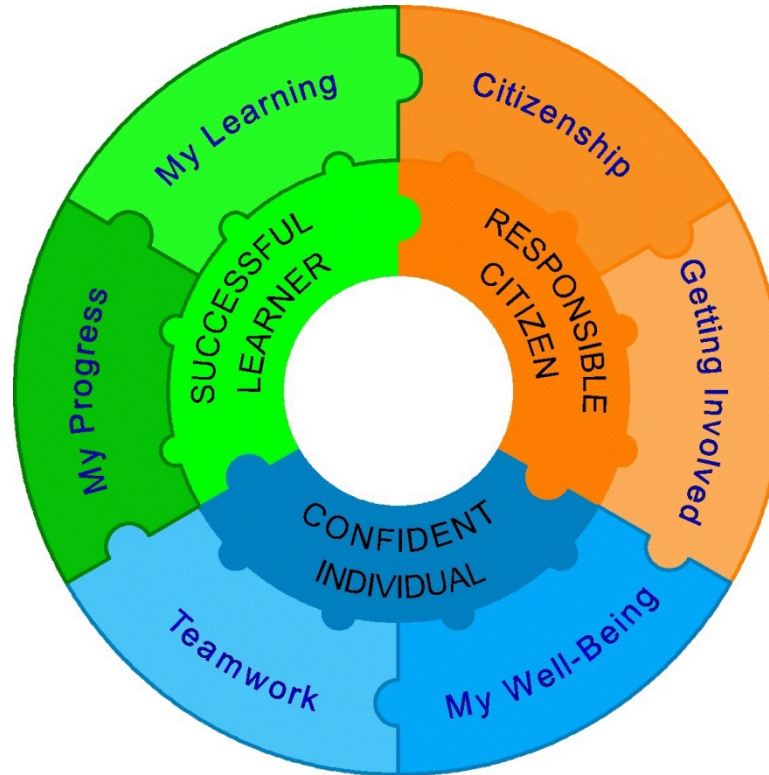
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“High Achievement with Care & Discipline for all”

