



Academies
Enterprise Trust
To make our best better



Academies Enterprise Trust
Education Vision



Index



Section	Page	
1	Building environment	4
2	Curriculum aims, organisation & content	6
3	Academy organisation	8
4	SEN & Inclusion	11
5	ICT Vision	12
6	Linked provision	14
7	Working with other schools and the community	15
8	Extended schools	16
9	Conclusion	18

1 Building Environment

'We create an environment that facilitates the development of world class citizens, who will be healthy, stay safe, achieve economic well-being, will enjoy and achieve and make a positive contribution to society.' *Every Child Matters*

Personalised Learning

The buildings will facilitate Personalised Learning in an environment that is adaptable, flexible, engaging, exciting, breeds creativity and are attractive, connected, sustainable and safe.



Creativity

The buildings will facilitate creativity, be aesthetically pleasing with space for reflection and relaxation. They will be engaging and motivating, enhancing Emotional Intelligence and thinking skills. There will be collaborative spaces, team spaces for students, quiet spaces, clear sight lines and innovative use of colour. There will be spaces to suit a range of learning styles in terms of size, shape and resources, including multi-sensory rooms.

Flexibility

Buildings and spaces will be flexible. Buildings will make provision for community learning, e-learning, formal and informal learning and teaching, vertical learning groups, vocational education and 365 x 24 learning. We will have full service schools built around technology.

Sustainability

Buildings will be self-sufficient and energy efficient, contributing to the *National Grid* if possible, with low maintenance costs. We will operate in a paperless society with an extensive and accessible recycling programme.

Adaptability

Buildings and spaces will be adaptable, with localised environmental control (heat, light, air). Spaces must provide for curriculum innovation, vocational pathways, adult learning, and a range of linear academic pathways and intelligent accountability of the individual learner. Spaces should be adaptable in size without being restricted by services.

Security

The buildings and surrounding sites will provide safe places for students, staff and visitors. The sites will be effectively monitored by CCTV, with a clear policy of management, monitoring and access. CCTV will be non-intrusive, web-based and monitored during the evenings and high risk times and be open for all to see. Access on to the site and in to the buildings will be controlled.

Classrooms will be monitored to support teaching.

Cashless vending will be provided, offering healthy eating opportunities, efficiency, monitoring by parents and school and social equality.



2 Curriculum Aims, Organisation and Content



'Learners will have a real say in their choice of learning. Curriculum design will give learners access to a range of engaging opportunities both inside and outside the classroom. Learners will learn at their own pace and be assessed when ready.'



Our vision for the delivery of a broad and balanced curriculum across the Academies is founded on the following key principles:

- *students can progress at their own pace, taking exams when they are ready to do so.*
- *technologies e.g. ICT will be as available as electricity and seen as another utility, which will facilitate learning in different contexts; personalised learning will be a reality with a wide ranging curriculum which provides far more choice and less prescription.*
- *learning experiences will be coherent, integrated and not fragmented with an emphasis on learning and skill acquisition and transferral.*
- *the curriculum will develop lifelong learners who will be able to adapt to take up jobs in the future which do not presently exist.*
- *the curriculum will embrace wider curriculum opportunities that bring learning to life in vivid fashion.*
- *the curriculum will turn the Every Child Matters agenda from sentiment to actuality: personal development is integral to the outcomes of the curriculum and success measures for this curriculum.*

The above are reflective of the *New Secondary National Curriculum* and centred on embracing the *Every Child Matters* agenda to ensure that the curriculum develops successful learners, confident individuals and responsible citizens.



Key Stage 4

It is clear that to truly deliver a personalised educational experience the Academies will need to provide a range of learning pathways for students to navigate throughout the 14-19 curriculum. The Academy curriculum offer will support personalisation by allowing students to follow different learning pathways according to their individual need and interest.

Students will follow either two or three year KS4 with GCSE/BTEC/NVQ courses being completed either in Year 10 or Year 11. Other students may prefer to follow a key skills curriculum centred on Literacy, Numeracy and Science with fewer other options to ensure that they have reached a functional literacy and numeracy level. This is in addition to a work placement orientated curriculum which will support the development of the core skills and functional literacy and numeracy.

Learners will be able to study a range of vocational options, such as hairdressing, beauty therapy, video production, sports science and construction. In addition, students will also be able to enjoy the more traditional subjects as well as having the opportunity to study the International Baccalaureate Diploma Programme.

