

Alsager School



Our Vision: to create an inclusive environment where all are empowered to thrive, hold themselves accountable and achieve. Our ethos of kindness is lived and not just talked.

In September 2022 Alsager School will have more than 1500 pupils aging from 11-18 years. As some are embarking on their secondary education, some are preparing for the wider world. This strategy is for them. Nelson Mandela stated that 'education is the most powerful weapon you can use to change the world.' An outstanding education creates opportunities. At Alsager School we firmly believe that we have a moral duty to ensure that we prepare all of our students for their future.

Alsager School is an inclusive comprehensive school, which serves a wide community. We serve every pupil from every background. Whilst we do not know what the future holds, we will provide our pupils with the best possible tool kit: a world class education embracing deep knowledge and skill.

All staff at Alsager School are committed to fulfilling this promise. Staff at Alsager School take pride in their work; they share the moral duty to carrying out this strategy. They strive for the best for our pupils. They are proud to work at Alsager School.

This strategy is our promise to those children of 2022. It is our promise that we will pull together to use our combined expertise and resources to solve problems that haven't been solved before. We will take hard decisions and we will not accept the status quo.

We are committed to ensuring that the children of our community succeed. We understand the importance of improving life chances through academic success and the importance of becoming responsible citizens. This is reflected in our mission statement: 'An Achieving School, A Caring Community.'

Our mission statement 'An Achieving School' – A Caring Community' is at the heart of everything we do. It applies equally to all of our stakeholders.

An Achieving School

We set high expectations of behaviour, presentation and academic performance to produce articulate and confident learners. We ensure that every student is fully equipped and ready for the next stage of their education. We place high value on prioritising knowledge so that students have the cultural capital and qualifications to live and work in tomorrow's global society. Students are taught by subject specialists. Our ambitious curriculum at each key stage ensures that results are above national comparisons for all students, especially our most vulnerable. Our students have pride in their work and achievements. They are inspired by staff who act as outstanding role models, who maintain an up-to-date knowledge of pedagogy and educational research. The highly skilled and dedicated expert staff are relentless in pursuing the best outcomes for all students. Our staff seize every opportunity to further their expertise through the ambitious professional development offer. Professional development of all staff is highly valued; we are proactive in our succession planning.

Unlocking potential is our duty.

A Caring Community

We promote inclusivity, equality and fairness; kindness and respect pervade the school. We value openness and honesty in all relationships. Predictable routines and robust boundaries provide a secure and safe learning environment which helps to prepare all students for adulthood. We embrace and celebrate diversity and challenge disrespect. An embedded and proactive approach to tackle bullying and discrimination results in all children feeling safe, happy, and therefore fully able to focus on learning. Our high standards are kindly and consistently enforced; we model invitational theory. We maintain the highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school by all staff, underpinned by our SPIRIT values.

Our high standards are consistently applied which enable all staff to teach in a supportive environment and for all students to learn; staff well-being is integral to an environment where achievement matters.

We are here to make a difference.

The Alsager Curriculum

Our mission statement “An Achieving School, A Caring Community” is reflected in the curriculum which enables students to pursue and develop their talents, academic interests and skills.

Our curriculum is designed to support social mobility and academic growth, by providing opportunities to learn both subject content and broader skills, in order to thrive and have the best possible life chances.

Our curriculum is broad and unique. It goes beyond the National Curriculum content and subjects. Decisions about the curriculum are relevant to our local setting and allow all to thrive, with opportunities for all pupils to be successful and achieve with no child left behind. Throughout Key stage 3 all learners will access the full range of a National Curriculum subjects, plus additional subjects, such as drama. Through our unique arrangements we promote the study of the History of the Arts across the key stage, whilst offering choices to study some subjects in further depth or to start new subjects, in addition to those in the National curriculum. We are incredibly proud of the opportunities our curriculum has to offer.

We have designed a curriculum with a shared understanding of schema to help students to know more and remember more; embedding and highlighting links within and between curriculum areas. Prior and future learning is explicit, so that knowledge is built upon, from one lesson to another and between key stages.

This careful design will raise attainment and ensure that all pupils, irrespective of their background or the challenges they face, make good progress. Our pupil premium strategy supports disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. A knowledge-rich, broad curriculum is at the heart of our approach as it has been shown to have the greatest impact on raising the attainment of all students, including disadvantaged and children with SEND. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty. For this reason, vocabulary is taught explicitly, and learners acquire disciplinary literacy as they learn new, more complex concepts in each subject.

