

## Hallmarks of a Woodard School or Academy

**Purpose:** *Hallmarks of a Woodard School or Academy* provides Woodard Schools and Academies with an overview of the distinctive marks of belonging to Woodard. It is also intended for use with schools who are seeking to come into the Woodard family.

**History of paper:** The following document *Hallmarks of a Woodard School or Academy* was presented to the Corporation Board as a result of discussion and refinement at the Education Committee on 10 October 2013. Further refinements were made as a result of consultation at the Woodard Heads' Conference. The paper was ratified by the Board at their meeting on 14 February 2013.

The over-arching objective of the whole of the Woodard family is to extend high quality education in an actively Christian environment to all.

### 1 Introduction

The Woodard Corporation (Woodard) is an educational charity founded on the vision of Canon Nathaniel Woodard. Every Woodard School and Academy is an integral part of the Woodard family of schools and is expected to be an active partner with other schools within the family. Woodard Schools and Academies firmly believe that all young people should be given every opportunity to flourish as human beings and to become world class learners, within nurturing and supportive communities that place pastoral care at the heart of all we do. They are at different stages on the journey to fulfil the Founder's objective; all aspire to achieve the hallmarks described below.

### 2 The Woodard Vision

Today Nathaniel Woodard's vision means that:

- 2.1 All Woodard Schools and Academies aim to provide *a high quality education in an actively Christian environment.*
- 2.2 *We believe that the search for knowledge is a search for meaning and truth.* In our schools and academies we encourage young people to ask why, to look for the connections between things, to bring to the surface the assumptions we have been making about the meaning behind and within things, to become more reflective, to reach beyond themselves a little, to take responsibility, to become more self-aware, to be honest with themselves and courageous.
- 2.3 *We are committed to developing the inward moral character and disposition.* We encourage young people to develop a moral framework, a rock solid sense of what is right and wrong and a keen appreciation of themselves and others as spiritual beings.
- 2.4 *We are inclusive communities that cherish each person.* Our Schools and Academies will show a special care for the vulnerable and those in need – they will all have a strong pastoral care system and many will have an effective SEN department.

- 2.5 *We acknowledge the value and uniqueness of every human being regardless of gender, age, ethnic origin, creed or sexual orientation. We believe that each person is of sacred value because they are made in the image of God. Our schools and academies will be ones in which the atmosphere is pervaded by the conviction that there is something good in everybody.*
- 2.6 *We provide ways (both formal and informal) in which members of the school/academy community can develop their spirituality (eg through nurturing a sense of wonder, an appreciation of beauty, building positive relationships, worship, reflection, creativity).*

### **3 Woodard Themes**

Four themes run through all Woodard Schools and Academies:

#### **3.1 Theme: Faith Designation**

All Woodard Schools and Academies will have a vision and ethos based on Christian beliefs and values expressed in practical ways as a true community institution welcoming equally students of all faiths and none. All Woodard Schools and Academies should aspire to the following:

- 3.1.1 Have a Church of England faith designation (highly desirable).
- 3.1.2 Actively teach the importance of the gospel values of love, forgiveness, truthfulness, integrity, courage, generosity, reverence, wisdom, thankfulness, humility, endurance, service, compassion, peace, friendship, justice, hope and respect to all people. Such values will underpin the aims, objectives, shared values, and policies, code of conduct, rewards and sanctions of the school. All staff will have a special role in modelling these values and encouraging students to acquire them. An RE curriculum will be in place and taught throughout the school. The school will devote a significant time to the teaching of RE.
- 3.1.3 Have a Head/Principal who is a practising Christian and whose leadership is marked by the following qualities: it is prophetic, authentic and servant leadership (with and for others). The Head/Principal is the custodian of the Woodard (the sponsor's) vision and, with the Chaplain, provides spiritual leadership. The Woodard Director of Education will help appoint the Head/Principal.
- 3.1.4 Have a dedicated Chaplaincy provision – 'it is highly desirable that the Chaplain is a priest who is also an integral part of the leadership structure'. The Woodard Senior Provost will help appoint the Chaplain.
- 3.1.5 Be a sacramental community. The school will provide each student with opportunities for daily worship, including regular participation in the Eucharist. 'Regular' will be no less than once a term and, in some of our schools, this happens on a daily basis.
- 3.1.6 Have a designated place for quietness and reflection (a chapel or similar).
- 3.1.7 Be at the forefront of interfaith and ecumenical approaches by helping young people to build friendships across faith boundaries whilst at the same time helping them understand and respect their own religious

