

Welcome to Walton High

Walton High opened in September 1999 with 120 Year 8 students on its Walnut Tree campus. Since then it has grown year-on-year to become one of Milton Keynes' most successful and popular schools. It has been a privilege to be part of the school's history.

From its very beginning the school's educational ethos has been rooted in the belief that an excellent education ignites a lifelong desire for learning; that it not only provides a young person with the skills and attributes needed to make a living and contribute positively to society, but also enables them to live happy and fulfilled lives.

In November 2016 the school entered the next phase of its development with the opening of its Brooklands Campus. Across both campuses we have 3000 students on roll, including over 600 Post 16 students.

At the heart of everything the school does are its aims

Statement of Aims

ENABLING • ENHANCING • ENRICHING

Walton High 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 young people

Throughout our teaching careers we have believed passionately in providing a well-ordered learning environment for all children. Against a background of clear discipline and a focus on learning, success will surely follow.

Between us we have worked in many different types of schools. We know that good schools make a real difference. What happens in classrooms matters. Equally, how parents support their children's learning is profoundly important.

As Executive Principal and Principals of Walton High, our key task is to ensure, at all times, that our staff offer strong professional leadership, with high expectations of our students. We know that learning is fundamental in our lives.

Please talk to our staff, students and their parents to find out what they say about Walton High.

We welcome students and their families who are committed to the values and standards we hold to be important in a good education.

Walton High is a school at which staff and parents are rightly proud of the achievements of our children and young people.

Michelle Currie
Executive Principal

Sharon Alexander
Principal

Andrew Bennett
Principal

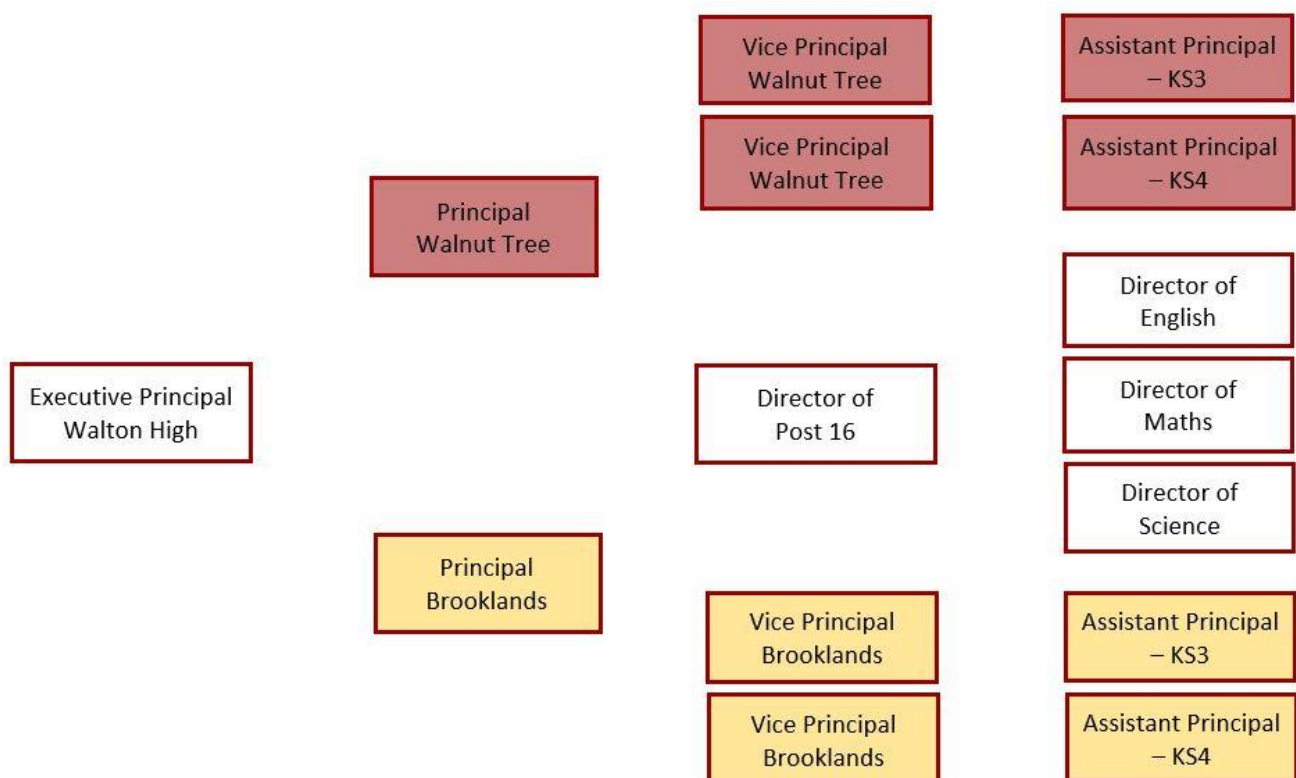
Organisation

Walton High is a single school with two campuses. This model of school organisation is not unique in Milton Keynes. Ousedale School is an example of a school that is run along similar lines with its Newport Pagnell and Olney campuses. However, Walton High has some beneficial differences; the campuses are much closer to each other, are of equal size and both have specialist Post 16 provision.