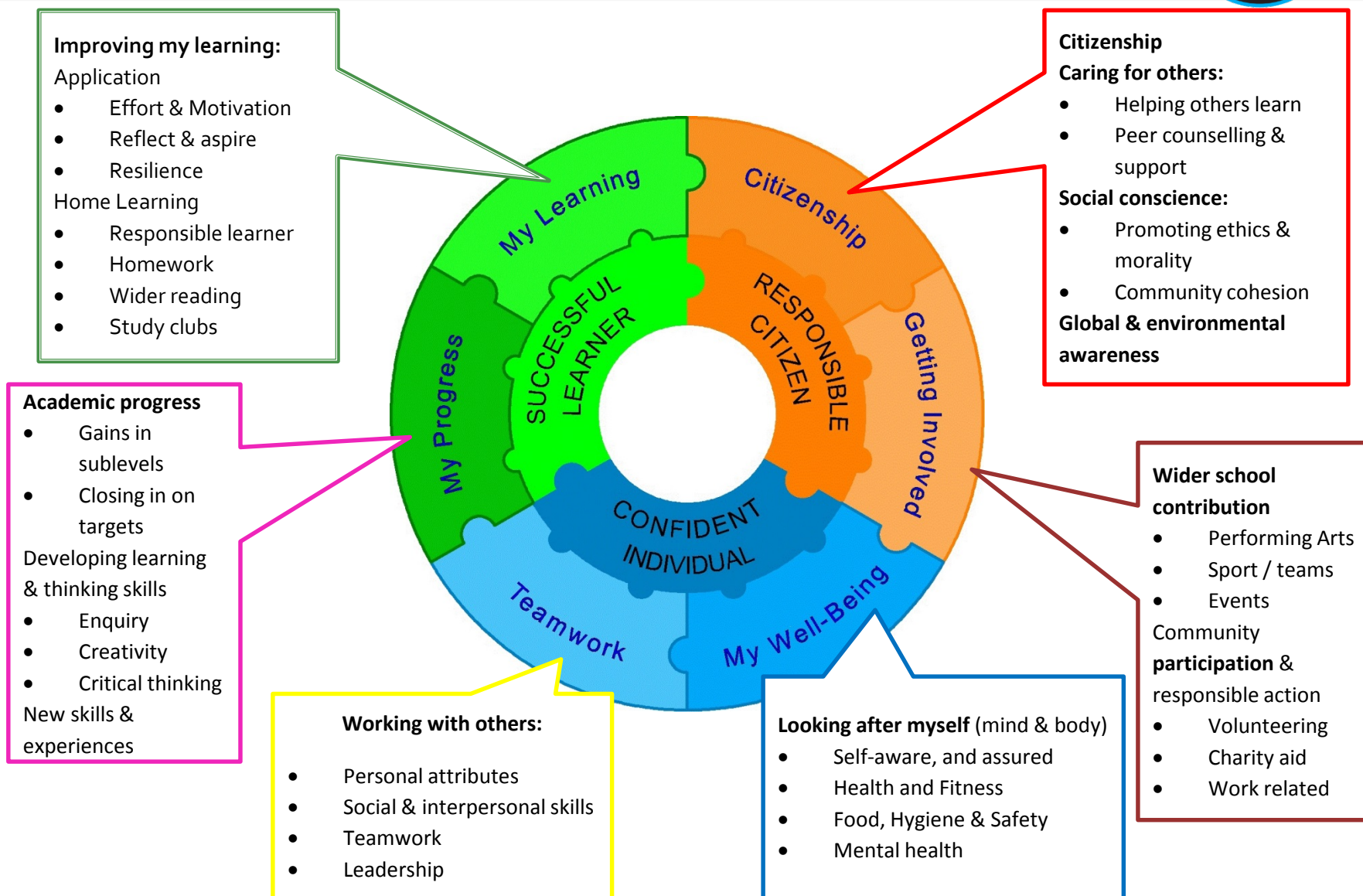
The Fernwood 6

6 Holistic
Learning Domains





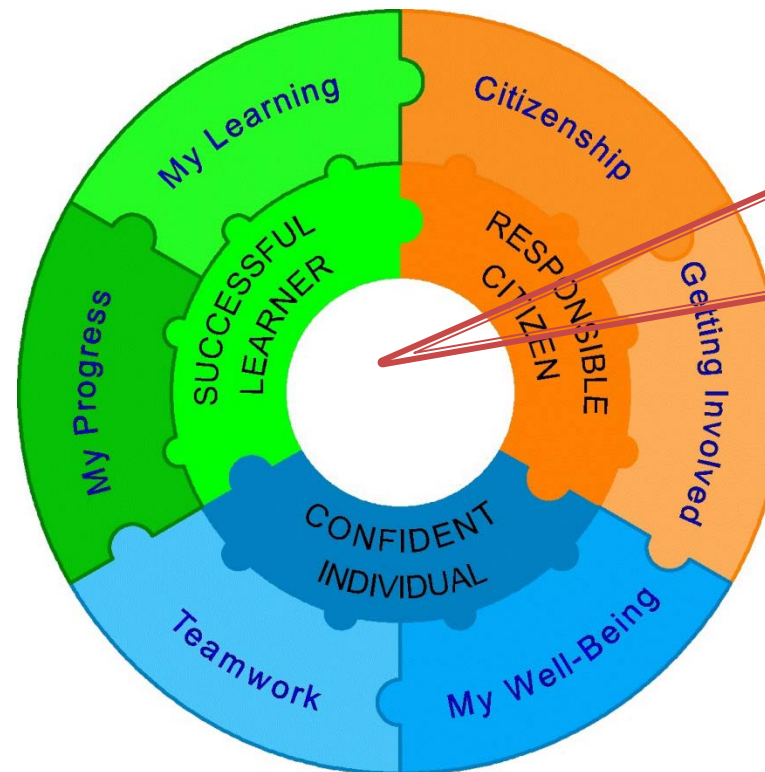
“High Achievement with Care & Discipline for all”





“High Achievement with Care & Discipline for all”

Building our “Big Picture”

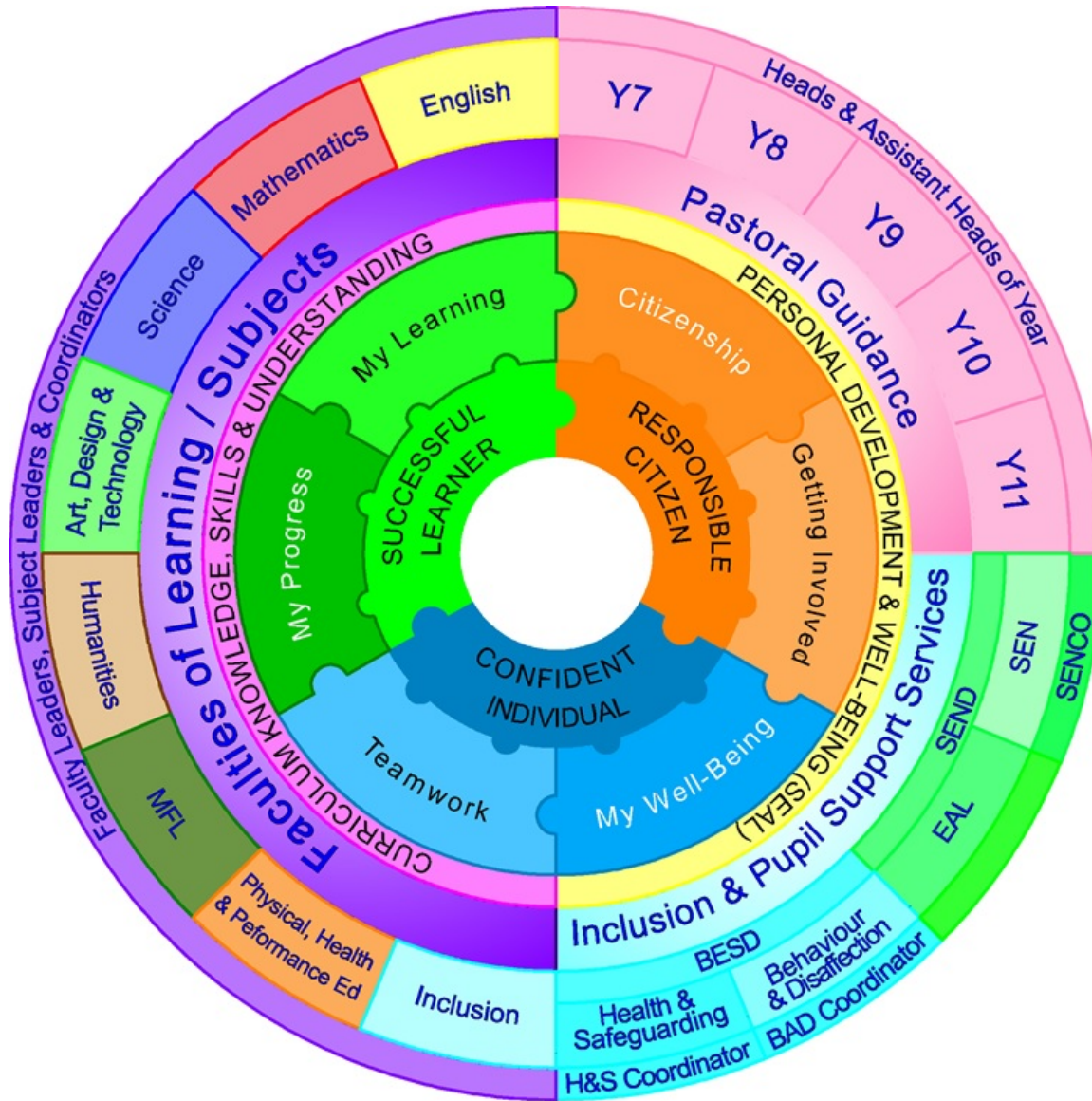


High Achievement
with Care &
Discipline for all
(ECM)

- For the individual
- For the group
- For whole school



“High Achievement with Care & Discipline for all”





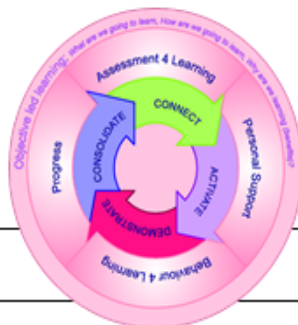
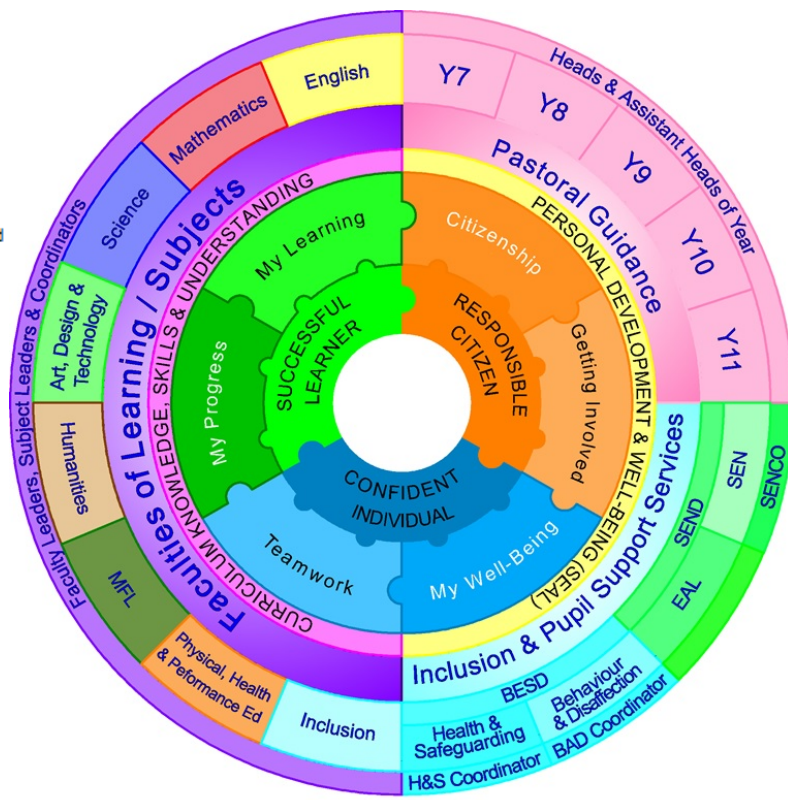
The Fernwood School