The Academies will develop a coherent methodology and practice when implementing the Specialised and General Diploma programmes which are at the heart of the 14-19 reforms. The different specialisms of the Academies will ensure that the range of diploma pathways and diversity of curriculum choices can be supported through the Academy partnership.

Key Stage 3

The different pathways curriculum which students can follow will commence from age 13 rather than 14 as students will be able to make certain decisions about their routes through the curriculum in Year 8. However, it is important that students have the requisite skills and competencies to navigate their way through the personalised curriculum.

To develop these skills the Academy curriculum in Year 7 places great emphasis on the Opening Minds paradigm of learning developed by the RSA and students will follow scenario based learning for 23% of the curriculum centred on the RSA key competencies. This need to develop the wider skills of learners has been articulated most succinctly by Mick Waters, QCA Director of Curriculum. 'The skills young people will need in the unfolding world are very different from those that were seen as essential when mass schooling began in the late 1800s, or even when a curriculum for the nation was established in the late 1980s.'



Post 16

A specific aspect of the collaborative approach to delivering 14-19 curriculum development is the shared post-16 provision between the Maltings and the New Rickstones Academies which will provide learners with a full range of post-16 curriculum options in Witham, Essex. This will promote student recruitment and retention within the local community. In order to facilitate this process, the two Witham Academies will implement a common post-16 timetable and joint post-16 prospectus. To further increase participation in post-16 education in Witham, the two Academies, with support from Greensward Academy in Hockley, Essex, will introduce accelerated learning groups, share resources and run joint taster days to Key Stage 3 and 4 students.



3 Academy Organisation

Structure

Governance

The Academies Enterprise Trust (AET) is a legal entity embracing each of the Academies. The Board will include representatives of the Academies. Each Academy will have its own governing body. The key duties of the Academies Enterprise Trust Board are to appoint Principals, consider strategic policy, approve budgets, and to monitor progress at the Academies, as described in the Accountabilities Framework.

The constitution of each governing body will ensure that there will be representation of parents, staff and the community. While the Principals are wholly responsible for the detailed day-to-day management of their Academy, the Chief Executive has specific responsibilities for finance and general bursarial matters and is responsible to the AET Board for the overall performance of the individual Academies.

The Academies Enterprise Trust will effectively take over the non-statutory and some statutory responsibilities of the Local Authority as set out in the Education and Inspections Act 2006. The responsibilities of each of the constituent bodies is set out in our 'Accountabilities, Responsibilities, Informed and Communication' document, which is available from the Academies Enterprise Trust.

Leadership and Management

In developing the Academies we believe that everyone has a leadership role. We will develop new leadership structures, which will focus on giving clarity and fitness for purpose. Staff will be offered two routes for promotion. One will be a route to them becoming 'Leaders of Pedagogy' and the other route will enable them to develop as 'Leaders of Organisations'. The routes will be joined by a set of common development courses, which allow teachers to change routes mid-flow and develop their expertise.

The foundation of this new model for leadership is the need to offer high quality classroom teachers the opportunity to be rewarded for developing their skills and expertise whilst being encouraged to remain focused on classroom learning and teaching.

For those identified as potential Leaders of Organisations there will be fast-track programmes to enable them to progress through to Academy leadership positions as quickly as possible. Accordingly there will be a reduction in the number of people in middle-leadership positions and increase in those staff becoming Leaders of Pedagogy. It is our view that by enhancing the opportunities for teachers to become Leaders of Pedagogy, engaged in activities such as 'active research', we will be working towards achieving our stated vision, 'To help students achieve world class learning outcomes by developing world class teachers in a world class community'.



Training & Development

Research shows that excellent teachers are: responsible, learner focused, informed, adaptable, challenging and professionally informed.

Continuous Professional Development (CPD) at all Academies, therefore, will be designed to improve each individual's attributes, knowledge, understanding and skills. The Academies Enterprise Trust will offer a menu of CPD programmes and collaborative activities, including sustained access to coaching and mentoring, an on-line CPD resource library and a research option.

All training and development opportunities will be closely linked to student learning/outcomes, performance management targets, each Academies' improvement plan and professional standards. All programmes will be differentiated to provide opportunities for teachers and support staff at different stages of their professional lives/careers and to build on their prior learning - the aim is for all staff to complete regular self-assessments and build an e-portfolio in line with the relevant professional standards (QCPEA).

