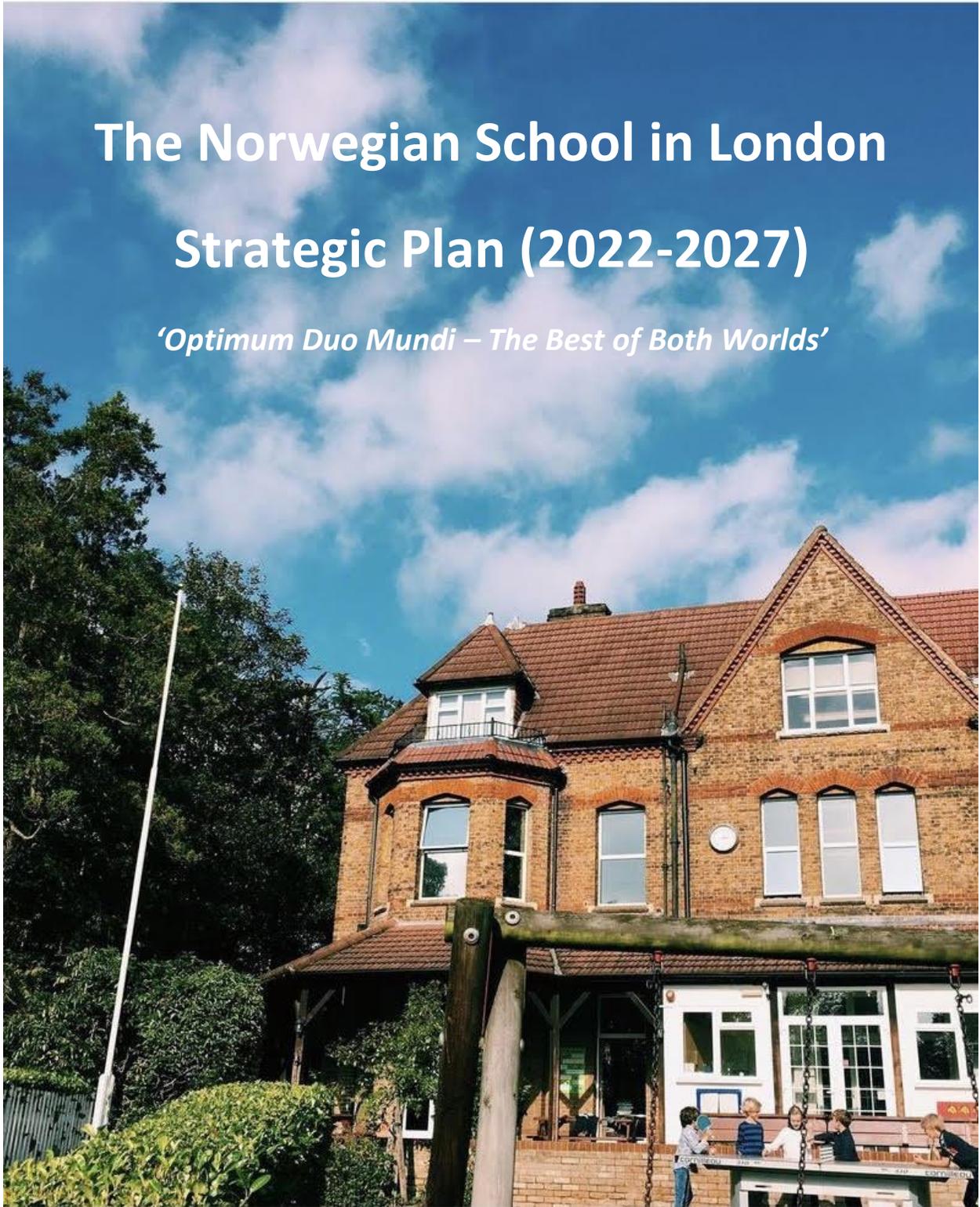


The Norwegian School in London

Strategic Plan (2022-2027)

'Optimum Duo Mundi – The Best of Both Worlds'



