A Passion for Learning

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‘Wye School feels very unique and special.’ Sam
Choosing the right secondary school is a very important decision. I hope that the information in this prospectus provides you with a strong flavour of the many strengths, both academic and pastoral, that Wye School can offer your child.

As Principal of Wye School, my aim is to develop every child academically, personally and socially to enable them to lead happy and successful lives. We do this through supporting, challenging and encompassing each individual to be the best they can be. To achieve this, we:

- Put outstanding learning at the core of what we do
- Have high aspirations for the future of every child
- Have an exceptionally supportive ethos which develops every child
- Work in partnership with parents/carers to support children
- Only accept the highest standards of conduct and behaviour

The key role of Wye school is to provide a high quality education to meet the needs of the local community. Wye school is a happy place where students enjoy learning and are not afraid to take risks. Everyone is known and valued, and encouraged to be the best that they can be.

2018 delivered our first set of GCSE results and they were excellent. We can now, with evidence, claim to rival all our local schools, grammar and non-selective, for quality of education as measured by exam results.

Please come and visit us on open days and evenings to see how we intend to make our promises a reality.

Luke Magee
Principal
Excellence in Teaching and Learning

‘I really like the way everyone gets involved in the lessons.’ Megan
Excellence is central to all that we do. Differentiation and effective feedback to students and their parents are embedded in all of our schemes of learning, which adopt an enquiry-based approach, where students go on a learning journey, making their own choices about tasks. All of our schemes involve working with community groups and foregrounding our school theme of sustainability.

Our focus is on learning rather than teaching. We aim to exhaust the children and not the staff. We are not afraid to do things differently. Our mathematics curriculum, developed in partnership with Ashford School, is about adventurous learning, with themes like architecture and code-breaking, through which traditional topics are taught, reinforcing the relevance of the subject and how mathematics shapes our world.

In English we have an on-going Speaking and Listening component, which develops the public speaking skills and oral confidence which are vital to success in today’s competitive world. Another English course focuses on creative writing for real audiences and contexts, offering a public forum for students’ work and an understanding of communication for life.

As a team of educators, we too are learners and are constantly developing and evolving our practice and innovating to keep learning fresh and remind ourselves what it is like to be a student.

“I really like the way everyone gets involved in the lessons.”

Megan

“I am not a teacher, but an awakener.”

Frost

‘I am not a teacher, but an awakener.’

Frost
‘Ourschoolhasafriendlyenvironment and lovely teachers. I have learnt a lot already.’ Abbie
We are a data-rich school and combine Key Stage 2 data with online cognitive assessment tests (CATs) which we do in the first few days of the autumn term. We use this alongside information from student files and parents to establish our groups for the core subjects, English, mathematics and science. Intelligence is not fixed and we review these regularly.

Rigorous assessment underpins our approach, so we can measure the impact of teaching and learning in terms of student progress. Formal assessment in all subjects takes place six times a year and we communicate outcomes to parents and use results to reflect on how students are grouped, making changes to ensure needs are met. We take these impact reflections very seriously and use them to review provision and the degree to which it engages all learners, challenges our most able, and supports those most vulnerable to underachievement.

In Year 6 we gather information from schools and parents about the gifts and talents of our students, both within the school curriculum and in their wider home life. Following CATs and our own baseline assessments, we conduct a formal audit of gifted and talented students, both those who demonstrate excellent potential across all areas and those who possess particular skills and achievements. The school has considerable teaching expertise in this field and details of how this is used in planning, delivering and tracking provision can be found in our gifted and talented policy on the website.

For learners who need more support, we are able to create personalised time tables of support which are tailored to individuals and design to promote independence, not dependence. The goal is to create

I love those who yearn for the impossible.

Goethe
Innovation for Impact
At Wye School we aim to both embrace innovation and keep the best of traditional education:

- We have traditional models of homework, premised on work for each week night.
- We offer lunch time activities and clubs every day, personalised to engage and challenge our learners. We run an enrichment week each year.
- There are no bells for lesson changes, creating a calmer learning environment, with more natural and reflective transitions and plenaries.
- All staff, not just teachers, are encouraged to develop ideas and practices which will enhance our school.
- We follow the United Learning Curriculum, developed from experience in independent and state schools across England and based around the Framework for Excellence.

We want to empower our students to be similarly innovative. Student voice is built into lessons, providing valuable feedback about what engages young people and empowering them to make their own decisions. The classroom extends beyond a room and all of our teachers are encouraged to use the natural environment around us for lessons and the wider spaces we have, for students to work independently and in small groups.

We want our young people and staff to operate in an environment where change and creativity are applauded and not feared.