Walton High is the founding member of Milton Keynes Education Trust (www.mket.org.uk) which was formed in 2011 as a multi-academy trust with the aim of creating a mutually beneficial partnership between local schools. The Trust is governed by a Board of Trustees; local people who have a passion and commitment for securing the very best opportunities and outcomes for children and young people.

Schools that are part of MKET benefit in a number of ways. One way is by reducing the cost of administration to ensure more funding is invested in educational resources. To help remove barriers to learning and enrich opportunities, the Trust employs its own Family Support Officer and has a contract with Magic Words for the provision of Speech and Language therapists.

As an MKET school, Walton High has its own Local Governing Body which, together with the senior leadership team, sets the school's strategic direction. The governing body also challenges and supports the school by monitoring, reviewing and evaluating performance to ensure high standards and accountability. The day-to-day leadership and management of the school is the responsibility of the school's senior team. The organisational diagram below shows the leadership structure for the overall school and each campus.



The positions shaded red are based at the Walnut Tree campus, whilst those coloured gold are at the Brooklands campus. The other senior leaders in the diagram work across both campuses.

As Walton High is one school with two campuses, the policies and practices are the same across both sites. Details of these can be found at <http://www.waltonhigh.org.uk/policies>.

Home School Agreement: Learning Matters

For the student, you can expect to

- reach the highest levels of achievement that you are capable of
- receive good teaching, through a well-planned curriculum
- be treated as an individual and valued as such
- receive a wide range of challenging opportunities for learning
- have access to Walton High's learning resources
- be involved in assessing your own progress
- have good advice and support from your teachers, tutor and support staff

For the parent, you can expect to

- see well qualified Walton High staff offering high quality teaching
- see a range of exciting learning opportunities beyond the National Curriculum
- have your child attend a learning community which is safe and well resourced
- receive regular reports about your child's progress and achievements
- be kept closely informed about your child's attendance and behaviour
- have any concerns you raise responded to in an appropriate manner

As students we expect you to

- make the most of the educational opportunities presented
- follow the Code of Conduct and deal with others in a caring way
- recognise the qualities and realise the talents you have
- try to meet targets and deadlines
- aim for 100% attendance and to set out to learn as much as you can
- take pride in, and care for, our excellent learning environment
- alert Walton High staff to any problems when they arise

As parents we expect you to

- encourage your child to take advantage of all the learning opportunities presented
- ensure your child follows the teaching and learning expectations of Walton High
- support Walton High's Code of Conduct
- ensure your child attends every day, explaining reasons for absence
- make sure we know anything we need to know to help your child
- raise any concerns with staff in an appropriate manner and work with them to achieve a resolution
- let us know when you think Walton High's principles are not evident in its practices

Overview of Walton High's curriculum

Walton High's curriculum is the embodiment of the school's aims.

We aim to enhance and enrich the lives of young people by enabling them to make the most of the outstanding learning opportunities offered. Walton High instils an appreciation that there are no limits to what students can achieve and develops the attributes they need to successfully shape and respond to the future.

A clear secular moral framework promotes honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility. In this way we bring out the very best in our young people and enable them to lead happy and fulfilled lives.

Curriculum Overview

Our curriculum model draws upon a wide body of research into effective curriculum design. It is well-planned and sequenced so that new learning builds on what has been taught before and moves students towards clearly defined endpoints that meet their individual needs.

The curriculum is also designed to provide students with the opportunity to grasp the interconnectedness of ideas and the importance of transferring learning across contexts, including between the classroom and the world of work



In Year 7 and Year 8, subject programmes of study build upon students' Key Stage 2 learning. The curriculum model goes beyond the expectations set out in the National Curriculum to ensure we develop the whole child. The aim is for students to acquire the knowledge and skills needed to successfully access the even broader curriculum offered from Year 9 onwards.

Within the context of high expectations for all students, following impartial advice and guidance, Walton High allows parents to decide whether their child continues to learn a foreign language at GCSE level. All students study the sciences, History/Ancient History and/or Geography.