Strategy for Quality

We are pleased to present our five-year strategic plan (2022-2027) for the Norwegian School in London. Our intention in developing this plan is to set out and communicate our vision, values and overriding principles for the school's practice as well as the long-term direction for the school. It is of vital importance that all stakeholders are involved in the development of such a plan, to ensure that everyone takes ownership. This applies to staff and teachers, as well as parents and guardians, pupils, and governors. A parent-teacher-staff survey was successfully executed, and several conversations with the various pupil year groups further provided insight into what members of our school community envision for the future of our school, resulting in this strategic plan. We are proud of the school's accomplishments and look forward to continuing with the excellent progress made in recent years to make this a truly outstanding school.

We would welcome any comments or suggestions.

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1 Foundation and Review

The Strategic Plan is a high-level, long-term plan which serves as a management tool for the headteacher, the senior leadership team, teaching staff and other staff. Its purpose is to create a dynamic approach to school development and to support the school leaders and staff in the continuous work of improving the school's practice.

The Strategic Plan is primarily based on the *Core Curriculum – Values and Principles for Primary and Secondary Education*¹, hereafter referred to as *The Core curriculum*, as laid down by the Norwegian Ministry of Education and Research (Udir). Using this document as a foundation we have developed the vision and values of the Norwegian School and defined four central principles for education that shall guide the practice at the school. The strategic objectives that follow are both a continuation of focus areas in previous strategic plans as well as new initiatives. They are closely linked to the targets outlined in the shorter-term School Development Plan, - all in accordance with the new curriculum.

2 Vision and Values

2.1 Vision

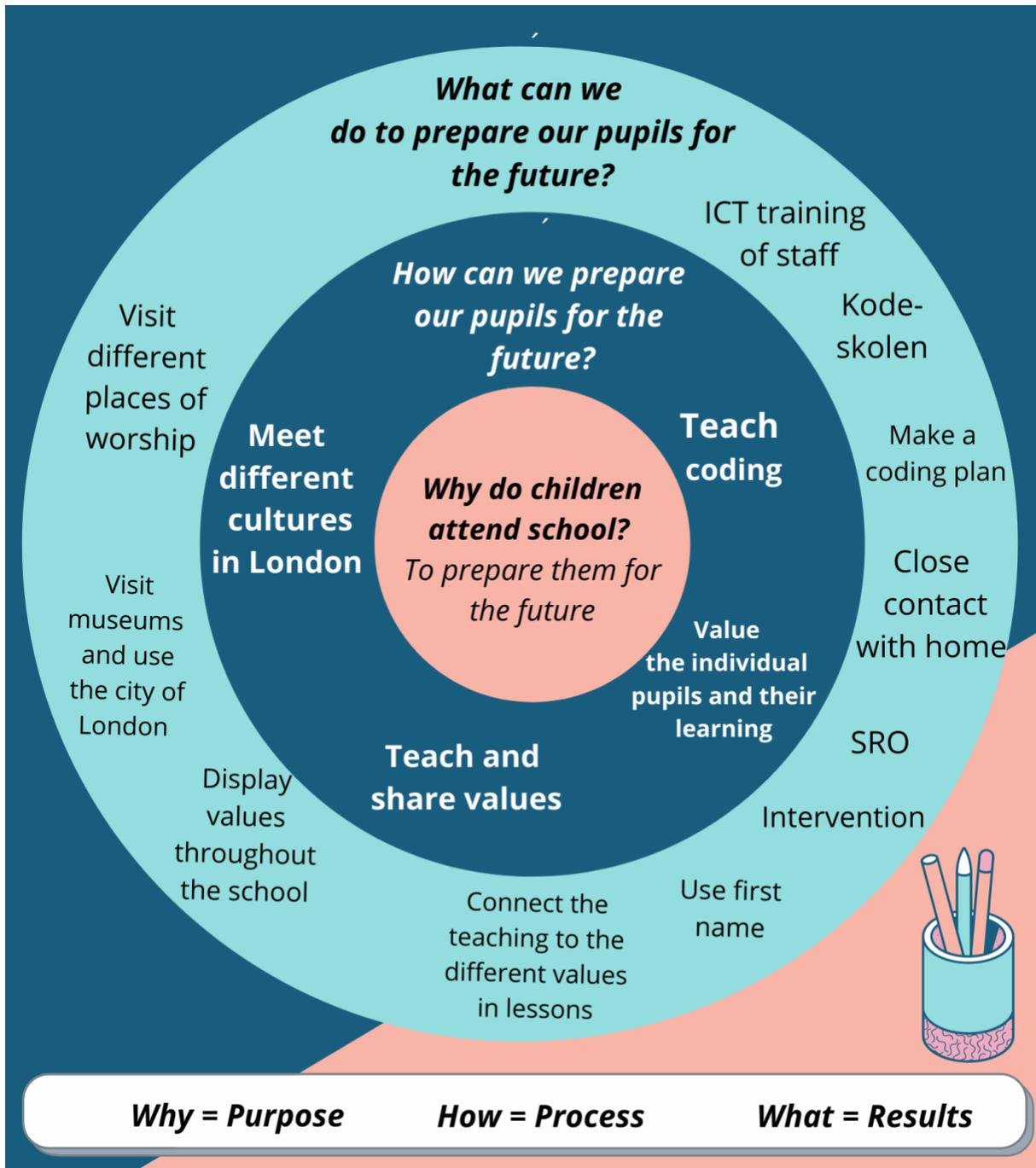
We prepare our pupils for the future.

