

**2023-2026**

**EDUCATION  
& CARE  
STRATEGY**

**DCS SCHOOLS AND SETTINGS**

**Part 1 - Main Document**

**VERSION: 3.2**

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**Strategy Document Number 1**



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This document is designed to be read with Education & Care Strategy Part 2, Operational. Which lays out the individual actions for each of the eight Developmental Aspects as detailed on pages 12 & 13.



# OUR MISSION STATEMENT

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## The Mission of Defence Children Services is to:

Provide **guidance, intervention and supervision to safeguard children** in DCS Schools and Settings, and other commissioned locations.

Deliver **education and care for Service and Entitled children** in DCS Schools and Settings.

Provide **expert advice and guidance for Service and Entitled personnel** regarding education and care in the United Kingdom and overseas.

Provide **professional advice, intervention and challenge to support education and care** in DCS Schools and Settings, and other commissioned locations.

Provide **professional oversight of MOD contracts, licences and policies** related to the delivery of education, care and safeguarding of our children in DCS Schools and Settings and other commissioned locations.



Our Education & Care Strategy, 2026 has been developed to meet the terms of our Mission statement. We have created this strategy following an extensive consultation process involving all of our stakeholders in all of our locations across the globe.

Through these pages we present our **Vision** for 2026 and the **Actions** we are working towards to meet our vision. The actions are outlined in this strategy and we will seek to facilitate continued engagement through further discussions and continued feedback from our goals, making adjustments as we move towards 2026.



We are at an exciting time for our organisation as we begin to unite our services, our schools and settings and work together towards achieving our Educational Vision for 2026. Whilst our history reaches as far back as 1796, Defence Children Services (DCS) was formed as recently as April 2021 following an Army restructure and now, as a united team, we are providing the best possible educational outcomes for all of our children from first contact through to their graduation.

Due to the nature of their parent's deployment and employment, our children can experience challenges that their peers throughout the United Kingdom may not. Mobility within the Armed Forces can mean that children change schools more frequently and outside the normal admissions timetable.

Dealing with a parent's deployment can significantly impact upon a child's development, mental health and physical wellbeing. Education, from the early years through to higher education, can provide the stability and familiarity that help children and young people cope with the effects of mobility and become more resilient in their own self and about the world around them. Our staff, regardless of position or location strive to provide a safe, secure and friendly learning environment, where learning is driven by the child and where school is the 'norm' they desire.

It is the aim of this strategy to help move our organisation along the same path of achievement towards our overarching mantra:



