

# Shared Education Policy



Signed; \_\_\_\_\_ (Chair of Board of Governors Tempo PS)

Date; \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Board of Governors St Mary's PS)

Date; \_\_\_\_\_

Signed; \_\_\_\_\_ (Principal Tempo PS)

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## **What is Shared Education?**

**The purpose of shared education is to:**

- (a) deliver educational benefits to children and young persons;**
- (b) promote the efficient and effective use of resources;**
- (c) promote equality of opportunity;**
- (d) promote good relations; and**
- (e) promote respect for identity, diversity and community cohesion.**

## **School Mission Statements:**

### **Tempo Primary School Mission Statement**

- To provide an environment where children feel safe, happy and secure.
- To provide high quality teaching experiences designed to include everyone and help us succeed as a school community.
- To provide effective leadership on all levels and promote positive relationships based on core values.
- To work alongside parents and governors and external agencies to deliver the agreed aims of the school.

### **St Mary's Primary School Mission Statement**

*St Mary's Primary School seeks to provide a warm, welcoming and secure environment based on the teachings of Christ, for all the children in the school. We endeavour to encourage, value and cherish every child's contribution and to recognise and celebrate success in everyone.*

## **Shared Education Vision**

**Our shared vision is for a:**

- Vibrant, self-improving Shared Education partnership delivering educational benefits to learners, encouraging the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.
- The collaboration between both school communities, in a welcoming, inclusive, open learning environment, will empower our pupils with the skills and capabilities to make informed choices and contribute positively to an increasingly diverse and inclusive society.

**The programme aims to:**

- Equip pupils with the skills and personal capabilities to deal with the challenges of living in an increasingly diverse and complex society.
- Enhance the quality of the teaching of the Personal Development & Mutual Understanding (PDMU) area of learning, part of the statutory Northern Ireland curriculum, in a range of cross community settings through the sharing of teacher expertise.
- Encourage school communities to share their delivery of the Northern Ireland curriculum with particular reference to PDMU, strand 2.
- Facilitate the sharing of resources between schools including teacher training opportunities.

**The objectives of the policy are to:**

- provide all children in Tempo PS and St Mary's PS with an opportunity to participate in a programme of high-quality Shared Education on a continued and progressive basis;
- provide greater opportunity for leaders, teachers and other non-teaching staff to work collaboratively in the interests of all learners and their communities;
- improve access for learners to the curriculum and to high quality teaching
- embed sharing into the ethos of both of our schools;
- improve educational and reconciliation outcomes;
- contribute to the creation of a more harmonious society.

**The intended outcomes of the policy are:**

- an increase in the opportunity for pupils to learn in a shared environment (both formal and non-formal);
- an increase in the number of children and young people participating in high quality Shared Education programmes;
- qualitative evidence from children and staff of high quality participation, learning, achievement and attitudinal change.

**The Curriculum**

The statutory curriculum provides a core enabling framework to promote Shared Education. The Curriculum was revised in 2007 with the aim of empowering young people to develop their potential and make informed and responsible decisions throughout their lives through three key objectives:

- the development of the young person as an individual;
- a contributor to society;
- a contributor to the economy and environment.

The learning area of Personal Development and Mutual Understanding (PDMU) is a key vehicle for embedding Shared Education through the curriculum. It was developed specifically to enable children and young people across the key stages to learn about themselves and others, developing tolerance, respect and open-mindedness through understanding similarities and respecting differences between people in the local community and beyond, in order to help them address the challenges and opportunities they may encounter in society.

In addition, all subject strands provide opportunities for teachers to design learning programmes that explore identity, diversity and promote reconciliation.

Particularly:

- PDMU
- World Around Us
- Literacy
- Drama
- The Arts

1.) Provide school staff with a clear overview of the shared education journey, which can then be embedded within the school development plan.

2.) Guide the development of annual action plans within the partnership.

3.) Support practitioners in the planning, implementing, monitoring and evaluation of shared education.

### **The Pupil Pathway**

The Pupil Pathway: A resource for Teachers to Support Shared Education.

The Pupil Pathway is a document which can be used to monitor and evaluate Shared Education in a school and partnership.

EA have developed this resource in collaboration with CCEA, NICIE, DE and ETI.