At the Norwegian School in London, we prepare and motivate our pupils for a rapidly changing world by instilling in them critical thinking skills, a global perspective and respect for core values of honesty, trust, tolerance and perseverance. Our pupils take learning into the real world, challenge ignorance and intolerance and get involved in their local, national and global

1) <https://www.udir.no/lk20/overordnet-del/?lang=eng>

(Overordnet del – verdier og prinsipper for grunnopplæringen)

communities. They learn to take care of themselves, respect others, and actively participate in future social and working life. The process is illustrated below, using the Golden Circle².



² <https://simonsinek.com/commit/the-golden-circle>

2.2 Values

Our pupils are met with respect, trust, honesty, holistic teaching practices, the right to a voice, and high expectations.

We take our cues from *The Core curriculum*:

- Human dignity
- Identity and cultural diversity
- Critical thinking and ethical awareness
- The joy of creating, engagement, and the urge to explore
- Respect for nature and environmental awareness
- Democracy and participation

as well as fundamental *British Values* as dictated by UK Department for Education³:

- Democracy – Freedom and equality between people
- Rule of Law – Accountability
- Respect and Tolerance for others with different faiths and beliefs
- Individual Liberty – human rights

3) <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>



Our pupils are given challenges that promote growth and the desire to learn. To succeed in this, the school builds a positive learning environment, and adapt the teaching in collaboration with the pupils and the homes. This work relies on a professional community that engages in the development of the school. To become the best place for children to learn and grow, our school must also be the best place for teachers to work and grow.

3 Principles for Practice

At the Norwegian School in London, we make the most of what the city has to offer as one of the world's largest and most multi-cultural cities. We learn in the classroom at school, and we use London as our extended classroom by integrating frequent trips to local parks and attractions, as well as to numerous museums and other sites of educational interest.

We adhere to the current curriculum, laws and regulations as set out by the Norwegian Ministry of Education and Research. From *The Core Curriculum*, we have chosen four principles for education that will form the basis of all the school's practice. These four principles are:

1. Positive relationships
2. Differentiated instruction
3. Active pupil participation
4. Professional learning community

3.1 Positive Relationships

The school develops an inclusive environment that promotes health, well-being and learning for all.

A caring and supportive learning environment is the basis for a positive culture where the pupils are encouraged and stimulated to develop academically and socially. Confidence-building learning environments are supported and maintained by open, clear and caring adults who work in collaboration with the pupils. Together, the school staff, parents, guardians, and pupils are responsible for promoting health, well-being and learning, and for preventing bullying and abuse.