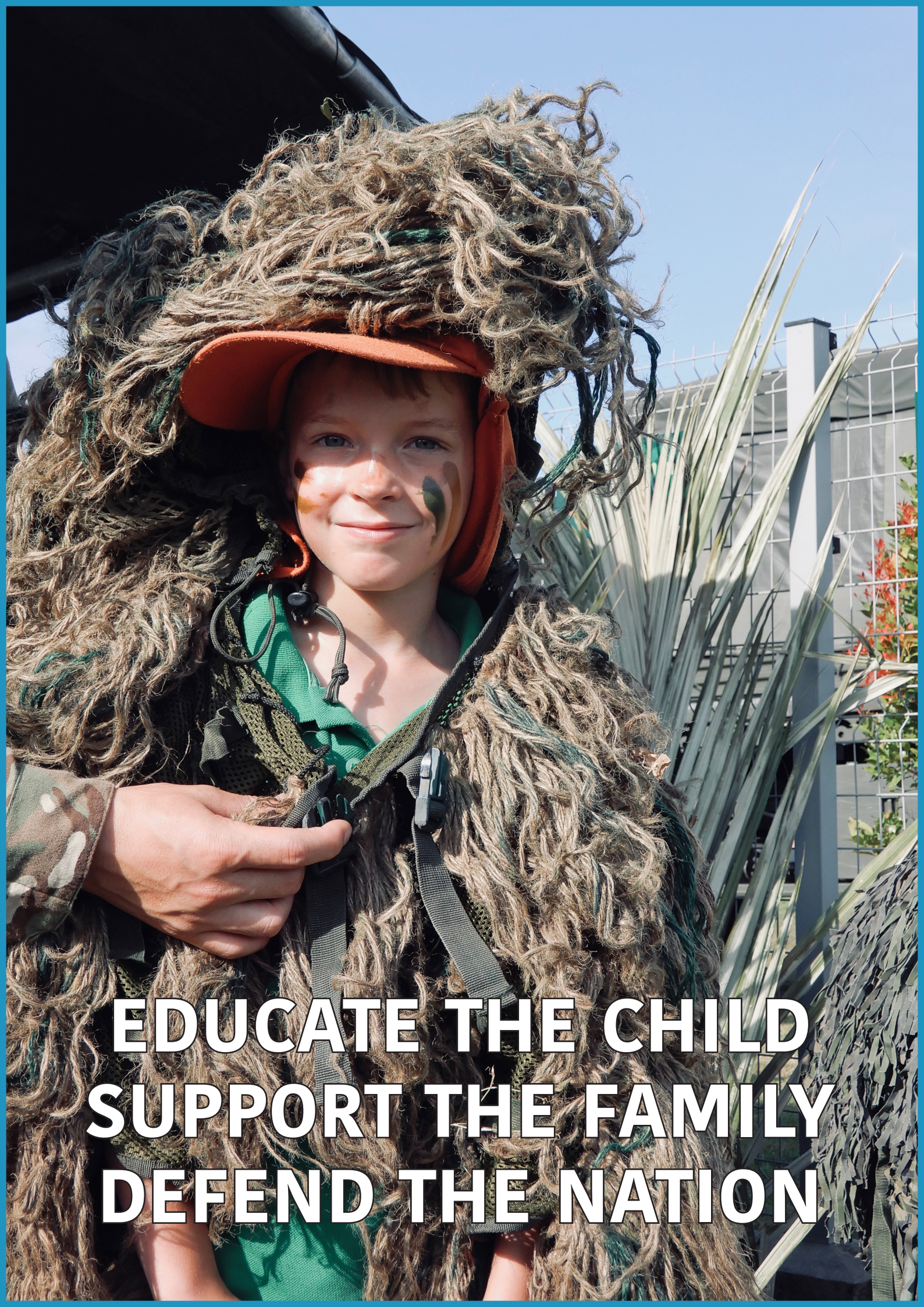
A handwritten signature in black ink, appearing to read 'Beverly Martin'.

**Beverly Martin**  
Director,  
Defence Children Service



**Educate the Child, Support the Family, Defend the Nation**





**EDUCATE THE CHILD  
SUPPORT THE FAMILY  
DEFEND THE NATION**



# ENABLERS

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**‘Outstanding leaders go out of their way to boost the self esteem of their staff. If people believe in themselves, its amazing what they can achieve ’**