Our unique curriculum:

- In Mathematics, the Mastery approach is embedded, this promotes a deep understanding of number and how topics link together. Algebra is taught as an extension to this understanding of number: as the “general case”. This carefully sequenced curriculum ensures that pupils are numerate and able to competently work with money.
- In English we give language its own place within the curriculum, with specific focus on writing and consideration to linguistics. We teach global stories and key texts from important writers from diverse background throughout history. Reading lessons at KS3 ensure that all learners are literate and read widely.

- We teach languages to communicate effectively and thrive in a global economy, by prioritising relevant vocabulary and grammar. Students are taught to be IT literate as well as learning coding languages.
- In technology all pupils learn about designers and artists from past and present. They learn how to hand and machine sew, use tools to draw, work with metal and wood and learn about balanced diet.
- In PE, students will learn how to exercise safely. They will know how attack and defence strategies work in a variety of sports.
- Our humanities curricula are sequenced carefully with a humanities project which demonstrates the strong ties between these subjects. Students are taught locational knowledge, global perceptions and beliefs as well as a chronology of notable events in our history. Students in Geography learn how to protect the environment and the impact we have had on our planet. In History and Art history, students will learn about great composers, artists and designers and the impact they have had. As a result of their studies students will know how to interpret historical events and value the impact that these have had on modern day lives.
- In RE students are taught about different religions and cultures knowing that people have different beliefs and respecting cultural differences. This is particularly important for students in Alsager and as such all students continue RE into KS4 and take a full GCSE in the subject.
- In Music students learn about composing and performing. They learn about musical notation and play a range of instruments, learning about music and composers from a variety of genres and time periods.
- Similarly, in Art History, students learn new techniques for drawing and painting, as well as learning about the history of Art. Students take inspiration from a range of artists and cultures.
- Our science curriculum teaches the knowledge required to give scientific explanations for everyday occurrences, and to use 'science' rather than 'magic' to explain the unusual. The curriculum has been sequenced to provide a narrative – so that key facts are linked together across the disciplines.
- In our Forest School students gain independence and self-confidence, anxiety is reduced, we build resilience and improve communication skills

Our subject content is interwoven with skills and values, enabling learners to develop into resilient, self-regulating and tolerant adults, who understand and can play a valuable part in society. Our SPIRIT (PSHE) curriculum will support the pastoral work of the school and together these curricula and extra curricula opportunities will show learners the importance of laws and boundaries, demonstrating integrity, and teach our young people to value emotional and physical health, leading safe and active lives where their participation is valued.

Curriculum Implementation:

Our lessons are timetabled within a 50-period fortnight, with slots for SPIRIT learning each week and assemblies at least twice per fortnight. Students are actively engaged in their learning, and we see this evidenced in classrooms and during extra-curricular activities. The options process enables students to select from a broad range of qualifications for their KS4 and KS5 studies. We pride ourselves on offering subjects from the arts, humanities and sciences, alongside a core curriculum of English, Maths, Science, RE, Humanities, MFL, SPIRIT and PE.

All subject leaders continuously monitor the programmes of study and their delivery to ensure that these high standards of engagement are maintained.

Delivery of the Curriculum

Outstanding teaching is the most important factor in schools' effectiveness. High quality teaching enables our students to know more and remember more about the intended curriculum, embedding knowledge in their long-term memory.

Invitational Theory (Purkey, Novak and Shaw) is at the heart of our approach at Alsager. Staff work hard to create a supportive and inclusive environment where mutual respect and kindness permeate. Invitational Theory is constructed on four principles: respect for people, trust, optimism and intentionality, and upon five pillars: people, places, policies, programmes and processes.

See Appendix A

Teachers and leaders recognise that it takes time to fully embed knowledge. We make sure that pupils have the opportunity to revisit and develop their knowledge within a context before moving onto the next aspect of the curriculum sequence. We know that students do not learn everything they are taught immediately and so our teachers ensure regular and rigorous processes for checking for understanding are embedded in their practice. Lessons include silent retrieval activities that are thoughtfully planned and used methodically to help teachers and students identify what they can remember from the taught curriculum and identify the missing building blocks in their learning. Formative and summative assessments allow our teachers to be responsive and adapt lessons or future learning in order to address the areas identified for development. Our teachers provide precise and purposeful feedback that focuses on what students are doing well and how to develop further. Being clear, concise and positive helps students to improve quickly without the fear of failure. Expert subject specialist teachers use their knowledge and experience to thoroughly plan, sequence and refine learning activities to

support all students to know more and remember more. All learners are helped to develop the confidence and resilience they need to thrive and achieve. A focus on staff well-being and sharing of best practice ensures that the time taken to mark and give feedback correlates with successful student outcomes.