The school must be clear on what it is required to provide, is able to provide, and what is expected from the home. Good and trusting dialogue between the home and the school is a mutual responsibility. Furthermore, the school must consider that not all pupils have equal opportunities to receive assistance and support in the home.

Characteristics of Good Practice

At Our School ...

- we have no tolerance for bullying
- we have a Code of Conduct
- each pupil is valued as an important member of the school community
- we have close ties with parents and guardians
- we have a pupil council – and pupils feel their voices are being heard

Our Teaching Staff ...

- work purposefully to establish strong and close ties with the pupils
- cultivate a friendly and caring atmosphere
- are positive and expect pupils to succeed
- make learning fun
- are engaged and knowledgeable

Our Pupils ...

- have good friends
- respect other people's opinions
- are inclusive in and outside of the classroom
- speak positively about each other
- learn about other cultures

Our Parents and Guardians ...

- cooperate closely with the school
- ask their children how they are doing in school
- encourage and support their children with the schoolwork
- are engaged and involved in school life
- are inclusive towards all pupils



3.2 Differentiated Instruction

The school facilitates learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastery.

All pupils, including high achieving pupils, have the right to instruction and assessments that meet their learning needs. Pupils come to school with different experiences, prior knowledge, attitudes and needs. They learn at different paces and with different progression and need different learning strategies.

The school will adapt the teaching so that all pupils have the best possible learning outcome. Teachers will adapt the instruction by using various work methods and pedagogical approaches, by using various teaching aids, by the way they organize the teaching and by working with the learning environment, subject curricula, and assessment.

Characteristics of Good Practice

At Our School ...

- teachers regularly reflect on effective teaching strategies
- teachers regularly reflect on how pupils should be involved in their learning and in the assessment of their learning
- teachers see their colleagues as learning resources
- teachers regularly analyse and assess their practice and act as each other's critical friend, through classroom observations, knowledge sharing and discussions

Our Teaching Staff ...

- set clear learning targets for the lessons
- explain so that pupils understand
- combine a variety of pedagogical approaches
- give pupils tasks that are interesting
- plan teaching that allows pupils to put theory into practice
- provide "stretch" opportunities for the more able pupils

Our Pupils ...

- experience tasks as sufficiently challenging
- choose tasks themselves
- are physically active and engaged as they learn
- receive constructive feedback on their work
- work practically and digitally

Our Parents and Guardians ...

- receive frequent feedback from teachers on their child's well-being and progress
- feel that they have influence with regards to their child's everyday school life
- know what the school expects from the home to strengthen their child's learning and development
- have a good dialogue with their child's teachers



3.3 Active Pupil Participation

Active pupil participation must characterize the school's practice. Every day, pupils shall participate in and assume co-responsibility of the learning environment they create together with the teachers.

The teachers support and guide the pupils so that they learn to set their own goals, choose appropriate approaches, and assess their own development. Good assessments, where expectations are clear, and pupils participate and are actively engaged in their learning is key to meaningful learning.

Characteristics of Good Practice

At Our School ...

- teachers regularly reflect on how pupils can participate and assume co-responsibility academically and socially
- pupils receive feedback that reference a skill or specific knowledge
- pupils are supported so they can set their own goals, choose appropriate approaches and assess their own development

Our Teaching Staff ...

- let pupils choose different learning methods and strategies
- let pupils be involved in decision making
- give pupils feedback that is specific and on time
- let pupils work on tasks that they find interesting and relevant

Our Pupils ...