Sam Walton, founder of Wal-Mart Stores

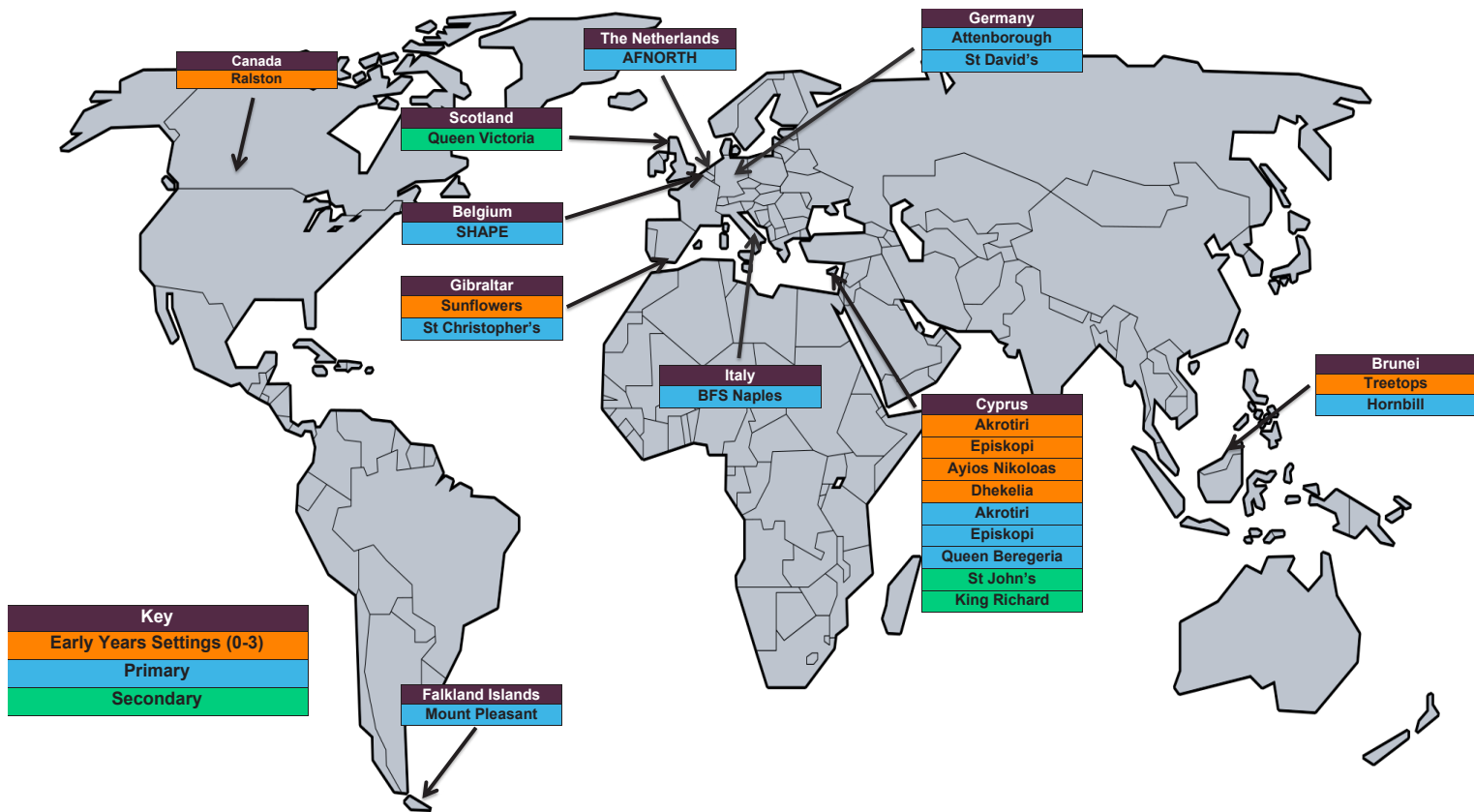
A number of people, structures, process and activities will support the delivery of this Education Strategy. These are our enabling factors:

- A)** Rewarding all staff (teaching & non teaching) for their investment in pupils learning through in house awards programmes, personal notes, Wellbeing days and detailed CPD programmes.
- B)** Support for all staff to innovate and develop knowledge and skills to share good practice internally and externally including an equitable and transparent workload allocation model.
- C)** Invest in action research across MOD Schools and Settings platform.
- D)** Continuous improvement in our systems, digital technology, process and infrastructure to ensure these are effective and allow us to release staff capacity.
- E)** An academic calendar and ARRA documents that support flexible delivery of teaching, learning and assessment.
- F)** Investment in support services for teaching staff including access to the National Institute of Teaching.
- G)** Develop and embed a united wellbeing policy for all Schools and Settings.
- H)** Development an organisation of 1:1 coaching open to all staff.
- I)** Development of a clear and concise measure for communications (including focussing on email expectations).
- J)** Liaising with all stakeholders on the development of actions relating to this and other strategies.
- K)** Ensuring opportunities for career progression and fostering educational leadership.

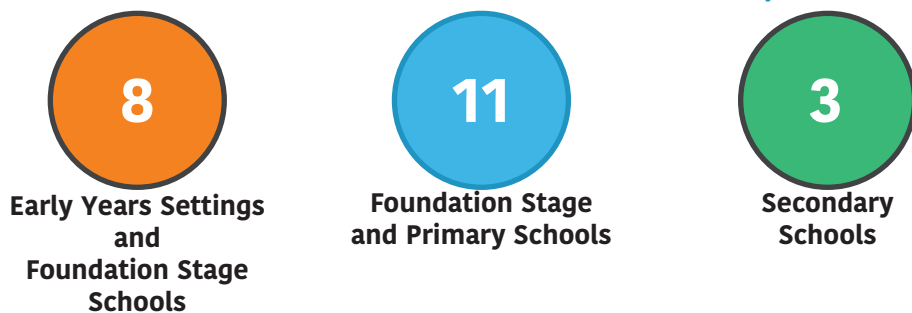


# CONTEXT

## Ministry of Defence School and Settings



Our Schools and Setting Family is made up of:



