School Development Plan 2016/17

Our vision: To Provide an Outstanding Education for All

OUR SCHOOL MISSION

- To develop an inclusive, creative pedagogy, that promotes high standards across the curriculum
- To ensure that all children reach their potential, academically, socially, emotionally and spiritually
- A place where all learning is purposeful, relevant and challenging and reflects the changes in the 21st Century
- Where children become empowered and ambitious, developing a meaningful ownership of their own learning
- Where children become lifelong learners who are ready to apply skills in the wider world
- To ensure everyone feels valued in our school community

School Values:

Respect: Children at Normanby-by-Spital are taught to respect each other and themselves. They value individuality and respect equality and diversity. Through adults modelling respect, children learn to listen, communicate and behave in a way which contributes to the harmony of the school community and beyond.

Kindness: "Kindness changes the brain by the experience of kindness. Kindness is best learned by feeling it so that they can reproduce it. Kindness is an emotion that students feel and empathy is a strength that they share." Patty O'Grady, PhD

Empowerment: At Normanby-by-Spital we want children to be their own guides. Misfortune may ensue, but true learning occurs through mistakes and the correction of them, thus developing self-belief. This is empowering in itself, our school is a safe place to make mistakes.

Determination: We want pupils to develop confidence in their own capacities and attributes, to be intrinsically motivated and to never give up, even if they have obstacles to overcome.

Success: We believe that all children should unlock their true potential, regardless of their starting points. Through respect, kindness, empowerment and determination ALL children can achieve their goals.

The School Development Plan will be referred to regularly by all stakeholders and the Headteacher will hold a central copy which will be updated and the RAG rating adjusted accordingly as follows:

