



SOUTH CHARNWOOD HIGH SCHOOL

*'encouraging excellence,
valuing people'*

Prospectus



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Jordan Lawrance GCSE Graphic Products 2014/2016

WELCOME TO SOUTH CHARNWOOD HIGH SCHOOL

Thank you for your interest in our school. South Charnwood is an academy High School which now admits pupils of all abilities from 11-16 years of age. It is a popular school with 719 pupils on roll at present.

The school is situated in twenty acres of open countryside and draws the vast majority of pupils from the nearby villages of Markfield, Thornton and Stanton-under-Bardon, as well as from Leicester Forest East. South Charnwood could justifiably be called a "family" school since it has educated several generations of many local families. The school also welcomes a number of pupils from other areas, which we feel is evidence of our good reputation and the high esteem in which the school is held.

Learning for all is planned to be challenging and enjoyable and the school aims to ensure that pupils achieve the highest possible standard in all subjects. Pupils are also given many opportunities to develop a wide range of skills, insights and interests, to equip them fully for the next stage in their education. Our most recent inspection was in November 2010 and the report described South Charnwood as an "outstanding school" which achieves "exceptional outcomes for its pupils, both academically and in their personal development".

More detailed information about us is given in this prospectus. I hope you will find it helpful and that reading it may be your first step to a rewarding relationship with our school. Alternatively please log onto the school's website at:
www.southcharnwood.leics.sch.uk.

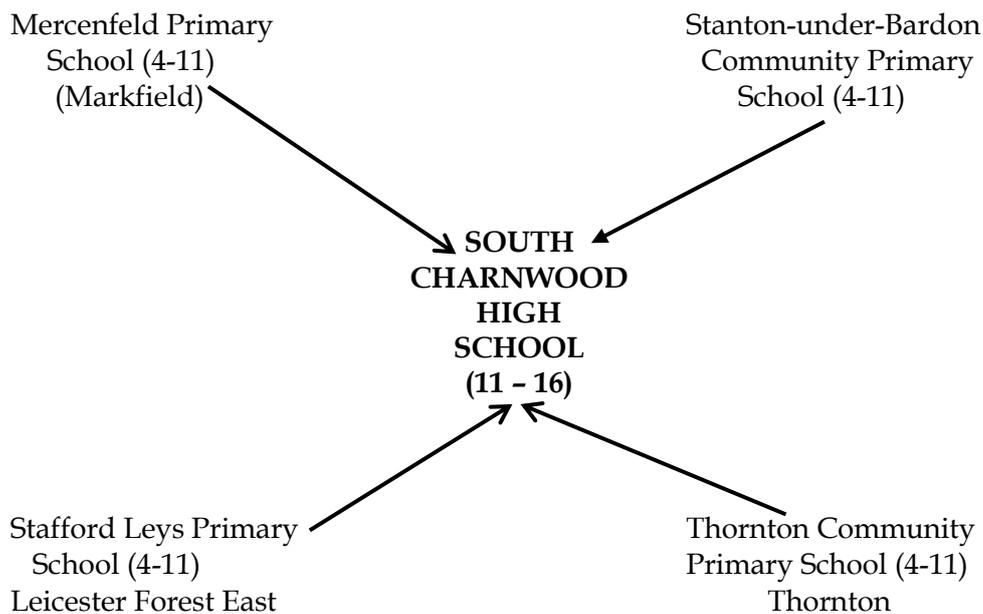
Please feel welcome to visit and find out more about us. You need only telephone for an appointment and I, or one of my colleagues, will be only too pleased to see you and show you around.

Yours sincerely

ANDREW MORRIS
Headteacher

THE OAKS UMBRELLA TRUST

South Charnwood High School is part of a supportive family of schools called The Oaks Umbrella Trust. This group comprises South Charnwood High School, Mercenfeld Primary School (Markfield), Thornton Community Primary School and Stanton Under Bardon Community Primary School. South Charnwood High School still maintains close links with Stafford Leys its long standing feeder primary school situated in Leicester Forest East. Strong links between the schools ensure continuity and progression of pupils' learning.



The Transfer Programme

To ensure that pupils joining the school at age 11 do so smoothly and successfully, a transfer programme operates which provides for:

- electronic transfer of information using the Common Transfer process.
- frequent visits to Year 6 pupils in their last year of primary schooling by South Charnwood teachers.
- discussion of pupils' needs with their primary teacher.
- an information and activity booklet for new pupils to help them to get to know their new school.
- meetings for parents with South Charnwood's Headteacher and senior staff.
- an open evening at South Charnwood in the year before transfer.
- two induction days in their new school shortly before transfer for new pupils.

THE BOSGRO AND ENRICH FAMILY OF SCHOOLS

South Charnwood High School works closely with other schools in its area. It is a member of the Enrich group of schools which comprises the three schools in the Oaks Umbrella Trust (Mercenfeld Primary School, Thornton Community Primary School and Stanton under Bardon Community Primary School) along with Stafford Leys Primary School, Kirby Muxloe Primary School, Newtown Linford Primary School, The Elizabeth Woodville Primary School, Lady Jane Grey Primary School, Martinshaw Primary School, Ratby Primary School, Brookvale High School and Groby Community College.

The Bosgro group of schools comprises South Charnwood High School, Brookvale High School, Winstanley Community College, The Market Bosworth School, Bosworth Academy and Groby Community College.

PUPILS FROM OTHER AREAS

South Charnwood has welcomed many pupils every year who either live in surrounding areas but wish to study here, or who move into the local area from further afield. Whenever possible, such pupils and their parents are fully involved in the transfer programme described above, and contact is made with their Primary Schools in preparation. In all cases, parents and pupils are warmly invited to make a preliminary visit (please telephone for an appointment) and every effort is made to ensure that the pupil's settling-in period is successful. Parents must make an application to the Admissions Dept., County Hall, Glenfield, Leicester.

Tel: 0116 3056684

ADMISSIONS' POLICY

The school's governors have adopted the local authority school admissions policy and have approved an admissions limit in the school year for 2016/2017 of 150 pupils in all years. If our numbers should exceed the limit, the final decisions affecting the admission of a pupil in these circumstances will be made by in conjunction with the local authority and will depend upon whether the pupil meets the criteria set out by them.

THE AIMS OF THE SCHOOL

South Charnwood is an 11-16 mixed, comprehensive, secondary school of approximately 719 pupils from diverse cultures and backgrounds. We work as an optimistic, affirmative learning community, seeking continuous improvement. We particularly value high academic achievement and pupils' success in terms of personal growth and confidence.

