



CHARTER OF PROFESSIONAL PRACTICE

***This practice applies to the whole school including the Early Years
Foundation Stage (EYFS)***

Vision

The purpose of Ashton House School is:

to see pupils discover the passion of learning and to be transformed through an exploration of themselves and the world so that they might fulfil their potential and express their talents in a purposeful way as members of a global community.

Description of the Vision

The academic, social, spiritual, and physical potential of each student is achieved through the implementation of an active partnership between parents, staff, pupils and the community. This takes place within a philosophical and cultural framework that is created by the beliefs and values of a highly ethical ethos and displayed in the principles of personal safety, opportunity, kindness, justice, equity, character growth, grace, high standards, and self-worth.

Such qualities are needed so that pupils can solve problems and work towards the creation of a peaceful, understanding, and compassionate society.

Ashton House School aims to provide stimulating learning experiences within a challenging context and rigorous assessment process so that each student feels encouraged to learn, accepts responsibility for their own actions, and contributes to their personal development and that of their community.

Pupils are transformed through the development of a passion for learning. They seek to achieve the highest standards possible in their lives and see education as an important part of their life journey.

School Goals

All young people in the School are supported to become successful learners, confident and creative individuals, and active and informed citizens. They will achieve this as they:

Develop academically, physically, culturally and socially to achieve their learning potential.

Increase in maturity and reflect this through the development of sound interpersonal relationships as well as personal resilience and self-valuing.

Benefit from as much communication as possible between parents and the School.

Learn to celebrate their success and cope with failure and disappointment.

Are confident in the face of personal and social changes because they have a variety of personal strategies by which they can deal with issues that are caused by change while developing a strong sense of self and interpersonal relationships.

Develop a passion for learning and see it as a life long journey with excitement, engagement, curiosity and discovery.

Appreciate the values and expectations of home and school are similar in most cases.

View themselves as members of the community and volunteer to be involved in community-based activities where possible.

Are exposed to clear routines and practices that are described in school policies both expressed and intuitive.

Staff members have a clear understanding of the philosophical paradigm of the school so that its culture is apparent.

Develop according to specific stages of growth. That is, learning is a developmental process.

Values and Attitudes of School Staff

Pupils have the capacity to learn and have the opportunity to engage with experiences that enhance their strengths and address their needs.

Teachers continually increase their understanding of how pupils learn and develop a rich set of skills and capacities.

Pupils have innate worth and staff members encourage the maturing of self-valuing by pupils so that they can be positive members of their community, optimistic, and contented.

Effective teaching/learning experiences are achieved through relevant curriculum and an approach to pedagogy that is based on the needs of individuals but often set to develop the pupils to a higher than year level standard.

Pupils are individuals who have unique backgrounds and staff members desire to establish close and dedicated professional relationships with them.

Staff members work together in unity both in philosophy and in operational matters.

Staff members want pupils to achieve their best and reach their aspirations.

Pupils become passionate, committed, and independent learners.

There is value and relevance to the student and community in what is done at school.

Information about individual pupils and their families is privileged and therefore not shared in an inappropriate way within or outside of the school.

Methods of Teaching

- * Inclusivity – pedagogy caters for all ability levels (SEND and talented) in creative and appropriate ways.
- * Learning strategies must be modelled and clearly articulated.
- * Experiences are linked with individual learning needs.
- * Pupils are consulted about curriculum development and implementation in various ways and to varying extents.
- * Learning is enhanced by close and positive relationships including between all those involved in the School.
- * Repeated exposure to content, skills, and understandings is essential if they are to be embedded in pupils.
- * There is a developmental basis to teaching and learning because pupils need to move from existing knowledge, skills and understandings to new levels.
- * There is a purpose in learning experiences – oriented around first-order or direct experiences such as experimenting against a hypothesis and in practical problem solving.
- * Teachers have high but not unrealistic expectations of pupils and believe that they can be successful in all aspects of education and future opportunities.
- * Learning is a holistic process and must result in the development of student character as well as academic standing.
- * Teaching/learning experiences take place within a highly moral and ethical context.
- * Teachers use a variety of teaching strategies within a supportive environment in order to motivate pupils to engage with learning in an encouraging way.
- * Specific skills-based teaching is important as a balance with integrated learning.

Approaches to Content

Staff members introduce content according to the philosophical design of the Ashton House curriculum and expressed in Scope & Sequence documents and syllabi.

Staff members have a thorough grasp of the content they are teaching and introduce it in a considered way.

Specific objectives, teaching/learning strategies, and the assessment and evaluation of learning are described in term programmes.

Technology is used and student learning is increasingly focused on ICT.

All learning areas have integrity and must be taught in a balanced way in all year levels.

General capabilities (the overall objectives and themes of schooling) are integrated into all teaching/learning experiences. These include literacy, numeracy ICT competence, critical and creative thinking, ethical behavior, personal and social competence, global awareness, sustainability, intercultural understanding and Fundamental British Values.

The local area supplements classroom/school experiences and resources.

Making Teaching Explicit

Teachers have clear objectives for each course – they come from the Ashton House School Curriculum (which is made up of the *National Curriculum in England* (2014), the *Ashton House Schemes of Work*, and effective curriculum from other jurisdictions).

The content of topics is described as *Term Topics* and the skills that derive from content areas are expressed as *Common Core Skills* in Scope & Sequence charts.

Personal student learning outcomes(targets) are clearly described by teachers to pupils including what pupils must do to improve.

Assessment processes address the criteria of assessment as broadly shown in the letter grades for periodic student report cards and the specific objectives contained within teaching/learning programs.

