



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. . Since then the school has grown; has opened a second campus and now has over 17500 students on roll, including over 350 Post 16. The school has an excellent reputation and is consistently oversubscribed.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill School, Kents Hill, Milton Keynes

In September 2016, Walton High expanded onto a second campus at Brooklands. The school will eventually grow to have 1600 students on roll, including 400 Post-16.

The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist and Education Welfare Officer. Opportunities for children and staff to work and learn together across the phases is very much part of what we do.



WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory, and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Assessment for Learning - the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there;

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction;

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered.



TEACHER OF HEALTH & SOCIAL CARE ***MKET MPR***

OUR VISION FOR OUTSTANDING LEARNING

We aim to develop students who are:

- Able to understand the importance of the health and social care provision for society and individuals
- Be sensitive to the needs of others
- Confident to be able to take the next steps in a vocational pathway to employment

As teachers we aim to:

- Plan inspiring, engaging lessons that allow all to make progress
- Set challenging targets for students and support them in reaching those goals
- Use AfL strategies to identify what progress has been made and work with students so they know what they must do to make further progress
- Maintain high standards and expectations
- Develop students as learners

Our outstanding team

The Health and Social Care team currently consists of two specialist Health and Social Care teachers including a Subject Leader for Health and Social Care.

OUR CURRICULUM

Key Stage 4

Health and Social Care is offered as part of our three year KS4 curriculum with students starting to study the subject in Year 9. Students follow the BTEC Level 2 Tech Award programme which includes the following components:

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values

Component 3: Health and Wellbeing (Controlled assessment, set and marked externally)



Key Stage 5

- Health & Social Care is very popular at Post-16 with students being offered the BTEC Level 3 National Diploma and the Extended Diploma.
- Students make exceptional progress with the majority of students achieving Distinction or Distinction* grades.
- They currently study the following units as part of the level 3 programme (2016 specification):

L3 Extended Diploma *Diploma consists of these units
Unit 1. Human Lifespan Development (External exam)*
Unit 2. Working in Health and Social Care (External exam)*
Unit 3. Anatomy and Physiology (External exam)
Unit 4. Enquiries into Current Research in Health & Social Care (Controlled assessment, set and marked externally)*
Unit 5. Meeting individual Care and Support Needs*
Unit 6. Work Experience in Health and Social Care
Unit 7. Principles of Safe Practice in Health and Social Care*
Unit 8. Promoting Public Health*
Unit 10. Sociological perspectives*
Unit 11. Psychological Perspectives
Unit 12. Supporting Individuals with Additional Needs*
Unit 17. Caring for individuals with Dementia
Unit 19. Nutritional Health