'Big Picture'

Core Purpose

"High Achievement with Care & Discipline for all"

What we trying to achieve and how we organise learning



'The Fernwood Approach'

Common teaching and learning cycle (Accelerated Learning) used across all subjects

How we will focus our work and specific objectives

Lessons

Events

Routines

Extra Curricular
Extended Hours

Networks

Curriculum Provision

What we teach, Schemes of Learning, Programmes of study, Enrichment, VLE, Curriculum cohesion and innovation

Teaching, Learning & Aft.

How we teach and effective learning. The "Fernwood Approach" to learning and assessment

Inclusion Intervention & Support

What we teach, Meeting the needs of all learners, Extension, Support and Intervention, Pupil Voice

KS4 Pupil Development

Pastoral guidance, welfare and support, PSHE, Careers Ed, AIG, Offsite KS4 provision, Post 16 transition

KS3 Pupil Development

Pastoral guidance, welfare and support, PSHE, Options Ed, AIG, KS2-3 transition

CPD

Professional development, INSET and performance management, including ITT, NQT, GTP & Leadership programmes

Leading Edge Partnership Programme and Projects

Academy Partnerships

Supporting other schools (e.g. Gaining Ground) through AST support

Nottingham City Partnerships

Fernwood Family of Schools, City Headteachers' Partnership, Teaching School Universities

How we will measure our success, set targets and plan for improvement

Standards Achievement & Progress

Exam results, APR, APP, Data analysis, Tracking and Intervention

QA, Planning & Development

Self-Review, Evaluating the Impact & Effectiveness of Provision, School Improvement Plan, Development & Raising Achievement Plans.

Attendance, Behaviour & Engagement

Increased attendance and involvement in school activities, High standards of behaviour, happiness and engagement.

Post 16 Progression

Improved progression rates and reduced drop out from post 16 learning. Reduced NEET

Community Cohesion

Strengthened community cohesion, parental engagement and support, Improved business links.