We invest time in researching and embedding the latest evidence and research and share this with staff through high quality CPD. Just like our students, our staff are empowered to thrive and are supported to be the best they can be. Teachers at Alsager school use agreed principles to deliver lesson content and help to shape lessons. These principles of teaching help to create a consistent approach allowing teachers to focus on the most important aspects of delivering the curriculum and creating a culture of excellence in their lessons.

Appendix B

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Reading

Unless a child can read, they cannot learn to the full. Reading is prioritised across our school. All teachers promote a love of reading; the choice of books helps pupils to develop a broad range of vocabulary. All teachers have a responsibility to ensure that literacy is developed and supported across the curriculum and understand the importance of disciplinary literacy so that all students are able to read, write and communicate effectively in their subjects. Training is provided to ensure that specific approaches to literacy are prioritised. Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language. A range of reading strategies are employed to improve students' comprehension. By actively engaging with what they are reading, students can comprehend complex texts. Targeted support is provided for students who struggle with writing fluently; teachers use a variety of approaches to motivate students to write. Reading and writing activities are combined to improve students' skills in both. Reading helps students to gain knowledge and writing can deepen this understanding. Opportunities are provided for high quality talk. Teachers support students by modelling high quality talk. All students take part in organised debating to deepen communication skills and awareness and understanding of different perspectives on important issues.

A coordinated, specialist programme of support and intervention is in place for students with the weakest levels of literacy.

SPIRIT – values and enrichment:

The SPIRIT ethos is the heart of our school and is focused on a core set of values that we recognise, promote and follow in all areas of school life:

- ✓ S - Self Regulation
- ✓ P - Participation
- ✓ I - Integrity
- ✓ R - Resilient
- ✓ I - Inspired
- ✓ T - Tolerant

These values should:

- Be embedded across all curricula and the focus for SPIRIT (PSHE) lessons.
- Underpin the Behaviour for Learning criteria and the Student Code of Conduct.
- Form the basis for student celebration.
- Should apply equally to pupils, to our staff and to how we treat people outside our organisation.
- Should be reflected in how we recruit, reward and manage staff.
- Should be part of how we are held to account by our non-executive Trust Board and our local governing bodies.
- Should have alignment with, if not be uniformly expressed in, our extra-curricular activities (SPIRIT enrichment).

The purpose of SPIRIT enrichment is to develop skills such as resilience, teamwork, critical thinking and leadership to enable our students to thrive in a rapidly changing world. SPIRIT enrichment runs throughout the year, offering a wealth of opportunities for all our students as we know that extracurricular activities are a vital part of children's education and post-school success. A dedicated SPIRIT Enrichment Co-ordinator monitors participation in an extensive range of extra-curricular activities to ensure our students, including those from disadvantaged backgrounds, benefit from a well-rounded, culturally rich, education. There are also SPIRIT development days, focus afternoons and our unique SPIRIT week. Over the course of three days in summer term, students in Years 7, 8 and 9 choose a selection of activities both within school and as external trips. SPIRIT week is an exciting opportunity for all students to participate in a variety of new enrichment experiences to develop and enhance their cultural capital, promote new interests and skills, and focus on health and well-being. We also know the importance of high-quality extracurricular activities in improving attainment, behaviour and attendance.

Alsager Culture:

High standards, High expectations.

We are proud of the high standards and high expectations we set, and we expect all members of our school community to adhere to them. Creating and reinforcing boundaries, from behaviour to uniform, prepares pupils for life beyond Alsager School but helps maintain a respectful community; a happy, safe environment for everybody to thrive. We have multiple systems and policies in place to support everyone in meeting the high standards. For example: Behaviour for Learning grades: all pupils are expected to come to school with full equipment and ready to actively engage in their learning. Grades are applied consistently in each lesson and pupils rewarded or sanctioned accordingly.

Conduct card: pupils are praised when their conduct is exemplary and sanctioned when they do not meet our high standards. Pupils should wear their uniform with pride.