We work with pupils to:

- Ensure they feel safe and happy at school.
- Ensure they fulfil their potential and achieve high standards in all areas of the curriculum.
- Enable them to become self-reliant lifelong learners.
- Foster powers of imagination and creativity; of questioning and reasoning.
- Promote good citizenship, encouraging responsible and compassionate attitudes towards all members of the community and helping pupils to become tolerant citizens without prejudice.
- Help them identify enduring moral and spiritual values and help them to develop their "moral compass".
- Appreciate that all people are different and all are worthy of respect.
- Develop self-esteem and confidence in all pupils as well as sense of pride – in themselves, their school and their community (local, national and global).

To achieve our aims we will provide:

- A secure environment in which each individual is cared for and valued.
- Stimulating and challenging learning opportunities.
- Strong support for developing basic skills in literacy and numeracy.
- Opportunities to work both independently and co-operatively.
- Strong encouragement and clear guidance on how to improve continuously.
- Opportunities to care for, work for, and share with, others.
- Opportunities to wonder, to speculate and to experience a sense of awe and appreciation.

To demonstrate our commitment to these aims we will:

- Monitor and evaluate our practice and strive continuously to improve it.
- Invest in quality training and career development for all staff in line with the School Development Plan.
- Invest in and improve resources for learning.
- Develop strong links with parents and the wider community.
- Develop inclusive strategies to involve all pupils in their educational progress and attainment.
- Maintain productive liaison with primary schools and providers of further education.

VALUES

We believe in:

- education.
- fairness.
- respect.
- honesty.
- equality of education and opportunity, regardless of social or cultural background, origin, religion, gender or disability.
- high standards.
- high expectations.
- working together.
- the principle that everyone has a part to play in the success of the school.
- educating the whole person within a supportive and challenging environment, which encourages risk.

We believe that:

- everyone should be valued for themselves.
- pupils will reach their highest level of personal achievement.
- pupils will achieve the highest academic standards of which they are capable.
- everyone is important, and should be treated with respect.
- communication is the key to success.
- school should be a safe and happy environment.
- conflict can be resolved sensitively.
- schools should prepare pupils for the challenges that they might face in life.
- schools should encourage pupils to have faith in their own convictions.
- all pupils should be given the opportunity to fulfill their potential.
- every young person can do a little more than they thought they could.

We consider it important that:

- we provide a safe and secure environment in which to learn and develop.
- pupils feel valued and secure.
- pupils can achieve success in individual terms.
- staff and parents share the same vision for the education of their children.
- we listen to each other.
- learning and teaching is enjoyable.
- a range of opportunities be provided for all pupils wherever their talents may lie.
- pupils fully appreciate their responsibilities within the school and the wider community.
- pupils develop positive, social, moral and spiritual values.
- the school community works as a whole, to ensure that everyone feels valued for their contribution however small they may feel it is.

VISION

At South Charnwood High School we strive for, and encourage, excellence in all aspects of education. Academically we endeavour to ensure that all pupils reach their full potential and that no pupil underachieves. We also strive for excellence culturally, doing all we can to ensure high participation rates in extra-curricular activities and celebrating quality performance. Socially we endeavour to provide opportunities for our pupils to grow into caring, tolerant responsible citizens without prejudice. We help them to show initiative, curiosity and compassion for others and to have high self-esteem, self-worth and self-respect.

We work towards a high local and national profile. We want South Charnwood to be renowned and respected in Leicestershire and beyond, for the quality of the education it provides. We want staff, pupils, governors, parents and all those involved to be proud of the school. National recognition enhances the reputation of a school and we work towards achieving national awards.

The school ethos is very much based on value and respect for all. The necessity of establishing good relationships at all levels is accepted and we appreciate that these relationships are built on mutual respect and not fear. Praise has a vital role to play in the process. Pupils achievements are celebrated and rewarded and they are encouraged and motivated to do their best.

South Charnwood is a learning organisation where teamwork is vital. Teams provide strength and support. We encourage staff to be reflective practitioners evaluating their work and striving to improve. The school aims to be strong on self-review, avoiding complacency.

To achieve our aims we recognise the importance of the working and learning environment and the necessity of high quality facilities and resources. We will strive to ensure that the school is a safe, comfortable and stimulating place devoted to learning and the development of the young people in our care.

Despite its rural location we want South Charnwood to be at the heart of the community it serves, a place of learning, enjoyment and relaxation, and of educational excellence, lifelong learning and community spirit.

We recognize the necessity of working together with our feeder primary schools, partner schools and other outside agencies of the local community.

GIFTED AND TALENTED

Here at South Charnwood we are fortunate to have a high number of gifted and talented pupils whose needs are largely catered for within individual departments. However, we also have an increasing number and range of intervention strategies used across the school. These can be viewed on our website along with our Gifted and Talented policy.

EQUAL OPPORTUNITIES AND ANTI-RACISM

Governors and staff at South Charnwood are fully committed to promoting equal opportunities for all, irrespective of race, gender, religion or any disability.

All who work in the school will, therefore, strive to develop attitudes in children which are consistent with this aim and which recognise the need to prepare young people to live and work harmoniously in today's cosmopolitan society. The school staff takes seriously its duty to challenge racially ignorant and prejudiced attitudes and to respond to instances of racist behaviour whenever they occur. In line with Local Authority Policy, any incidents are recorded and reported to the governing body and annually to the Local Authority.

ACCESS FOR PUPILS WITH DISABILITIES

The school has demonstrated its ability to manage pupils with visual and aural impairments, and even though the building is pre-war with many steps and some classrooms on the first floor, arrangements can be made, with careful planning, for pupils in wheelchairs or on crutches. We will always do our best to see that there is access to the whole curriculum for disabled pupils. The Science/Maths block, has a lift installed to enable access to the upper Science laboratories, and the Art, Design and Technology block is on one floor and has ramp access inside and out. Ramps have been built to allow access to all other areas of the school.

The school also has experience of supporting pupils with mental health conditions and we work hard to ensure they fulfill their potential, that they are not discriminated against and they are treated with understanding, consistency and fairness.

More information can be found in the school's Accessibility Policy which can be viewed on the school website.

MEDICINES

Medicines, except inhalers and epipens are not to be carried in school by pupils. If medicine, to be used in emergencies, or as part of a prescribed course need to be taken in school, they should be handed to the office for safe keeping together with a completed administration of medicines form. These forms can be obtained from the pupils' organiser, school office or the school website.

Parents are reminded that staff in school are not required to administer medicines. It is a responsibility accepted voluntarily in the interests of pupils and parents.

You will need to contact the school if your child has any special medical needs we are to be aware of, or if your child develops a medical condition. This information will be treated sensitively.

CHILD PROTECTION

The school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a Safeguarding and Child Protection Policy which can be viewed on the school website.

All staff receive appropriate training and parents are invited to share any concerns they may have regarding the safety and welfare of their children.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.