Red	Red indicates that the area for development has not yet been addressed. This could be as it has been deemed as a lower priority; training, equipment or funding is not yet available to allow this aspect to be started; or it is planned for a different part of the academic year / projected timeline of the School Development Plan.
Amber	Amber indicates that the aspect of the School Development Plan has been started and is currently being delivered throughout the appropriate area of the school. During this stage it will be continually monitored and the progress measured.
Green	Green indicated that this aspect of the School Development Plan has been successfully implemented and the Success Criteria met. Continued monitoring of this aspect will ensure the sustained development and impact that this is having on the quality of education a child receives within the school and will be adopted into the maintenance plan or a specific member of staff's responsibility as appropriate.
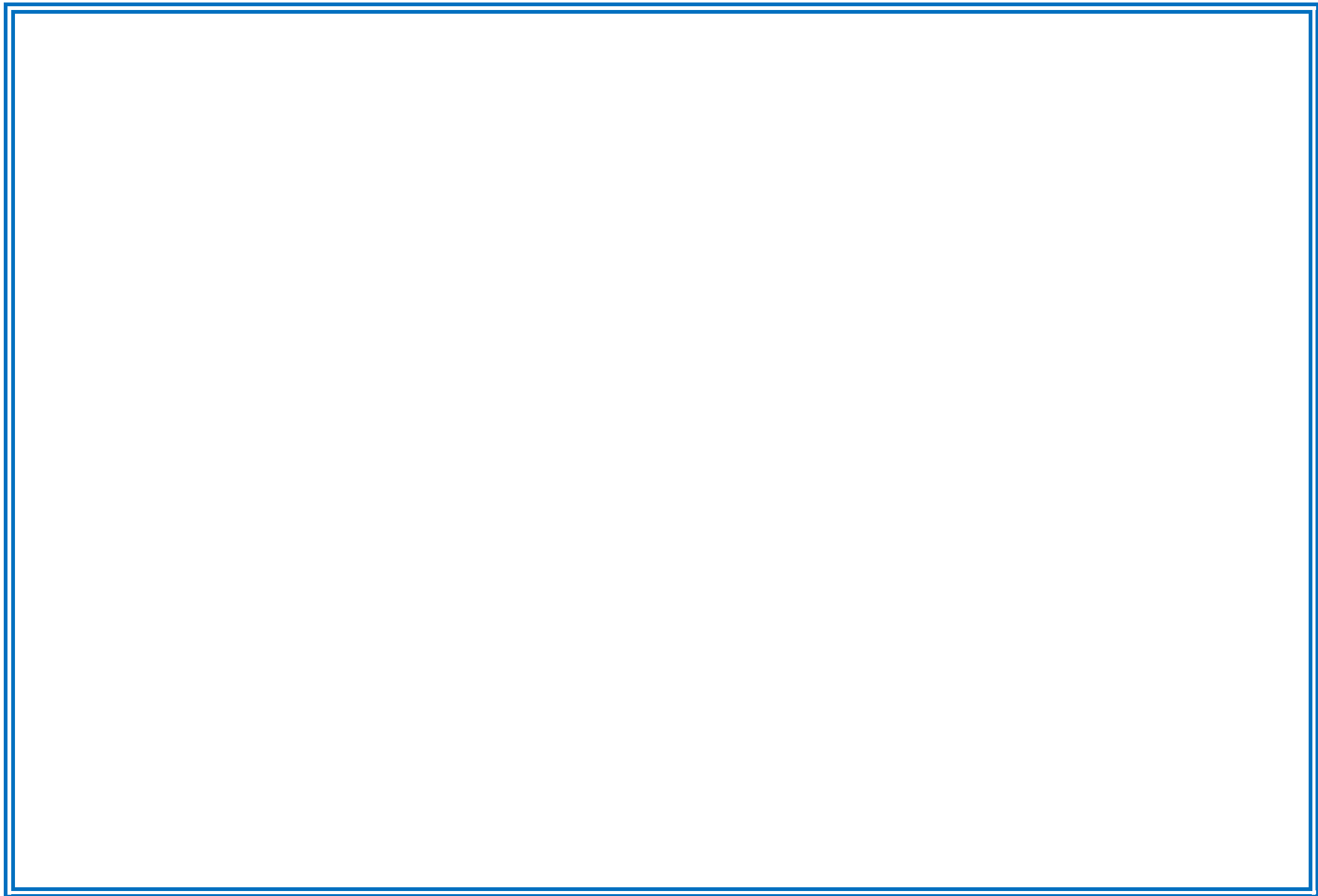
LEADERSHIP AND MANAGEMENT	TEACHING, LEARNING AND ASSESSMENT
TARGET 1: For all leaders to be secure in their roles and have accountability for the development of their areas to guarantee an impact on standards. **TARGET 2:** To develop the school's Curriculum to become relevant, meaningful and challenging so that it stimulates and supports learning. **TARGET 3:** Leaders, including the Governing body will rigorously monitor the progress against whole school targets.	**TARGET 1:** Triangulation and monitoring of staff will show that teaching is consistently good or better. **TARGET 2:** Marking and Feedback will have a positive impact on the progress of all pupils. **TARGET 3:** Staff will be clear about the expectations for the age related evidence base required for each year group.
OUTCOMES FOR CHILDREN AND LEARNERS	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE
TARGET 1: 100% of pupils, including all groups of learners will make at least expected (5pts) progress in Reading, Writing and Maths and at least 50% make more than expected progress (6pts+) in RWM. (Based on our internal assessment system) **TARGET 2a:** All KS1 and KS2 attainment will be in line or above the national average and progress will be better than the NA. **TARGET 2b:(Attainment at ARE for Year groups)** FS: 88% GLD, Y1 R: 80%, W: 80%, R: 80%, Phonics 100%, Y2 R:100%, W: 100%, M: 100%, Y3 R: 85%, W: 76%, M:85%, Y4 R: 100%, W: 100%, M: 100%, Y5 R: 100%, W:100%, M: 100%, Y6 R: 85%, W: 71%, M: 71%. **TARGET 3:** To ensure that all intervention is personal and has impact on all learners, facilitating progress in line with Targets 1&2.	**TARGET 1:** Attendance will be at least 96% by the end of the academic year- for all groups of pupils **TARGET 2:** For all staff and children to have high expectations of behaviour and presentation which reflects positively on learning attitudes. **TARGET 3:** For all stakeholders to have a sense of identity and belonging into the school family and the wider world