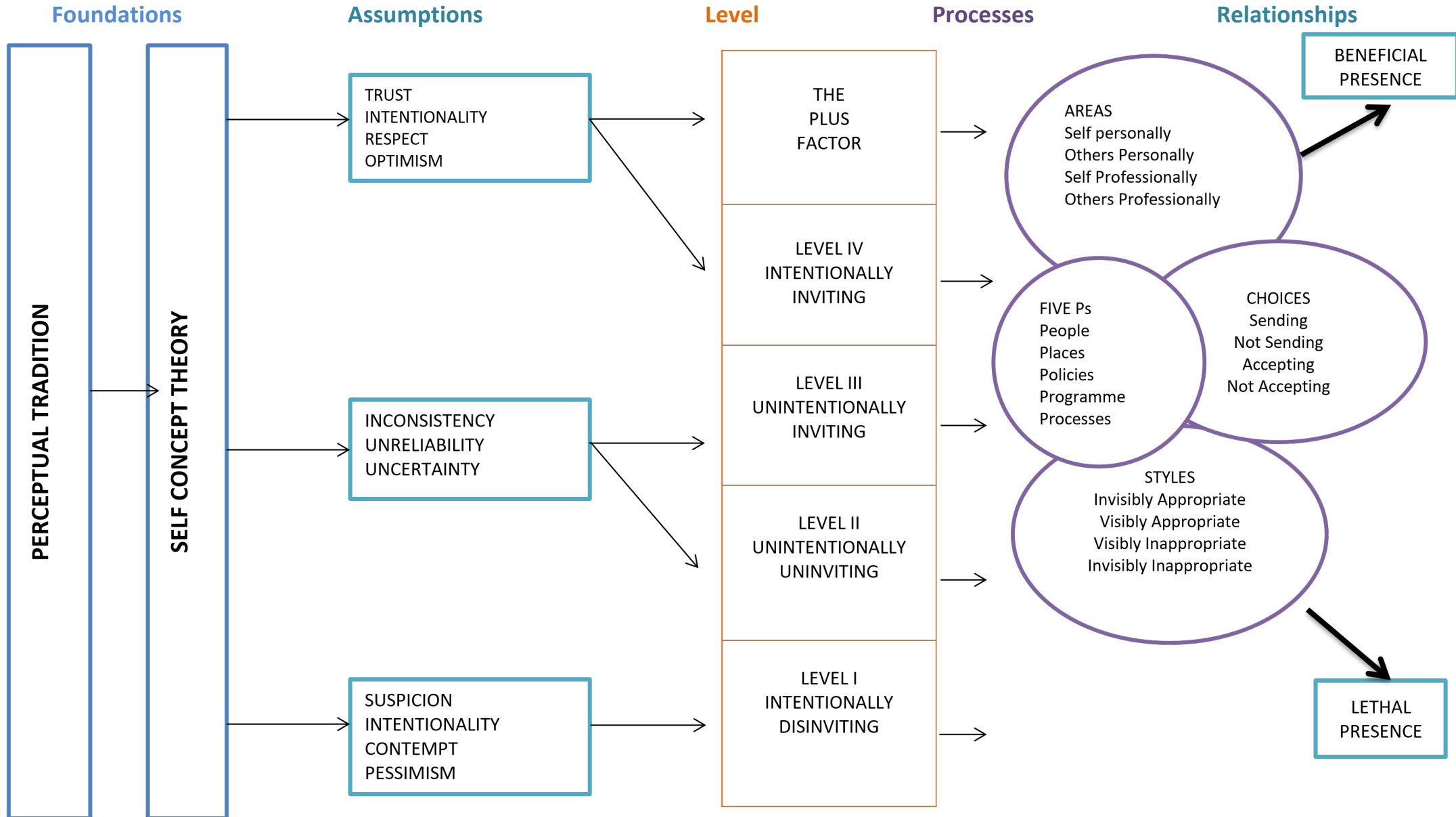
Canteen Etiquette: pupils are expected to line up sensibly and put all litter in the bin.

Around the school: pupils and staff walk calmly and quietly around the school and its grounds.

Appendix D

A child's background should not determine their attainment and progress. There is a strong correlation between good attainment and good progress from pupils from all backgrounds but in order to achieve that we need to understand why some groups of pupils perform differently. At Alsager School we know that outstanding pastoral support, a well-planned enrichment programme and strong parental support contribute to developing well rounded students.

INVITATIONAL THEORY: Purkey, Novak and Shaw 2015



Alsager School's Principles of Teaching

Curriculum

As a teacher at Alsager School you will:

Deliver the planned curriculum as agreed in the scheme of learning.

Share the sequencing of the curriculum explicitly – making links to prior and future learning within your subject and across the curriculum.

Explicitly outline the knowledge to be learned in the lesson.

Know your pupils and employ strategies to support all pupils, with particular awareness of key groups, for example SEND or disadvantaged.

Take every opportunity to embed SPIRIT values, British values, careers information and disciplinary knowledge into lessons.

Plan for and address misconceptions. Use standardised models, where available.

Demonstrate strong subject knowledge. Promote intellectual curiosity.

Maintain an up to date and thorough understanding of current exam specifications and examiners' reports.

Embed spaced retrieval activities and "low -stakes quizzing" into lessons. Use knowledge organisers effectively.

Adopt a "low -access, high challenge" approach, providing targeted vocabulary instruction. Provide scaffolding to support where needed.

Promote and uphold the highest standards of literacy and numeracy. Embed disciplinary literacy in lessons.

Appendix B

Use strategies to promote oracy and metacognition (strategies from the Alsager toolkit).