- **Rest of the World Schools & Settings (ROW)**
  - St. David's - Germany
  - Attenborough EYS - Germany
  - Attenborough School- Germany
  - Treetops EYS - Brunei
  - Hornbill School - Brunei
  - BFS Naples - Italy
  - Mount Pleasant - Falkland Islands
  - Sunflowers Setting - Gibraltar
  - St Christopher's EYS - Gibraltar
  - AF North - Netherlands
  - SHAPE - Belgium
  - BATUS - Canada
- **Cyprus Schools & Settings**
  - Akrotiri School & Setting
  - Episkopi School & Setting
  - Queen Berengaria School
  - Dhekelia EYS
  - Ayios Nikolaos EYS
  - St John's Secondary School
  - King Richard's Secondary School

# DCS CHILDREN - UNITED BY DIFFERENCE

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Whilst the majority of our children are from Military Families, we also welcome children from Subject Matter Expert (SME) Civil Servants, Specialist Role Civil Servants and in some locations, children of Locally Employed Civilians. We believe this makes us a unique organisation and we enjoy celebrating this uniqueness!

Some of our children attend our schools for the whole of their educational journey, some join with us for only six months and others may find that they fluctuate between our schools and UK schools. Additionally the average service child will have been to 5 primary schools before the age of 11!

Regardless of their backgrounds, their educational journey or the countries they are being taught in, our children are united by the common factor that they are Service Children and are proud to be in our schools.

Working alongside our DCS Child & Parent Document, the goals of this Education & Care Strategy is to enable children to celebrate their uniqueness and recognise their identity as a Service Child regardless of the country they are learning in. After all they have the best of both worlds; learning a UK curriculum in amazing locations across the world.



**‘Fundamental to everything that we do is the commitment to ensure that all children and young people feel that they belong to the DCS Family and celebrate their uniqueness as Service Children .’**

# OUR VISION

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## 1 - By July 2026, all children who are educated in a DCS School or Setting will:

- Receive **personalised provision** from first contact though to graduation (*or when the child leaves our schools or settings*);
- Be on a trajectory to **achieve high standards** that are above that of their contemporaries in English schools; through expectation, high quality teaching, accurate assessment and full support of their personal learning journey;
- Be inspired to be confident, curious and excited about the world and develop skills to become **global citizens**;
- Be taught to self regulate their behaviour and emotions and **develop resilience**;
- Experience the **unique opportunities** available in our diverse locations and understand how they connect to the United Kingdom, the Commonwealth and the wider world;
- Understand and be able to exploit **digital learning opportunities** now and in the future.





**Our Strategy lays out the actions for education and care in terms of: our Children; our Staff; our Curriculum; our Pedagogy and all of our Stakeholders.**



**2 - By July 2026, all children will receive teaching and learning provision throughout their educational journey from our trusted and valued educators who:**

- Demonstrate current **professional expertise** in both subject knowledge and pedagogy;
- Teach **good and outstanding lessons** that are **innovative** and **inspiring**, delivering them in a safe, well-managed and **stimulating environment** that fosters positive risk taking and encourages next steps for learning;
- Will **lead by example**, both personally and professionally;
- Are **reflective practitioners** who seek personal opportunities for continuous improvement;
- Actively contribute to the **development of the whole child** companioning their individual needs and potential;
- Demonstrate their passion for our shared vision and commitment to achieving our education and care strategy for our children and families.

# DEVELOPMENTAL ASPECTS

Our Educational & Care Strategy sits at the core of eight Developmental Aspects



Website



Publicity



Communication



Education Policy



Procedure

Standardisation,  
Alignment &  
Empowerment

Cultural Identity  
& Leadership

DCS Educator



Aspect 7

Aspect 8

Aspect 1



**Education  
& Care  
Strategy**

DCS ARRA

DCS Child &  
Parent



Aspect 6

Aspect 2



Aspect 5

Aspect 4

Aspect 3

DCS Curriculum

DCS Learning &  
Teaching



Care for All



Safeguarding



SEND



Transition



Language



Pastoral

The eight Developmental Aspects will result in the creation of a number of additional documents which will be shared across all of our Schools and Settings. The main documents are outlined here.

