

Sir Alexander Fleming Primary School

GLP School Action Plan Summary

Summary of responses to the Whole School Audit

The summary provides a quick and easy way to see your school's responses to the WSA mapped against the criteria in the [GLP Whole School Framework](#). If your school is 'developing' or 'embedded' in questions 12 and 21 you may wish to consider becoming an Expert Centre school (see below for details on how to do this). Your full GLP School Action Plan can be found below the summary.

Whole School Audit question	Whole School Framework criteria	Criteria explanation	Early	Developing	Embedded
6	P.1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas.	✓		
7	P.2	Pupils develop high quality learning skills through global learning.	✓		
8	P.2	Pupils develop high quality learning skills through global learning activities, supporting their literacy, numeracy and communication.	✓		
9	P.3	Pupils are better prepared for transition through global learning activities.	✓		
10	P.3	Pupils are better prepared for work through global learning activities.	✓		
12	T.1	Teachers are confident in their global knowledge.	✓		
13	T.1	Teachers use a range of teaching approaches to support pupils' skills and values development.	✓		
14	T.2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities.	✓		
15	T.3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences.	✓		
17	B.1	Global learning assists values development across the school community, supporting positive relationships.	✓		
18	B.2	Global learning supports positive attitudes towards diversity and difference.	✓		
19	B.3	Pupil voice is developed across the school through global learning activities.	✓		
21	L.1	School leaders use effective planning to embed a school vision preparing pupils for a global interdependent world.	✓		
24	L.2	Global learning helps to create a rich and rewarding professional development programme.	✓		
25	L.3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.	✓		

GLP School Action Plan

The School Action Plan signposts possible ways for your school to progress its global learning journey. It highlights potential actions related to each of the criteria on the GLP Whole School Framework and is directly linked to your responses to the Whole School Audit. There are a range of suggested items for you to choose from. You might take one action from each category most relevant to your needs or focus on a small number of important actions. You may wish to discuss your School Action Plan with your Expert Centre, if you are part of a network.

The School Action Plan is grouped under the Ofsted framework categories of achievement, teaching, behaviour, and leadership and management which are reflected in the [GLP Whole School Framework](#).

Becoming a GLP Expert Centre

If your self-assessment using the GLP Whole School Audit shows strong capability in global learning, you might consider sharing your expertise with other schools by becoming a [GLP Expert Centre](#). In order to become a GLP Expert Centre: your GLP Whole School Audit will show your practice is developing or embedded across the majority of GLP Whole School Framework criteria, including developing or embedded in teaching global knowledge (T1) and leadership: school vision (L1) in addition you will have experience of, or strong capability to become, the hub of a school network.

If you're interested in [becoming an Expert Centre](#), the next stage will be to look at the GLP Expert Centre web page. If you feel your school meets the criteria, please complete the [Expression of interest form](#) to explore the potential of becoming a GLP Expert Centre.

Pupil achievement

P.1: Pupils' knowledge

Intended outcome:

Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas.

Your selection:

Some pupils know about some key global themes.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Introduce global elements into maths, English, history, geography and science curriculum areas - see GLP [subject guidance](#) or look at the [the Global Dimension website](#)
2. Find out about the GA Quality Mark for [KS2](#) and for [KS3](#).
3. Review pupils' understanding of global issues using the [GLP Pupil Assessment Tool](#).
4. Use [whole-school progression guidance](#) to review attainment and progress in global learning in your school, for example by reviewing samples of pupils' work or planning.

P.2: Pupils' learning skills

Intended outcome:

Pupils develop high quality learning skills through global learning.

Your selection:

Some pupils develop improved learning skills through activities in one or two subjects.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Use one or two resources from the Global Dimension website to support pupils' [skills development](#) or [active participation](#) in global learning in schools.
2. Support a pupil-led global learning initiative, with a focus on enhancing pupils' communication and leadership skills.
3. Use [whole-school progression guidance](#) to review attainment and progress in global learning in your school, for example by reviewing samples of pupils' work or planning.

P.2: Literacy, numeracy and communication skills

Intended outcome:

Pupils develop high quality learning skills through global learning activities, supporting their literacy, numeracy and communication.

Your selection:

No/few pupils develop literacy, numeracy and communication skills through global learning activities.

Current status: Early

To work towards the suggested outcome, your school could consider the following:

1. Use one or two resources from the Global Dimension website to enhance pupils' [literacy](#) or [numeracy](#).
-

P.3: Support for transition (primary school age)**Intended outcome:**

Pupils are better prepared for transition through global learning activities.

Your selection:

No/few year 6 pupils work with older pupils in secondary schools as part of a global learning initiative.

Current status: Early

To work towards the suggested outcome, your school could consider the following:

1. Arrange a conference on a global theme for KS2 and KS3 pupils between primary and secondary schools.
 2. Use information from the [Global Dimension website](#) to support transitions between KS2 and KS3.
-

P.3: Preparation for work (secondary school age)**Intended outcome:**

Pupils are better prepared for work through global learning activities.

Your selection:

No/few pupils have learnt about career options related to global development.

Current status: Early

To work towards the suggested outcome, your school could consider the following:

1. Highlight transferable skills useful for careers that are developed through global learning activities (e.g. skills from the [GLP Pupil Outcomes](#) such as planning and organisation).
 2. Use materials from the [Global Dimension website](#) to support preparation for work/career guidance with pupils at KS3.
-

Teachers' practice

T.1: Teachers' global knowledge**Intended outcome:**

Teachers are confident in their global knowledge.