In some cases the school is obliged to refer children to the Safeguarding Central Duty Team. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to Children's Social Care if it is thought that this might put the child at risk. This situation is extremely rare.

- Safeguarding Central Duty Team tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you have any concerns regarding your child you can contact the Local Authority's Safeguarding Unit. If you are worried about the welfare of your child in school, please contact the Headteacher, Mr Morris.

ANTI-BULLYING POLICY

Governors and staff fully recognise the damage that bullying causes to a child's self esteem and confidence, and the misery it brings to its victims. Whilst this school experiences no exceptional levels of bullying, there is no room for complacency if all pupils are to feel secure and valued. We define bullying as a deliberate wish to hurt, threaten or frighten, giving rise to regular taunts or attacks on pupils or their property. A copy of our detailed advice for parents on identifying bullying, and on action to be taken, is available on our website. Pupils are also given information explaining how they can avoid and combat bullying - the following is an extract:

What we should do:

- We will believe in our values and treat others in the way we want to be treated by them.
- We will accept people, regardless of their race, religion, differences or disabilities.
- We will **NOT** tolerate bullying or harassment of any kind.
- When someone is being bullied, or is in distress, we will report it to an adult immediately. Watching and doing nothing looks as if we are on the side of the bully.
- We will not go around with children who bully others. They'll stop when they see that others don't approve.
- We will respect, and listen to, everyone in our school community both inside and outside of the classroom.
- If you witness an act of bullying, please report it to an adult straight away.

WE ARE ALL DIFFERENT

BE PROUD OF BEING DIFFERENT

All pupils are reminded of this advice during tutorial sessions and assemblies, and the full anti-bullying document is printed in the pupil organiser.

THE SCHOOL DAY

Pupils are actively supervised on site from 8.30a.m. each day.

<u>PERIOD</u>	<u>TIME</u>
REGISTRATION	8.35am
Period 1	8.40am
Period 2	9.40am
Breaktime	10.40am
Period 3	11.00am
Period 4	12.00noon
LUNCH	1.00pm
Tutor Time/Assembly	1.55pm
Period 5	2.15pm
SCHOOL FINISHES	3.15pm

NOTE:

A bell will ring to indicate lesson changeovers.

To aid punctuality the bell will be rung two minutes prior to morning registration and afternoon registration.

Other than this, bells will be used for the following:

First lunch sitting	(Years 7, 8 & 9 in rotation)	One ring
Second lunch sitting	(Years 10 & 11 in rotation)	One ring
Bad weather signal		Three rings
End of bad weather signal		Two rings
Emergency Evacuation		Continuous ring (Maths/ Science Block) only.
Emergency Evacuation		Continuous SIREN in all other areas.

CURRICULUM PLAN 2016-17

All pupils at South Charnwood High School receive a broad, balanced and accessible curriculum throughout their time with us. We currently run a two week timetable which has 50 hours of teaching over the fortnight, 25 hours per week.

	Year 7	Year 8	Year 9	Year 10	Year 11		
English	7	7	7	8	8		
Maths	6	7	7	7	7		
Science	6	6	6	9	9		
RE	2	2	2	2	2		
Personal Development & Citizenship	2	2	2	2	2		
Physical Education	4	3	3	2	2		
ADT	5	5	6	Any 4 subjects from French, Geography, History, Triple Science, Computer Science, Art, Business Studies, Drama, Food, Graphic Products, ICT, Media Studies, Music, PE, Resistant Materials, Textiles, Skills for Work, Supported Study (5 lessons per subject)	Any 4 subjects from French, Geography, History, Triple Science, Art, Business Studies, Drama, Food, Graphic Products, ICT, Media Studies, Music, PE, Resistant Materials, Textiles, Skills for Work, Supported Study (5 lessons per subject)		
Computing	2	2	2				
Drama	1	2	2				
Geography	4	4	3				
History	4	4	3				
French	5	5	5				
Music	2	1	2				
Total	50	50	50			50	50

Heads of Department

English
 Mathematics
 Science
 Humanities
 Modern Languages
 Art, Design and Technology
 Physical Education
 Music - Teacher in Charge
 Drama - Teacher in Charge
 ICT/Computing

Mr V Juskiewicz
 Mr D Whitley
 Mrs A Tidmarsh
 Mr V Gianino
 Mr M Liptrot
 Mr M Haughan
 Mr S Straker
 Mrs A Parrott
 Mrs T Edwards-Beighton
 Mr A Jeffries

YEAR 7

Changing schools from a small Primary to a larger High School, meeting many new teachers and having to change rooms for different subjects, can cause anxieties for some pupils. In the first year at the school, however, we do our best to ensure that tutor groups are actively taught by their form tutor as well as seeing him or her at least once every day for registration and form time. Pupils will, therefore, be given reassurance and help in coping with new routines and with the more complex organisation of the secondary school. We find that they settle in very quickly and happily every year and nearly all are well into their stride in a matter of a few days. All tutors know their pupils well individually and will ensure their needs are being met both academically and emotionally, which is so important in helping them to achieve their best in all areas of the curriculum.

Diagnostic tests, teacher observation and primary records are used to identify pupils with particular learning difficulties at an early stage, so that they can then receive extra help through special support programmes arranged with the Learning Support department.

In their first year pupils soon become accustomed to the teachers in their year team, and the relationship with you as parents, begun during the transfer process, will be maintained and encouraged, so that our partnership with you supports your child's learning from their first day at the school.

Tutors will spend one lesson each week teaching their tutor group PDC (Personal Development and Citizenship), which deals with a range of important issues such as friendships, bullying, drugs and alcohol, animal welfare, resolving world conflict, first aid, safety on the roads, health and hygiene matters and aspects of sexual development. Pupils in Year 7 are taught in groups of mixed ability for all subjects; apart from Mathematics, which is taught in groups of similar abilities.

YEARS 8 AND 9

All pupils in these years follow a common curriculum consisting of subjects shown on the opposite page. For most subjects, pupils are taught in mixed ability groups; re-grouping according to ability takes place in Mathematics, Modern Languages, Science and ADT.

As pupils enter Year 9, increasing emphasis is placed on preparation for GCSE and encouragement is given to pupils to consider carefully their strengths and weaknesses as they progress to make the most appropriate subject choices for the Key Stage 4 stage of their education.

Through Years 8 and 9, every pupil will have daily contact with a form tutor. The tutor's role, in which he or she is supported by a Year Head, is to encourage and guide pupils and to monitor their behaviour and academic progress. As pupils in these years increase in confidence and maturity, new opportunities are presented to them to accept responsibility and make their contribution to school and community life, such as peer mentoring and sports leadership.

