

UK – Scotland (Individual)

Noadswood School

The goal of the Noadswood School, a specialist Sports College, is to within the framework of the national curriculum create opportunities for learners to develop rich, reciprocal relationships with other students, teachers, parents and the community at large. A series of innovations include the use of 'Progress managers' who monitor and guide the daily learning of students, the use of facilitative technology such as Virtual Learning Environments and on-line reporting, and the 'Learning to Learn' programme through which KS3 students have the opportunity to gain learn how to become successful learners. Parents and students are considered central to the school and as such great care has been taken to involve them in the planning of and in the regular evaluations of the school's innovation efforts.

Main focus of innovation: ORGANISATION, RESOURCES

Other keywords: technology rich

General Information

Name of the ILE: Noadswood School

Location/Address: North Road, Dibden Purlieu, Southampton, Hampshire SO45 4ZF, UK

Website: www.noadswood.co.uk

ILE submitted by: Dr Tim Ennion (Assistant Headteacher, Noadswood School)

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

Noadswood is a learning focused school with tremendous energy and capacity for learning and curriculum innovation. There are numerous examples of how the school has successfully addressed the needs of its students through innovation and of how it proposes to continue to do so. We have introduced several structural changes such as re-organising the school day to allow time for assertive mentoring and peer mentoring. We have moved away from the traditional 'Head of Year' role and introduced Progress Managers and non-teaching Guidance Managers. Progress Managers' key responsibility is to monitor the learning of individual students and to intervene as necessary. Guidance Managers are responsible for students' personal development. In June 2009 the school will introduce vertical tutoring with the aim of developing opportunities for all forms of mentoring as well as enhancing responsibility and leadership skills. In September 2009, we will further increase personalisation by launching a completely revised curriculum that will offer more options by creating multiple learning pathways for all students. A Learn to Learn programme is embedded across the curriculum for all students and the enhanced pedagogical awareness that results (among students and teachers) increases the quality and depth of learning.

More recently Noadswood has established an Innovation Group to harness and focus new ideas from across the school. The group is currently working on initiatives such as on-line reporting and developing the school's Virtual Learning Environment (VLE), as well as finding new ways of engaging learners, for example making films for learning.

Noadswood School has recently been selected as one of just 15 schools in England to work in partnership with the *Innovation Unit* (www.innovation-unit.co.uk) and the *Paul Hamlyn Foundation* on the *Learning Futures* programme. The aim of this initiative is to develop replicable and saleable models of learning for the 21st Century.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

Noadswood School's core learning aims are effectively summarised by our Learning Futures proposals, entitled 'Relationships for Learning'. Our goal is to create opportunities for learners to develop rich, reciprocal relationships with other students, teachers, parents and the community at large. Learning relationships are central to achieving personalisation and in this way we can maximise learning by expanding the situations in which learning can happen. The key to success involves creating the mechanisms to connect learners and to stimulate learning. Such mechanisms include providing facilitative technology such as VLEs and to physically bring together individuals and groups.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

Noadswood School is a community of approximately 1100 students aged between 11 and 16 years.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

There are approximately 70 qualified teachers and 70 support staff including teaching assistants and administrative staff. The Senior Leadership Team comprises the head teacher, a deputy head teacher and three assistant head teachers. The school also has a Director of Teaching, a Director of Learning and a Director of Specialism as part of the extended Senior Management Team. Each of the five year groups (years 7 – 11) is led by a Progress Manager and a Guidance Manager (year groups to change to vertically

structured houses with the launch of vertical tutoring in June 2009). Each Curriculum Area is led by a Curriculum Leader.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Underlying organisation is a five-period day beginning at 08:45 and ending at 15:00, however, there are numerous variations and departures from this. Mentoring takes place between 15:00 and 15:30 and there are various after-school activities. As with other state schools, Noadswood School follows the English National Curriculum.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Noadswood School is a specialist Sports College and this shapes the ethos and the physical environment of the school (please see the school's website). The school has numerous links with the community and, as already stated, enhancing parental involvement in learning is one of our major development objectives.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

The direction of future innovation at Noadswood, certainly in the short and medium term, will be largely determined by our involvement in the *Learning Futures* initiative.

There were numerous reasons for our desire to be a part of the *Learning Futures* programme but the central reason was, and remains, a strong belief in our ability to find and share best practice in learning. The school is constantly building its capacity to innovate to provide the best outcomes for all its students and we intend to document and share the processes involved.

The main aims of our *Learning Futures* proposals include encouraging learning to take place beyond the school boundaries by engaging parents in their children's learning and by developing the technology required to facilitate the process.

Funding of the ILE

How is it funded?

Noadswood is a state funded school.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

As a state school, all usual measures of attainment, and inspection reports, are available in the public domain.

Documentation describing or evaluating the ILE

Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)

Website: www.noadswood.co.uk