Model/explain methods and ideas clearly, breaking new material down into small steps.

Share and discuss excellent work, highlighting its key features.

Use questioning effectively, planning questions in advance and ensuring language is accurate.

Target questions effectively to engage every learner and probe responses to deepen understanding.
Hold out for excellence.

Make “responsive teaching” part of your everyday practice.

Read to pupils and foster a love of reading.

Alsager School's Principles of Teaching

Culture

As a teacher at Alsager School you will:

Meet and greet at the door at the start of every lesson.

Check uniform, planner and standards card while pupils are standing behind their seats (period 1 only).

Ensure that pupils are seated promptly and calmly in a seating plan. Incorporate a silent start to the lesson.

Work together to keep young people safe, taking the register in the first 5 minutes of every lesson; check equipment and homework if applicable. Mark in pupils who arrive late to your lesson.

Enforce school policies, such as standards cards, with kindness and without bias, in a way which shows we are part of a community, not doing it for someone else.

Use school systems appropriately throughout the lesson to manage behaviour, including the application of BFL grades and sanctions.

Model positive behaviour and kindness; use invitational language.

Deal with disruptive learners calmly and model rational responses; de-escalate situations when pupils display emotional responses.

Challenge prejudice and discrimination and celebrate diversity through your actions, language and teaching -promoting **tolerance** and understanding.

Demonstrate strong moral purpose and take every opportunity to teach the SPIRIT values.

Use language which promotes growth mindset to encourage pupils to embrace mistakes, show **resilience** and recognise the learning which can happen when they 'find work hard'.

Appendix B

Provide opportunities for pupils to “Be **inspired**” by people and careers.

Circulate around the classroom to effectively support and challenge pupils.

Work effectively with additional adults in the room to maximise support for pupils.

Use presentation stickers to promote excellent standards in books, giving praise and sanctions where appropriate.

Celebrate success and praise regularly.

Dismiss classes in a calm and orderly manner.

Appendix C

**A Three Year Sustainable Woodland Plan:
Created by Combining the Sustainability Matrix of Ecological Effects of Forest School Activities and Sustainable Management Plans**



Alsager School

Produced with the help of information provided by Chandler's Ford Primary School

Name of wood:

Alsager School Mixed Broadleaf Woodland

Aims:

- 1.To produce a wildlife rich and resilient landscape that engages and benefits people
- 2.To prioritise ecosystem resilience
- 3.To put learners at the heart of the conservation work

Aim 1. To produce a wildlife rich and resilient landscape that engages and benefits people

Factor	Area	Current Situation	What we want it to look like?	What actions will you take?	Any Ecological Considerations?	Checked by/ Managed by:	Timescale
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<p>1. Fires</p>	<p>This will be in a natural clearing in the Woodland site.</p>	<p>There is no fire pit yet but there are plans to create one in the opening weeks of the Forest School programme. This will be permanent and will be the only place that fires will be carried out.</p>	<p>This will be a clear area used only for fire, it will be surrounded by logs for sitting and railway sleepers as an additional barrier. There will also be an area for food preparation and disposal.</p>	<p>*Use a sustainable source for buying in wood, rather than using the woodlands resources *Ensure that all fires are fully extinguished before leaving the site using the methods learnt *All fires should be lit in the fire pit, or on trays and not in or on the ground to prevent permanent sterilisation of the ground. *Designate a fixed location for fires, leaving other areas</p>	<p>*Using wood from our woodland would destroy habitats and diminish our supplies. * Lighting a fire on the ground will damage the soil and its chemistry, changing the way it behaves. *Risk of setting woodland on fire. *Soil compaction from regular use. *Fire can travel underground to roots even after extinguished</p>	<p>Monitored by Forest Leader ensuring all fires are fully extinguished.</p>	<p>Year 1: To set up and create a fire pit in the middle of woodland circle-all safety checks to be conducted first. Year 2: To maintain area Year 3: To maintain area</p>
				<p>free to grow as normal.</p>			