This personalised approach to training and development will include a commitment to high quality Initial Teacher Training (ITT) which will focus on effective learning and teaching, continuous self-evaluation and utilising the knowledge, skills and expertise already present within our learning communities to enhance the ITT experience. All teacher training plans will, therefore, be structured to create the climate for learning, support the learning experience and establish a critically reflective attitude in all staff involved in the process that will ultimately result in self-motivated CPD.

4 SEN and Inclusion



The Academies Enterprise Trust (AET) will strive to provide an appropriate and relevant curriculum for all learners, to ensure that their academic, emotional and/ or physical requirements are met through a varied range of learning activities matched to their individual needs, interests and capabilities.

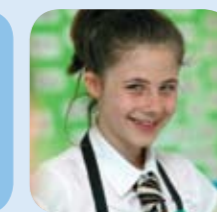
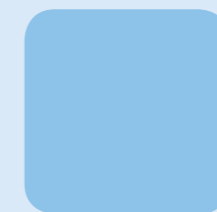
Through provision of a broad and balanced curriculum, with a range of pathways and the opportunity to be assessed at an appropriate level when it is right to do so, all students will have their needs fully met.

Personalising learning for individuals will ensure that the *Every Child Matters* (ECM) agenda is integral to learning, in particular for those with the greatest vulnerabilities. The Learning Support department in each Academy will use a combination of in class support and targeted withdrawal programmes including *Successmaker*, *Renaissance Learning*, *Multi-Sensory programmes*, *Catch-Up* and *Integrated Studies*.

With the involvement of parents, relevant professionals and external agencies each Academy will work to provide inclusive centres of learning where all students can make progress and achieve. To do this the AET will ensure that all factors that impact on students are considered, learning, physical ability, social and emotional understanding and behaviour.

Provision of all support will be mapped and individual targets set and reviewed with the students and parents. This process will begin before students reach the Academies through extensive transition planning and information transfer with the feeder primaries.

Gifted and Talented students will similarly have their needs identified and met, and through curriculum extension and enrichment be encouraged to achieve the highest standards in their areas of ability. Learning mentors will be available to support and encourage these students in reaching their potential.



5 ICT Vision

The predecessor lead school, Greensward College, has developed a 'thin client' approach to delivering ICT solutions and by extending this solution the *Academies Enterprise Trust* will be able to ensure that all students have 365 x 24 access to learning materials and their own files. This ICT platform will ensure a basic standard in every classroom e.g. data projector, wireless access to the Academies data systems, server-based TV offering every teacher access to all multi-media resources. We will seek to establish a common Internet Protocol Telephony system and Internet Protocol video-conferencing that will offer students and teachers the opportunity to share facilities, resources and expertise. Through the *eZeschools Personalised Learning Platform* all teachers and students will be able to access high quality lesson plans and programmes of study. Students in each of the Academies will be able to complete additional courses thus adding to the richness of their experience.

The low cost 'thin client' ICT provision will enable all Academies to offer a 3:4 ratio of computers to students as opposed to the current BECTA target of 1:4 ratio. By taking this approach it will facilitate the growth of:

- *Academies where students are using a range of applications and curriculum materials, on-line information and knowledge as a routine component of the education process.*
- *Academies that have created dynamic learning communities, where students are stimulated and teachers are facilitators of learning and knowledge management.*
- *teachers capable of employing a wide and innovative range of knowledge management strategies, creating learning environments which address the needs and aspirations of all students.*
- *teachers using innovative practice to deliver curriculum and assisting students to seek knowledge.*
- *teachers readily able to monitor and plan the learning process of individual students.*
- *teachers with access to an extensive collection of learning support materials and a world-wide network of professional colleagues and mentors via the Internet.*
- *teachers working with colleagues in other locations around the world, sharing professional and curriculum development activities and expertise.*
- *teachers taking on new professional roles as mentors, facilitators, project co-ordinators and curriculum developers made possible through the Internet.*
- *teachers using technologies to streamline administrative duties.*



6 Linked Provision

In developing our Academies, the *Academies Enterprise Trust* is aware of the significant potential to achieve economies of scale. All Academies will be able to share a range of services including *Leading Edge* teachers, facilities and timetables. All Academies will be able to share expertise, resources, materials, schemes of work, lesson plans and *CPD*. Common frameworks will be established across the *Academies Enterprise Trust*. These will include a common ICT platform.