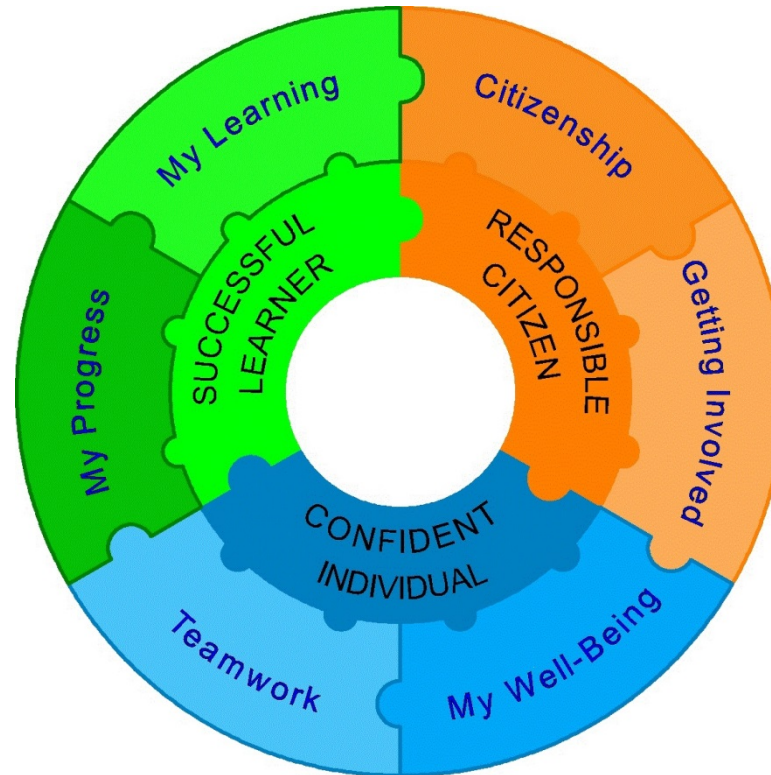
Environment

Improved learning environment



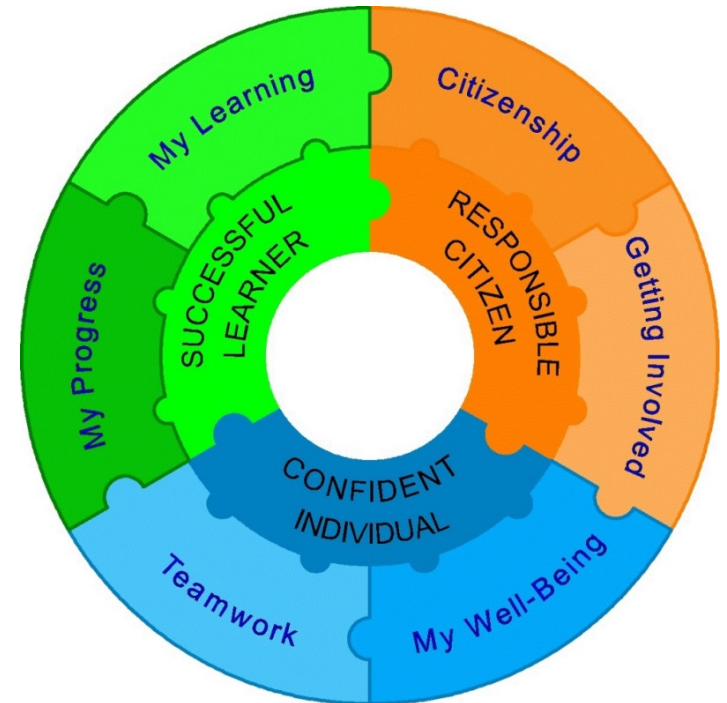
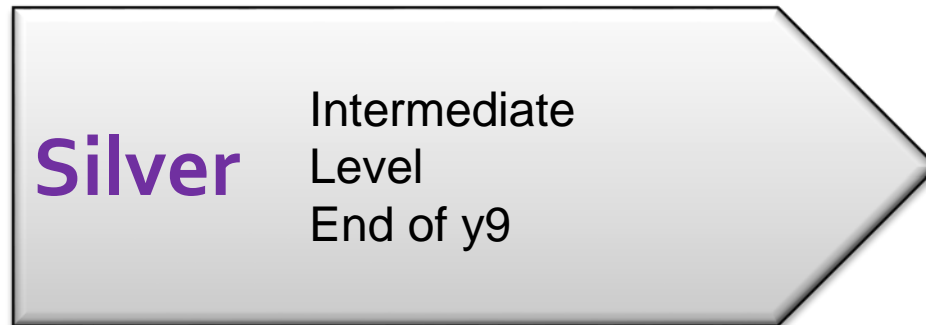
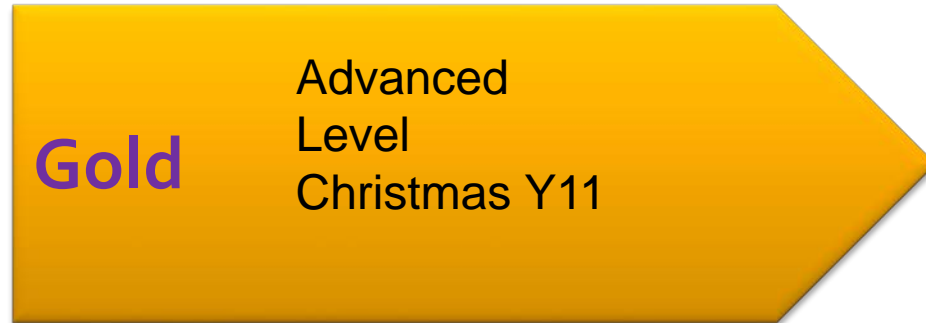
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The Fernwood Award



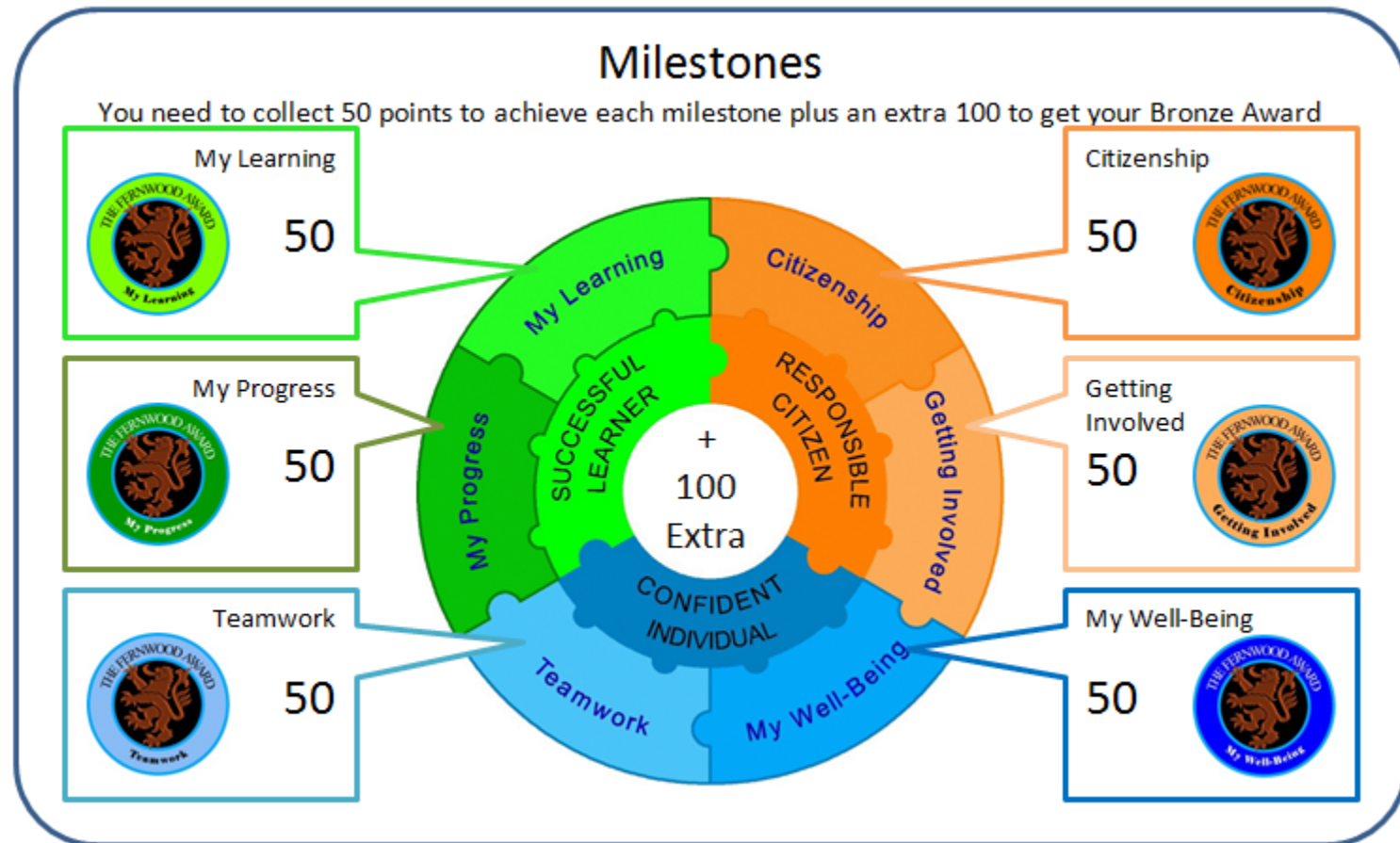


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Bronze



You need to get

400

points



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Bronze Milestones



Slider

Shows progress towards reaching milestone points
Value (50)

6 Milestones

Each milestone is grey until its points Value (50) is reached, then it turns to colour

1 Milestone

representing the award Total points

This milestone is grey until its points Value (400) is reached, then it turns to colour

Reaching the Award

When all 7 milestones turn to colour the award is achieved

Bronze

Milestone	Points Required
 My Learning 50	
 My Progress 50	
 Citizenship 50	
 Getting Involved 50	
 My Well-Being 50	
 Teamwork 50	
 Additional points from any of the 6 categories Or Bonus Credits 100	
Total Points Threshold	400

Moving from Bronze to Silver

Start Silver



Reset points to
100



Add 50 points to
reach the next
milestone

Silver Milestone



Target =
150

Bronze

Milestone	Points Required
	My Learning 50
	My Progress 50
	Citizenship 50
	Getting Involved 50
	My Well-Being 50
	Teamwork 50
	Additional points from any of the 6 categories Or Bonus Credits 100
Total Points Threshold	400