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<p style="text-align: center;">. Cooking 2</p>	<p>Cooking will take place in the woodland circle on the fire pit</p>	<p>*Once the fire pit is set up, this will be a designated area for cooking and will be designed for hygiene and safety.</p>	<p>*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire pit.</p>	<p>*Make sure left-over food goes back into school and placed in the bin to begin with. *Minimal plastic and packaging-use as many natural products as possible. * In time, there will be opportunities for growing own food that will then be cooked.</p>	<p>*Waste may attract animals to the site or increase the numbers of certain species, leading to adverse changes in biodiversity.</p>	<p>Monitored by Forest Leader and children using the site. With food production being completed by the school's gardening club also run by the forest leader.</p>	<p>Year 1: To set up and create a fire pit in the middle of woodland circle-all safety checks to be conducted first in keeping with the waste disposal plan. Year 2: To improve the growing of food within the school site to feed into cooking. Year 3: To create a circular process of food waste and growing using the school garden.</p>
<p style="text-align: center;">. Tree Climbing/Den building</p>	<p>Climbing opportunities on oaks and den building using silver birch branches and coniferous trees.</p>	<p>*Numerous strong trees in the environment.</p>	<p>*For a more realistic woodland experience resources for children to use i.e. Den building will need to be brought in. Tarpaulins already brought in and space has been selected for these areas.</p>	<p>*Designate a fixed location for den building, leaving other areas free to grow as normal. *Have a selection of resources available for the children to use each time, rather than creating new ones. *Use of specific trees for tree climbing which are both safe and will not be damaged by climbing.</p>	<p>*Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats. * Damage to plants that are more sensitive to losing leaves or flowers.</p>	<p>Monitored by Forest Leader and children using the site</p>	<p>Year 1: Allocate areas for den building and tree climbing. Bring in woodland materials to use. Year 2: Monitor and assess to see if more areas can be used to allow people to explore more of the forest area. Year 3: Monitoring trees and areas</p>

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Collecting wood	To use wood across the Forest	*Limited number of trees and wood to collect, will need to consider the ecological	*Using wood/sticks collected to make	*Limit the frequency and evaluate the amount of dry, dead wood around the	*Damage to shrub layer and canopy layer when collecting wood for cutting some branches, trees maybe felled.	Monitored by Forest Leader and children using the site	Year 1: Limit wood collected from woodland until the amount that can be harvested is fully
	School site.	considerations on a case by case basis.	products/arts and crafts. *Use of wood and sticks to create other features such as dead hedges or habitats for wildlife.	woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation * For a more realistic woodland experience bring in sustainable wood to use for example willow, alder, silver birch to whittle. Allow pupils to develop their understanding of different woods/materials and their properties. *Use of non-wood materials in craft making etc.	Although this is negative ground layer will receive more sunlight allowing new plants to thrive.		understood. Bring some sustainable wood into use for crafts Year 2: Monitor and access trees and possibly plant some trees for coppicing. Year 3: Monitor and access trees and other plants for use of materials.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collecting natural materials</p>	<p>To use natural materials collected across the Forest School site</p>	<p>*Numerous trees and shrubs in the area to use for materials.</p>	<p>*Using wood/sticks/plants and leaves collected to make products/arts and crafts/function al materials like rope and twine.</p>	<p>*Limit the frequency and evaluate the number of natural objects collected around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood and wild plant conservation * For a more realistic woodland experience bring in</p>	<p>*Movement of ground layer *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats. * Damage to plants that are more sensitive to losing leaves or flowers. *Do not want to make an environment conducive to invasive species.</p>	<p>Monitored by Forest Leader and the children using the site</p>	<p>Year 1: Monitor the natural materials that are being taken away and used- limit this if needed. Bring in sustainably sourced natural materials to use. Year 2: Monitor the natural materials that are being taken away and used- limit this if needed. Bring in sustainably sourced natural materials to use. See if these materials</p>
				<p>sustainable natural materials i.e. acorns, conkers to use but ensure taken away afterwards so not to upset the natural ecosystem.</p>			<p>can be harvested from other areas of the school or grown in the school gardening club Year 3: Think about how many of these materials can be produced or encouraged onsite sustainably.</p>

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<p>Woodland Circle seating area</p>	<p>To establish a woodland circle in the Forest school site with the fire pit in the centre.</p>	<p>*There is currently no woodland circle on the site, one will have to be built by clearing some areas of the woodland and placing logs in the area.</p>	<p>*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire area.</p>	<p>*Allocated area *Collect stumps for seating and create a defined woodland circle.</p>	<p>*Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use</p>	<p>Monitored by Forest Leader and the children using the site.</p>	<p>Year 1: Collect stumps to create the woodland circle area Year 2: Monitor the stumps and if they need replacing, see if the size is big enough and give constant evaluation Year 3: As above</p>
<p>Pathways</p> <p>7</p>	<p>To establish a well-defined path through the Forest School site</p>	<p>*Pathway present through the Forest School site but more definition of these is needed.</p>	<p>*A clear pathway runs through the trees leading away from the woodland circle and fire pit.</p>	<p>*Create a clear pathway through the trees that lead away from the woodland circle and fire pit. And towards the school grounds.</p>	<p>*Plants will be lost in this area. Try to find a route whereby the least impact on existing flora is created. *Although a path will have a big impact it will also serve to limit the impact of other areas. *Some areas will be closed off for plants and animals to grow without interference.</p>	<p>Monitored by Forest Leader and learners.</p>	<p>Year 1: Create a clear path through the woodland area for learners to use. Year 2: Monitor and re-establish path if needed, possibly make another path in the area to allow for greater exploration of the area. Year 3: Monitor and maintain pathways</p>

