



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown; has opened a second campus at Brooklands and now has over 1750 students on roll, including over 350 Post 16. The school has an excellent reputation and is consistently oversubscribed.

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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



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, Education Welfare Officer and Speech and Language support.

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.

OUR VISION FOR OUTSTANDING LEARNING

We aim to develop students who:

- are stimulated and challenged by the science they learn, and enjoy their learning;
- feel ownership and pride in the work they carry out;
- see the progression they are making – lesson-by-lesson and year-by-year;
- recognise the value of learning both for themselves as individuals, and for society as a whole;
- are confident, independent learners who can use a range of learning talents.



As teachers, we aim to:

- plan interesting, engaging lessons that allow all to make progress;
- inspire students;
- set challenging targets for students and support them in reaching those goals;
- use AfL strategies to identify what progress has been made and by whom;
- give students feedback on their work that allows further progress to be made;
- develop students' enquiring minds.

YEAR GROUP ORGANISATION

In September 2017, the pastoral organisation of students changed from Vertical Tutor Group to year based tutor groups. We felt that both Personal Tutors and Heads of Year could both support and challenge their tutees most effectively when the tutor group comprised students in the same year group and stage of their learning.

We currently have nine tutor groups in each year group and each tutor group meets for 30 minutes at the end of each day Monday to Thursday and for 15 minutes on Friday. Tutors deliver PSHE lessons and are the first point of contact for students and parents. Tutors all have dedicated time on their timetables for tutor tracking activities and Heads of Year support and monitor this activity.

Assemblies are held regularly and are delivered by the Principal, Vice Principals, Assistant Principals and Heads of Year.

Year group councils are in the process of being established to support the work of Student Voice and a whole school council will follow next term. It is important to give students the opportunity to be heard but also to demonstrate their ability to take responsibility and become leaders in their own right.

The pastoral work of tutors and Heads of Year is supported by the Pastoral Director and a team of Behaviour Support Assistants.

ADVANCED LEARNING DAYS, SESSION 9 AND ENRICHMENT

All staff contribute to support sessions and enrichment activities on offer to students at Walton High. Part of the role of the Head of Year will be encourage and guide students into becoming involved in these activities and taking advantage of the rich offer that is available.

We look forward to meeting you on interview and giving you the opportunity to meet the outstanding students and colleagues who make up Walton High.

Head of Year details – October 2017