

# CONNECTING CLASSROOMS

Submitted 2 weeks 5 days ago by JohnHumfress.

## Partnership Information

**Partnership Composition:**

1 UK school partnered with 1 non-UK based school

**Non UK Schools Country:**

Please specify the country in which your non UK partner school is based.

**Non UK Schools Country Two:**

**Contract Holder (UK):**

**UK Partner School:**

**Title:**

## Droitwich Spa High School

**Type of School:**

Secondary (ages 11-18)

**Website:**

**Address:**

Briar Mill

Droitwich Spa

Worcestershire

WR9 0AA

EN

United Kingdom

**Number of pupils in the school:**

**Region:**

United Kingdom - England

**Partner Info:**

## Partnership Contact Details

**Contact Name:**

Karen Moore

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**Contact Telephone:**

01905 774421

**Head Teacher:**

Mrs Natalie Waters

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**Non-UK Partner School:**

**Title:**

## Ramjas RK Puram School

**Type of School:**

**Website:**

**Address:**

Sector 4

RK Puram

Delhi Delhi 110022

India

**Number of pupils in the school:**

**Region:**

South Asia - India

**Partner Info:**

## Partnership Contact Details

**Contact Name:**

Mrs Rachna Pant

**Contact Email:**

rachna.pant@gmail.com

**Contact Telephone:**

00919810113494

**Head Teacher:**

Mrs Rachna Pant

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**Visits & Expenditure:**

## Past Financial Year

This section relates to financial activity in the previous year. Reconciliation will trigger the final instalment of your grant payment from the previous year.

## Expenditure

**Partnership visits by UK school(s):**

1 200.00

**Partnership visits by partner country schools:**

1 200.00

**Partnership visits by second partner country schools:**

**Publicity and events:**

100.00

**Project resources :**

280.00

**Communication costs:**

180.00

**Other:**

40.00

**Comments:**

## Visits

Record the dates of visits from the previous year

**Partnership visits by UK school(s) :**

Monday, 1 September, 2014 to Monday, 8 September, 2014

**Partnership visits by partner country schools :**

Saturday, 14 June, 2014 to Saturday, 21 June, 2014

**Partnership visits by second partner country schools:**

**Visits & Expenditure:**

## Coming Year

Record the dates of your planned exchange visits. Please note, both visits must take place within the contract period, which will be either January to October, April to January, or September to June.

## Expenditure

**Partnership visits by UK school(s):**

1 100.00

**Partnership visits by partner country schools:**

1 200.00

**Partnership visits by second partner country schools:**

**Project resources :**

400.00

**Publicity and events:**

100.00

**Communication costs:**

100.00

**Other:**

100.00

**Comments:**

## Visits

Record the dates of your planned exchange visits

**Partnership visits by UK school(s) :**

Saturday, 5 September, 2015 to Saturday, 12 September, 2015

**Partnership visits by partner country schools :**

Saturday, 20 June, 2015 to Saturday, 27 June, 2015

**Partnership visits by second partner country schools:**

From: To:

## Application Data

### About your Partnership:

During the developments of the British Council programme 'Dreams and Teams' Droitwich Spa and Ramjas RK Puram were two of the first ten schools in the UK / India partnership to be established in 2004. The partnership has since developed and cemented into a very positive and fruitful relationship via a RV visit in March/May 2006. This saw a pilot curriculum project take place as well as a joint expedition in October 2006. The first aspects of the partnership have been through staff and student visits to meet the staff and students of each school. We now have now set up student and staff connection through e mail, video conferencing and visits. We have established pages of the Droitwich VLE where students and staff can share work and ideas as well as socialise. There have also been three reciprocal visits of students to Droitwich/Delhi which form the basis of future projects sustaining such activity. In 2006 we received a curriculum project grant when we developed our partnership agreement to develop innovative curriculum support and content for staff and students. This has seen a continued and sustainable series of integrated curriculum inclusions such as literature, music, environment, leadership and sport. The innovative and coherent nature of the partnership has been used by BC in India as a showcase of good practice and staff from both schools have taken part in disseminating good practice for BC

