

Enabling our school and others to move forward on their global learning journeys

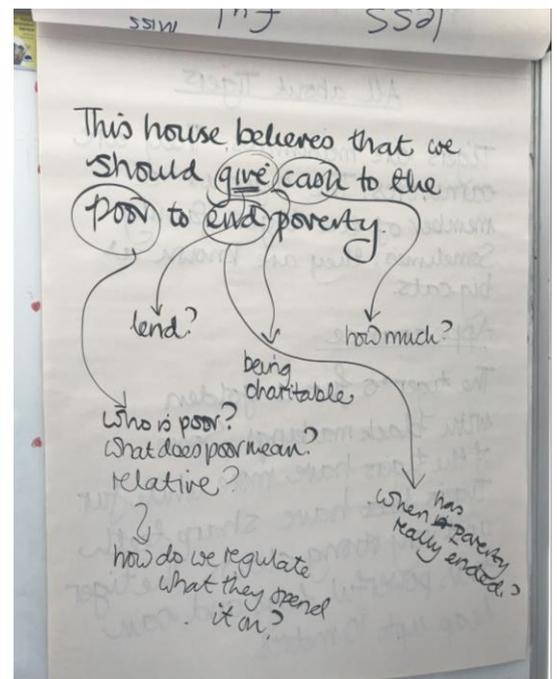
As a GLP Expert Centre that is extremely passionate about empowering pupils to become globally aware citizens, **Earlsfield Primary School, London**, was delighted to see the impact that being part of our GLP network has had on colleagues and pupils from other schools. Our sessions with our GLP network culminated in a final workshop where the Partner Schools shared their successes and progress, and showed how they introduced some aspects of global learning in their own schools:

- One school shared with us how much progress they had made in developing an international focus throughout the school. Taking part in our network sessions encouraged them to look at their own planning of global learning themes and '*completely changed the way [the topic] was taught*'. They have had an International Day, have taken part in the World's Largest Lesson, and added a rights-based focus to their assemblies to make pupils more aware of less-known rights.
- Another school achieved the Primary Geography Quality Mark Gold¹ and presented this award to our group during our final session. They explained how they also held a geography-focused week ending in an international food event. Sharing good practice with us encouraged them to hold a whole-school INSET day on linking global issues to their topic planning, which helped the school progress on their global learning journey.
- One of our Partner Schools put themselves forward to become a GLP Expert Centre.

Activities and achievements at Earlsfield

One of our aims in becoming an Expert Centre was to embed global learning fully in our own school's practice and ethos. We examine our curriculum each term to ensure that global issues are planned in and take a high profile. We have rewritten the GLP aims as 'I can' statements – e.g. 'I can understand how people, places and environments are connected in different ways' and 'I can begin to develop understanding beyond my own experience' – to use as success criteria and help with assessment. Pupils have these statements in their notebooks and are able to relate them to what they are learning.

GLP themes are also discussed in our very popular debating club, where pupils exchange on questions such as 'Should we give cash to the poor to end poverty?' which encourages them to consider stereotypes and move towards a social justice mentality.



Critical thinking techniques used at the debating club

¹ [Read more](#) about the Primary Geography Quality Mark and [how it maps to the GLP Whole School Framework](#).

The school is now in its second year of running Philosophy for Children (P4C),² which has contributed to develop the children as critical thinkers. In PSHE, a 'Thought for the Week' activity uses P4C to open the class discussion. Whole-school assemblies take place each week with an international or national focus, and are linked to our school values. Earlsfield also runs activities to involve the wider community, with 'Drop in, Join in' events each term where parents are invited to attend a whole day that is generally built around a global learning theme.

'When you talk to our pupils, it's obvious that they are well aware of the world around them and able to discuss a broad range of topics. Bringing P4C to the foreground has helped us to develop pupils' spoken language so that they can become critical thinkers, questioning and curious about the world they live in.'

Eve Morgan-Lace, Inclusion Manager

All this work contributed to our school **moving from Good to Outstanding in March 2017**, with our latest Ofsted report mentioning: *'Teachers are skilled in asking probing questions to help pupils explore their ideas and think deeply about their learning... The curriculum provides pupils with high-quality experiences which broaden their skills and understanding. The wide range of extra-curricular activities underpin this work. Pupils spoke enthusiastically about the clubs they take part in.'*

Earlsfield Primary School Ofsted Inspection report, March 2017

Becoming an Expert Centre for the GLP has helped to empower all staff to lead on global learning. Cascading the learning and skills has helped us embed global learning in the whole-school practice.

The school's next steps are to get involved in the Go-Givers initiative to develop student-led campaigns.

School context and motivations

The school became a GLP Expert Centre in 2015 as a result of its success as a Rights Respecting School – it has maintained level 2 of the award³ for five years.

The programme was co-delivered by Kate Wesley, Acting Deputy Head, and Eve Morgan-Lace, Inclusion Manager. Having two people leading the GLP enabled them to bring different areas of expertise to the sessions and to share the workload. Involving the SLT also helped give the programme a high profile within the school.

² **Philosophy for Children (P4C)** is a methodology used successfully in classrooms in over 60 countries. P4C aims to encourage children to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where pupils create and enquire about their own challenging questions, and develop their critical thinking skills.

³ [Read more](#) about the RRSA and [how it maps to the GLP Whole School Framework](#).

Leading as a GLP Expert Centre for local schools became an opportunity for Earlsfield to share good practice and further develop its own pupils' knowledge, awareness and perspectives on a range of global issues.

'We wanted it to be reciprocal, to learn from other schools. It was not just about us delivering – we got a lot out of leading a GLP network as well.'

Kate Wesley, Acting Deputy
Head Teacher

Poster displayed on the school
website and in the main office
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Their original engagement of schools was very successful, with 21 schools attending the first GLP meeting. They managed to maintain a core GLP network with good Partner School attendance for four terms, and achieved this thanks to regular communication with the network. They also anticipated each session by sending a detailed agenda to all, sharing lots of practical advice and resources with the schools during the sessions, and providing refreshments. The staff at Earlsfield was also invited to attend the twilights, and some colleagues presented on their global learning work and shared their planning and books with the network. This enabled the school to show how they were delivering a global curriculum in practice.