Aim 2: To Prioritise Ecosystem Resilience

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<p style="text-align: center;">Deadwood</p> <p style="text-align: center;">9</p>	<p>In Forest School Site</p>	<p>*The school woodland has just been monitored for safety, and dangerous trees removed. Some standing dead trees remain.</p>	<p>*Many felled trees remain in the areas and will be used for wildlife habitats.</p>	<p>*Dead trees will be monitored to make sure that they are safe (this will be done externally by tree surgeons). Deadwood will not be removed from the site as this forms a very important aspect of the woodland ecosystem although some might be moved for the benefit of accessibility.</p>	<p>*This should have a positive ecological impact. Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat. *Particularly important for ecosystem resilience as this means that natural pests may be attracted to logs rather than trees.</p>	<p>Monitored by Forest Leader</p>	<p>Year 1: Dead wood to be left where it is unless it needs to be moved for accessibility.. Year 2: Monitor and reassess using external surgeons Year 3 As above</p>
<p style="text-align: center;">10 Trees</p>	<p>Trees in and around Forest School site</p>	<p>*Made up of numerous different species including sessile oak, scots pine, silver birch, horse chestnut, sycamore as the most numerous tree species.</p>	<p>*Develop an arboretum in the site to allow learners to develop a clear idea of the trees and what they are like.</p>	<p>*Assessing the development/growing of more tree species.</p>	<p>*No trees are planned to be felled or grown originally and therefore the ecological impact will be negligible.</p>	<p>Monitored by Forest Leader and learners</p>	<p>Year 1: Complete survey of all of the trees on their site and species. Year 2: Monitor and review as well as label each tree. Can more trees be planted? Year 3: Understand the age of the trees too using circumference at breast height to form information on every tree with GPS. Otherwise, as above</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ground cover</p> <p style="text-align: center;">11</p>	<p>Flora on the shrub and ground layers</p>	<p>*Bluebells, brambles, nettles, ivy and numerous other plants grow on the forest floor.</p>	<p>*A more diverse woodland flora with more wildflowers growing on the</p>	<p>*Sowing native woodland wildflower seeds at the edge of the woodland to encourage more insects/birds and</p>	<p>*This should have a positive ecological impact</p>	<p>Monitored by Forest Leader</p>	<p>Year 1: Planting of woodland wild flower seeds. Year 2: Converse with local groups and view woodlands in the area to get an</p>
			<p>woodland floor.</p>	<p>mammals into the site.</p>			<p>example of what natural looks like. Measure biodiversity in the area and compare it to baseline. Year 3: Continue to monitor species diversity in the area to get a quantitative understanding of forest school impacts.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">12 Stance on-native species</p>	<p>Non-native species of Flora in Forest School site</p>	<p>*The site has some non-native species including pineapple weed, sycamore (although it can be argued has been naturalised).</p>	<p>* Native woodland flora grows and thrives in the Forest School site. *Want the site to be resilient to environmental change.</p>	<p>*Removing harmful invasive species from the site such as rhododendron which can spread disease. Removing dominant species on a case by case basis. *Work with the understanding that a well-functioning ecosystem will usually fend of invasive species. *Some invasive on non-native species can have positive environmental impacts, usually as a substitute for trees that might have been lost or be better suited for warmer climates. The current scientific consensus is that we MUST move away</p>	<p>*This should have a positive ecological impact, particularly the removal of dominant or disease spreading species. *Positive impact can also be found in increase eco-system resilience.</p>	<p>Monitored by Forest School Leader and learners</p>	<p>Year 1: Assessing non-native species on the site and the removal of some which might be dominant. Year 2: Promotion of species which might be successful in the area and produce a well functioning ecosystem. Continued removal of some species based upon assessment and scientific literature. Year 3: As above</p>
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				<p>from non-native = bad.</p>			
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Aim 3: To put the children at the heart of the conservation work