- are involved in the lesson planning
- have a clear understanding of what they should learn and what is expected from them
- are encouraged to creative problem solving
- get to choose different learning methods

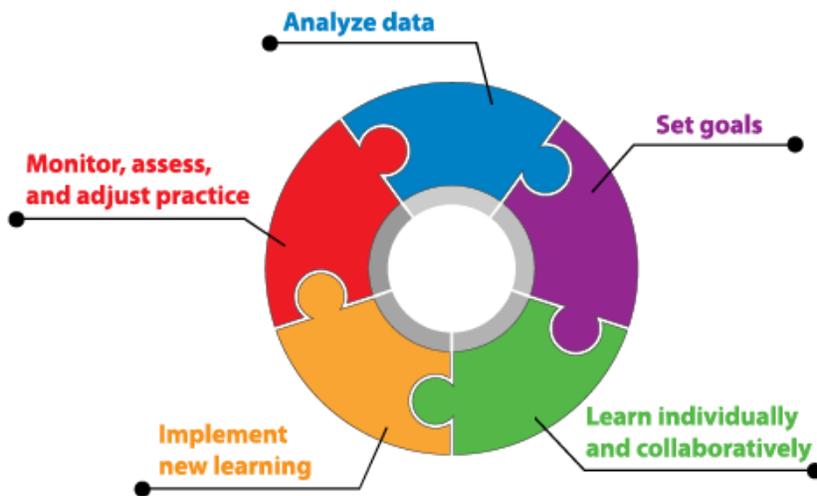
Our Parents and Guardians ...

- talk to their children about their participation in school
- are engaged in pupils' involvement in school, and bring constructive feedback to the Parents' Council (FAU)
- are actively engaged in ensuring all pupils feel included in the school community

3.4 Professional Learning Community

The Norwegian School in London is a professional learning community where teachers, leaders and other members of staff regularly share expertise and work collaboratively to improve teaching skills and the social and academic performance of pupils.

Teacher learning team cycle



Source: *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*



<https://learningforward.org/wp-content/uploads/2017/08/teacher-learning-team-cycle.png>

In a professional learning community (PLC) teachers work as a team to assess and improve their practice. A PLC is designed to reduce professional isolation, foster greater collaboration, and spread the expertise and insights of individual teachers throughout the school. Teachers develop professional, pedagogical, and subject didactic judgment in dialogue and interaction with colleagues as well as through regular training. Teachers must evaluate their pedagogical practice to ensure that they offer individual pupils and groups of pupils the best possible teaching.

All school staff must actively engage in the PLC to develop the school. Teachers and staff must ensure that targeted measures align with the school's values and that development needs are based on research and experience-based knowledge.

Characteristics of Good Practice

At Our School ...

- the culture promotes and supports continuous professional development (CPD)
- all staff receive professional support and guidance
- time and resources are set aside for professional development
- we collaborate with other schools and external organizations to improve our practice

Our Teaching Staff ...

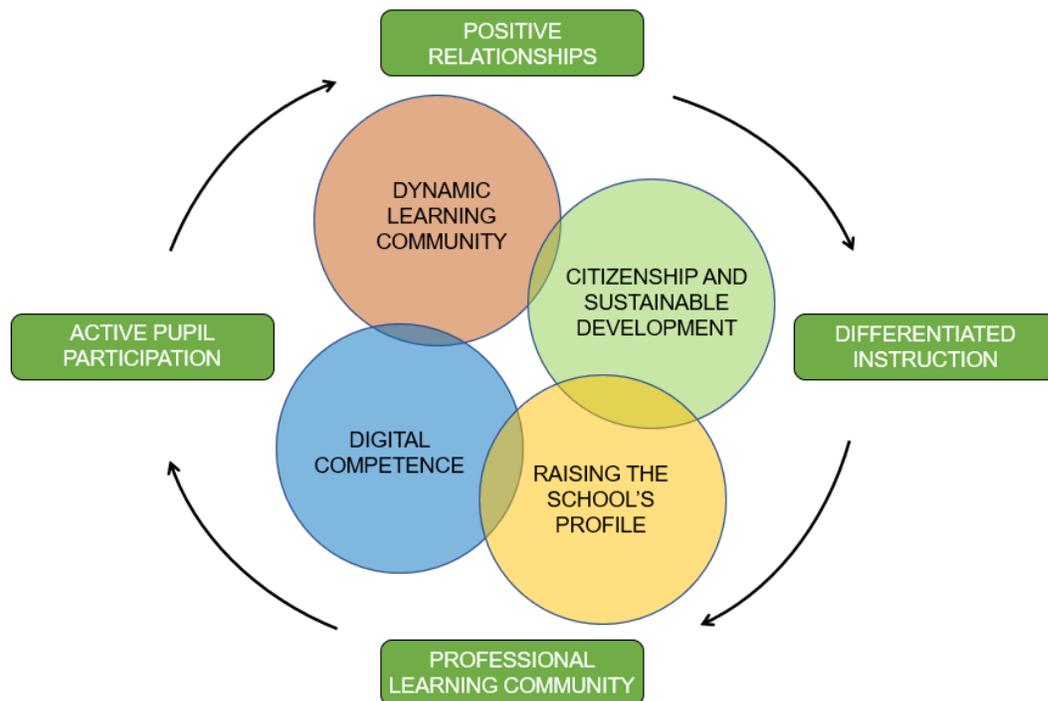
- take active part in the continuous professional development
- view their colleagues as learning resources
- regularly analyse and assess their practice and act as each other's critical friend, through classroom observations, knowledge sharing and discussions
- are engaged in identifying goals and priorities for professional learning