YEARS 10 & 11

All pupils follow a common core of subjects consisting of GCSE English Language and Literature, GCSE Mathematics, GCSE Science (Core & Additional), as well as GCSE Religious Education (short course), Games/PE and Personal Development & Citizenship (PDC).

In addition to these compulsory subjects, pupils in Years 10 & 11 have the opportunity to choose four additional GCSE subjects from the following list:

French, Geography, History, Triple Science, Computer Science, Art, Business Studies, Drama, Food Technology, Graphic Products, ICT, Media Studies, Music, PE, Resistant Materials, Textiles and Skills for Work.

Through Years 10 and 11, every pupil will continue to have daily contact with a form tutor. The tutor's role, with support from a Head of Year, is to encourage and guide pupils and to monitor their behaviour and academic progress.

ENGLISH

English is primarily concerned with helping pupils to be successful communicators in both written and spoken language. Pupils need to learn to express themselves in an effective way; correctly, appropriately and with some feeling for the language they use. Reading, writing, listening and talking, the essential elements of language work, are therefore all given equal emphasis. In this respect, drama and discussion work are seen to be as important as reading and writing.

Enjoyment of literature, discussion, and the fostering of reading skills, are complementary activities. Stories, novels, plays and poems can stimulate pupils' imaginations, while at the same time confirming and developing their ability to read and listen well. Sometimes reading will be a shared activity, but one of our chief aims will be to encourage pupils to learn to read on their own for pleasure.

Marking and Assessment

The members of the Department aim to celebrate success and constructively address individual needs. This acknowledges and encourages student participation in the evaluative process. Marking allows the teacher to evaluate their own teaching and their classes' learning as well as informing the student.

An individual teacher's approach to marking should bear in mind the following:-

- the school's general marking and spelling policy.
- marking and commenting on work should be discreet and constructive.
- discussion and explanation should be regularly used as tools to engender a reflective evaluation.
- the school's commendation system which enables teachers to reward achievement.

Assessment, especially for Speaking and Listening needs to utilize teacher evaluation and classroom observation.

Pupils should also be encouraged to consider the development of their own work through a range of reflective and analytic activities.

The Department aims to report and share with the parents of pupils their progress and achievement honestly and sensitively through the school's system of reports and consultation.

Members of the department are encouraged to use "targeted" or "focused" marking commenting on the objectives for a particular piece of work rather than every element that could be corrected.

Sample marking, in which you might mark a limited range of pupils' work (for instance, some pieces that are above average, average and below average) is also valuable.

Pupils have two forms in which work is completed:-

- **The Drafting Book.**

For first drafts, planning and short answers.

Not all work is marked in this form

- **The Best Work Folder.**

A final draft will normally be done on loose paper. Once it has been marked it is stored in this folder which is kept in school.

Information about GCSE English Language and Literature can be found in the KS4 Options Booklet which is on the school website.

SCIENCE

Four laboratories, a Science classroom, a greenhouse, a pond and school grounds that include a variety of habitats, provide both accommodation and valuable resources for Science.

In Years 7, 8 and 9, pupils follow a course based on Exploring Science. The courses offer work of varying difficulty and challenge to meet the needs of the most and least able pupils. A great deal of practical work in Science is undertaken and extension material is used to broaden pupils' understanding of the topics covered.

In Year 7 pupils are taught in mixed ability tutor groups and in Years 8, 9, 10 & 11 pupils are taught in groups according to their attainment. Each group rotates between 3 teachers to enable them to be taught by specialist teachers.

Parents are advised that some chemicals used in Science could stain/ damage clothing if accidentally spilt. We recommend therefore, that pupils bring protective aprons / coats to wear – old shirts are ideal as long as sleeves are not loose.

Marking and Assessment

In Year 7, 8 and 9 pupils work in booklets. They complete one assessed piece of work in each topic, that either focuses on their knowledge or a scientific skill. Each term they have a test based on 3 units of work. Work is marked to assess learning objectives. This may mean that only part of a piece of work is concentrated on. Work is annotated with comments to aid improvement, and some pieces of work may be graded. End of topic tests, and assessment tasks are kept in school to enable moderation and provide evidence for their teacher assessments. Pupils need to learn how to analyse their work and improve it, they are therefore encouraged to mark their own work and that of others with guidance.

Pupils in Year 10 and 11 are tested at the end of each unit which is approximately every 8 weeks.

Information about GCSE Core, Additional and Triple Science can be found in the KS4 Options Booklet which is on the school website.

MODERN LANGUAGES

With the new focus at GCSE level to facilitate the Ebacc group of subjects, learning a foreign language is becoming more and more important. At South Charnwood we focus on French as we have teachers who are specialists in that language. We also recognise the importance that learning a language has in the world of work and the doors that can be opened because of it. There is a national shortage of linguists and anyone who can express themselves in another language will know what confidence that can bring.

In Year 7, all pupils learn French in mixed ability tutor groups. They follow the “Expo” course (book 1) to ensure that key details are studied, but there is a wide variety of ‘branches’ off the main course. For example, some topics may be skimmed over quickly to gain the key language for the assessment; while some, more interesting areas are expanded into mini-projects. In Years 8 and 9, pupils are put into ability groups and begin by continuing differentiated versions of the Expo course before moving on to work on extended projects that bring together and put into action the key grammar they have come across so far; write their autobiography and study the world of sport. In Years 10 and 11 the pupils continue to follow the “Expo for AQA GCSE” course and broaden their horizons ready for the controlled written and spoken assessments that take place during the year and final listening and reading exams.

The courses are all designed to reduce the amount of vocabulary and rote learning and focus on key grammatical points, giving each one a context on which to ‘hang’ the language. An example is the subject of food and drink: the purpose of this is not to learn a large amount of different foods and drinks but to show that you can take part in a role-play and use conversational and transactional language. The four skills we study in French are listening, speaking, reading and writing and a combination of these is usually planned into lessons, unless there is a focus on one in particular. Gifted pupils can expect extension work to really push them, sometimes including ‘realia’ gathered from genuine French sources. Any pupils in need of a little extra help are guaranteed carefully differentiated work and only have to ask their teacher for support. We track and monitor pupils from when they start at South Charnwood to ensure everyone reaches his or her potential and intervene in cases of underachievement.

Each pupil receives two books at the beginning of the year. The green book is for neat work and should be used for revision. This work will be marked by teachers, constructive feedback given and targets set. It also contains a chart to show progress in the four skills during the year. The purple book is for planning, rough work and games. This is not normally marked except to check rough drafts. ICT work is either displayed on the classroom wall, used as project work or stuck into exercise books. Not all ICT work leads to printed paper, however; we often use the online suite “Linguascope” to support language learning and all pupils receive a username and password so they can use this at home or in ICT rooms in school. The impact of ICT is also evident in our classrooms, equipped with interactive whiteboards for group discussion work, games and explaining languages. We have video and audio recording equipment for presentations as well as assessed pieces of work.