Silver

Reset to start	Milestone	Points Required
100		My Learning 150 (Extra 50)
100		My Progress 150 (Extra 50)
100		Citizenship 150 (Extra 50)
100		Getting Involved 150 (Extra 50)
100		My Well-Being 150 (Extra 50)
100		Teamwork 150 (Extra 50)
400		Additional points from any of the 6 categories Or Bonus Credits 550 (Extra 150)
1000	Total Points Threshold	1450 (Extra 450)



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Silver

You need to get

1450

points



Silver

Milestone	Points Required
 My Learning 150 (Extra 50)	
 My Progress 150 (Extra 50)	
 Citizenship 150 (Extra 50)	
 Getting Involved 150 (Extra 50)	
 My Well-Being 150 (Extra 50)	
 Teamwork 150 (Extra 50)	
 Silver Award Additional points from any of the 6 categories Or Bonus Credits 550 (Extra 150)	
Total Points Threshold	1450 (Extra 450)

Moving from Silver to Gold

Start Gold



Reset points to
200
























Gold Milestone



Target =
250

Milestone Structure

Bronze		Silver		Gold	
Milestone	Points Required	Milestone	Points Required	Milestone	Points Required
 My Learning 50	100	 My Learning 150 (Extra 50)	200	 My Learning 250 (Extra 50)	200
 My Progress 50	100	 My Progress 150 (Extra 50)	200	 My Progress 250 (Extra 50)	200
 Citizenship 50	100	 Citizenship 150 (Extra 50)	200	 Citizenship 250 (Extra 50)	200
 Getting Involved 50	100	 Getting Involved 150 (Extra 50)	200	 Getting Involved 250 (Extra 50)	200
 My Well-Being 50	100	 My Well-Being 150 (Extra 50)	200	 My Well-Being 250 (Extra 50)	200
 Teamwork 50	100	 Teamwork 150 (Extra 50)	200	 Teamwork 250 (Extra 50)	200
 Additional points from any of the 6 categories Or Bonus Credits 100	400	 Additional points from any of the 6 categories Or Bonus Credits 550 (Extra 150)	800	 Additional points from any of the 6 categories Or Bonus Credits 1000 (Extra 200)	800
Total Points Threshold 400	1000	Total Points Threshold 1450 (Extra 450)	2000	Total Points Threshold 2500 (Extra 500)	2000



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Gold

You need to get

2500

points

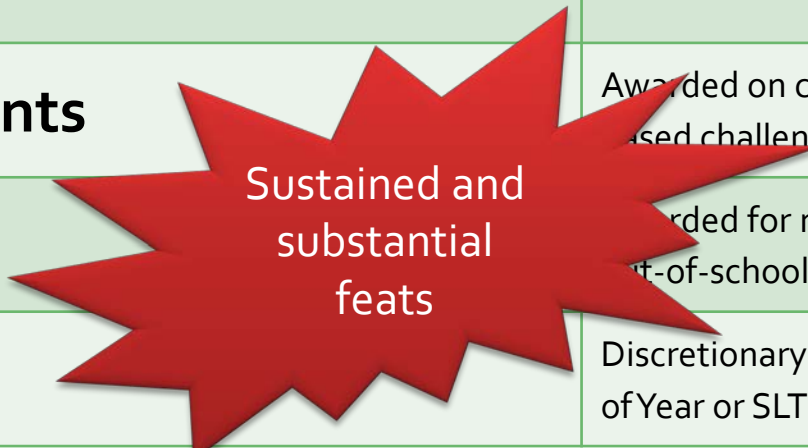




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How do I get points?

ACE APS	Rewards from your classroom teacher
Personal Performance GRADES	Transferred from your school report
Achievements	Awarded on completion of school based challenges / endeavours
Accolades	Awarded for notable & recognised out-of-school achievements
Bonus	Discretionary points awarded by Hd of Year or SLT





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All ACE Aps automatically count towards your Fernwood award

You can earn extra points if you do especially well with your ACE APS in a week/term. For example:



Tutor Gp champion

<p>Achievement</p> <p>My Progress</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • putting in extra effort or producing something above and beyond to help own learning • sustained work and progress above the expected level 	<p>Contribute points towards MY PROGRESS</p>
<p>Citizenship</p> <p>Citizenship</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • being helpful • supporting the smooth running of the school / class • doing tasks • doing something to support somebody else • being vigilant 	<p>Contribute points towards CITIZENSHIP</p>
<p>Engagement</p> <p>Getting Involved</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • participating in school functions • helping the PTA • sustained participation in extra-curricular activities. 	<p>Contribute points towards GETTING INVOLVED</p>
<p>Perfect Week</p> <p>My Learning</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • Perfect week <ul style="list-style-type: none"> ◦ 100% attendance + no lates + ◦ no uniform issues + ◦ no Behaviour Points • exceptional homework • wider reading around the subject • independent learning 	<p>Contribute points towards MY LEARNING</p>
<p>Support</p> <p>Teamwork</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • working well with others • good teamwork • leadership skills 	<p>Contribute points towards TEAMWORK</p>
<p>My Well-Being</p>	<p>Awarded for:</p> <ul style="list-style-type: none"> • Health and fitness • Healthy Eating 	<p>Contribute points towards MY WELL-BEING</p>



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High Performance grades on your school report automatically count towards your Fernwood Award





Personal performance grades	Points are automatically added to your “My Learning” when the Average Points score for Effort/Behaviour/Homework is good as shown opposite	Average Points Score	FA Pts
		3+	5
		3.5+	10
	3.9+	15	
	The award of good Progress grades in your school report automatically generates points for “My Progress”	For every Grade O (on target)	1
For every Grade A (above target)		3	



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Achievement Types

There are 3 types of Achievement. It doesn't matter how clever you are, all types are available for every student to collect points. Achievements are given for extra effort and endeavour



ACHIEVEMENT TYPES.		Example
1. ENGAGEMENT <ul style="list-style-type: none"> These achievements are manually awarded by teachers for your successful and sustained participation in any one of the three types of activity as shown. These are available to anyone in recognition of your effort in going "the extra mile." The number of points allocated to each activity is linked with the typical number of hours involved. 	Sustained weekly activity Regular attendance (e.g. weekly) at extra-curricular learning events / experiences. These may be one-offs for a fixed period or on-going.	 Sports Club
	Curriculum challenge Curriculum challenges are made available for whole year groups or by Subjects to deepen and broaden the learning experience. Sometimes student's select which they wish to participate in.	 Peace Prize
	Projects Students are encouraged to get involved in a wide range of extra-curricular projects. These may involve students from different year groups working together.	 Charity Event
2. COMPETENCY <ul style="list-style-type: none"> These achievements are manually awarded by teachers for a student's successful mastery of wider skills. The number of points allocated correlates with the level of challenge and proficiency. 		 Working with others
	3. Recognition & Representation <ul style="list-style-type: none"> These achievements are manually awarded by teachers for a student's successful mastery of wider skills. The number of points allocated correlates with the level of challenge and proficiency. 	