*Lucky and happy people don’t try to impose stillness on a universe which is in motion.*

A L Kennedy

*The school is very creative and being a small school takes away the stress of starting a new school.*

Emily
Community
This is a school conceived by and realised by the community, for the community. Our houses have local connections, Crown, Stour and Olantigh and operate to build a sense of competition between them in sports, arts and other activities. For pastoral matters we have a year system with a head of year for each year group.” End of first para, then carry on to second.

The crown is our logo, on uniform and stationery and the year starts with a walk to the crown for all of our Year 7 students. We pride ourselves on sourcing locally, employing locally and engaging local organisations and people in the delivery of our broad curriculum. We enjoy close relationships with the local church, rural organisations and heritage groups.

The planning for all schemes of learning requires us to consider how to use the local context and contacts to reinforce the learning and engage our learners who will develop a keen sense of how what they learn relates to the wider world.

In addition we want students to develop understanding about diverse cultures beyond their immediate experience and we have already committed to a buddy project which will involve us welcoming Thai students to the school and a virtual relationship with a school in India.

The school has made me feel very secure about me and my education and I am proud to be part of the community.

Adam

I alone cannot change the world, but I can cast a stone across the waters to create many ripples.

Mother Theresa
A Rich Learning Environment
We aim to create a fertile ground for a broad and varied curriculum and enrichment programme. As well as the core curriculum of English, mathematics and science, all students will also study a modern foreign language, history, geography and religious studies. We also have a vibrant programme of timetabled lessons for art, music, drama, PE and design technology.

We believe there is no ceiling on what motivated young people can achieve. We want our students to be global citizens and they have an opportunity to study two languages from Year 7.

The school remains open until 17.00 so students can have support with their independent learning projects or attend additional clubs. We think young people are entitled to a rich life and space beyond the school gate and our extended hours and approach to homework are designed to facilitate this.
The Individual
Every student is known at Wye School. We visit every child in their primary school and interview them at length about their school and home lives, their learning and their interests. We celebrate what is unique about each child and ask all of them to be, ‘The best possible you.’

Through the twice daily tutor sessions, our students will form close bonds with other children and their tutor and this is an essential factor in creating stability and reassurance. We have year based tutor groups which are organised in houses, in order to provide peer mentors and role models for younger students, whilst developing a keen sense of student leadership in those who are older. Our pastoral model, however, still builds in space for individual year groups to reinforce that important identity. Through the pastoral model, we want students to see what is possible, to understand the journey of education and to develop high aspirations about what may be possible for them.

We have coordinated our PSHE and Citizenship provision with our assembly and tutor programmes to create a coherent approach. Through this we develop students’ understanding about becoming a positive force in society, keeping themselves safe, helping others and making good decisions.

*I love it at Wye School because all the teachers are enthusiastic and they make everyone feel special.*

Mark

*No price is too high to pay for the privilege of owning yourself.*

Nietzsche
Parents
Wye School came into being because of parents, parents who had a vision for the kind of education they wanted their children to have. Our vision was created by parents and they are more than our partners in education. What parents have in common is more than what distinguishes them from one another: they all love their children and want them to be successful and happy.

We enjoy a close relationship with our parents from early on in the transition process. They are best placed to tell us about their children and how they learn and what they need to flourish, so we welcome their input as we plan for their children’s progress. They are able to tell us about skills, talents and achievements from beyond the classroom.

Our parents are also volunteers, supporting us with trips and the delivery of our activities programme. They enable us to access resources and organisations which enrich their children’s education. They offer us valuable feedback and ideas through our Parents’ Panel.

As an establishing school, we have been overwhelmed by the faith and confidence placed in us and we take very seriously our own responsibility to repay that.

*Today was the beginning of an era of better education for our children.*

Parent

*Home is the first school, and parents are the first teachers.*
United Learning

Wye School is part of United Learning.

United Learning is a group of academies and independent schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out the best in everyone — students, staff, parents and the wider community.

We provide a broad education which prepares young people to progress in learning and to make a success of their lives. We focus sharply on the evidence of what makes it more likely that young people will progress and succeed, apply that to our practice and continue to learn and develop our schools. We make it a priority to provide teachers with excellent professional support and development, so that every child receives an outstanding school experience.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. As a part of United Learning, Wye School is able to share best practice with schools across the country and staff benefit from the Group’s wide range of high-quality professional development opportunities.

United Learning is committed to providing excellent education through which all students are able to progress, achieve and go on to succeed in life. We believe that each of our schools is and should be distinctive; each is committed to developing its own distinctive strengths and identity while sharing our core values of:

- **Ambition** to achieve the best for ourselves and others;
- **Confidence** to have the courage of our convictions and to take risks in the right cause;
- **Creativity** to imagine possibilities and make them real;
- **Respect** of ourselves and others in all that we do;
- **Enthusiasm** to seek opportunity, find what is good and pursue talents and interests;
- **Determination** to overcome obstacles and reach success.