LINK GOVERNOR: Gary Rogers

Leadership and Management	**TARGET 1:** For all leaders to be secure in their roles and have accountability for the development of their areas to guarantee an impact on standards.					
Objectives	Specific Actions	Lead person/s	Monitoring - how	Success Criteria	Time scales	Resources
To develop the role of all leaders in order to enable effective monitoring and evaluation of subjects in line with new National Curriculum focus on coverage and progression.	Utilising last years Subject leader plans and outcomes, write action plans for subjects with clear priorities to be addressed during the year	Subject leaders	Meet Curriculum Leader to review priorities	Specific but aspirational targets developed for pupils, to impact on whole school outcomes in all subjects Subject leaders have a clear understanding of and high expectations for their subject which is shared throughout the school	Oct 17	CPD delivered to all staff to discuss action plans
	Write subject leader reviews of the ~Medium Term planning to ensure coverage for each subject is sufficient and progression is appropriate but aspirational	Subject Leaders	Subject Leader reviews of MTP and coverage of skills Subject leader learning walks to look at work, data (where appropriate) and pupil engagement.	MTPs are reviewed by staff following feedback from Subject leaders via reviews. Reviews on Shared drive- teachers to use to develop MTPs where necessary Pupils are challenged and expectations for outcomes are high for every year group in all subjects.	Termly	Leader release time to carry out learning walks
	Write subject leader reports termly (core) or annually for non-core subjects.	Headteacher-Curriculum Leader Educational Advisor Link governor Subject Leaders	Performance Management. Report to governors on pupil progress and coverage	Subject leaders are knowledgeable and enthusiastic about their subject and confidently monitor, review and evaluate. Subject leaders have a clear understanding of and high expectations for their subject which is shared throughout the school	Linked to PPM at 6 measuring points throughout the year (September, November, January, March, May and July)	Teacher release for one full day each in Term 4. Teacher release time to monitor subject. Attend subject "Cluster Meetings"

Develop tracking systems for the assessment of non-core subjects	Develop the non-negotiables to use to track attainment across the academic year for all subjects, including non-core.	Headteacher-Curriculum Leader Educational Advisor Link governor Subject Leaders	Performance Management. Meet with subject leader. Subject leaders deliver CPD	Progress and attainment of pupils in all subjects can be monitored each term. Coverage and progression of subject areas is evident in data, books and progress seen in learning walks.	Develop system by end of Term 2. Deliver CPD to staff in Term 2. Trial system in term 4 Review impact and effectiveness by term 6	CPD for Assessment

Leadership and Management	TARGET 2: To develop the school's Curriculum to become relevant, meaningful and challenging so that it stimulates and supports learning.					
Objectives	**Specific Actions**	**Lead person/s**	**Monitoring - how**	**Success Criteria**	**Timescales**	**Resources**
To embed the delivery of the Curriculum through REAL Projects	Immerse environments to reflect themes that promote innovation and risk taking Decide whole school themes for 2016/17 Parental involvement in exhibitions each term Staff training on Challenge Based Learning. Lesson Study (see T&L) Parent/Pupil Questionnaires	HT-curriculum Leader Subject Leaders Governors	Learning walks Pupil Interviews Work scrutiny Pupil progress meetings T&L Review forms Parent/pupil questionnaires	Pupils will become more engaged-the learning will become purposeful and have a real world outcome. Learning will reflect the changes in the 21st Century The environments will promote independence, enhance progress and will stimulate the senses promoting a sense of well being, promoting a calm learning environment which provides a 'real world experience'.	CBL training on staff Inset day in September Term 1-Parent questionnaire Term 1-Lesson Study Termly Exhibitions for parents/authentic audiences Term 3-Pupil questionnaire Term 4-Decide whole school themes for 2017/18	Staff training for CBL Staff training for Lesson Study Finance for immersion