### School Context:

Droitwich Spa High School and 6th Form Centre is a rural comprehensive school. It has 1500 students in the age range 12-18 of whom 300 are in the 6th Form. It is the lead school in a family of nine first schools and two middle schools and a pru centre. The school has status as an academy and as a Specialist Sports College. Based in the County of Worcestershire and the district of Wychavon it is the only High School in the market town serving the market town and its rural outposts. The school has excellent relations with the local district council and businesses and is a lead partner in the Droitwich Youth Committee. The school has been involved in global learning for some years and has partner schools in India, Kenya and New Zealand. Much of this work is led by a global learning group and is integrated into the school curriculum across all age groups. Ramjas School R.K. Puram is located in Delhi nestled in mixed residential complex. It's a mixed sex school with 2000 students on its roll. The student's age group varies from age 4 to 18 with a junior and senior section. It has an eclectic mix of students. This enriches the multicultural base it has. It is well enmeshed with the ethos of the local residential area. The school often works in collaboration with the residents for common concerns like sanitation, traffic etc. It is a prestigious school, well placed and recognised for its progressive outlook and quality education. The school is firmly entrenched in the systems that are applicable to it. It is recognised for taking up crucial examination related work at local and national level. It is a trusted and reliable institute which maintains good levels of achievement and attainment and has on its alumni several high achievers. The school has varied and well planned international ties with several schools. The link schools are in UK, Australia and Malaysia and all are interconnected through our global citizenship teaching and learning. It has a well educated staff who are keen to develop new aspects to teaching and learning in an innovative and sustainable manner. It has an active physical education wing which supports the co-curricular aspects of the school including sports teams, leadership and outdoor pursuits.

### Did your partnership receive Connecting Classrooms funding last year?:

Yes

### What was the contract reference number?:

CCS13OCT887

### Has your partnership received any other funding from the British Council in the past?:

Yes

### Please provide the dates and name of the funding scheme:

Global Schools Grant 2007

### Where did you hear about this opportunity?:

Schools Online newsletter

British Council Schools Online provides free project spaces through which teachers can share work and collaborate

online. Tick this box if you would like us to set up a project space for your partnership.

**Set up a project space for your partnership:**

This section focuses on young peoples' learning. Record the collaborative activities that took place in the last year

**Activity Name:**

Past activities from Grants application CCS/14/Jun/28008

**Activities:**

Subject Area: Geography Activities: The programme formed a sustainable element of the geography curriculum of students in both schools. A scheme was collaboratively developed by both schools and will focus on the Ganges and the Thames relating to pollution, flooding and the supply of water. Students used a variety of online and other resources to research the study of rivers locally and beyond. The strategy of data collection included liaison with local water suppliers and government. Evaluation allowed students to critically think about rivers and the affect on their communities. Debate and reflection followed learning and research activities from It based resources such as ppt, worksheets and challenges. As groups students present on rivers in their own local, their affect on health, security, economy and equality for their own population. Presentations were combined to produce a sharing of ideas and knowledge on their country to be presented to partner school and community groups. Students will given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion. A virtual learning platform will also be initiated to support the research and learning of students as well as sharing of ideas and presentations. ?In our recent visit to the UK it was worthy to see colleagues reflecting on the sad Kedranath floods and it inspired us to work together on this ' Global Citizenship and Child Rights Number of pupils in this activity by age range: 12-13: 150 Subject Area: Citizenship Activities: The child rights project was developed around the citizenship curriculum in place at both schools and which seemed to be a workable platform. The idea was to produce reflective scheme where students could have added responsibility for their learning and to research in detail a topic close to their hearts. The work began with students researching the UN Human Rights charter and discussing in groups each aspect. Groups were then asked to make presentations to the class and for the class to debate the charter and its application in their own communities. Research then developed to look at the Rights of the Child as outlined by the UN and to critically discuss its worth. Matched with this they were able to analyse the development of child rights in their own country based on a series of questions outlined on the virtual learning platform. Students were then given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion. This project will continue within our longterm partnership and has been integrated into the learning of the Year 8 group for all students at both schools. Nutrition and Health for Girls Number of pupils in this activity by age range: 15-16: 240 Subject Area: Biology Physical Education (PE) or Sport Activities: This project was developmental in terms of content and long term planning. It took on a new focus to work around leadership and physical activity. The evaluation for this project showed that the girls have identified their own needs for greater levels of physical activity to raise their standards of health. They consequently identified the link between exercise and diet. With this in mind a draft plan of work aimed at supporting the cohesive elements nutrition and physical activity has been planned by Ramjas staff and students. The work was collaboratively developed by both schools for delivery in 2014. It had a focus on elements of science based around nutrition, energy and exercise. Students completed this aspect of biology learning whilst also completing a fitness testing at the beginning and end of the programme. During the programme they also kept an exercise and diet diary. Students will use an online forum and resources for data collection, sharing and evaluation of the affects of nutrition and physical activity on their health and that of others.