Homework is either learning key language ready for the next assessment, or there may be a written task to complete and hand in. If no formal homework is set, pupils should practise using Linguascope. Assessments either comprise listening, reading and writing tests or a one-on-one speaking ‘exam’. Later in Year 9, the pupils’ autobiographies *are* the actual

assessments, written over a number of lessons, judged and bound together to show off!! We hope most pupils will choose to continue learning a language to GCSE level and beyond but, if not, this project demonstrates the high levels attained at Key Stage 3.

Members of the department, in conjunction with the Humanities department, also organise a popular trip to France in Year 7, which includes a visit to the battlefields of the First World War, a tour of the local area (Rue), a visit to a market (Berck) and a task to complete there, activities at the Château in which we stay (Le Château du Broutel), a disco, a visit to a chocolate factory (Beusson) and a trip to Disneyland (Paris)!

HUMANITIES

Key Stage 3

Through the History element of the Humanities course we aim to show how important events and individuals have shaped our world, and the societies we live in. We want to help pupils understand events in a complicated world, enabling them to make their own judgments about issues past and present.

Through the Geography element of the course pupils will learn about the natural and human processes that affect and change our world. We will also look at how people respond to their surroundings, and how they interact with and make use of their environment. Again pupils are encouraged to make judgments and express views based on the evidence they see.

In Religious Education pupils study the beliefs and practices of many cultures, as well as being given the opportunity to examine their own views on a variety of moral and spiritual issues.

In addition to the subject content of all three areas, pupils are also encouraged to develop important skills such as the use of maps, primary and secondary sources of evidence, and enquiry .

Pupils are taught in groups of mixed ability throughout all three years. Differentiated work allows all pupils to achieve the National Curriculum levels of which they are capable.

Marking and Assessment

Pupils are formally assessed in History, Geography and R.E. in all years. Assessments range in style from tests, research tasks and extended writing. When these are marked they are graded according to the 1-5 system with comments covering what was done well, and how to improve. Pupils are also asked to evaluate their own work. The assessments are all kept in individual folders by the class teacher.

The grades achieved in these assessments are the main influencing factor for those which appear on the annual report and which we discuss with parents at Parents Evening.

Classwork

Each pupil has an exercise book in which class work should be completed. Neat work will be done in the front of the book, while other tasks like research or informal tests may be done in the back, or in a separate planner. Class work will be marked regularly with comments on what has been done well, and what needs to be done to improve. Occasionally written work will be marked by pupils in class, usually where the task has a definitive correct answer e.g. short answer tests.

Homework

The quantity and nature of homework set will vary with the topic being studied. The teacher will specify whether it is to be done in the exercise book, planner or on paper. The nature of the homework will also determine how it is marked. Homework done in the neat book will be marked like class work, with comments praising good work, and giving advice on possible improvements. Other work may simply require the teacher to check and acknowledge completion.

Key Stage 4 History

At Key Stage 4 the Humanities department offers History GCSE following Syllabus A from the Edexcel exam board. This course examines twentieth century history, both on the European and World stage, requiring pupils to not only interpret a variety of evidence but to also use their own knowledge to form judgements on the momentous events and most powerful individuals of the modern age.

Pupils will undertake a depth study of Russia from 1919-1939, complete a modern world enquiry into the transformation of British Society between 1903 and 1928 and also examine the era of the Cold War between 1943-1991.

The course will also require pupils to complete a controlled piece of assessed work based on Germany between 1918 and 1939. Here, pupils will need to critically evaluate both primary and secondary evidence and make use of their own research to answer key questions about Germany.

Key Stage 4 Geography

At Key Stage 4 the Humanities department offers Geography GCSE following Syllabus A from the AQA exam board. This course examines both Physical and Human Geography in two exams at the end of Year 11, as well as requiring pupils to complete an investigation on a Geographical issue.

The course offers pupils the opportunity to develop a wide range of skills including literacy, numeracy, problem solving, debating and independent learning. The course will also give pupils a clear overall view of the world they live in and the changes and challenges it faces in the 21st century.

Key Stage 4 Religious Studies

Religious Studies is part of the core Key Stage 4 curriculum studied by all pupils at South Charnwood High School. Pupils study GCSE Religious Studies, following the OCR B short course in Applied Ethics, from a Christian perspective.

The course allows pupils to explore religious beliefs as well as reflect on fundamental questions, engage with them intellectually and respond to them personally. It will encourage pupils to adopt an enquiring and critical approach to the study of religion, as well as developing their own values and opinions.

Alongside the academic benefit, the course also allows pupils to enhance their personal, social, moral and cultural development. The course will challenge and equip pupils to lead constructive lives in the modern world.

ART, DESIGN AND TECHNOLOGY

Key Stage 3

Each year in ADT, pupils are taught by a number of specialist design teachers, in a rotation system including Resistant Materials Technology, Food Technology, Textiles, Graphics, Electronics and Art. Information and Communications Technology is used to enhance research and design work in all areas.

Throughout the department, pupils are encouraged to develop imagination, independence and creativity through a range of “design and make” tasks, resulting in quality products to take home. Current projects include: cultural textile cushions, ceramics, mechanical toys, licence to cook, electronics, graphics and CAD/CAM (Computed aided design and manufacture.) Pupils are taught to record ideas and feelings, and to express opinions on their own design/art work and on the work of other artists, craft workers and designers from differing cultures, past and present.

During all years, pupils will work with a variety of materials including textiles, graphic media (paint, pencil, paper, photographs), resistant materials (wood and plastic), electronic components and food. They will be taught to work within the constraints of cost and time and to consider sustainability throughout. Making is important, but much emphasis is also placed on the preparatory research, theory and design elements of the subject. Pupils are also given opportunities to draw, paint and sculpt simply for pleasure.

Pupils are taught to observe the high standards of health and safety that are maintained throughout the department.

In order to provide top quality materials for these projects, we ask for a one-off contribution which will pay for all materials used in ADT over the next three years. (Pupils will however need to bring ingredients for Food Technology practical lessons). For this payment your child will receive an apron and sketch book, plus they will also be able to bring home all of their finished products. Pupils may provide their own apron should they wish, with a corresponding reduction in charge.

In addition, pupils are expected to arrive at ADT lessons with the correct drawing equipment, such as pens, pencils, coloured pencils (not felts), ruler, rubber and sharpener.

Marking and Assessment

Verbal feedback is given when appropriate throughout a course.

Pupils' work is marked, as appropriate, using **WA** (Well Above); **AB** (Above); **AT** (at); **T** (Towards) and **B** (Below) grades which relate to our Expected Standards.