4 Strategic Objectives

The following strategic objectives have been chosen for the Norwegian School in London for the next five years:

1. Dynamic Learning Community
2. Citizenship and Sustainable Development
3. Digital Competence
4. Raising the School's Profile

The senior leadership team along with the school's teaching staff, SFO-staff and other staff are responsible for developing routines and teaching practices to ensure implementation of the strategic objectives at the school to the benefit of our pupils' learning and growth.



The above model shows the school's four strategic objectives together with the four central principles for education that guide the school's day-to-day operation.

4.1 Dynamic Learning Community

Pupils at the Norwegian School in London develop and apply competencies by being part of a dynamic learning community where they are challenged at their individual level and actively engaged in their own learning.

Pupils in a dynamic learning community see learning as purposeful. Pupils are active participants in academic and school-related activities and take ownership of their learning. The activities pupils are given in school challenge, motivate, engage, and encourage them to academic and social learning. In a dynamic learning community, the right balance is achieved between the active pupil and the responsible adult, who meets the pupils with trust, respect, and positive expectations.

Pupils in a dynamic learning community experience teaching and activities that are closely linked to their daily lives, but also expand their worldview and open doors to the future. Pupils are set clear expectations of what they need to learn. Pupils acquire knowledge and are also challenged to apply their knowledge in familiar and unfamiliar contexts and situations.

Pupils in a dynamic learning community are given space for in-depth learning, learning across established subject boundaries and development of the basic skills is encouraged. Pupils experience varied and practical teaching methods and a formative assessment culture that promotes learning and development.

Characteristics of good practice

At Our School ...

- we have agreed on a standard for planning and execution of class sessions
- we use systematic progress monitoring⁴ to track each pupils' progress
- we build a feedback culture on pedagogical work where the school management plays an active role

⁴ Systematisk Resultat Oppfølging (SRO)

- we build a knowledge-based practice founded on research, experience, and user engagement, in line with the current curriculum.

Our Teaching Staff ...

- take responsibility for developing positive and supportive relationships with each individual pupil
- emphasize formative feedback to develop pupils' learning
- practice good and authoritative classroom management
- actively participate in the school's professional learning community

Our Pupils experience ...

- positive expectations of what they can achieve
- active participation in their learning and their learning environment
- collaborative activities and shared experiences
- varied practical activities, adapted to their own level
- a good formative assessment culture that improves learning



4.2 Citizenship and Sustainable Development

The *Core curriculum* states that the school should give pupils the opportunity to participate in and learn what democracy means in practice. The pupils should experience that the adults, both inside and outside of the school, work together for the pupils' best interests, and provide the necessary support for them to build relationships with each other through play and learning.