**Learning Aims and Outcomes:**

Learning Aims and Outcomes: Nutrition and Health ? The work linking exercise and nutrition allowed students to expand their knowledge of food and diet and to study the effects and opportunities of exercise in their communities. It also allowed them to explore diet and exercise and its impact on life alongside resources and equitable opportunities for access to both. ? The nature of the work gave students opportunities for the development of personal responsibility for learning through challenging teaching methodologies, learning tasks, and assessments. ? The students also developed a series social and practical skills to support their own development such as research

skills, questioning, reflective and critical thinking and the desire to see how actions of the individual can make a difference to lives of themselves and others. ? They were able to learn to communicate and collaborate with others on school based work as well as identifying and sharing ideas around issues such , diversity, fairness, health, sustainable living and access to food and exercise. ? They produced resources on diet, nutrition and exercise to support others and making a difference to those who take part in physical activity sessions and information sessions. Whilst also producing a local guide to physical activity opportunities and a food diary for use by others to support good healthy activities and eating. Learning Aims and Outcomes: Geography ?Through interactive delivery of content on rivers and water students had opportunities for the development of personal responsibility for learning through well planned and specific teaching and learning tasks, and assessments. ? Curriculum content allowed students to raise their levels of attainment and achievement relating to water supply and the environment at home and abroad. ?The research base of the work and the comparative studies of rivers, pollution and flooding will encourage and support students to work with others on such global learning values such as empathy for others, environmental impact on life, water for life and equitability of resources worldwide. ?The students developed a series of social and practical skills to support their own development and motivation to learn. These will include research skills, questioning, reflective and critical thinking and the desire to see how actions of the individual can make a difference to lives of many. ?They should learn to communicate and collaborate with others on school based work and on identifying and sharing ideas around issues such , diversity, fairness, sustainable living and interdependence ?Issue relating to justice and fairness emerged covertly and overtly from the project and become very evident when discussing different cultures and countries. Learning Aims and Outcomes: Citizenship ? Students were able to understand how personal responsibility can support their own learning and that of others. ? They developed social and practical skills to support working with others including values based around empathy for others and the rights of the individual. ? They developed communication and research skills using IT and developing presentations on the vle and reflecting on the shared work coming from a differing cultural background. ? They have learnt to communicate and collaborate with others using IT strategies as well as sharing and developing ideas around issues such as the rights of the individual, responsibilities, diversity, fairness, and equality

**Global themes:**

**Number of pupils in this activity by age range:**

**12-13:**

120

**13-14:**

310

**14-15:**

85

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**Self Assessment:**

Young people and teachers are reflecting critically on global issues

This section focuses on young peoples' learning. Record your planned partnership activities for the coming year.

**Activity Name:**

Future activities from Grants application CCS/14/Jun/28008

**Activities:**

Physical Education and Science Activities : This project is developmental in terms of content and long term planning and although we completed quite a deal of work here we feel it needs further work. It takes on a new focus to work completed in 2013 around sports leaders and nutrition in 2014. This saw groups of girls trained as young leaders in netball introduced to a younger year group in order to raise the physical activity levels of girls. The evaluation process for this project has been excellent showing that the girls have identified their own needs for greater levels of physical activity to raise their standards of health and balanced nutrition. They subsequently identified the link between exercise and diet. With this in mind a it is our aim to complete a full plan of work aimed at supporting the cohesive elements has been planned by Ramjas staff and students. The work will now be collaboratively developed