Appendix C

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">. Involve children in sustainable woodland management plans</p>	<p>Across the Forest School site and the rest of the school grounds</p>	<p>*Some learners already take part in a school garden which is run by the Forest School Leader.</p>	<p>*Learners will be very aware of sustainable woodland techniques and will love and care for the Forest School environment and wider environmental issues. *Development of eco-schools which will dovetail with the ideas of the forest school and what it hoped to be achieved.</p>	<p>* Learners will be involved first-hand in sustainable woodland management and these will be part of the Forest School Programme *Learners will be able to assess many of the sustainability characteristic from above and develop their own ideas on how the forest school area should be run and maintained.</p>	<p>*This should have a positive ecological impact</p>	<p>Monitored by Forest School Leader, learners and the school Headteacher.</p>	<p>Year 1: Set up the Forest School in the School Grounds and start the work at school on the EcoSchools scheme. Continue to raise awareness of existing environmental opportunities such as the eco-garden in the school. Year 2: Monitor and review the sustainable management plans involving the learners in the process. This should also involve learners and staff from the wider school and local community groups. Year 3: As above. As well as a functioning of ecogarden, eco-school programme, community involvement to all work together as part of a common goal in the school and in the wider community.</p>
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Appendix C

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">. Involve children in the creation of habitats</p>	<p>Across the Forest School site and the rest of the school grounds</p>	<p>*The school has a few habitats in its grounds including the wood, some are being developed in the eco-garden but otherwise there are few other areas.</p>	<p>* We will have a range of habitats around the school grounds including a wild meadow area, bird boxes, bat boxes and woodhouse boxes. There is a pond that can be used, however a full risk assessment and decision will need to be taken on this front. There has also been hedge planting which will create a habitat within the school area.</p>	<p>*Children will be involved first-hand in the creation of these different habitats and will help to look after and upkeep them and protect them where applicable.</p>	<p>* This should have a positive ecological impact. Development of a mosaic of different ecological niches and environments which will allow for a greater ecosystem biodiversity.</p>	<p>Monitored by Forest School Leader, Learners and the School Headteacher</p>	<p>Year 1: Set up the Forest School in the School Grounds and start work at school on the Eco-Schools scheme. Make nest boxes and bat boxes for animals. Plant meadow in the existing eco-garden. Involve learners in the placement of different animal habitats etc. Year 2: Develop plans for a dipping pond in the school. Year 3: Continue to develop and maintain areas based on the needs of the local ecosystems and the ideas of the learners involved with the environmental projects in the school.</p>
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Appendix C

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">. Involve learners in sharing the work happening in the Forest School site with rest of school</p> <p style="text-align: center;">15</p>	<p>Across the school grounds</p>	<p>*The School already has a student council and the voice of the children is particularly important, there should be regular opportunities for Forest School learners to share thoughts and ideas. *There is an existing set of newsletter for pupils and parents about what it</p>	<p>* To have a student voice that discusses and shares the work that has been happening on sustainability across the school and especially in the Forest School site. *Development of an eco-</p>	<p>*Children will be involved first-hand in sharing their voice and their learning and experiences to the rest of the school. *Parents, staff and community groups will also be involved in developing a partnership.</p>	<p>*This should have a positive and sustainable ecological impact.</p>	<p>Monitored by Forest School Leader and the School Headteacher</p>	<p>Year 1: Set up the Forest School in the School Grounds and start work at school on the Eco-Schools scheme. Learners involved to share experiences through newsletters, in form videos and council forums. Year 2: Build on work started in first year and continue with another group of children Year 3: Build and develop further.</p>
		<p>happening in the school and environmental participants will be encouraged to take part in this.</p>	<p>schools council to disseminate this information and to make decisions that take into account considerations from across the school.</p>				

Appendix D

Tolerant

Respect each other's opinions and differences without judgement

Help others who need it

Use kind language
Allow others' ideas to shape your own views and perspectives

Self-Regulation

Arrive on time and attend every day

Pack your bag and check your equipment the night before school

Get your equipment out on the desk without being asked (Pencil case, planner and books)

Complete homework to the best of your ability and hand it in on time

Use your planner to record homework and get it signed each week

Follow the school uniform rules

Participation

Work to the best of your ability in every lesson

Follow instructions and cooperate fully with others

Sit up straight and be prepared to ask and answer questions

Watch and listen to the teacher when they are giving instructions

Get involved with opportunities outside of lessons like extra-curricular clubs

Inspired

Show enthusiasm and positivity in lessons

Set great examples for others to follow with your behaviour and actions

Be aspirational

Celebrate the achievements and success of others



Alsager School

Student code of conduct

'The Alsager Way'

These are the behaviours you need to follow everyday to show you encompass the SPIRIT values

Resilient

Have a growth mindset, embracing challenge and working hard to overcome difficulty

Do not give up and ask for help when needed

Act calmly even when in challenging situations

Integrity

Take pride in our school and your role within it
Take responsibility for your own actions

Care for our environment by cleaning up after yourself, not dropping litter, use the bins and recycle bins

Respect other people's property

Use the toilets responsibly and report any issues immediately

Be an ambassador for our school by behaving responsibly when travelling to and from school