

## **Review of Principles from 2020 and “that means” statements**

### **We are all part of a high quality, reflective learning culture that strives for excellence**

- We will create high levels of aspiration and expectation amongst the entire learning community which will lead to excellent personal achievement and high employment prospects
- Community learning will become available for all at a time convenient to the individual learner
- We will provide human resources to support excellence in the form of a well trained workforce
- We will engage in a constant cycle of improvement supported by performance management regimes that reflect the rich and diverse offer and personalised approach
- We will become a learning community open to change, willing to take managed risks and share experience and expertise
- We will ensure that the learning experience and measurement of achievement equips learners for excellent life opportunity including employability
- We will build in time to reflect upon learning experiences and have the physical spaces within all schools that will facilitate such reflection and contemplation
- We will support the learning experience through mentoring (including peer mentoring) and support
- Our culture will be one of partnership in which all learners (and student families) participate in evaluation and planning
- We will celebrate and publish our success

Note – what skills, qualities and competencies should a new workforce have? Suggest:

- We will ensure that our workforce is fully equipped with the skills to facilitate a dynamic and flexible and relevant curriculum offer matched to the currency required by learners

### **Our curriculum and learning experience will be personalised, flexible, relevant, rich and stimulating with breadth and depth of choice**

- The curriculum will become modular with robust mapping and tracking of learners and timely assessment of their progress. We will support this with a single high quality ICT based Management Information System (MIS) with a Virtual and Managed Learning Environment (VLE and MLE)
- We will organise learning to respond to the need for different groupings, including vertical groupings and vertical (what does this mean?) groupings
- Our culture will enable learners to support other learners
- We will embed a culture of cross town collaboration between all learning establishments to create coherence in timetabling
- Our learning packages will become flexible to respond to the personal aspirations of individual learners and will be delivered by a flexible workforce

- Our workforce will have credible real world experience to equip learners with practical skills. They will be competent motivated and skilled.
- Learners will be given ownership of their learning and personal pathway, supported by excellent information advice and guidance (IAG)
- We will nurture the emotional intelligence of learners and facilitate the development of sound skills for life including financial and social skills, the ability to promote personal health and make positive ethical choices
- We will review the National Curriculum through consultation with the business community to enable learners to develop skills and benefit from wider opportunities

**We want our learners to acquire the qualities, skills and competencies for life that have a currency with employers, FE and HE providers**

- We will push the boundaries and challenge old methods of measuring achievement to enable a new, relevant and exciting curriculum to be delivered
- Our model of delivery will reflect the diversity of need, aspiration and ability amongst all Stevenage students
- We will actively engage students in the exploration of their talents and opportunities and provide them with good quality guidance on potential pathways for achievement of their goals
- We will work with parents, families and learners to raise their expectations and aspirations
- Within a broad curriculum in which academic attainment has a valuable place, we will ensure that our workforce has a clear understanding of the expectations and needs of business and other employers for their own workforces learners are equipped with the skills and competencies required
- We will re-model the curriculum to provide more process driven learning
- We will support learners in developing skills in marketing themselves and promoting their achievements

**This is a values led inclusive vision**

- We will establish a number of core values which support this statement and embed them in our collective culture
- We are all equally responsible for all Stevenage children and schools will work together to provide the appropriate provision for each young person
- We will work with our wide range of stakeholders to ensure that the appropriate learning provision is available to all parts of the community and in particular all young people, at all times and for all abilities. All stakeholders will be empowered to contribute their views as to what that provision should be
- We will continue to build capacity within mainstream schools to facilitate the diverse specific access, learning and support needs of all young people through training, development and the provision of resources

- Disabled students and those with Special Educational Needs will have their learning needs met within a mainstream provision wherever possible and appropriate within an integrated campus model which has specialist facilities available
- This model will be replicated in all mainstream schools
- We will work with primary and FE providers to ensure a single, continuous, consistent and high quality model which responds to the unique learning needs and talents of individual students within a personalised learning environment
- We will continue to improve our behaviour management and reduce exclusion through satellite specialist teams in mainstream schools who will build capacity within the staff team over time
- Higher cost specialist support and resources will be shared across the estate
- Post 16 provision will become an entitlement for all young people and we will address the current low availability for young people with Special Educational Needs
- We will work with parents, families and employers to have high aspirations for young people with Special Educational Needs and disabled young people
- We will establish a culture which balances independence and inter-dependency