Pupils are provided with a comment on what they have done well (www) and what they could do to improve (ebi).

Each year, pupils work towards an "ADT focus" (teamwork, independence, creativity etc). These are recorded in pupils' organisers for reference and at the back of their course booklets. At the end of each course (every seven weeks for Year 7 pupils and every nine weeks for Years 8 and 9), pupils complete a self-assessment profile in the back of their work booklets; (against similar criteria as the teachers) and also have the opportunity to provide their own comments.

More formal assessments and attitude/organisation grades are made at the end of each course. These are recorded on assessment sheets at the back of pupils' work booklets, along with suggestions for improvement. These are returned to the pupils for viewing and discussion before they are taken home to share results with parents.

Key Stage 4 (GCSE)

The ADT Department are currently offering the following AQA GCSE exam courses:

RMT (Resistant Materials Technology), Textiles Technology, Graphic Products, Food Technology, Fine Art.

For GCSE parents will be expected to pay a one-off contribution towards all necessary materials and equipment for each exam (including recommended text books where appropriate) for Year 10 and then in Year 11 pupils can either source their own materials and equipment or purchase them (at a discounted rate) on a "pay as you go" system from the ADT Department shop.

Further details and advice can be obtained via the AQA website, within the GCSE Options Booklet and individual subject leaflets which are available from the ADT staff

DRAMA

At Key stage 3, Drama is taught as a specialist subject to all pupils. In Year 7, pupils follow an intensive, 6 week course as part of the ADT carousel. Year 7 pupils undertake three units of work that focus on developing their story telling skills by examining a series of literary stimuli ranging from Myths and Legends to Shakespeare. In Year 8 & 9 pupils have one lesson of Drama each week in which they follow a carefully designed curriculum designed to broaden their knowledge of social issues as well as prepare them for the standard of performance required to be successful at GCSE.

At Key Stage 4, pupils will develop their knowledge of performance and of the theatre through a specially developed program of study. Pupils will be able to build upon the

knowledge already gained in Key Stage 3, through an exciting and innovative scheme of work which will challenge and inspire them. In addition to performance skills, pupils will also have the opportunity to develop their knowledge of the technical side of theatre production and begin to develop directorial skills.

Marking and Assessment

At Key Stage 3, pupils are required to plan, create and perform a devised piece of Drama for assessment once every half term. Teacher feedback is given verbally throughout the process and formal targets are given to pupils after every assessed performance. As there are no formal level descriptors for Drama in the National Curriculum Framework, pupils are assessed against the levels devised by The Arts Council.

At Key Stage 4, most of the assessments are practical; there is no written exam. However, pupils will be required to keep a written log of their practical work in the form of a documentary response which is marked and graded against the criteria set out by Edexcel. There are three formal exams to be taken during Year 11 in which pupils complete three practical exams and three documentary responses. Further information can be found in the GCSE Options Guide.

ICT AND COMPUTING

Key Stage 3 (Years 7-9)

Pupils will cover a wide range of topics that will allow them to use conceptual thinking and creativity in today's rapidly changing world. By the end of the Key stage it is our aim that pupils become responsible, competent, confident and creative users of ICT.

Below is a breakdown of areas that will be taught.

Digital Literacy

It is important that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computer Programming

Through visual and textual programming, pupils will have the opportunity to become creators as well as users of technology. Programmes such as Scratch and Kodu allow pupils to make their own games rather than playing them.

Understanding Computers

Pupils will learn the hardware and software components that make up a computer and how they communicate with one another and with other systems.

Safety and responsibility

Pupils will understand a range of ways to use technology safely, respectfully, responsibly and securely. This includes protecting their online identity and privacy, recognising inappropriate content, contact and conduct, and knowing how to report concerns.

Marking and Assessment

KS3 Pupils : Years 7-9

Pupils are assessed on practical project based tasks that take place each half-term. Assessment is ongoing and covers the areas outlined above.

KS4 Pupils : Years 10-11

Cambridge Nationals ICT

- Business project: (25% controlled assessment)
- Creating a website: (25% controlled assessment)
- Understanding computers: (25% written exam)
- Designing a logo: (25% controlled assessment)

KS4 Computer Science

- Computer systems: (40% written exam)
- Computational thinking and algorithms: (40% written exam)
- A programming language: (20% programming project).

Marking takes place to give pupils regular feedback and inform and measure progress. As well as teacher feedback pupils are also given the opportunity to give peer feedback. This is used to motivate, check understanding and encourage pupils, as well as, set future targets. The marking and assessment of pupils is also used to involve and inform parents.

OVERVIEW

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. Cambridge Nationals deliver these skills across the whole range of learning styles and abilities, effectively engaging and inspiring pupils to achieve their full potential.

MUSIC

All pupils receive one lesson of one hour of music per week as part of the curriculum. The music curriculum covers a wide range of topics and musical styles, allowing pupils to build up skills in Listening, Appraising, Composing and Performing. The use of keyboards and music software in lessons reflects the increasing importance of technology in music today.

We encourage our pupils to develop their musical talents and interests. Many pupils have lessons within the school from peripatetic instrumental specialists and there is a waiting list for tuition on most instruments. If pupils have been receiving tuition at their previous

schools, we endeavour to ensure that this is continued at South Charnwood.

Extra-curricular music is a big part of the school week: we offer a wide variety of lunchtime vocal and instrumental groups, which all pupils are invited to join.

Marking and Assessment

Assessment in Music takes a variety of forms, as pupils are expected to take part in a multiplicity of activities with increasing opportunities to develop the complexity and range of their musical language and understanding. Their progression is tracked in the four main areas performing, composing, listening and appraising and their attainment is judged against the given National Curriculum level descriptions.

Practical assessment is carried out during normal class lessons and may be informal or formal. Pupils are assessed on an informal and subjective basis throughout every lesson, particularly during practical tasks. For more formal assessment the criteria to be assessed are shared with the pupils and immediate feedback is given. Discussion and peer assessment are regularly included.

Written work is assessed by a variety of methods, depending on the nature of the task. Aural, oral, group and discussion work is also monitored on an informal basis.

For information about GCSE Music, please see the KS4 Options booklet on the school website.

PHYSICAL EDUCATION

The department aims to encourage pupils to:-

- develop skills which help promote their physical development.
- increase their knowledge of sports and related issues.
- raise their awareness of health and fitness in contributing to a positive lifestyle.
- promote the idea of fair play.

All pupils are encouraged to develop and extend skills at their own rate, gaining success and enjoyment for themselves. Participation in team games and team competitions through inter-form games and inter-school matches is also encouraged.