The Post 16 curriculum allows for students to choose from a number of academic, general applied and technical pathways.

By the end of Key Stage 4 and Key Stage 5, the aim is for students to have acquired the knowledge, skills and attributes needed for the next stage of education, employment or training that meets their interests and aspirations.

Advanced Learning Days and Masterclasses

An important aspect of Walton High's curriculum is the school's Advanced Learning Days (ALDs) and Masterclasses. During these events, students are given the opportunity to explore topics in more depth, often with experts in the field from outside the school.

On ALDs, connections are made across different subjects to ensure the curriculum is experienced as an organised whole, rather than a series of separate subjects being taught independently.

3E Enrichment

3E sessions are offered at the end of the day. These aim to Enable (remove barriers), Enhance (extend understanding) and Enrich (provide new experiences beyond usual classroom activities).

In order to ensure all students are able to have the widest range of opportunities, some 3E activities run across the school's two campuses, for example, the orchestra and residential visits.

Year 7 and Year 8

In Key Stage 3 all students follow a broad and balanced curriculum. Whilst there is a focus on the core curriculum, students also study a range of creative and performing arts subjects as well as the humanities, modern languages, computing and physical education.

The Arts and Languages

- English Language
- English Literature
- Read to Succeed
- History
- Geography
- Philosophy & Ethics
- French
- German
- Spanish
- Mandarin
- Latin

Maths and the Sciences

- Mathematics
- Science
- Computer Science

Personal, Social, Health and Relationships Education

Creative & Practical

- Art and Design
- Creative Digital Media
- Design Technology
- Food & Nutrition
- Music
- Dance
- Drama
- Physical Education

Year 9, 10 and Year 11 Level 2 Qualifications

Walton High's three year Key Stage 4 supports students to follow a wide range of subjects and many choose a combination of academic and vocational courses. Subjects may change depending on staff recruitment, student demand or national changes.

In addition to GCSE English Language, English Literature and Mathematics students choose six other subjects from those listed below which are arranged in option blocks.

The Arts and Languages

- English Language
- English Literature
- Read to Succeed
- History
- Geography
- Ancient History
- Philosophy & Ethics
- French
- Spanish
- Additional languages
- German
- Mandarin
- Latin

Maths and the Sciences

- Mathematics
- Combined Science
- Biology
- Chemistry
- Physics
- Computer Science
- Sport Science

Personal, Social, Health and Relationships Education
(non examined)

Commercial

- Business Studies
- Economics
- ICT

Social Sciences

- Health & Social Care
- Sociology
- Psychology
- Child Development

Creative & Practical

- Art, Craft & Design
- Creative Digital Media
- Design Technology
- Food & Nutrition
- Music
- Dance
- Drama
- Performing Arts
- Physical Education

Post 16 Level 3 Qualifications

As young people are now required to stay in education or training until the age of 18, all Level 2 qualifications offered in Key Stage 4 have a Level 3 progression route Post 16. Milton Keynes Education Trust also offers a number of apprenticeships.

The Arts and Languages

- English Language
- English Literature
- Geography
- History
- Ancient History
- Philosophy & Ethics
- Politics
- French
- Spanish
- Additional languages
- German*
- Italian*

Maths and the Sciences

- Mathematics
- Further Maths
- Applied Science
- Biology
- Chemistry
- Physics
- Environmental Science
- Food Science & Nutrition
- Computer Science
- Sport Science

Commercial

- Accounting
- Business Studies
- Economics
- Financial Studies
- ICT
- Law

Social Sciences

- Sociology
- Psychology
- Media Studies
- Health & Social Care
- Child Development

Creative & Practical

- Art, Craft & Design
- Creative Digital Media
- Design Technology
- Music
- Performing Arts