The Pupil Pathway identifies what Shared Education could look like for learners as they progress through school. It outlines the educational outcomes that contribute to reconciliation through the curriculum at all stages and through the development of children's skills, capabilities, attitudes and dispositions.

Therefore, the structure of the Pupil Pathway supports the processes of Planning, Implementation and Evaluation.

### **Core Principles Underpinning the Delivery of Shared Education**

- Support of leadership, staff, children and young people, parents and the wider community;
- Clearly defined vision and outcomes for all experiences;
- Effective planning and arrangements for monitoring and evaluation;

- Adequate training for teaching and support staff;
- Engagement with and support from the EA
- To encourage and facilitate collaborative working across educational providers, on a cross sectoral basis, to deliver educational and social benefits to learners, promote equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

### **Types of sharing**

There are a wide range and variety of opportunities for Shared Education. Examples include:

- pupils coming together from Tempo PS and St Mary's PS for curriculum based collaboration, for example, Literacy, Numeracy and The World Around Us through a shared class.
- sharing to provide greater access to expertise, facilities and resources.
- shared planning days to develop and co-ordinate shared activities.
- shared staff development days.
- shared professional development for teaching and support staff.
- joint Boards of Governors meetings.
- joint school council meetings.
- opportunities for staff from both schools to meet socially.
- online collaborative activities.
- shared action plans e.g., emotional health and wellbeing.
- shared opportunities for parental involvement e.g., Concerts, parent information evenings, e.g., Internet Safety.

### **Monitoring and Evaluation Arrangements**

Effective monitoring and evaluation arrangements for Shared Education will be put in place.

In monitoring and evaluating arrangements for Shared Education, the SESP and ETI will seek to assess the attitudes of children through on-going research and observations.

### **Promoting engagement with Parents, Carers and Wider Community**

Specific plans for engaging with parents, carers and the wider community will be developed within our plans for advancing Shared Education. Both schools will specifically reference this within their School Development Plans and their action plans.

### **Trips and Outings:**

For all Shared Education trips, the following procedures must be followed in accordance with EA's Educational Visits Interim Guidance for Schools.

### **Category 1 Basic**

Visits which take place on a regular basis and occur largely within establishment hours e.g., sporting fixtures, swimming pool visits and outings

### **Category 2 One-off day /evening excursions (non-hazardous)**

e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

All necessary paperwork and planning will be completed and submitted to the Principal prior to each trip in accordance with the nature of the trip:

- Checklist for Educational Day Visits and an evaluation of risk
- EA Planning Check List
- EVP (if a residential visit of one or more nights within the UK or Ireland)
- Volunteer Checklist (if necessary)
- Copy of parental permission letter

Staff must carry out a risk assessment prior to the trip/outing and ensure, where necessary, that insurance is in place.

For more information, please see the school's policy on educational trips/outings.

### **Permission and Consent:**

Throughout a child's time in Tempo Primary School they will have many opportunities to meet with and take part in activities with their friends in St Mary's Primary School. Teachers will inform parents each year about the upcoming activities and shared classes. Most activities will take place in either Tempo Primary School or St Mary's Primary School, but on any occasions when a trip elsewhere is planned, teachers will require separate permission for these activities. A consent form must be completed for every child. To enable us to comply with our obligations under the General Data Protection Regulation, we are required to obtain express consent for the use of a pupil's images for example in school displays, performances, newsletters, prospectus and social media platforms.

### **School Uniform:**

Both schools are very proud of their school uniform and pupils wear their uniform during all face-to-face sessions. The wearing of individual school uniform distinguishes for staff which school pupils are from, as well as for members of the community who see them participating in Shared Education activities. The uniform is a symbol of each school (the blue for Tempo PS and the burgundy for St Mary's PS) which helps children to identify their Shared Education partners or 'friends' when out and about in the local community.

## **In Conclusion**

The continuation of the funding will enable Tempo PS and St Mary's PS staff to deliver shared lessons focused on pupils knowing their community, exploring the diversity in their community and developing more awareness and understanding of the traditions celebrated in their community at a local, national and global level. The Shared Education programme will continue to develop and expand the meaningful links already established between the two schools, while further enabling us to embed the Shared Education policy.