The curriculum includes a wide range of activities; as well as traditional games, we also include such activities as gymnastics, badminton, athletics, health-related fitness, orienteering, dance and many more. Positive steps are taken to ensure equality of opportunity in all areas of our work.

Marking and Assessment

Philosophy

Assessment within the P.E. department is done primarily through teacher observation and focused questioning. The assessment process is a continuous and ongoing cycle which is formally recorded at the conclusion of each block of work (usually every half term). Progress Books are completed giving staff and students an opportunity to set individual pupil targets for future development.

Purpose

- To inform pupils, parents and staff of how a pupil is progressing in relation to the National Curriculum.
- To allow the opportunity for individual targets to be set to help pupils.
- To provide a means of monitoring and evaluating the P.E. curriculum, to inform future planning and development for both the pupils and the department.

Process

QCA units have been selected to provide a variety of activities across the Key Stages. Each unit has clearly stated learning objectives and expectations that pupils aim to achieve by the end of the unit. Finally an overall grade (1-5) is given.

Using this assessment data it is then possible to give one overall level of attainment, thus allowing maximum opportunity to show progress or to highlight lack of progress.

Moderation

Due to the unique nature of Physical Education assessment it is vitally important that a process of moderation is carried out. Internal moderation is done as part of departmental meetings, where there is a forum to share information on individual pupil progress.

In order for pupils to be made aware of their assessment grades and the areas in which they need to improve, pupils will be given their assessment and a personal target verbally at the end of the lessons and units.

Marking Policy

Due to the nature of Physical Education the department does not complete any formal marking. All assessment is completed through a combination of teacher observations and focused questioning.

GCSE

The PE Department also offers GCSE Physical Education to our Key Stage 4 pupils. They can opt to take this full two year course in addition to their core PE lessons.

Further information is available within the GCSE Options Booklet.

LEARNING SUPPORT

The Learning Support Department identifies pupils who are experiencing learning difficulties and then puts appropriate provision in place for them. The department offers a system of individual tutorials and/or small group teaching, primarily to develop pupils' literacy skills. Much of the individual work is concentrated into Year 7 because it is important that literacy skills are improved as quickly and as intensively as possible, after entry. Competency in this area is central to all subject areas. Tutorials of 30 minutes are provided once or twice a week in Learning Support. Sensitivity is used when planning which lesson pupils are withdrawn from, to minimize disruption for the pupil and staff. The individual activities and tasks set for pupils depend upon the pupil's learning difficulties which are detailed on the pupil's Individual Education Plan or are apparent in low reading, writing or spelling scores.

The department often helps pupils with problems relating to other areas as well, including numeracy, usually at the request of class teachers or the pupils themselves. Other interventions include: Telling the time club, computer club, touch-typing tuition, social skills groups, paired reading and mentoring.

For Year 8 and 9 pupils we offer an accredited life skills course for selected pupils. The course has a practical focus, often involving community links, mock job interviews etc and all participating pupils achieve the Bronze and Silver ASDAN award.

In Years 10 and 11 some pupils will take a "Skills for Work" course which will result in the nationally recognised qualification "Employability", a portfolio-based course, certified by ASDAN. In addition, the Year 10 pupils will undertake three taster vocational courses at Leicester College during one afternoon each week, while in Year 11 pupils will spend a full day each week following their chosen course at Leicester College, from which they will gain a Level 1 Vocational qualification. Pupils develop many skills that they are able to transfer into the workplace and enhance their future lives.

The Learning Support department provides classroom support for children in all areas of the curriculum. The support is designed to be flexible and is carefully considered to match the needs of pupils with all kinds of learning barriers. Our aim is for pupils to feel they can access the curriculum more easily while their gradual independence is encouraged.

PERSONAL DEVELOPMENT AND CITIZENSHIP

This five year course aims to give pupils the knowledge, skills and understanding to play an effective role in society. Topics taught include: rights and responsibilities, elections and voting, community involvement, media influences, taxation, health and drugs education, sex education, safety education, careers awareness, bullying, cyberbullying, crime & gang culture, work skills and study skills. The course aims to promote the pupils' spiritual, moral, social and cultural development, making them more self confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, communities and the wider world. It encourages respect for different national, religious and ethnic groups and develops pupils' ability to reflect on issues and take part in discussions.

SEX EDUCATION

This very important element of the curriculum is aimed at helping pupils to grow into responsible and sensitive adults. The emphasis at all times is on the importance of caring relationships and of the family unit.

In Personal Development and Citizenship in Year 7, the topic of relationships is developed by looking at friendships in the peer group. In Year 8 this extends to boy/girl relationships and the responsibilities these entail. In Years 10 and 11 pupils learn about pornography, healthy relationships, positive body image and consent.

In Science, Year 7 pupils cover a unit called Sex Education as part of their curriculum. This includes the reproductive organs, changes that occur in puberty, fertilization and the birth process. In Year 8 as part of the topic on microbes, pupils cover sexually transmitted diseases. In Year 9 pupils cover contraception, life with a young baby, teenage parents and how the media can influence opinions.

CAREERS GUIDANCE

Our aim is to develop in pupils an awareness of their own strengths and interests and to provide information to help them to reach informed decisions about their future, particularly when subject options are discussed in Year 9.

Pupils in Years 10 and 11 receive extensive Careers Information, advice and guidance to support them with the transition to post 16 education, training and/or apprenticeships. All pupils receive 1-1 careers advice from an independent careers advisor.

In the Personal Development and Citizenship lessons and in the wider curriculum, pupils are made aware of the world of work and related issues such as Equal Opportunities. A careers reference library and computer databases are provided in the main library, giving basic information on an extensive range of careers. Pupils are taught how to use this resource and are encouraged to do so.

CHARITY WORK

At various points in the school year, pupils are encouraged to think about the needs of the wider community and especially of the disabled and disadvantaged, whether in this country or abroad. They are encouraged to adopt certain charities and to organise fund raising events for them.

THE SCHOOL LIBRARY

The library is centrally located on the ground floor of the school, and is a well-resourced area, widely used by pupils and staff. With a book resource of approximately 7,500 titles in fiction and non-fiction, a comprehensive reference section, newspapers/magazines and eight network-linked computers offering Internet access, the library provides good, up to date information for pupils wishing to pursue independent research or read for pleasure.

All pupils are automatically members of the library on joining the school, and almost all of

the books are available for loan. The library is open throughout the day from 8.40am.

Throughout the Year, the library celebrates book-related events such as National Non-Fiction Day and World Book Day, with quizzes, competitions and special events.

COMPLAINTS PROCEDURE

The school has an agreed policy for dealing with all complaints and this can be viewed on the school website.