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Achievement Point Ranges

Each achievement is given a set number of points. This depends on how many hours it normally takes, or how many sessions a week is involved. The more time it takes the more points an achievement is worth.

ACHIEVEMENT POINT RANGES				
Here are some examples				
6 months or two term 24 weeks @1 hour / week – 20 points		3 months or 1 term 12 weeks @ 1 hour / week – 10 points		½ term 6 weeks @ 1 hour / week 5 points
 <p>Sports Club/ team</p>	 <p>Eco Warriors</p>	 <p>Homework Club</p>	 <p>After school Panjabi</p>	 <p>Film Club</p>
 <p>Science Club</p>	 <p>Science Cinema</p>	 <p>School production cast/ support team</p>	 <p>Toe by Toe</p>	



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Accolades recognised by out of school bodies can also count towards your Fernwood award.

Here are some examples:



**St John
Ambulance**





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Selected Students

Whole Cohort

Total number of students	200
Students not included	0
Students included in analysis	200

Performance

5A* to A	59	29.50 %
5A* to B	116	58.00 %
5A* to C	171	85.50 %
<u>Inc EnMa:</u>	147	73.50 %
5A* to G	194	97.00 %
<u>Inc EnMa:</u>	191	95.50 %
1A* to G	197	98.50 %
Any Grades	197	98.50 %

Entries

Achieved A*	259	10.58 %
Achieved A* to A	613	25.04 %
Achieved A* to B	1255	51.27 %
Achieved A* to C	1738	71.00 %
Total Entries	2448.00	
<u>Weighted:</u>	2268.75	
Average / Pupil	12.24	

English

Entries	194	97.00 % of Pupils
A* to A	59	30.41 % of Entries 29.50 % of Pupils
A* to C	170	87.63 % of Entries 85.00 % of Pupils

Maths

Entries	195	97.50 % of Pupils
A* to A	59	30.26 % of Entries 29.50 % of Pupils
A* to C	159	81.54 % of Entries 79.50 % of Pupils

Science

One Or More Sciences

<u>Entries:</u>	197	98.50 % of Pupils
<u>A* to C:</u>	184	93.40 % of Entries 92.00 % of Pupils

Two Or More Sciences

<u>Entries:</u>	191	95.50 % of Pupils
<u>A* to C:</u>	165	86.39 % of Entries 82.50 % of Pupils

Triple Science

<u>Entries:</u>	55	27.50 % of Pupils
<u>A* to C:</u>	54	98.18 % of Entries 27.00 % of Pupils

MFL

Entries	186	93.00 % of Pupils
A* to C	140	75.27 % of Entries 70.00 % of Pupils
A* to G	175	94.09 % of Entries 87.50 % of Pupils

Subject Related

English Baccalaureate

<u>Entries:</u>	106	53.00 %
<u>Achieved:</u>	83	78.30 % of Entries 41.50 % of Pupils
A* to C In Eng + Ma	152	76.00 %
<u>With Science:</u>	124	62.00 %
<u>With Two Sciences:</u>	116	58.00 %

APS

Points Per Pupil	486.45	357.51
<u>5A* to C inc EnMa:</u>	541.72	387.60
Points Per Entry	42.97	45.93
<u>5A* to C inc EnMa:</u>	45.38	48.51

Levels of Progress

	3+	4+	5+
English	165 (87.30 %)	89 (47.09 %)	27 (14.29 %)
Maths	157 (83.51 %)	85 (45.21 %)	30 (15.96 %)

Strategic Overview

Professional Development Roadmap

- Review & revise programme overview, planning, capacity building & Collaboration
- Work with QC to develop and trial ITP, GO and OTP + Leadership Prog's
- Carry forward & enhance S2S provision
- Establish purpose of Lead Teacher and prepare staff – see T&L team
- Consolidate and plan next steps for Facilitators and their training
- Determine the role and working practice of ASTs and Lead Learners
- Develop & implement behaviour management (B4L) CPD programme
- Provide training resources, K&U – types of SEN
- Establish arrangements for ITT prog partnership with GSTS SCITT

Performance Management

- Develop new system of progression payments for teachers
- Provide clarity re. role, standards & expectations
- Revise PM expectations, providing a stronger link to teacher CPD portfolios and their professional development

CPD

Professional development, INSET and performance management, including ITT, NQT, GTR& Leadership programmes

P1

Assessment & Reporting

- Marking policy 2 (for literacy)
- Assessment framework, APP and milestones
- Revised target setting & tracking including focus on SEN
- New arrangements for reporting & recording
- Revised Assessment Policy based on above

Teaching, Learning & Aft

How we teach and effective learning. The "Fernwood Approach" to learning and assessment

P1

T & L CPD

- Review progress to-date
- Set TLC priorities for 2013
- Establish T&L team, leadership structure, roles & responsibilities
- SEN teaching partnerships
- Develop a menu of choice – T&L activities

P2

KS4 courses & qualifications

- Introduction of GCSE Computing Sept 2013
- Introduction & development of new style BTECs from Sept 2013
- Preparation for new GCSEs in En, Ma & Sc from Sept 2015

Curriculum Provision

What we teach, Schemes of Learning, Programmes of study, Enrichment, VLE, Curriculum cohesion and innovation

P5

Schemes of learning

- Review & revise school policy
- Embed collaborative planning in all subjects
- Complete PSHEE SOW

Behaviour Support Programme

- Develop behaviour modification strategies to support BESD, link to Intervention and CPD
- Develop & implement identified programmes

Inclusion

Meeting the needs of all learners through SEN, EAL, BME, G&T and EBD support

P4

Accommodation

Rationalise Student Support Services and plan for purpose built suite

Special Educational Needs

- Review & build the Foundation Learning Programme + post 16 routes
- Improve provision for pupils with dyslexia / dyscalculia
- Review Study Support deployment

Equalities

- Finalise, share & implement school policy



ICT

- ICT Infrastructure / Support Services
- ICT for learning / VLE

P6

Assertive Mentoring

- Overview
- Mentoring Cycle
- Link to Assessment & Reporting
- Mentoring triggers
- Staff selection, training and capacity building
- Mentoring conversations

Revised Intervention Strategies

- Review and revise intervention to support
 - Behaviour
 - Homework
 - Literacy – moving into 2nd yr.