				Staff will develop self-confidence to deliver the curriculum and share good practice. Progress over the academic year will be at least expected (5pts) and at least 50% achieving more than expected progress (6pt+) in RWM. Work scrutiny shows consistent high standards in ALL subjects.		
Leadership and Management	**TARGET 3:** Leaders, including the Governing body will rigorously monitor the progress against whole school targets.					
To successfully ensure that Governors will provide strategic challenge and support for all staff.	Andy Craven to lead general Governor training Andy Craven to deliver DATA training post Raise Online Link Governors to meet with all Leaders before each Governor meeting and discuss progress against targets to develop clear challenging questions for Governors meetings. Governors to carry out Learning walks each term to look at their areas. Govs to adhere to all actions outlined in the Code of Conduct	Governing body HT	Governors reports recorded on proforma uploaded onto Gov secure area on Website prior to meeting Standing item on all governing body agendas. Open discussion and questioning – minuted to show challenge.	Governors confident with monitoring and evaluating an area. Governors aware of current data for core R,W,M and SPAG. Governors able to interpret aspects of data dashboard and RAISEonline. **Impact;** -A knowledgeable Governing body who actively monitor pupil progress across school. -Governors aware of current data (strengths and areas for improvement) -Children familiar with Governors and their role in school.	Term 1-Gov training with Andy Craven Term 2-Data training Data updates for Governors before each Gov meeting Governors visits each term before Gov meeting. Termly Governor learning walks.	Governor meetings. Teacher release time to meet with Governor. Governor training with Andy Craven Governors to meet with Governors of cluster schools.

Governors and leaders are able to clearly articulate the strengths and weaknesses of the cluster schools and have an overview of the themes within the cluster.	Carry out a skills audit to identify strengths and identify training needs	Chair of Govs	Nominated Governor	Govs actively participate in the joint training for govs Govs can effectively support and challenge Systems lead approach to school development	Term 1	Audit provided by Middle Rasen School Governor Meetings
	Peer Review Process to highlight strengths and weaknesses in teaching and learning. Schools to collaborate to share expertise eg: lesson obs, planning etc	Headteachers (all schools)		Increase in staff development opportunities/positive impact on the skills of teachers	Term 2	HT cluster meetings Lead Peer reviewers
	A shared approach to research best financial value for good and services	School bursars and finance Governors		Financial savings	Term 1	Governors (finance)

LINK GOVERNOR:Jamie Harper

Teaching, Learning and Assessment	TARGET 1: Triangulation and monitoring of staff will show that teaching is consistently good or better.					
Objectives	**Specific Actions**	**Lead person/s**	**Monitoring - how**	**Success Criteria**	**Timescales**	**Resources**
Ensure that all pupils are sufficiently challenged-raising expectations of the quality and quantity of pupils work.	To complete frequent scrutinies of work, planning and assessment in all subjects, using non-negotiables and expectations.	HT Standards/T&L Leader	Learning walks Work scruntiny-staff meeting minutes Pupil interviews T&L reviews-learning walks and regular drop ins by HT and subject leaders	High expectations and aspirational approaches within every classroom for all pupils. All staff have a full understanding of what is taught in their subject through school; issues are addressed **immediately.** The quality and quantity of pupils' work is consistently demonstrating that they make at least expected progress (RWM 5 pts across the academic year), and 50% making more than expected progress (6pts+) linked to the quality of teaching over time.	Lesson Study-Term 1 Work scrutiny and planning scrutiny every half term durinh staff meeting Ongoing	Staff meeting about Lesson Study
	Lesson Study to develop staff confidence and share ideas/approaches to use in the classroom.			Staff will develop self-confidence to deliver the curriculum and share good practice. Good/outstanding practice modelled for other staff. Risk taking to become embedded.		
To aim for 100% of teaching to be consistently good or outstanding.	Ensure all staff receive appropriate training through effective performance management and CPD Teaching and Learning reviews to constantly monitor and gather evidence to assess standards of	HT Standards/T&L Leader	Learning walks Work scruntiny Planning scrutiny Pupil interviews T&L reviews-	Staff will improve their self confidence and subject knowledge and deliver high quality, engaging lessons consistently. Staff have challenging PM targets linked to the above milestones.	Teaching and Learning reviews every term Performance Management Oct 17 PM review Term 4 PM Evaluation Term 6	CPD bespoke to staff Staff to be released to visit other schools to watch teaching&learning (supply cover when needed)