### **Schools are part of the community and will play a lead role in understanding and delivering services to it**

- Planning of learning and other services will take place at a community level in full consultation and partnership with the community itself
- Innovative funding arrangements will be made to ensure that communities are provided with the services that they need
- We will consider the redistribution of multi agency staff to support a holistic campus approach, and will develop sites to respond to the combined needs of learners and their local communities by co-locating facilities such as including health care, social workers, police, advice centres and leisure facilities, cash facilities and community meeting places
- The learning experience will be available at all ours of the day and night to ensure the best service to the whole community
- We will encourage life long learning through e-learning, distance learning and internet cafes
- We will bring businesses into schools to enrich the curriculum and to create 'real life' learning
- We will build prevention strategies which allow for funding to be released and re-invested to address different community priorities
- Our buildings will be fit for purpose and will meet the needs of a multi-generational community of learners and participants

## **We want the learning experience to be enjoyable, safe and healthy**

- Schools will be designed to a common high standard which will demonstrate the high value we place in people. They will be attractive, spacious, clean, comfortable and well managed, using common facilities management Key Performance Indicators (KPIs) at all locations
- The design of all learning environments will be inclusive; meeting the physical, sensory, communication and developmental needs of all learners, visitors and staff
- Buildings will meet the highest possible environmental and sustainability standards and becoming learning tools for our students
- All schools will make space for social interaction between students, staff, partners and visitors to nurture positive relationships within the learning community
- We will develop self awareness, self and mutual respect amongst the whole learning community; we will encourage self-discipline and the life skills to stay safe and healthy
- We will not tolerate bullying and will work in partnership to embed a culture of excellent behaviour through support and management
- We will use a combination of action, reflection and research to ensure that everyone remains safe, and create a culture in which emotional and psychological learning are highly rated. Whilst we will actively encourage young people's engagement through ICT, we will at all times ensure on-line safety.
- Young people will be enabled to make choices about the way that they participate in physical activity, selecting their preferred activities from a wide and varied offer at all levels
- We will ensure that the learning experience is varied and responsive to progress at all levels appropriate to individuals
- Our leadership will be responsive to a culture that is student centred and encourage their participation, respecting their needs and wishes and meeting these through active integration with other agencies
- Our learning will be relevant to students lives and to the world in which they live
- We will measure our performance against the above criteria

## **Schools will be flexible, sustainable organisations that support the learning experience for all**

- Stevenage will work as a single campus; there will be high levels of collaboration between schools in all phases including Further and Higher Education (FE and HE) to ensure the maximum utilisation of resources

Note: are these two separate points?

- The Stevenage campus will work closely with its partners, including Health (PCT) and Children's Social Care Services on health assessments, healthy learning and living
- The schools will work with businesses, the community and voluntary agencies to enrich learning experiences and we will seek investment and commitment from these partners to contribute to the learning experience

- Schools and other agencies will rationalise their spending and collaborate with each other to gain maximum effectiveness and efficiency from investment. We will standardise the infrastructure and support arrangements for schools to achieve value, and ensure that fixtures, fittings and equipment are procured from a single high quality palette
- Our spending will take into account whole life cost, revenue forecasting and the cost / benefit ratio of investment; we will collaborate to embed strong forward planning regimes
- We will adopt a new approach to admissions

Note: what does this mean?

- We will limit the unnecessary travel between schools through placements and consider the pooling of the workforce, particularly specialists across the campus to deliver the maximum benefit to learners
- We will consider a shared leadership team to lead all schools within the campus
- We will develop students to become mentors in their own right and encourage all learning that takes place out of school as important and valid
- We will ensure that the whole workforce is empowered to develop through Continuous Professional Development (CPD)
- Appropriate, high quality and sustainable technological solutions will underpin the learning and teaching and organisation of every school
- Our buildings will be carbon neutral, energy efficient and fit for purpose, making them easy to maintain, flexible, adaptable and future proofed to ensure that the environment supports the changing needs of the learners
- We will work closely with the design teams and ensure that all our stakeholders are able to contribute to the process and secure the outcomes they want