The Fernwood Award

- Establish Award and engage staff in its conception and development
- Identify certification and criteria for award
- Pastoral & curriculum teams identify, plan & prepare opportunities for student experience & activities leading to evidence collection
- Develop a system of verifying & recording building on Ace- Apps
- Integrate the Award into revised system for reporting to parents and student references

Safeguarding

- Develop strategies for e-safety

Intervention & Support

What we teach. Meeting the needs of all learners. Extension, Support and Intervention, Pupil Voice

KS4 Pupil Development

Pastoral guidance, welfare and support, PSHE, Careers Ed, AIG, Offsite KS4 provision, Post 16 transition

KS3 Pupil Development

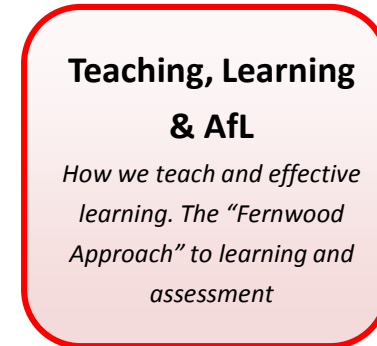
Pastoral guidance, welfare and support, PSHE, Options Ed, AIG, KS2-3 transition

P2

P3



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LEADING LEARNING IN A LONG ESTABLISHED PARTNERSHIP

- 4 Schools in Nottingham City
 - The Fernwood School
 - The Bulwell Academy
 - Farnborough School
 - Ellis Guilford School
- 10th Year of effective partnership working



“High Achievement with Care & Discipline for all”

WHATS THE VISION?

“Through sharing we can excel”

Sharp focus on teaching and learning,
curriculum development, and
leadership

Teachers talking to teachers





WHAT DO WE DO?

Teaching & Learning

- Lead Learners innovation & excellence project
 - School innovation teams
 - Partnership training, development & ideas exchange sessions
 - Visits and links to other schools & partnerships
 - Action research
 - Conferences, seminars & visiting experts
 - ITP and OTP courses, Outstanding Facilitators
- Coaching
 - Peer Development Coaching & Aim Awards Qualification





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WHAT DO WE DO?

- Self Help Groups
Self help groups in Climate for Learning, Literacy, MFL, Practical Management and Coaching support run by ex National Curriculum advisors and our own staff including AST's and SLE's.
- Fernwood's Advanced Skill Teachers
Fernwood's team of ASTs deployed across the Partnership
- Aspiring Leaders Programmes
Leadership development programme developed by the partnership with emphasis on teaching & learning, and action research that reflects individual school needs.
- CURRICULUM DEVELOPMENT
Librarians Group: The Librarians work with school departments to produce an innovative programme of work for pupils inspired by a visiting: writer, explorer, illustrator, scientist etc
- Critical Thinking





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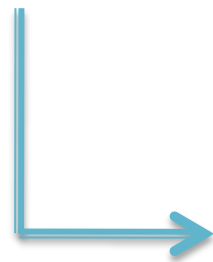
*“**High** Achievement
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School
Full of
Outstanding
Teachers

Professional Development Roadmap



“High Achievement with Care & Discipline for all”





“*High* Achievement with Care & Discipline for all”



Recent / NQT	Classroom Teacher		Lead Teacher		Consultant Teacher
<i>Adopting Excellent Practice</i>	<i>Reaching & Embedding Excellence</i>		<i>Sustaining and Sharing Excellence (Substantial & Outstanding)</i>		<i>Enabling, Spreading & Leading Excellence</i>
		Threshold 1	2	3	
Qualified Teacher (National Teacher Standards)				Master Teacher – High Performing	SLE
Getting to grips with the basics	Securing the basics	Modelling & sharing good practice Getting involved in: <ul style="list-style-type: none"> • Good practice networks • Coaching partnerships 	Impact beyond own classroom Coaching & mentoring colleagues Spreading good practice Membership of T&L group: <ul style="list-style-type: none"> • Identifying CPD needs • Contributing to CPD events Co-development	Leading CPD programmes Providing outreach support Assessing Q of T Professional Intervention & Support (Leading Personal Action Plans) Contribute to S2S support	



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Recent / NQT	Classroom Teacher				Lead Teacher		Consultant Teacher
<i>Adopting Excellent Practice</i>	<i>Reaching & Embedding Excellence</i>				<i>Sustaining and Sharing Excellence (Substantial & Outstanding)</i>		<i>Enabling, Spreading & Leading Excellence</i>
				Threshold 1	2	3	
Qualified Teacher (National Teacher Standards)	Qualified Teacher (National Teacher Standards)				Master Teacher – High Performing		SLE
Getting to grips with the basics	Securing the basics		Modelling & sharing good practice Getting involved in: <ul style="list-style-type: none"> • Good practice networks • Coaching partnerships 		Impact beyond own classroom Coaching & mentoring colleagues Spreading good practice Membership of T&L group: <ul style="list-style-type: none"> • Identifying CPD needs • Contributing to CPD events Co-development		Leading CPD programmes Providing outreach support Assessing Q of T Professional Intervention & Support (Leading Personal Action Plans) Contribute to S2S support
OfSTED Quality of Teaching	Securing satisfactory	Moving from Satisfactory to Good	Securing Good	Moving from Good to Outstanding	Sustaining Good with Outstanding features	Securing Outstanding	



“High Achievement with Care & Discipline for all”



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Getting to grips with the basics	Securing the basics		Modelling & sharing good practice Getting involved in: <ul style="list-style-type: none"> • Good practice networks • Coaching partnerships 		Impact beyond own classroom Coaching & mentoring colleagues Spreading good practice Membership of T&L group: <ul style="list-style-type: none"> • Identifying CPD needs • Contributing to CPD events Co-development		Leading CPD programmes Providing outreach support Assessing Q of T Professional Intervention & Support (Leading Personal Action Plans) Contribute to S2S support	
OfSTED Quality of Teaching	Securing satisfactory	Moving from Satisfactory to Good	Securing Good	Moving from Good to Outstanding	Sustaining Good with Outstanding features	Securing Outstanding		
QC Development Programmes	Practical Strategies Programme		Improving Teacher Programme	Lead Learner Programme	Outstanding Teacher Programme	Lead Practitioner Programme	Consultant Teacher programme	
QC CPD / Courses				Introduction to Coaching				



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							AST	
OfSTED Quality of Teaching	Securing satisfactory	Moving from Satisfactory to Good	Securing Good	Moving from Good to Outstanding	Sustaining Good with Outstanding features	Securing Outstanding		
QC Development Programmes	Practical Strategies Programme		Improving Teacher Programme	Lead Learner Programme	Outstanding Teacher Programme	Lead Practitioner Programme	Consultant Teacher programme	
QC CPD / Courses				Introduction to Coaching				