	teaching across the school Develop staff self confidence Expectations allow pupils to apply their knowledge and skills demonstrating mastery and surpassing across the curriculum. Subject leaders have a clear understanding of and high expectations for their subject which is shared throughout the school Subject leaders support teachers to plan at and beyond the expected academic level		termly teaching and learning updates of review stored on Google Drive for each teacher-final review to be carried out in pairs for quality assurance. Performance Management	Staff access high quality CPD which has an impact on classroom practice. High expectations and aspirational approaches within every classroom for all pupils. Pupils make at least expected progress (RWM 5 pts across the academic year), and 50% making more than expected progress (6pts+) Staff to be clear about what the expectations are for each year groups and to be aspirational		
To create an evidence base of research to validate the impact of Teaching Assistants on the outcomes of learners in school.	Cross Phase Mobilise Project in collaboration with Lincolnshire learning Partnership and the Education Endowment Fund. Development of a Professional Learning Community with cluster research leads to examine how to implement change and school improvement in our context. Collaborate with a network of schools to create a useable evidence base to improve outcomes.	Cluster groups-sector lead approach to school improvement. (Regional Leaders-Cluster Lead-School based research lead)	Survey Audit (analysed by Sheffield hallam) Evidence collation through research	Use evidence to improve the way we utilise Teaching assistants in school and unlock the potential of every child with raised outcomes and aspirations. Subsidised training for Teaching Assistants on specific evidence based intervention packages recommended by the EEF. Creation of improvement through the use of the evidence base about TAs, developing ownership and passion at a cluster level.	14th September-Mobilise Launch training at BG Ongoing through the year.	Cluster lead/ Research lead training release time (ENH) reimbursed by the LLP.x6 per year

Teaching, Learning and Assessment	TARGET 2: Marking and Feedback will have a positive impact on the progress of all pupils.					
Objectives	**Specific Actions**	**Lead person/s**	**Monitoring - how**	**Success Criteria**	**Timescales**	**Resources**
Develop the quality of marking and constructive feedback enable pupils to make significant progress	Embedded marking policy provides clear guidance for teachers and support staff. Marking dialogue is detailed providing next steps and time built in for editing and correction in line with the teaching and learning expectations Marking across all subjects provides regular feedback	HT Standards Leader	T & L reviews: observations, learning walks, book scrutiny, pupil discussions. Pupil Progress meetings	ALL staff consistently using the Marking and Feedback policy across the school. High levels of engagement enables pupils to talk confidently about their learning. Pupils are motivated to engage in their learning, due to exciting teaching and good knowledge of their own progress. Pupils have the time to respond to the feedback provided	Term 1/2-Marking and Feedback workshops from HT in Peer review Ongoing PPM x6 per year	Staff meetings to share effective marking and feedback
Ensure all intervention work enables pupils to make at least expected progress.	All intervention work has clear system for monitoring progress and evaluating impact. Communication between TA & CT is effective and focus is clearly shared and is consolidated in class Focus on Maths interventions and training for all staff to support more than expected progression in Maths for all children	SENCO Maths Leader Standards Leader	T & L reviews: observations, learning walks, book scrutiny, pupil discussions. Provision maps Pupil Progress meetings	100% of pupils make at least expected progress through the intervention. (5pts) and 50% make more than expected progress (6pts+) in RWM.	Ongoing PPM x6 per year	SENCO/TA time to carry out reviews of intervention

To develop children's ownership of their own learning journey	Monitor the use of the Assessment Policy and Marking and Feedback Policy across the school. Use of personal targets in learning for RWM, Science and PHSE Establish school approach to peer/self assessment-using critique as a tool. Learning Objectives and Success Criteria so children understand what their next steps are.	HT Standards Leader Subject Leaders	T & L reviews: observations, learning walks, book scrutiny, pupil discussions. Pupil Progress meetings	Pupils respond to feedback from peers, identifying success against success criteria. Pupils understand what their targets are and try to meet them every lesson. All groups of pupils make expected (5pts) progress and 50% make more than expected progress. (6pts+) Pupils make progress effectively during lesson and independently.	Ongoing PPM x6 per year	Cluster moderations. LA moderations.
Teaching, Learning and Assessment	**TARGET 3:** Staff will be clear about the expectations for the age related evidence base required for each year group.					
To ensure that the evidence base for all subjects reflects the content of the National Curriculum POS **To develop moderation opportunities to inform assessment**	Develop an exemplification portfolio for each year group for W&M Work with cluster schools to further develop understanding and agreed content for each year group. Use the Exemplification materials from 2016 to inform evidence as well as LA moderation reports. Staff to visit local school to look at quality/content of evidence	HT Standards Leader Subject leaders	Pupil Progress meetings T&L reviews Staff meetings	Staff confidence with assessment-assessment to be consistent across school and the cluster schools All staff aware of the exemplification materials and how this impacts on TA and moderation Clarity about expectations both internally/nationally High expectations of pupils for quality and quantity of work to create evidence an reflect ability.	Term 1-Staff to visit local schools Term 2-Cluster meetings Ongoing	Staff meetings Cluster meetings