The programme will further facilitate the ability of all Academies to deliver the 14-19 curriculum reforms envisaged in the 2005 *Education and Skills White Paper*. Collaboration is at the cornerstone of the 14-19 agenda and through the *eZeschools VLE* our Academies are committed to curriculum collaboration in order to allow learners access to the whole diversity of courses to which they are entitled.

In the administration of the AET Academies will be centralised where appropriate. There will be one common Management Information System thus allowing for ease of data-mining, target setting and data-sharing.

Human Resources functions e.g. payroll and personnel services will be delivered from one service provider. Common formats e.g. application forms will be common to all Academies.

There will be a Facilities Management team ensuring that the buildings are developed and maintained to a high standard and all legal requirements are met.

Where possible there will be a reduction in current administration costs in each Academy through the creation of a common 'digital nervous system' across all, thus releasing more funding to the classroom and in turn raising standards of attainment and achievement.

There will be common access to *Continuous Professional Development (CPD)* that will be delivered at the *Academies Enterprise Trust Development Centre* in Hockley or via video-conferencing or via video-streaming.

The *Academies Enterprise Trust* will remain vigilant with regard to the 'green' agenda and where possible will remove the need for staff to travel to access training and development.



7 Working with Other Schools & the Community

The innovative approach taken in leasing the *Kilnfield House Training Centre* in Hockley has made us the envy of many schools and we are now in a position to work with a range of organisations including the *Specialist Schools and Academies Trust*, *Essex County Council*, the *Training and Development Agency*, private organisations, small and medium enterprises and private individuals.

We take very seriously our responsibility to help the Government achieve its *National Training Targets* and we are currently in negotiation with the *Learning and Skills Council*, *Business Link Government Office for the East of England* and *Essex County Council*. It is our ambition to work with the local *Chambers of Commerce*, *Institute of Directors* and the *Federation of Small Businesses*. We already have a place on the *Essex Broadband Development Group* which comprises County Council members and local Essex companies.



Our Academies will be full members of the wider service community and become examples to others in the way it has approached the *Extended Schooling* concept. We have enjoyed a positive relationship with *Cisco Systems* and have delivered training and development to other schools and colleges as the largest *Cisco Regional Academy* in Europe which had fifty-two schools linked to the *GRA Training*. We wish to share expertise and skills with students and teachers in our Academies. We will develop adult education centres working directly with Local Authorities and other providers.

As a government sponsored *Training College*, *Greensward Academy* will be constantly developing resources and facilities to be shared with other schools.

Our work in e-Learning is cutting edge with thousands of pages of content and lesson plans is now available to other schools and Academies via our *Personalised Learning Platform eZeschools*. Through the dedication of our staff we have made personalised learning a reality and it is our intention to make all resources available to our partner Academies via the *Academies Enterprise Trust*.

We will use the *Ofsted* descriptors of success to measure the effectiveness of our *Extended Schools* provision so that:

- *adults reach consistently high standards.*
- *teachers and support workers have very good specialist knowledge and understanding of how to develop learners' independence.*
- *the curriculum is based on a detailed assessment of individual needs and an accurate assessment of the local socio-economic context.*
- *teachers, support workers and participants carry out regular reviews of what has been learned and how successfully, making adjustments to subsequent programmes, where necessary.*
- *senior managers have a clear understanding of why such programmes are being offered, monitor the quality routinely and rigorously and can show how they have contributed to raising achievement and promoting opportunities and inclusion within the school and wider community.*



The rationale for the *Academies Enterprise Trust* is to encourage *High Performing Specialist Schools* to engage in the Academy process by creating world-class institutions through their work with under-performing schools in order to transform learning and teaching and student outcomes. By identifying and encouraging the most effective leaders to engage in our programmes, we believe we will be able to make a significant contribution towards delivering the vision of the former Minister for Schools, *Lord Andrew Adonis*, in that we will be helping to *'provide a place in a good school for every child'*. Each and every one of us – adult or young person – has a vital role to play and to contribute to our success.



If you would like to learn more about the *Academies Enterprise Trust* please contact:

Mrs Karen Batchelor
PA to the CEO

Tel: **01702 202571 ext 2000**
 Fax: 01702 207605
 Email: **kbatchelor@academiesenterprisetrust.org**
www.academiesenterprisetrust.org

Academies Enterprise Trust

Kilnfield House,
Foundry Business Park
Station Approach
Hockley
Essex
SS5 4HS

Telephone **01702 202571**

Fax 01702 207605

Email contactus@academiesenterprisetrust.org

www.academiesenterprisetrust.org