Pupils will learn that people's way of life and use of resources have consequences locally, regionally, and globally. Hence, the overall organization of educational and leisure time at the Norwegian School in London should affirm that the pupils are a resource in their own life and in the lives of others. Everyone has the responsibility to contribute to sustainable development and to ensure a sustainable future. To this end we are proud to be a STARS school, and part of Transport for London's accreditation travel scheme for London schools and nurseries⁵.

Characteristics of Good Practice

At Our School ...

- we work together to provide the necessary support so pupils can build healthy relationships with each other and the outside world through play and learning
- pupils receive support to accept themselves on their own terms, and experience themselves as good enough
- the Pupils' Council attends the school's governing board meetings
- we inspire pupils to travel to and from school sustainably, actively, responsibly, and safely by championing walking, scooting, and cycling

Our Teaching Staff ...

- promote a culture of "everyone is included"
- are good role models and support a positive self-image among the pupils
- teaches knowledge of human and civil rights and responsibilities in society
- help students make ethically conscious and sustainable choices

⁵ <https://stars.tfl.gov.uk/>

Our Pupils ...

- understand and respect other people's opinions and contribute to a good community
- are resilient through hardship and adversity
- know what democracy means in practice
- understand the impact of their actions on the environment
- make responsible choices, act ethically, and strive for a sustainable future
- practice democratic principles through the Pupils' Council

Our Parents and Guardians ...

- encourage the developing of a safe and supportive school environment
- act as good role models and reinforce a positive self-image
- strive to contribute positively to the life of all the pupils at the school



4.3 Digital Competence

Pupils at the Norwegian School in London shall develop digital competence. They will be able to obtain and process information, be creative with digital resources, as well as communicate and interact with others in a digital environment critically, safely, and responsibly.



“Being digitally competent is more than being able to use the latest smart phone or computer software — it is about being able to use such digital technologies in a critical, collaborative and creative way.” (DIGCOMP 2.0) ⁶

Pupils at the Norwegian School will acquire knowledge and good strategies for use of the internet. They will be able to use digital resources appropriately and responsibly to solve practical tasks and they will understand issues such as copyright, critical evaluation of sources, online privacy, digital bullying, and social media.

For pupils, digital media is both a channel for information and for social connections. It is important to try to understand the effects of technology on pupils – and teach pupils to deal with these from an early age. To achieve this, close cooperation between home and school is vital.

⁶ <https://ideas.repec.org/p/ipt/iptwpa/jrc101254.html> (The European digital framework for citizens)

The teacher's professional digital competence includes meeting the Norwegian Directorate for Education and Training's requirements for digital skills and also ensuring that the pupils reach the proficiency goals as set out in the school's ICT-competence plan.



Characteristics of good practice

At Our School ...

- we regularly discuss the use of digital tools in the learning process and share knowledge
- we reflect on how the use of technology can influence teaching, assignments, and work methods to improve learning
- we systematically implement the ICT-plan, in every year group
- the teaching staff is supported in their continuous professional development in ICT

Our Teaching Staff ...

- assess when, why and how the use of ICT is a suitable tool for improving teaching and learning
- use digital tools in all subjects
- integrate teaching of digital literacy in all subjects
- keep themselves up to date by taking advantage of internal and external resources, for example, Udir's competence packages

Our Pupils experience ...

- a high level of differentiated instruction using digital tools
- good interaction in a classroom suitable for collaboration and technology
- guidance and support in their use of social media and being equipped to meet challenges they face online
- using technology to unleash creative joy, engagement, and the urge to explore

Our Parents and Guardians...

- receive information about the school's use of digital tools at the start of the school year
- can easily stay engaged in and informed of their child's learning process
- experience that it is easy to stay in touch with the school
- find that digital competence is on the agenda at the parent meeting

4.4 Raising the School's Profile

Feedback from teachers and parents through the survey made it clear that there is a need to attract more families and pupils to the school. The survey also highlighted that the school and its pupils benefit from small class sizes, allowing for more one-to-one attention from teachers, more tailored instruction, and increased opportunities for community building in the classroom and with the school's families, resulting in positive learning communities and higher academic achievements. Emphasis should be on the school's uniqueness as a Norwegian school centrally located in London, benefitting from what a multi-cultural city and one of the world's largest capitals has to offer, by using London as its extended classroom. The pupils find that the frequent field trips have a significant impact on their motivation and learning.