| Outcomes for Children and Learners | TARGET 1:
100% of pupils, including all groups of learners will make at least expected (5pts) progress in Reading, Writing and Maths and at least 50% make more than expected progress (6pts+) in RWM.
(Based on our internal assessment system)
TARGET 2a:
All KS1 and KS2 attainment in KS2 will be in line or above the national average and progress will be better than the NA.
TARGET 2b:(Attainment at ARE for Year groups)
FS: 88% GLD, Y1 R: 80%, W: 80%, R: 80%, Phonics 100%, Y2 R:100%, W: 100%, M: 100%, Y3 R: 85%, W: 76%, M:85%, Y4 R: 100%, W: 100%, M: 100%, Y5 R: 100%, W:100%, M: 100%, Y6 R: 85%, W: 71%, M: 71%. |

Objectives	Specific Actions	Lead person/s	Monitoring - how	Success Criteria	Timescales	Resources
Assessment shows that all groups pupils make substantial and sustained progress in all year groups	From different starting points, all pupils make expected progress and a significant percentage exceed this and make more than expected progress. A high percentage of children demonstrate mastery in English and Maths. Moderation within school, and with partner schools, ensures accuracy of performance data. All staff aware of data progress measures.	Headteacher Standards Leader English leader Maths leader SENCO EA	PPM, observations, learning walks, book scrutiny, pupil discussions.	6x yearly formal pupil progress meetings review attainment and progress of all children to ensure teaching is accurately matched to learning. Increased number children achieving expected outcomes according to the new interim Assessment Framework in Y2/6. Y2- Reading:100% (50% Greater depth) Writing:100% (25% GDS) Maths:100% (50% GDS) Y6- Reading:85% Writing:71% Maths:71% Provision mapping for PP and SEN children show learning needs are being addressed and data is collected to measure the	PPM x6 per year	CPD when needed Cluster moderations Staff meetings

				impact of support / interventions-Evidence shows expected progress (5pts) for all groups of children with at least 50% achieving more than expected progress (6pts+)		
Maths attainment to be in line with or above the national average (KS1&2)	Teachers to be clear about the content of the curriculum and be clear about methods for teaching and assessing Specific training given for using the Calculation Policy. Develop and improve pupils understanding of Fractions, %, Geometry and ratio Develop high expectations for layout, place value and presentation of Maths work to improve outcomes	Maths Leader Standards Leader EA	Progress against Maths Action Plan priorities PPM-data Work/planning scrutiny Learning walks (T&L reviews) Staff meeting minutes	Increased staff confidence about delivering the new curriculum. Learning walks an drop ins show that teachers are delivering the curriculum confidently and it reflects the high expectations of pupils in the planning Pupils applying skills confidently in Shape, space and measure. Pupils not making avoidable mistakes as presentation improves-impacting on higher outcomes and improved progress in all aspects of Maths. Improved standards and outcomes, in line or above the national average. Y2: Maths:100% (50% GDS) Y6: Maths:71%	Term 1-Inset Day-staff training on the Calculation Policy and the Maths Curriculum looking at priorities PPM x6 per year Half termly moderation staff meetings	CPD when needed Cluster moderations Staff meetings

| To ensure that the writing evidence base reflects is deeper and reflects the abilities of the pupils at all times in all subjects-through a sustained and consistent use of feedback and redrafting. | Develop the school approach to writing through a shared approach to BIG WRITE

Embedded marking policy provides clear guidance for teachers and support staff.

Marking dialogue is detailed providing next steps and time built in for editing and correction in line with the teaching and learning expectations | English Leader

Standards Leader | Progress against English Action Plan priorities

PPM-data

Work /planning scrutiny

Staff meeting notes | Improved standards and expectations of presentation
ALL staff consistently using the Marking and Feedback policy across the school so it has a marked impact on progress and quality and content of evidence base

Big write evidence is clearly marked and recorded in books so progress in between baseline and Big Write is clear.

