

THE FRIARY SCHOOL

Community Education Policy

Issue 2
Summer Term 2008
Review: 2012

This policy is designed to support all 5 School Aims and Objectives 1-6, 10, 12-15, 19 and 20.

1. Aims of Community Education

- 1.1 Given that the prime functions of a school are the benefit, achievement and attainment of its pupils, their involvement in the community and the reciprocal involvement of the community in school enrich the curriculum, enhance learning and bring wide and valuable experiences. These extend not just to pupils, but also to community learners, teachers and other members of the community and thus contribute to the attainment and achievement of all involved. In this way the school becomes a centre for learning and other activities in the community.
- 1.2 Community education is based on the belief that:
- Learning enriches the lives of individuals and of communities.
 - Opportunities for learning should be open to people at all stages of their lives and should be widely accessible. This does not mean that schools are the only centre of learning in the community.
 - People should participate in decisions about their learning.
 - Learning takes place in many contexts and situations and can contribute to both personal and community life.
 - There are many partners who can make a valuable contribution to the achievement of community and personal learning goals.
 - Learning enables communities and individuals to exercise greater control over their lives.
- 1.3 Involvement for pupils in community education involves many key areas of learning but particularly important to community based learning are:
- **Breadth and balance** – thus giving a variety of experiences which back up classroom learning.
 - **Equal opportunities** – accessibility to a range of opportunities for self and other community members:
Inclusion – race, gender, disability etc.
 - **Key skills** – the application of skills:
Communication – written and oral: planning and recording; inviting, thanking visiting speakers and hosts; conversational skills; negotiation and diplomatic skills etc.
Working with others – as a team in a project, for example. Working with members of the public and with adult learners.
Improving own learning and performance – reflecting on experiences, considering own learning outcomes.
 - **Thinking skills** – in practical contexts:
Information processing skills.
Reasoning skills.
Enquiry skills.
Creative thinking skills.
Evaluation skills.

- **Personal and social development** – reflecting upon and participating in areas involving:
Spiritual issues and practices.
Moral issues and community norms.
Cultural contexts and expectations.
Citizenship – self and society.
PSHE – self and society in the personal development area.
- **Curriculum links** – virtually every subject area can be involved in community based learning and such involvement can enhance and strengthen understanding of the particular curriculum area. The Appendix contains many examples linked to The Friary School.

2. **The Role of Parents**

The Friary, like many other schools, has moved away from the traditional view of parents solely as fundraisers and as a captive audience for school performances, fêtes and the like, though these still remain very important. Parents are partners in the education of their children, for examples:

- Providing learning experiences at home which back up the work of the school in the classroom, stimulating this learning by providing support workshops for parents.
- Parents as volunteers in class – often helped by the provision of accredited courses.
- Providers of expertise which can support the curriculum in business, leisure, community service and intergenerational activities.
- Working with schools on behavioural issues.
- Developing effective home/school agreements.
- Potential learners, not only in the traditional way as members of adult education classes, but also as:
 - learners in school classes;
 - learners along side their children in family activities, whether based in curricular activities – ICT, literacy and numeracy etc, or in leisure based pursuits.

3. **Other Community Links**

Community links generate greater understanding, provide a variety of broadening and empowering experiences for children, young people and adults. The links obviously contribute greatly to aspects of citizenship, Records of Achievement and, particularly in secondary schools, giving the opportunity for young people to begin to design their life as an individual. Links and partnerships include:

- Youth education and the way in which youth and community education workers can work with school staff to meet mutual and agreed objectives;
- Working with youth groups such as Scouts and Guides;
- Local interest groups;
- Neighbours, both local residents and traders;
- Local district and parish councils and councillors, including county councillors;
- Agencies and bodies such as Police, Health, Racial Equality Council etc;
- Local industry and commerce;
- The local college.
- Partner school re Specialist Schools Status

4. Leadership of Community Education

- 4.1 Senior staff and subject leaders take prime responsibility for their particular area; governors may also be involved in strategic matters and financial planning (e.g. lettings charges). In addition there are mechanisms in place for liaison with other community partners at management level (e.g. District Council).
- 4.2 The Headteacher has a number of specific community responsibilities. These include:
- Community governor at local college and pupil referral unit.
 - Member of Lichfield City Forum.
 - Member of Lichfield District Council Arts Panel.
 - Member of North Lichfield Initiative Board.
 - Chair of LEA French exchange organisation.
- 4.3 A member of the Senior Management Team has oversight of community related premises matters. These include:
- Liaison with Leisure Centre management
 - Lettings (in conjunction with Senior Administrator)
 - Caretaking
 - Cleaning
 - and liaison with appropriate school-based staff.
 - Assistant Head – Specialist Community Dimension.

5. Summary of the range of Community Education in which the school is involved. (See Appendix for details)

- (i) North Lichfield Initiative
- Improvement of the quality of life in the local community.
- (ii) Community Service - (for example):
- Litter collection
 - Help to local charities
 - Assisting the aged
 - Tree-planting
- (iii) Work Experience
- Placements for pupils in Year 10 and above.
- (iv) The Community as a resource for curriculum enhancement
- PSHE
 - Citizenship
 - Environmental issues
 - Links with local sports clubs and other organisations
 - Speakers
 - Visits
 - Field Studies
- (v) Links with Feeder Schools
- Pyramid meetings
 - District Headteacher meetings
 - Curriculum links
 - Extra-curricular links (e.g. sport/music and drama)
 - Specialist Partners (QC/SH/C/CC/JT)

- (vi) Home/School Partnerships
 - Parent Forum
 - Parent volunteers
 - Curriculum workshops for parents
 - Homework club
 - Newsletters and Friary Files
 - Prospectus and other school publications

- (vii) Using School Facilities
 - Adult Learning (linked to local college)
 - Lettings
 - Joint use agreement with Leisure Centre

- (viii) Pastoral Support
 - District Inclusion Panel
 - Police
 - Health Trusts

- (ix) Young Peoples' Groups
 - Youth Clubs
 - Youth Consultative Groups
 - Interact (linked to the Rotary Club)

- (xi) The International Community
 - Pupil exchanges in Europe
 - World-wide students in Sixth Form
 - Foreign visits

6. **CLP**

The Friary is a member of the North Lichfield Community Learning Partnership. There is a children's centre on the school site which offers a range of services to the whole community and provision is organised by the Community and Learning Partnership Co-ordinator. Various sub groups meet to support and advise the Co-ordinator and funds are targeted at areas of need that provide opportunities for the community to come together. There is a business plan that guides this process and all provision is evaluated. The Friary has representatives at each group and as such the school plays an active role in the partnership and this helps the school to promote community cohesion.