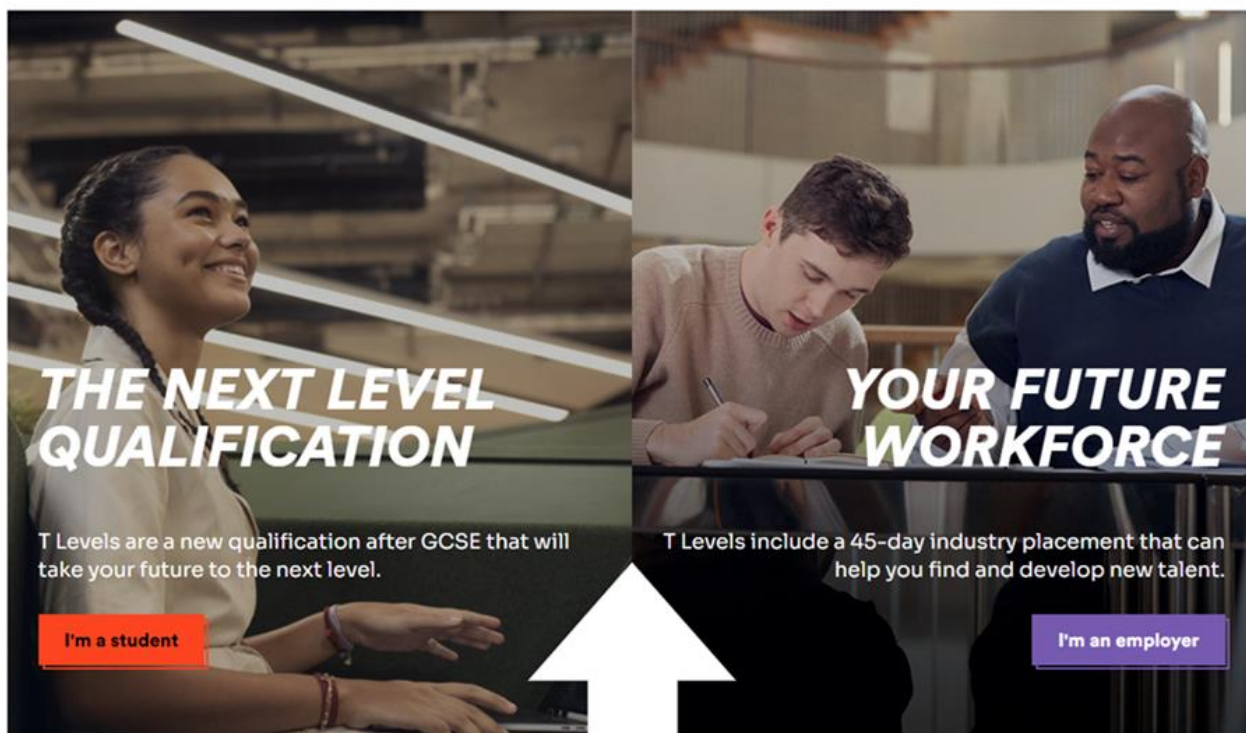
Extended Project

* From 2027

Courses run subject to minimum group size and staffing

T-LEVELS

STUDENT EMPLOYER



EQUIVALENT TO 3 A LEVELS

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.

A 45-DAY INDUSTRY PLACEMENT

Each T Level includes an in-depth industry placement that lasts at least 45 days. Students get valuable experience in the workplace; employers get early sight of the new talent in their industry.

80% CLASSROOM, 20% WORK

T Level students spend 80% of the course in the classroom, learning the skills that employers need. The other 20% is a meaningful industry placement, where they put these skills into action.

From 2023

Digital Business Services
Digital Production, Design & Development
Digital Support Services

Education and Childcare Services

Science
Healthcare Science

Accounting
Finance
Management and Administration
Legal Services

Independent Learning

Principles

The purpose of independent learning is to:

- develop in students the skills, confidence and motivation needed to study effectively on their own; this will help prepare them for lifelong learning
- consolidate and reinforce skills and understanding developed in lessons and to revise for tests
- extend school learning by using other sources, e.g. adults and peers, books, the internet, TV
- encourage the involvement of parents in the student's learning and to keep them informed about the work they are doing

Practice

Walton High will:

- ensure that independent learning is set on a regular basis and in manageable amounts and published on Firefly
- set tasks that are suitable and achievable within the time available
- give students appropriate feedback
- provide study support facilities on site for independent learning tasks to be carried out

Walton High expects students to:

- check Firefly daily
- complete all tasks set, to the best of their ability, by the due date
- make the most of the study support facilities offered by Walton High
- see their subject teacher or Personal Tutor if they have a problem completing an independent learning task by the due date

Walton High asks that parents:

- provide a suitable place for students to complete their independent learning tasks and/or encourage them to attend Walton High's study support sessions
- make it clear that they value independent learning, and support Walton High in explaining to students how it can help them make progress
- encourage students and praise them when they have completed homework
- check Firefly for independent learning tasks

In support of the importance of independent learning:

Session 9 is available at Walton High for students who might prefer to complete their independent learning in the library or ILA where staff support and resources are available. Each subject area also offers lunchtime or after school Support Sessions where students can receive support and advice on their learning.

The effectiveness of Walton High's approach to independent learning is monitored and evaluated by the Assistant Principals. This is done each term by sampling a representative selection of independent learning assignments set on Firefly.

Assessment and Reporting

We monitor students' progress closely through regular assessments. This allows us to address underachievement quickly, and provide new challenges for those who are doing well.