Quality of writing shows expected progress (5pts) for all groups of children with at least 50% achieving more than expected progress (6pts+) | Term 1-Inset Day-staff training on Big Write

Term 1 staff meeting to review progress

Work scrutiny half termly staff meetings | CPD when needed

Cluster moderations

Staff meetings |

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	**TARGET 1:** Attendance will be at least 96% by the end of the academic year-for all groups of pupils **TARGET 2:** For all staff and children to have high expectations of behaviour and presentation which reflects positively on learning attitudes **TARGET 3:** For all stakeholders to have a sense of identity and belonging into the school family and the wider world

Objectives	Specific Actions	Lead person/s	Monitoring - how	Success Criteria	Timescales	Resources
To increase attendance of all groups of pupils in school	Be clear about the reasons that individual pupils have had long term/ repeated absence. Issue letters to those attendance who has fallen below 90% Offer support to those who need it-from school/external agencies Curriculum change-ensure that the curriculum is engaging and stimulating with environments to reflect the themes. Parental events planned such as exhibitions to celebrate the learning and successes of each term. Curriculum newsletters termly to inform parents/carers about the themes and key dates Fortnightly newsletters . Website/Twitter to increase communication with parents/carers.	Headteacher Admin (JC) Curriculum leaders Govs	Weekly attendance checked-awards given and celebrated in assembly Termly/yearly attendance tracked	Improved attendance due to support provided Improved attendance due to increased engagement from both pupils and parents/carers. More awareness and enthusiasm about what the pupils are learning Learning to be more relevant to the pupils-and purposeful. Environments to be more stimulating and appealing to reflect the themes. Shared events to increase parent/carers visits into school.	Weekly/termly attendance reports	Attendance awards Curriculum immersion and resources

Objective	Actions	Who	Monitoring	Success Criteria	Timescale	Cost
To have high expectations of behaviour for all children, which impacts on well-being and progress	Embedded behaviour Policy which reflects the school values and focuses on rewards and positive reinforcement-with rewards. Several in-house systems in place to adhere to the behaviour policy which celebrate successes and hard work. Behaviour and values clearly identifiable around school with consistent approaches by all staff.	Headteacher Subject leaders Education Advisor All staff Visitors to school	Celebration book Brilliant Bee book In-class behaviour charts Star Treat day records Progress in books Pupil interviews/questionnaires Learning walks	Attitudes to learning will improve resulting in expected progress in RWM (5pts) for all groups of children with at least 50% achieving more than expected progress (6pts+) Expectations improved for learning and presentation Self confidence and well-being improved Positive relationships between all stakeholders Mutual respect improved	Ongoing Termly HT report to log incidents Behaviour log/racist incident log	Stickers/badges etc for rewards Small expense for Star treat day rewards-
A greater cultural awareness for children, beyond our catchment and our _county_. **To have a full appreciation of cultural traditions and religions and how these impact on family/schools, from environment, school day, clothing, the delivery of the curriculum.** **To encourage respect and tolerance of pupils who aren't from the same background as themselves-especially in large urban schools.**	Kindred Spirit Project to be launched with a partner school in the Tower Hamlets (Global Learning Centre) Visit and work with partner school on a shared values project (Pupils from Tower hamlets to also visit us)	Headteacher/Teacher lead All staff Govs Visitors to school	Shared values Project Observations/school visist Pupil questionnaires. Verbal feedback	Staff/pupil development to broaden horizons about education/traditions/families/curriculum and religions in other schools in different catchment areas. First hand experience to work with staff and pupils from other schools. Collaboration with other pupils/staff on a completed Shared Values project.	Term 1-Training 4th Oct Term 3-Training 31st Jan Term 5-Training 4th May	Supply/cover costs for training sessions £500 to take part in the project
	Whole curriculum to promote British Values and local, national and international community spirit. Weekly assemblies with British values focus Continued fundraising with Action Aid to help to send Elisha to school in Zambia		Pupil questionnaires. Verbal feedback	Children aware of British Values and display them in school-develop an understanding of what those values mean to them and to others. Appreciation of life/schooling in other countries-resulting making a difference.	Ongoing/weekly Term 5-Sponsor form for Action Aid	