The small school and connection to Norway contribute to a strong school community feeling, where each pupil feels safe and recognized and valued as an important member of the community.



Characteristics of Good Practice

At Our School ...

- we have a marketing committee dedicated to raise the school's profile and attract more pupils
- we actively use social media to increase our visibility
- our website is up-to-date, easy to navigate and emphasizes the school's uniqueness
- we work closely with other Norwegian institutions in London to promote our school to new Norwegian and Scandinavian families
- we stay connected with alumni
- we contribute to the local community through charity work
- we work closely with the Norwegian Kindergarten in London

Our Teachers and Staff ...

- enjoy working at the school and tell other people about it
- are knowledgeable about the UK school system, and can advise our families on how to best prepare for a smooth transition into secondary education in the UK
- are actively working towards an Outstanding Ofsted⁷ rating

Our Pupils ...

- are good ambassadors for our school everywhere they go
- represent and promote the best of Norwegian and British values

Our Parents and Guardians ...

- speak positively about the school and its teachers
- think that the school provides a safe and positive learning environment
- say that the school embraces a holistic approach and value whole child education
- say that the school gives the pupils authentic experiences with the English language and culture by using London as its extended classroom

⁷ <https://www.gov.uk/government/organisations/ofsted>

(The UK Office for Standards in Education, Children's Services and Skills)

5 Implementation, Monitoring, and Evaluation

The Strategic Plan will be reviewed annually at the first Governing Body meeting of the school term. It will be revised every 3 years, whilst maintaining a long-term perspective. The school's progress will be monitored and measured against successful implementation of the principles for practice as well as reaching the stated strategic objectives. The School Development Plan (SDP), formulated by the senior leadership team and the teaching staff, describes how the strategy is to be implemented in the short to medium term. The Governing body monitors the implementation and progress of the school development plan throughout the year based on the head teacher's reports.

Furthermore, the Norwegian Education Act⁸ requires the school to regularly assess how the implementation of the teaching practices promote pupils' academic and social development. The governors are responsible for ensuring that this school-based assessment is carried out in accordance with the regulations. To this end, the school prepares an annual report (The Quality and Development Report, QDR). The QDR includes results from national tests, grade level assessments, and feedback through pupil, parent, and staff surveys. Progress on the strategic objectives will be demonstrated in the SDP, QDR, as well as SRO and Teaching and Learning Reports⁹ and will form the basis for continuous evaluation and assessment of how well the existing practices reflect the school's vision, -

To prepare our pupils for the future.

⁸ <https://lovdata.no/dokument/NLE/lov/1998-07-17-61> (Opplæringsloven)

⁹ On the agenda at every governing board meeting.

Characteristics of good practice

Our School ...

- ensures that the individual pupil's learning outcomes and social development are always at the centre
- successfully develops, implements, and regularly updates the School Development Plan
- sets goals for a holistic development of school and SFO (the after-school program)
- develops a common platform for the pedagogical work
- implements systematic professional development measures to achieve better results
- facilitates that staff regularly share experiences and critically examines their own practice in a professional learning community
- supports all staff and provides regular feedback on work performed
- emphasizes developing an organization with broad competence and high capacity
- sets aside time to get acquainted with relevant research
- continuously analyses results from national tests, user surveys and exams
- makes changes in response to pupil, parent, and staff surveys
- nurtures dialogue and participation
- receives positive feedback from FAU
- sees increased pupil numbers
- aim to be rated Outstanding at the next Ofsted evaluation

Our Pupils ...

- are motivated to pursuit and reach their goals - in school, in work, and in life
- experience well-being
- are academically challenged
- feel mastery
- understand why they learn what they learn
- practice student democracy
- have the knowledge and skills to effectively use digital technologies to communicate with others, participate in society and create and consume digital content