between staff at both schools for delivery in 2015. This will focus on specific elements of science based around nutrition, energy and exercise. Students will complete this aspect whilst also completing a fitness testing at the beginning and end of the programme. During the programme they will also keep an exercise and diet diary. Students will use an online forum and resources for data collection, sharing and evaluation allowing students to critically think health, exercise and their affects on everyday life, work and study. On the virtual learning platform will produce presentations to use with other groups in their schools to promote exercise and nutrition amongst girls in their own school and community. Subject Area: Citizenship Activities: The women's rights project will be developed around the citizenship curriculum in place at both schools using the workable platform already in place for child rights.. The idea is to produce reflective scheme where students can have added responsibility for their learning and to research in detail a topic close to their hearts. The work will begin with students researching the UN Human Rights charter and discussing in groups each aspect. Groups will then be asked to make presentations to the class and for the class to debate the charter and its application in their own communities with specific relevance to women and current media coverage of such issues. Research then developed to look at the Rights of Women and to critically discuss its worth. Matched with this they were able to analyse the development of women's rights in their own country based on a series of questions outlined on the virtual learning platform. Students were then given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion. This project will continue within our long-term partnership and has been integrated into the learning of the Year 8 group for all students at both schools. Subject Area - Poetry The agreed poetry for the pilot project will see the development of comparative studies of poetry from the UK and the sub continent. A scheme of work will be drafted early in the year to be shared and integrated into Year 8 work. Aspects of content once agreed will be developed to include strategies around assessment, teaching and learning and any professional development needs. During visits staff and students will deliver aspects of their own folklore poetry and their own both in formal presentation and as a part of an online blog. We will be using pilot work with 60 students in both schools and then will evaluate reflect on examples of good practice. Staff will then review, and agree, the content and style of delivery and also plans for the sharing of work for integration into whole year group curriculum plans. In the first six weeks of the project students will study poetry from their partner school for between one and two hours a week. This will be giving greater understanding of cultural differences and diversity to all students through exposure to the various resources made available by staff of their partner school and developed by their own staff. The basis of this work will be to critically analyse the content of the literature and interpret/understand its place in the culture of their partner communities. By doing so they will be able to reflect upon the value music and literature have in their partner community and make informed decisions as to the effects this has on the individual's life. Students in both schools will write and produce critical written commentary. This work will not only describe the interpretation of the work in itself but also an understanding of its origins and cultural meaning and place/value within the community of the partner school. There will be various celebration events along the way both in the host school where work will be shared both within the year group but also to other peers. There will also joint celebrations where work will be shared via video conference and e mail and a video study will be given to the partner school.

#### **Learning Aims and Outcomes:**

PE and Science The work linking exercise and nutrition will allow students to expand their knowledge of food and diet and to study the effects and opportunities of exercise in their communities. It will allow them to explore diet and exercise and its impact on life alongside resources and equitable opportunities for access to both. The nature of the work will allow students opportunities for the development of personal responsibility for learning through key teaching and learning tasks, and assessments. The students will develop a series social and practical skills to support their own development such as research skills, questioning, reflective and critical thinking and the desire to see how actions of the individual can make a difference to lives of themselves and others. They should learn to communicate and collaborate with others on school based work and on identifying and sharing ideas around issues such as diversity, fairness, health, sustainable living and access. In producing resources on diet, nutrition and exercise they will be taking action to support others and making a difference to those who take part in their physical activity sessions and lecture sessions. Citizenship They will be able to understand how personal responsibility can support



their own learning and that of others. They will develop social and practical skills to support working with others including values based around empathy for others and the rights of the individual. They will develop communication and research skills using IT and developing presentations on the v1e and reflecting on the shared work coming from a differing cultural background. They will have learnt to communicate and collaborate with others using IT strategies as well as sharing and developing ideas around issues such as the rights of the individual, responsibilities, diversity, fairness, and equality The research based work will have developed young people as independent learners and has also challenged them to be committed to the idea of equal rights, new ideas and taking action where needed. Poetry They will have learnt to communicate and collaborate with others using IT strategies as well as sharing and developing ideas around writing and analysis of poetry. Such issues such as the rights of the individual, responsibilities, diversity, fairness, and equality may well emerge from aspects of each others work. The research based poetry work will have developed young people as independent learners and will also challenge them to be committed to the idea of equal rights, new ideas and taking action where needed. They will be able to understand how personal responsibility can support their own learning and that of others. They will develop social and practical skills to support working with others including values based around empathy for others, cultural difference and the rights of the individual. They will develop communication and research skills using IT and developing presentations on the portal and reflecting on the shared work coming from a differing cultural background and writing perspective.

**Global themes:**

**Number of pupils in this activity by age range:**

**12-13:**

320

**13-14:**

210

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**Self Assessment:**

Young people and teachers are taking action to tackle global issues

This section is about improving teaching through international collaboration. Record your partnership activities from the past year.