This is achieved through:

- close monitoring of class work and independent learning
- CAPs (Common Assessment Points) and tests at regular intervals throughout a course
- moderation of student work against national standards
- end of year and mock examinations

Progress Review reports are sent home regularly to parents providing information about progress towards targets, attainment, homework, behaviour for learning and attendance.

Parents' Consultation Meetings provide an opportunity to meet with subject teachers and discuss your child's progress.

Special Education Needs

At Walton High we aim to meet the needs of individual students through effective teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

All students at Walton High have individual learning needs that have to be met if they are to achieve their full potential. To ensure potential is realised a system of tutoring is in place to monitor the progress of individual students as they progress through Walton High. The Personal Tutor has a pivotal role to play in ensuring that all students achieve their best and create and monitor each student's Independent Learning Plan.

For further details of how Walton High support children with Special Needs please visit our website:

<https://www.waltonhigh.org.uk/information/send/>

Safeguarding

Safeguarding is everyone's responsibility. Walton High is committed to ensuring that all our children and young people are safe and feel safe; that children, parents and carers, and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or at risk of, harm. We ensure a child-centred approach and consider what is in the best interest of the child at all times. We expect everyone who works in our school to share this commitment. This applies to all adults, including volunteers, working in or on behalf of Walton High.

Policies that support our safeguarding practice can be found on our website:

<https://www.waltonhigh.org.uk/information/policies/>

Behaviour Management

Principles

Walton High's approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations contributes enormously to effective learning and good conduct.

Expectations

Walton High students are expected to:

- attend school regularly and on time
- bring relevant books and equipment to each lesson
- complete classwork and independent learning to the best of their abilities
- wear school uniform correctly and be smart in appearance
- be polite and helpful to others
- look after Walton High's buildings and resources

Code of Conduct

Walton High is a centre of learning – a place where the fun and fundamentals of learning matter. Everyone at Walton High has the right to attend classes, take part in activities and to carry out their duties without being hindered by others. There are no innocent bystanders when learning is being disrupted or when someone is being hurt or belittled.

In implementing this code, Walton High will not accept any behaviour which intends to cause harm or prevent learning. Students, staff, parents and governors at Walton High have a responsibility to see that this Code of Conduct works in practice.

Practice

Restorative practices are used to re-establish good relationships when there has been conflict or harm and to promote a school ethos that reduces the possibilities of such conflict arising.







High standards of behaviour are built upon the consistent and fair enforcement of our expectations and Code of Conduct as well as our combined efforts to motivate students to achieve their full potential.

Walton High staff strive to manage behaviour in a way that promotes positive attitudes. Good behaviour will be recognised and reinforced using a range of rewards.

To ensure high standards of behaviour the school expects all students, with support from parents, to abide by the behaviour policy. A copy of the policy is available at <https://www.waltonhigh.org.uk/information/policies/>.











Boys' uniform

Item	Description	Price
	Black Boys' Eco Blazer - DL1990 <ul style="list-style-type: none"> ○ Contrast lining ○ Striped sleeve lining ○ Cloth jetted inside pockets ○ Side vents ○ Chest pocket 	From £27.50
	White shirt (twin pack) Long sleeved Short sleeved	From £10.99
	Maroon Walton High clip on tie	£7.50
	Boys' black belted trousers with belt - DL959 or boys' black elasticated waist trousers – DL957 Features include: <ul style="list-style-type: none"> ○ 65% Polyester/ 35% Viscose ○ Jetted back pocket ○ Zipped security pocket ○ Internal waist adjuster - single hook and bar with button extension 	DL943 from £17.99 DL959 from £19.99
	Black socks	
	Black school shoes	



Girls' uniform

Item	Description	Price
	Black Girls' Eco Blazer - DL1995 <ul style="list-style-type: none"> ○ Contrast lining ○ Striped sleeve lining ○ Shaped lapel ○ 2 Button detail ○ Front darts ○ Plain back 	From £27.50
	White blouse (twin pack) Long sleeved Short sleeved	From £10.99
	Maroon Walton High clip on tie	£7.50
	Black stitched down knife pleat knee length skirt - DL972 <ul style="list-style-type: none"> ○ 63.5% Polyester / 34.5% Viscose / 2% Elastane ○ Button and zip fastening at the side 	From £19.99
	Girls' black slim fit trousers - DL965 or black regular fir trousers – DL968 <ul style="list-style-type: none"> ○ 63.5% Polyester / 34.5% Viscose / 2% Elastane ○ Front pocket ○ Contrast internal binding 	From £17.99
	White ankle socks or black tights with skirts	
	Black socks with trousers	
	Black school shoes	