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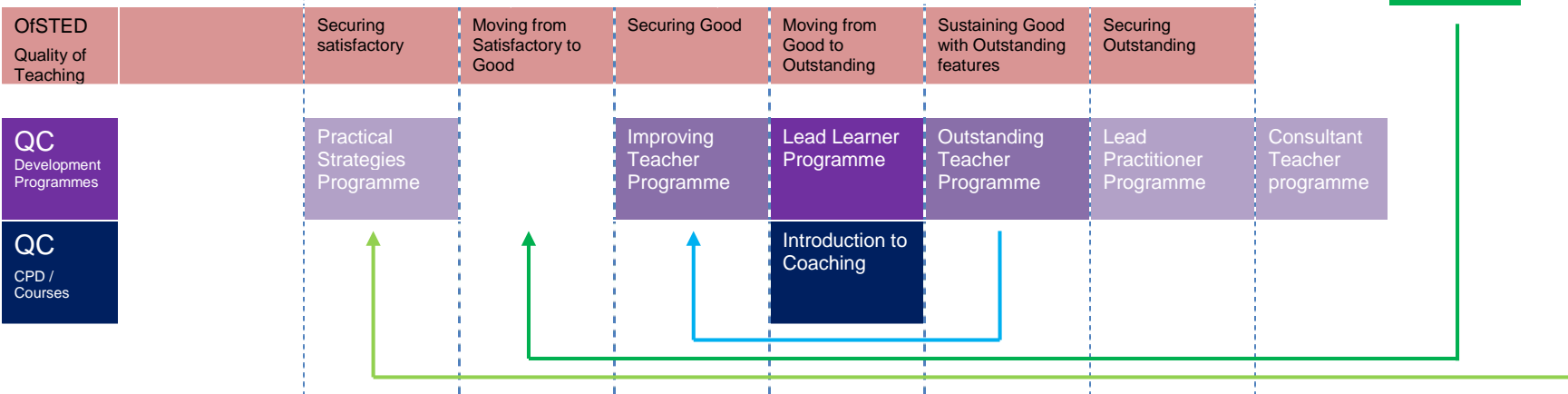


Recent / NQT	Classroom Teacher		Lead Teacher		Consultant Teacher
<i>Adopting Excellent Practice</i>	<i>Reaching & Embedding Excellence</i>		<i>Sustaining and Sharing Excellence (Substantial & Outstanding)</i>		<i>Enabling, Spreading & Leading Excellence</i>
		Threshold 1	2	3	

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Getting to grips with the basics	Securing the basics	Modelling & sharing good practice Getting involved in: <ul style="list-style-type: none"> • Good practice networks • Coaching partnerships 	Impact beyond own classroom Coaching & mentoring colleagues Spreading good practice Membership of T&L group: <ul style="list-style-type: none"> • Identifying CPD needs • Contributing to CPD events Co-development	Leading CPD programmes Providing outreach support Assessing Q of T Professional Intervention & Support (Leading Personal Action Plans) Contribute to S2S support
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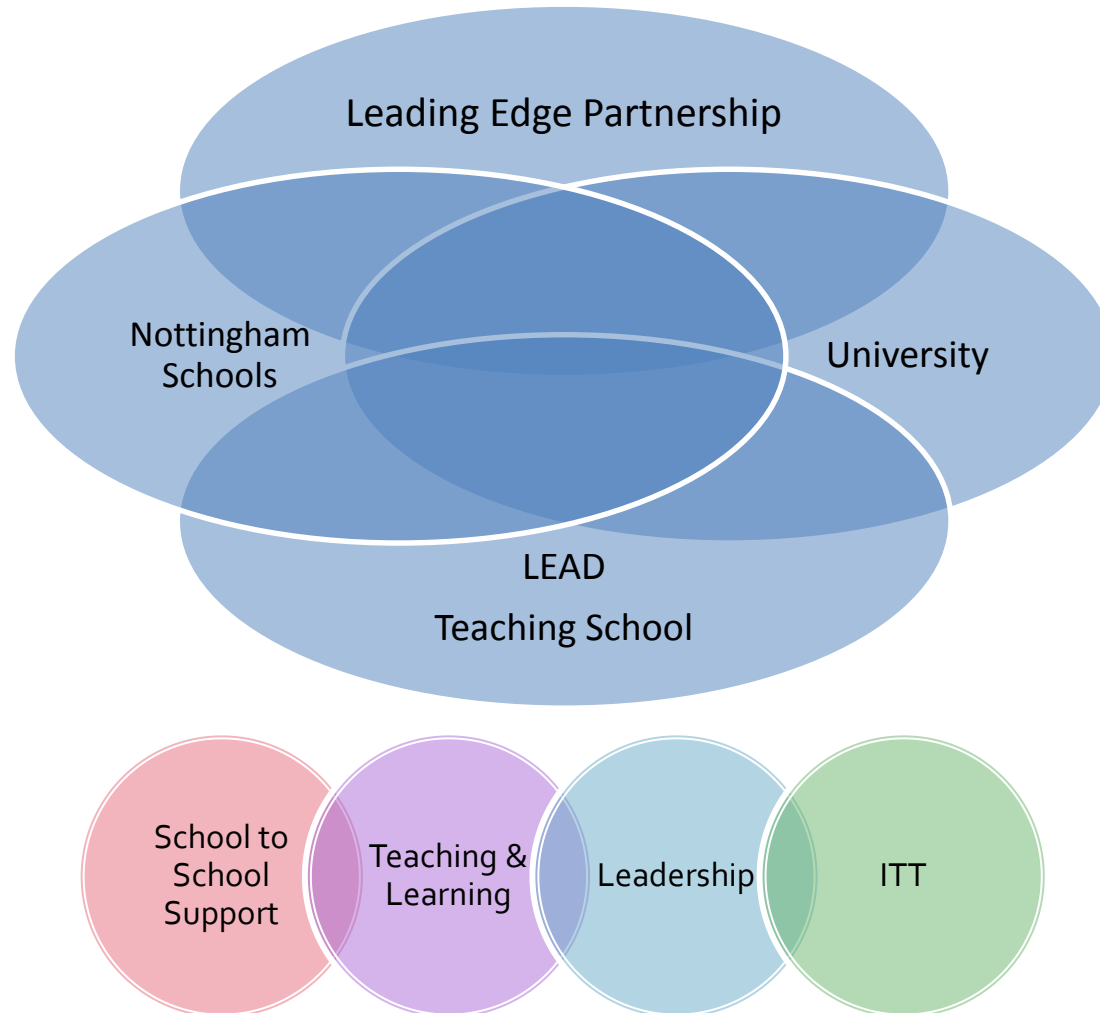
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“High Achievement with Care & Discipline for all”

The Future?





*“**High** Achievement with Care & Discipline for all”*