**Activities:**

Activities: The implementation of online teaching and learning resources to support the teaching of IT and Geography in order to raise attainment and motivation of students. A collaborative development of resources and challenges for students. A scheme of work for the water cycle and child rights collaboratively designed and shared via the virtual learning platform supporting the competence and confidence of staff delivery. The development of a comprehensive citizenship programme on child rights to include a scheme of work, online resources, ppt and student worksheets linked to the vle discussion forum The further development of curriculum resources such as video and online support via the vle. Improved teacher competence in the delivery of geography courses in order to raise awareness of healthy lifestyles and equitable provision. Visit to the UK (July 2014) saw the collaborative teaching of aspects of each programme. It included cpd training for staff as well as a professional dialogue teaching and learning and use of IT in the classroom and motivational techniques to engage students in learning Visit to India (Sept 2014) focussed on review and evaluation. It will allow for shared teaching and reflection on the geography and citizenship as well as any further needs in professional development. A draft evaluation of projects completed

**Outcomes:**

Outcomes: We have seen improved teaching competence and strategies through integrated professional and curriculum development within the development and delivery of new and exciting resources around rivers, nutrition and child rights. This has seen content delivery both expanded and improved and given extended impetus through the use of IT There has been more interactive teaching with learning resources allowing for students interaction and responsibility for learning. This allowed for greater discussion of key content and global learning both in situ and with partner school via the vle. We have seen greater availability and integrated use of IT. Through the integration and use of IT resources it is possible to see the raised motivation and attainment of students. There has been improved communication strategies by integrating discussion forums, resource sharing platforms and show and tell areas on a shared virtual learning platform We have a broader curriculum provision through the embedding of global learning across subject areas and into extra curricular activities. These have added to student responsibility, helping of others, understanding and empathising with others, supporting peers and colleagues, greater understanding of interdependence , collaborating and communicating well. There has been a real difference in my teaching by using the resources we have developed and by having the opportunity to discuss them with someone new' Ms Cheng Droitwich

**Self Assessment:**

Embedding: Teachers are taking action to improve their teaching and curriculum

This section is about improving teaching through international collaboration. Record your planned partnership activities for the coming year.

**Planned Activities:**

Newly developed and integrated curriculum and resource reflecting on issues linked to exercise, nutrition and diet and their affect on personal development. Draft curriculum on world poetry written and trialed Reference back to child rights programme and developed strategies to introduce a scheme on the rights of women. The work will be supported through the learning portal. This will house the discussion and sharing platform for students, expanding the teaching styles used and subsequent motivation in student learning. The latter will also be used as a resource base and forum for all projects. The world poetry project will see a scheme integrated into the plans of each school. The content and styles of delivery will be developed collaboratively using the discussion forums and portal to support cpd for identified staff. The content will have a comparative research study for students to follow in research style allowing for for self and co-operative learning which will raising attainment and motivation. Visit to the UK will include cpd training for staff, team teaching, as well as a professional dialogue, use of IT in the classroom and motivational techniques to engage students in learning and assessment for learning strategies. Visit to India will have a focus on review and evaluation, shared teaching and reflection and any further needs in professional development on assessment. A draft evaluation will be completed along with a long term partnership agreement

**Anticipated outcomes:**

Increased teacher confidence and competence in the use online newly developed teaching and learning resources  
Raising attainment and motivation of students through the use of interactive resources and implementation of research based , personalised learning. Collaborative professional development of the development of resources and challenges for students bringing improved teacher content knowledge and skills. A cross curricular scheme of work for biology and physical education collaboratively designed and shared to support student achievement and enjoyment in learning. A pilot programme on world poetry and one on womens rights will be co written bringing new resources as well as opportunities for professional development The development of content, teaching styles and online resources, are aimed at supporting and extending student motivation and attainment. There will continue to be improved communication by integrating discussion forums, resource sharing platforms and show and tell areas on a shared portal We will see a broader and sustainable curriculum provision by the expansion of global learning across subject areas and into extra curricular activities. Global learning will be extended through such media as helping others, understanding and empathising with others, supporting peers and colleagues, collaborating and communicating freely. 'It will be a good opportunity for us to re-evaluate and share our objectives and outcomes for these pupils' Ms Ruddick

**Self Assessment:**

Embedding: Teachers are taking action to improve their teaching and curriculum

This section captures what you have done in the past year to ensure you build an equitable and sustainable school partnership.