### **Developmental Aspect 1: DCS Educator**

A range of staff welcome packs, induction documents and role specific handbooks. These will be in eight sections:

- Section 1 - Welcome
- Section 2 - Expectations, Wellbeing & Code of Conduct
- Section 3 - Induction Record
- Section 4 - Staff Handbooks
- Section 5 - Expectations Related to Pay Grade
- Section 6 - Job Descriptions / Person Spec / Adverts
- Section 7 - Career Progression Document
- Section 8 - Appraisal Policy
- DCS Pay Policy

### **Developmental Aspect 2: DCS Child & Parent**

Along with a main welcome booklet for children and parents, we will be introducing

- Welcome Pack
- A Family Learning Portal (on line - cloud based)
- Child Passport to the World
- DCS Schools & Settings Prospectus
- Non Negotiable - Standards of Behaviour Document & Behaviour Policy
- Pupil Induction & Transition Principles
- Pupil Leadership Summit

### **Developmental Aspect 3: Learning & Teaching**

A core document will be produced detailing the expected principles, philosophy and Global Framework for Excellence in relation to Teaching & Learning. Further documents will include learning cycles and expectations for feedback and marking etc.

### **Developmental Aspect 4: Care for All**

A detailed set of documents and policies will be introduced for each aspect of Care including Safeguarding, Pastoral support and SEND.

### **Developmental Aspect 5: DCS Curriculum**

An overarching curriculum document will include Vision, Philosophy and Global Framework for Excellence in relation to the curriculum offer in all of our Schools and Settings. A second document will be produced to capture the uniqueness of our locations and the exciting experiences children receive as part of the curriculum offer.

### **Developmental Aspect 6: Assessment, Recording & Reporting Arrangements**

The core document for all schools which lays out the expectations and principles for assessment, recording and reporting.

### **Developmental Aspect 7: Cultural Identity**

The Cultural Identity document celebrates our unique identity and lays out the plan for future unity.

### **Developmental Aspect 8: Standardisation, Alignment & Empowerment**

A range of support documents will lay out the principles and expectations for all aspects of our delivery, communication and media. The documents will help leaders navigate the complexities of MOD policy and procedure surrounding media and communication.



# DCS SCHOOLS & SETTINGS; ONE IDENTITY, ONE OFFER

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**‘Learning is a continuous process. Knowledge is infinite and we can assimilate more if we appreciate the fact that there is so much more to know.’**

Whilst we are an old organisation historically, Defence Children Service is a new concept and was established as recently as 2021. As such we are at the beginning of our journey in establishing ourselves as a new organisation within the Ministry of Defence.

To ensure a united presence and to work side by side with this Education & Care Strategy we are developing a new **Cultural Clarity** where we celebrate the uniqueness of our schools and settings but insure that we share the same DNA, same vision and same ethos and more importantly, the same culture!

**‘Coming together is a beginning.  
Keeping together is progress.  
Working together is success.’**

**Henry T Ford**

A core element of refining our **Cultural Clarity** we are uniting our provision and our corporate image so that the core processes in our schools and settings are the same and that our stakeholders (mainly children and parents) have access to as many opportunities as possible regardless of where they are in the Forces World.

Our Cultural Clarity Documents provide understanding of our expectations to our outer facing image and both our online and written presence.