Citizenship and personal ethical concepts are implicitly and explicitly described in teaching/ learning programmes and interpreted within the context of the lives of pupils.

Student learning outcomes are regularly communicated to parents and other appropriate agencies.

There is a balance between the explicit teaching of core concepts, knowledge and skills, with innovative ways of encouraging cooperative work, research, and problem solving.

There is a balance between student work which is externally marked and assessed and that which is marked by teachers according to set criteria.

The Purpose of Schooling

With schools being under constant pressure to expand the curriculum, Ashton House School has identified the common core skills that make up the essential learning for all children.

These areas aim at enabling pupils to develop transferable knowledge and equip them for life outside of school. It will also assist them to learn new skills and knowledge and so become self-managing learners.

The core learning areas are:

English (literacy) – reading, writing, spelling, speaking & listening

Mathematics (numeracy) – knowledge and skills in core mathematical operations and understanding and using numerical concepts to solve problems

Science – involving children in conjecture, problem solving and the discovery of new ideas. Science offers experiences and knowledge of the natural world, participation in the identification and collection of scientific evidence, and an introduction to experiments

Society & the Environment – pupils see their place in the world by learning about important stories, people and events within the learning areas of History, Geography and Economics

Religious Education/Philosophy – pupils recognise the importance of religious knowledge and experience in society as well as the quest for wisdom and perception and how such thinking has influenced the historical and current landscape of our community.

The Arts, Sport and Physical activity (including **Health**), community activities, rites of passage (graduations, presentations), and studies of other **Languages** (French) are also important learning areas.

Success in the early years of education underpins success throughout schooling and so Ashton House School values and places great emphasis on the Early Years Foundation Stage (EYFS) areas of learning and its ethos.

Student Care

Ashton House School aims at fostering a positive and safe learning environment within a highly ethical ethos in the following proactive and reactive ways:

- * Encouraging sound individual relationships between pupils and between pupils and staff members.
- * Pupils believe that they are safe at school – working with *safe people* in a *safe environment*.
- * Safe recruitment procedures: checking of id, qualifications, right to work in the U.K., proof of address, DBS and list 99 checks, EEA check, overseas check and references are taken up (where applicable) to ensure that safe staff members are employed
- * Staff members carry out risk assessments of the school environment and venues for school journeys and outings.
- * Pupils learn to accept personal responsibility for their behaviour and answer questions accordingly.
- * Pupils are encouraged to believe that they have a purpose and should work towards fulfilling that purpose.
- * The School promotes a healthy lifestyle (physical and emotional).
- * The School provides opportunities for family members and other agencies to enhance teaching/learning experiences, in line with the child safeguarding policy.

- * There is respect shown to the privacy of pupils and all information is kept confidential. Similarly, conversation about individual pupils is conducted in a prudent way.
- * Staff members attempt to understand the background of pupils.
- * Staff members role model appropriate adult behaviour and values both inside and outside of school.
- * Pupils are treated equitably and justly.
- * Pupils are treated in a caring way and problems dealt with according to nurturing principles such as recognition of error, repentance, reconciliation, and moving towards better behaviour.
- * Pupils show pride in themselves as well as their School including wearing the uniform in a neat way.
- * The resolution of problematic situations is in the hands of individual pupils but with the guiding responsible adults.
- * Parents are assisted in supporting their children including problematic times that may occur in families.
- * Pupils develop the skills of self-management and how to live in harmony with others through the respect of the rights and cultural background of others.

Professional Growth

Professional growth is an ongoing process.

Pupils know that teachers are confident and competent in their professional skills.

Staff members understand that they are part of global changes in education and the influences may come from afar. Change, however, should be managed within the scope and context of the *Vision* of the School.

Ongoing professional learning is a way of achieving the high expectations of the School – improving personal, professional, and school credibility in the eyes of parents and the community and throughout the education sector.

Staff members reflect on their work and look for areas of strength and weakness – a key aspect of the collegial process.

Professional learning can reinvigorate the professional practice of a staff member.

Collegial sharing within the school is a valuable way of professional growth as is seeking external support.

Professional growth addresses the needs of staff members as identified from individual performance management plans.

Staff members have equitable access to professional training.

New knowledge, skills, and understandings is implemented at the school, and feedback is offered to other colleagues.

Staff members learn as much about pupils as possible and increase their professional knowledge about specific matters that arise from the context of working with individual pupils.

Staff members learn how to encourage pupils in their learning experiences in a way that is relevant to the needs of pupils and fosters resilience and optimism.

All staff members (teaching, non-teaching) are subject to an ongoing performance management cycle.

Staff members see themselves as engaging in ongoing inquiry into education through the development of a practical theory on teaching.

Professional learning allows staff members to increase knowledge, skills and understandings. *Professional development* occurs when learning is implemented in professional practice in the School.

Role of Parents and Community Members

Parents and community members play an important role in the life of the School. Ashton House School is an independent privately owned school. Overall governance and day-to-day management is in the hands of the Head Teacher and the School Proprietor.

Parents, however, are the ‘clients’ of Ashton House and so have the ability to influence the general direction of the School because of their decision to send their child/ren to the School and the close home-school partnership that is being established. Parents also have the right to ask questions about school improvement and planning.

The role of parents and members of the community is to support the learning experiences of pupils according to what is required by teachers. Some of the ways in which parents and the community may help include:

- * Accompanying classes on outings
- * Discussing student performance with the class teacher
- * Ensuring that pupils complete their homework
- * Allowing the School to use community facilities (library, swimming pool, sports grounds)
- * Visits to the School by people who are able to support the teaching/learning programme
- * Attending meetings of the Parents & Teachers Association (PTA)

Reviewed November 2016

Next Review November 2017