



THE HESSLE FEDERATION OF SCHOOLS



VISION AND VALUES

Effective Date: November 2009

Date of minuted approval by the governing body: 26 November 2009

Review Committee: Full Governing Body

Review Date: November 2011

VISION

**A short, snappy, aspirational sentence that can be used with staff, students and the wider community. Relevant to all pupils/students across the Federation*

'The Hesse Federation delivers outstanding learning for all, empowering learners to strive for success, and valuing achievement when they see it in others'

VALUES

**Develops a dimension to the vision to incorporate lifelong learning and our ability to impact on the development of a wider community*

The Hesse Federation will engage all young people in the best education and learning experience. We will enable them to attain the best qualifications they can. Encourage them to develop their life choices, live fulfilling lives and share values for a cohesive society.

STRATEGY

**A common perceived issue with staff and students is that they do not know what the vision of the school is. If that is the case how do we then achieve it. As all our monitoring charges us with having an impact a simple cross displayed in student and teacher diaries and on posters around the school environment. It also outlines briefly the strategy by which we intend to deliver the vision.*

INNOVATIVE CURRICULUM

MONITORING AND EVALUATION

PERSONALISED LEARNING

ASSESSMENT

CHALLENGE FOR ALL

TARGETS

STRATEGIC DELIVERY PLAN

**A framework by which senior leaders can make decisions regarding the leadership and management of the school on a daily and annual basis. This gives a structure for accountability for financial expenditure and teaching and learning decisions. In addition it provides governors with a framework for evaluating the success of the school and in turn approving decisions made as legally required.*

Innovative Curriculum

An in depth knowledge of future educational agendas will enable us to provide an appropriate and relevant curriculum for all learners. Resource deployment with a direct IMPACT on teaching and learning must be a focus. Using curriculum time creatively to engage learners in activities outside the formal timetable will stimulate a wider interest in learning and community. By investing in curriculum development we will ensure that curriculum delivery reflects new developments.

Monitoring and Evaluation

Structures for monitoring and evaluation must be in place and be rigorous to enable the senior leadership team and governors to embed good practice, identify areas for improvement and plan for Whole School Development. Monitoring and Evaluation must be at all levels of school leadership to ensure we have a direct IMPACT on teaching and learning and in turn raise attainment. Through monitoring and evaluation we must foster a culture of change to be able to respond to learner needs.

Personalised Learning

To ensure each student receives an outstanding all round education we must ensure curriculum opportunities are well matched to student in terms of their ability and interests. Offering an extensive programme of extra curricular opportunities both within and outside the taught school day will ensure the personal interests of learners are catered for and ensure the formulation of positive student:adult relationships across the federation therefore having a direct IMPACT on attainment of learners.

Assessment

Assessment must be used to ensure pupils/students have an awareness of how to progress in their own learning to empower them to exceed their academic potential. All assessments, whether formative or summative must IMPACT on teaching ensuring it is matched to learner requirements. Staff across the Federation must be aware of the value of accurate assessment and in turn the senior team and governors must consider work load when addressing assessment requirements.

When fulfilling our legal requirement to report to parents we must be creative in providing as much relevant information as possible in a variety of ways to match peoples current lifestyle and need for instant and flexible access to information.

Challenge for All

We must endeavour to provide challenge for all members of the school community and facilitate the raising of aspirations of the school community with a creative use of school based resources through the specialism.

To provide challenge for students we will provide outstanding teaching offering opportunities for students to engage in and take responsibility for their own learning, both inside and out of the classroom.

We will encourage staff to engage in their own professional and personal development. By providing opportunity for professional dialogue to identify areas for development will provide both financial and personal support to all staff to pursue their relevant development criteria. Staff will appreciate the need to have a direct/indirect IMPACT on raising attainment of any personal development supported by the school.

Targets

Will be set which are aspirational for all young people using relevant and accurate assessment data. Middle and senior leaders will be accountable for school attainment using the analysis of these targets against national statistics. The IMPACT on setting aspirational targets will be demonstrated in the academic attainment of all pupils/students at key points throughout their education.

Staff will be encouraged to set aspirational, professional and personal development targets at the start of the academic year during a rigorous process of Performance Management and appraisal.