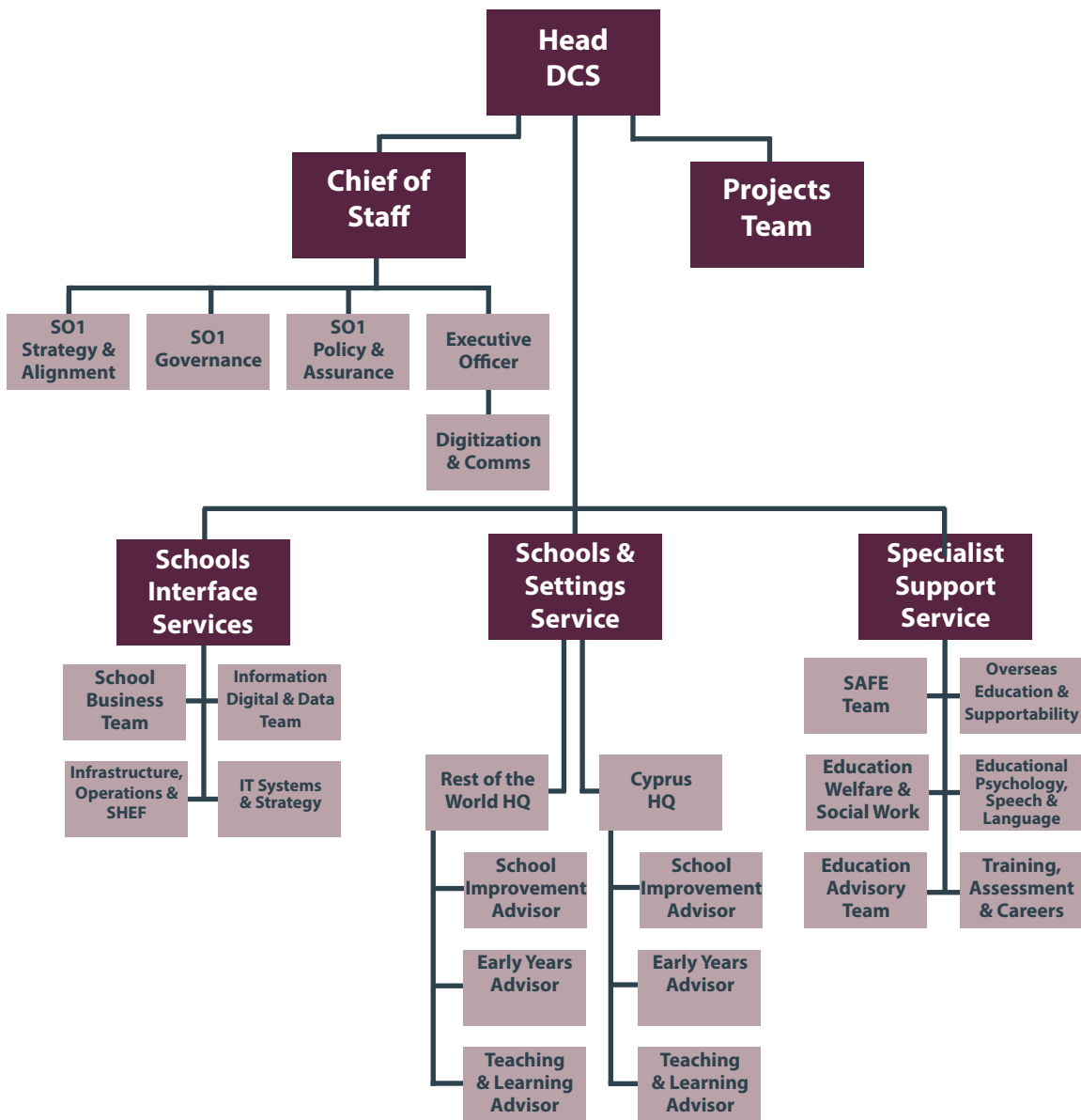
Our DCS Educator Documents provide clarity around our expectations for every member of staff, regardless of their possession or grade throughout our schools and settings.

Our DCS Child and Parent Documents provide clarity of our commitment to our stakeholders.

# STAFFING

Behind this Education & Care Strategy are a range of staff dedicated to ensuring we meet our core goals and our Vision.

This strategy does not just sit at the School or Setting level, it is at all levels of staffing within DCS; it is a shared strategy where everyone is working towards the development of our goals.



# MILESTONES

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The following four phases will help keep the momentum of this strategy on track to achieving our vision by July 2026:

## **Phase 1 - Quick Wins**

Completion of all targets between **July and December 2023**

- Action Plans written up with detailed targets and outcomes
- Tasks delegated
- Teams Site created and deployed
- Information sharing exercises
- Working parties created
- Wider stakeholders informed / updated
- Monthly updates started

## **Phase 2 - Developmental Wins**

Completion of all targets between **December 2023 and August 2024**

## **Phase 3 - Bringing People On Board and Moving Forward**

Completion of all targets by **September 2024 to August 2025**

## **Phase 4 - Completion**

**September 2025 to July 2026**

Assessing, Analysing and Rewriting the strategy for 2030

See individual Documents for milestone deadlines between these dates.