**Sustainability and Equal Benefit:**

Central to our work has been the collaborative development of our signed partnership agreement. This has been built on teacher visits and new and regular communication strategies. This has taken the form of discussions and reviews to ensure that all partners are able to take an equitable part in the partnership and that work is meaningfully embedded in school goals in order that they become sustainable. Partnership Coordinators have been established in both schools alongside lead managers from the senior team. Furthermore we have begun the process of student ambassadors and leaders in school to support the partnership. These are key elements to wider understanding and skill sets across the schools and allows for continuity and sustainability even taking into consideration possible staff mobility. Support groups in both schools involve staff from various curriculum areas as well as student captains. This along with development for staff will help make the partnership sustainable in the longer term. Through the planning processes and partnership agreement twelve staff have been involved in completing the partnership agreement. The sports programme has seen five staff plan and deliver aspects of the programme with students being involved in delivery and activity The geography projects has seen ten key staff and students involved in the learning process. Four staff and eighteen students have taken part in visits in the past 12 months in order to develop the partnership.

**Community Involvement:**

Local business partners are involved in providing support for the projects. Retrospectively this has involved staff and students in making presentations and raising awareness of issues researched and studied with specific reference to their locality. The local council and Rotary have been involved by hosting students and staff to give presentations and raise the profile of the international link as well as the global learning involved We have a close relationship with local press and radio and publish features on a regular basis about our global learning work The governing bodies are well informed on the work taking place due to the Partnership Agreement and the integration of work into whole school plans Furthermore at Droitwich we have been working closely with community partners including our LA global learning team to write articles, be involved in cpd and dissemination of good practice. Our Droitwich primary schools have also been supported in developing global learning and school partnerships which also helps in transition at Droitwich. This is an integral part of school life at Ramjas as it is an all age school. However, as a member of a twelve school consortium it has also helped partner schools develop global learning and partnerships. Additionally both Droitwich and Ramjas have supported cpd and resource development with British Council in Delhi to support Global learning through Dreams and Teams and International Inspiration

**Self Assessment:**

Embedding: Schools are embedding their equitable and sustainable partnership

This section captures what you intend to do in the coming year to ensure you build an equitable and sustainable school partnership.

**Sustainability and Equal Benefit:**

Review of our partnership agreement by the global learning groups with agreement for a three year plan 2014-17 was completed in July 2014. School Leaders now need further agreement on teams of staff being trained to allow sustainable succession planning for each area of work. Four staff members from each school and a ten students working group will be involved in ongoing shaping and delivery of the new learning portal. The geography, sport and citizenship projects will integrate into the day to day curriculum of each school by the end of 2014. Biology will be developed into 2015 along with World Poetry and Girls Sport.. Staff continue to take part in visits to maintain and strengthen the important personal and professional relationships central to successful international partnerships Through the integration of curriculum projects it has been planned that 50 percent of students at Droitwich and 60 percent Ramjas students will be involved in global learning on an annual basis and all through their school career. The outcomes and objectives of the partnership agreement, including global learning, will be in each of the schools action plans 2014-17. We believe the latter is an important approach as it gives the programme impetus and importance in the schools by governors, staff and students alike. Each school will embed into its community development support for others in developing global learning in their communities.

**Community Involvement:**

It is our aim to continue to integrate work with a community bias including researching local issues as well as working with local groups.. The latter will include local councils, media, business, sports and volunteers. Both schools have a close relationship with local press and radio and will publish features on a regular basis about our global learning work and its positive impact on staff and students We aim to develop an international page on our shared portal to showcase the work we do and disseminate good practice and resources We will continue to use local business groups such as Rotary to host students and staff to give presentations and raise the profile of the international link as well as the global learning involved The governing bodies are well informed on the work taking place due to the Partnership Agreement and the integration of work into whole school plans. We will continue to support and disseminate good practice in our wider communities including partner schools, education authorities, global learning groups, businesses and British Council. We will continue publish features about our global learning work in our own in-house publications as well as those of partners such as local authority, council, educational partnerships and press. Additionally we will be creating a blog to share with BC and embedded into our learning portal.

**Self Assessment:**

Expanding: Schools are expanding their equitable and sustainable partnership