heritage. The school will celebrate religious, cultural and ethnic diversity encouraging interfaith and intercultural dialogue and understanding.

- 3.1.8 Enhance and extend relationships with local parishes, Christian groups and other religious faith communities.

### **3.2 Theme: Focus on the Whole Child**

Woodard Schools and Academies provide student-centred, personalised and holistic education. Each student is to be known, loved and nurtured in all aspects of his/her life. This means that every Woodard School and Academy should:

- 3.2.1 Provide first class pastoral care – both within the House/Chapter as well as from the Chaplain and specialist agencies. This pastoral care is to be built on a sound awareness of each student's personal circumstances.
- 3.2.2 Put in place personalised academic benchmarking and aspirational targets.
- 3.2.3 Enable access for each student to a varied enrichment curriculum (sporting, cultural, artistic, practical).
- 3.2.4 Take each student's aspirations, intellectual passions and interests seriously - they should be recognised and nurtured.
- 3.2.5 Know and actively develop each student's personal aspirations in a systemic (deliberate) way.
- 3.2.6 Ensure that students have a real voice in what is going on in their school.

### **3.3 Theme: The School as a Dynamic Community**

Woodard schools are strong and vibrant collegiate communities in which students and staff are encouraged to participate fully and support each other. Students may belong to a whole range of smaller communities (sporting, artistic, learning) within the school/academy. These communities bear the following marks:

- 3.3.1 Students of all ages work together, support, care and look out for each other.
- 3.3.2 Students are encouraged to gain strength from the community but also be willing to contribute positively to it.
- 3.3.3 Students will have a personal tutor who will form a strong pastoral relationship with those in their care.
- 3.3.4 The school community will provide opportunities for competitive and non-competitive activities of various kinds (sporting, cultural, artistic).
- 3.3.5 Each person within the community will take up charitable service and support function for a community less fortunate than themselves – encouraging responsible citizenship.

### 3.4 Theme: Learning

The core function of a Woodard School or Academy is to accelerate learning for each student and member of the faculty and to promote excellence in all its endeavours. It will prepare young people to lead full and creative lives. The school will develop and inspire confident young people with a 'can do' attitude and an articulate voice within their community. It will place a strong focus upon equipping students for life as learners and workers in the 21st century. The Head/Principal will put in place an appropriate curriculum that provides for a high degree of personalised learning based on a clearly defined learner profile. The Woodard prospectus provides each school/academy with a Woodard Learner Profile as a model. This will include:

- 3.4.1 The provision of learning experiences at all key stages that facilitate the Learner Profile.
- 3.4.2 A focus on the skills of literacy and numeracy.
- 3.4.3 A competency based curriculum at KS3 – that places a focus on the development of skills (learning to learn) in the Learner Profile.
- 3.4.4 Learning through the provision of multi-sensory immersion experiences (including applied learning).
- 3.4.5 Personalised curriculum pathways that are flexible and well-matched to widely varying student needs.
- 3.4.6 Personalised academic care and guidance at all stages – and especially post 16 and post 18.
- 3.4.7 An enrichment curriculum that offers all students opportunities in sport, the arts, culture and character formation within the formal curriculum.

The Woodard prospectus *Working Together to Build a Better World* can be found on their website at <http://www.woodard.co.uk/files/WoodardProspectus2015.pdf>