Your selection:

One or two teachers are confident in their global knowledge and understand how it supports pupils' learning.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. [Book some CPD](#) using your e-credits to develop teachers' confidence in global knowledge.
 2. Refer staff to websites of NGOs, the [RGS](#) or [GA](#) website or global development agencies (like the [UN](#) or [UNESCO](#)) to learn more about key issues. [Eldis](#) is a good resource.
-

T.1: Pedagogical approaches**Intended outcome:**

Teachers use a range of teaching approaches to support pupils' skills and values development.

Your selection:

One or two teachers in the school use pedagogical approaches supporting global learning.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Look at the Global Dimension website and incorporate alternative pedagogical approaches into teaching and learning e.g. [critical thinking](#) , [multiple perspectives](#) and [moral questioning](#) .
 2. [Book some CPD](#) using your e-credits on pedagogies for one or two members of staff.
-

T.2: Support for active global citizenship

Intended outcome:

Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities.

Your selection:

One or two teachers understand the key principles of active global citizenship, and teachers plan opportunities for some pupils to participate in active global citizenship either inside or outside the curriculum.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Use one or two resources that encourage pupils' active global citizenship. For example, look at websites from [Global Dimension](#) , the [Citizenship Foundation](#) or [Oxfam](#). Try running at least one active citizenship project in the school.
 2. Work with pupils to set up an active citizenship initiative, for example, an [Amnesty Group](#) or [Oxfam Youth Ambassador group](#) .
 3. Have a look at Oxfam's [World Shapers model](#) or other [whole school quality marks and awards](#) that develop global citizenship.
-

T.3: Cross-curricular planning

Intended outcome:

Teachers use effective cross-curricular planning skills to provide coherent global learning experiences.

Your selection:

One or two teachers have delivered at least one global learning activity across subjects in a cross-curricular way.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Use the [GLP cross-curricular guidance](#) to design cross-curricular initiatives to support global learning in the school.
 2. Encourage three colleagues with different subject specialisms to run a cross-curricular global learning initiative, perhaps using some [geography resources](#) as a starting point.
 3. Use an initiative to support cross-curricular working, for example, the [International School Award](#) or other [whole school quality marks and awards](#) which support this.
-

Behaviour and relationships

B.1: Values

Intended outcome:

Global learning assists values development across the school community, supporting positive relationships.

Your selection:

No/few pupils develop their values through global learning activities within or outside lessons.

Current status: Early

To work towards the suggested outcome, your school could consider one or both of the following:

1. Use one or two resources that encourage values enhancement in your school from the [Global Dimension website](#).
 2. Look into initiatives that support values in schools by looking at [whole school quality marks and awards](#) which support these.
-

B.2: Diversity and cultural difference

Intended outcome:

Global learning supports positive attitudes towards diversity and difference.

Your selection:

No/few pupils develop positive attitudes towards diversity and cultural difference through activities within or outside of lessons.

Current status: Early

To work towards the suggested outcome, your school could consider one or two of the following:

1. Encourage a teacher to take the Connecting Classrooms online course on [inter-cultural and global awareness](#).
 2. Look into starting a school partnership with a school in another country. Look at the [Global Dimension](#) or [Connecting Classrooms](#) websites.
 3. Use one or two resources that support [diversity](#) or [cultural difference](#) initiatives in your school.
-

B.3: Pupil voice

Intended outcome:

Pupil voice is developed across the school through global learning activities.

Your selection:

Few pupils are involved with the planning and running of global learning activities across the school.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Work with students to set up a student council which makes decisions on global activities.
 2. Use resources from the Global Dimension website on [pupil voice](#). Review Hart's ladder of participation to inform pupil voice work.
 3. Incorporate whole school initiatives that support pupil voice by looking at [whole school quality marks and awards](#) which support this strongly
 4. Use one or more [citizenship resources](#) to develop learner engagement through the curriculum.
-

Leadership and the community

L.1: School vision

Intended outcome:

School leaders use effective planning to embed a school vision preparing pupils for a global interdependent world.

Your selection:

The school vision supports the development of global learning pupil outcomes. This is communicated to staff and pupils.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Use the [GLP information](#) on taking a whole school approach to global learning.
 2. Work on a programme which supports whole school approaches to global learning. See the [Quality Marks and Awards section](#) of the GLP website to find out more.
-

L.2: Staff support and CPD training

Intended outcome:

Global learning helps to create a rich and rewarding professional development programme.

Your selection:

Staff have participated in at least one activity to develop their confidence using global learning activities and/or pedagogical approaches.

Current status: Early

You are progressing towards the suggested outcome. Your school could consider one or two of the following:

1. Identify and contact your local [Expert Centre](#).
 2. Staff enrol on a [global learning CPD](#) training course your e-credits.
 3. Look at the Global Dimension website for [professional development resources](#).
-

L.3: Engagement with parents, community groups and external organisations

Intended outcome:

Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.

Your selection:

Global learning activities do not support pupils working with parents, community groups or external organisations at local, national or international levels.

Current status: Early

To work towards the suggested outcome, your school could consider one or two of the following:

1. Explore how your school might be able to work with an external organisation. Contact your local [Development Education Centre](#) or an international development organisation (e.g. [Practical Action](#), [Oxfam](#), [Cafod](#), [Christian Aid](#) or [UNICEF](#)).
 2. Keep parents and guardians up to date with your school's progress on the Global Learning Programme. Include regular updates in the school's newsletter and website.
 3. Look into starting a school partnership with a school in another country. Look at the [Global Dimension](#) or [Connecting Classrooms](#) websites.
-