**Milestones are powerful because they demonstrate forward progress in our project plan.**

**They help motivate and align staff by enabling all stakeholders to view progress and judge priorities.**

**For leadership, they help monitor deadlines, identify important dates, and recognise potential bottlenecks within the project.**





# OPERATIONAL OUTPUTS

**‘We are stubborn on vision but we are flexible on details’**

**Jeff Bezos**

We expect that as we move towards July 2026, that some actions and future planned documents will develop, change or even be rewritten. We believe that this is as it should be; after all we are planning children’s education for a future that is yet to exist and our strategy must be flexible enough to support this.

Wherever possible, future state documents will be developed with a range of working parties made up of educators and like minded staff from across our organisation.

# BRINGING PEOPLE ON BOARD

As we progress with the eight Developmental Aspects as detailed on pages 12 & 13, we will provide regular monthly updates to ensure that actions, developments and improvements are clearly shared with all staff members.

# THE FUTURE STATE...

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**‘Education is the passport to the future, for tomorrow belongs to those who prepare today.’**

**Malcolm X**

Our Outcome Strategy or Future State will be focused on meeting our targets set out in the Vision on pages 10 & 11 and achieving the Characteristics of Excellence which can be found in The Education & Care Strategy Part Two.

Our future state is that DCS Educators will facilitate learning in line with the DCS Teacher Expectations Document and their pay grade. Where children learn in environments that motivate and inspire them and where every lesson adds to knowledge and skills previously learnt.

Our future state will see a combined workforce united in the goals of this strategy and as an organisation. Our schools and settings will celebrate their uniqueness whilst at the same time develop a sense of belonging through combined approaches to education and provision regardless of location, country or environment.

Our staff at all levels will demonstrate their passion for our shared vision and commitment to achieving our education and care strategy for all of our children and families.

## OUTCOME EVALUATION PLAN

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We will undertake a fully coordinated evaluation of each of the 8 Developmental Aspects of our Vision in Terms 2 to 3 of the academic year 2024 / 2025.

We will do this through a mixture of external and internal quantitative analysis, process evaluation alongside internal quantitative analysis, user research and ongoing monitoring.

The findings from the evaluation will be published alongside the creation of the next Education & Care Strategy from July 2025 to July 2030.



# SUPPORTING THE OUTCOME DELIVERY

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The Education & Care Strategy will be supported at all levels of our organisation:

**Head DCS (policy owner)** Ensures the overall vision and aims of this strategy are in place and that a suitable time frame is developed to ensure the vision can be met by July 2026. She will be supported through the process of development to implementation via the three services:

**AHT Schools Interface Service (SIS)** Supports the vision, goals and developments of this strategy and ensures this is carried out in line with MOD policy and procedure. The AHT SIS is supported via her Team Leaders and their dedicated teams.

**AHT Specialist Support Service (SSS)** Ensures the vision, goals and developments relating to Care, Safeguarding, Transition and Pastoral Support are carefully mapped out with clear time-lines in place to ensure that pace is maintained and change (where needed) is managed well. The AHT SSS is supported via her Team Leaders and their dedicated teams.

**Chief Education Officer, Schools & Settings** Ensures the vision, goals and process are in place at a strategic level to support development at a school and setting level.

**Assistant Chief Education Officer:** Pulls together the outcomes of actions at a school or setting level, ensuring their district teams of School Improvement Advisors (SIAs) and Teaching & Learning Advisors (TLAs) have the tools, time and resources available to support leaders at all levels.

**SIAs EYIAs and TLAs:** Support schools and setting leaders in their process and developments in line with the actions of the strategy, ensuring that progress is being made and goals are becoming a reality.

**Head Teachers and Setting Managers:** Are leading their school or setting priorities in line with the actions in this plan with the full support of the district teams. Progress towards the united goals is evident and all school or setting staff have brought into the vision of Education and Care in 2025.

## PERFORMANCE METRICS

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End of year Strategy & Alignment Leader reports will show movement towards the long term vision of this strategy.

A statement against each of the Eight Developmental Aspects of the vision will clearly show that year on year progress is being made at school, setting and district level across the MOD world. Measures from stakeholders will inform outcomes at a child, parent and command level.

# **Educational Strategy**

*A means of preparing and choosing all possible solutions to problems, tasks and working processes according to time, location or circumstances so that all children can succeed.*

**Researcher: Craig Gill, 2023**

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