If you have a concern or query, in the first instance contact the appropriate member of staff or your child's tutor. Where you feel the matter is more serious, contact the Head of Year, the Assistant Headteacher, a Deputy or the Headteacher. It is expected that the great majority of questions and anxieties can be satisfactorily dealt with in this way. If, however, satisfaction is not thereby obtained, a complaint can be made in writing to the Governors, invoking formal procedures if necessary.

CHARGING POLICY

Throughout the year a variety of educational visits and special presentations in school are organised to extend the curriculum. Under Government legislation these must be offered free of charge if they are mainly in school time. Fortunately, however, we have been able to maintain our provision of these extra events by asking for your voluntary contributions. Please contact the Headteacher confidentially if payments create a serious difficulty, particularly if your child is, or has ever been, in receipt of free school meals or is a Child in Care.

OTHER SCHOOL ACTIVITIES

Much valuable learning takes place beyond the classroom and the formal school time-table. We aim to offer, wherever possible, a varied and challenging range of extra-curricular activities for pupils to extend their studies and interests, and to assist in their personal and social development.

SPORT

A wide variety of sporting activities are offered during lunchtimes and after school. These include: football (boys & girls), rugby, netball, table-tennis, basketball, tennis, athletics, cross-country, badminton, gymnastics, cricket, dance, and boxercise.

Many of these options take the form of inter-form or individual competitions and all pupils are strongly encouraged to take part. Sporting fixtures take place throughout the year, between neighbouring schools and in local and national competitions after school. Pupils are encouraged to participate and to represent the school. A small match fee is charged for away fixtures, to contribute towards transport costs. We are very proud of our reputation as a school which values sport. Over the last few years the school has achieved great success in a number of different sports.

The school organises regular fixtures against other schools at both County and National level. At present after-school fixtures are provided for football (boys and girls) rugby, netball, badminton, athletics, cricket, basketball, and table tennis.

Sport also plays an integral part of lunch times at South Charnwood, where a whole host of sports clubs and competitions are available to all year groups.

MUSIC AND DRAMA

Pupils are encouraged to take advantage of a variety of extra-curricular opportunities in the Music and Drama Department. Our many singers and instrumentalists perform regularly and all pupils have the opportunity to become involved in both lunchtime and after school rehearsals. We produce an annual Concert where we showcase our pupils' many talents and in the Spring Term we create a performance of a popular musical. Parents, members of the community and pupils past, present and future are invited along to join the audience in enjoying any of our fantastic productions.

FURTHER OPTIONS

Further opportunities are available at lunchtimes where pupils are encouraged to be involved in one or more of the special interest groups offered to all. Information on details is available on the pupil information board.

EDUCATIONAL VISITS

Pupils will have opportunities to take part in educational visits and residential courses during their time at South Charnwood High School. All are organised and supervised by experienced teachers with appropriate qualifications. Places on these visits are generally open to all pupils in the designated age group; staff may, however, withdraw an offer of a place to pupils whose behaviour or commitment gives cause for serious concern.

Residential visits taking place in 2015/2016 include an outdoor pursuits week for Year 9 pupils to the Brecon Beacons in Wales. Having a strong outdoor pursuits flavour, it also offers the valuable experience of managing away from home and living and working as a team. Travelling further afield we also organise a ski trip for Year 8 and Year 10 and a French trip for Year 7.

If the pattern of trips seen this year is followed in the future, then your child may have the opportunity to participate in these educational visits, although this is dependent on availability of places and staff willingness to organise the visits. In the interest of fairness, if pupils have applied unsuccessfully for two consecutive residential visits, they will be guaranteed a place on the third visit they apply for (maximum numbers may apply). For Year 10 pupils, one group for Duke of Edinburgh Award upto a maximum of 28 pupils, will be available each year. If this activity is oversubscribed then in the name of fairness, names will be drawn from a hat.

YEAR	DESTINATION/ ACTIVITY	APPROX. COST	DATE
7	France	£428	April
8	Skiing	£775	January
9	Brecon Beacons	£325	November
10	Skiing	£775	January
11	New York	£1350	February

GENERAL INFORMATION

HEADS OF YEAR

Each year group and team of tutors is co-ordinated by a designated Head of Year. The five Heads of Year are staff who have special responsibility for coordinating welfare and discipline and monitoring academic progress. They are helped in their role by a non-teaching Pastoral Support Manager. The Heads of Year will monitor the progress and reports achieved by all pupils in the year group and set high standards in all aspects of behaviour. Parents are encouraged to contact the Head of Year over matters which give rise to more serious concern and especially where the attention of a number of teachers needs to be given to a child's difficulties.

CONTACT WITH PARENTS

All staff welcome whole-heartedly the involvement and interest of parents. The success pupils achieve, not merely in school subjects but in their more general development, depends very much on teachers and parents having high expectations and sharing the same goals and concerns. The important point to emphasise is that we **do** want you to contact the school quickly if you, or your child, is worried about any aspect of schooling; sharing your concern will certainly benefit your child and be very helpful indeed to teachers. The tutor is the person to whom the pupils and parents should most naturally turn for help and advice. Initially, for general matters, correspondence can take the form of a message in the pupil organiser (every pupil receives an organiser each year.) More confidential matters concerning absence, illness, or any other difficulties, may be written in a letter addressed to the form tutor.

To keep parents regularly informed about what's going on in the school and to let them know of important or urgent messages, we subscribe to a service called ParentMail2 which enables us to communicate to parents by email and text messages.

The following opportunities for home-school contact on schoolwork are offered every year:

- **Form tutor evening (Year 7 only)**
A chance for parents to meet their child's form tutor early in the year
- **Attainment & effort grades**
These are brief reports, using letters and numbers indicating pupil progress.
- **Subject teacher evening**
Parents are invited into school to discuss progress/attainment with all subject teachers
- **Written report**
Brief teacher comments on all the subjects pupils study along with attainment and effort information. (See above).

Please note: All pupil progress and attainment is available on Go4Schools which parents can access via the internet using their personal login at any time.

There is usually excellent attendance at Parents' Evenings. Should you be unable to attend, please contact the Year Head who will be able to suggest a suitable alternative. Details of all parents' evenings will be advised well in advance through the school's newsletters and specific invitations will be issued nearer the time.

HOMEWORK

Pupils need the experience of regular homework to extend their learning and to prepare them for GCSE examinations, where homework will play a vital part in their success.

The amount of time to be spent on homework increases as the pupils go through the school.

Year 7	-	up to a maximum of 30 minutes per subject per week
Year 8	-	up to a maximum of 40 minutes per subject per week
Year 9	-	up to a maximum of 50 minutes per subject per week
Years 10 & 11	-	up to a maximum of 60 minutes per subject per week

All pupils will keep a homework record in a diary-style Pupil Organiser issued every year. Parents are asked to check that pupils are doing the homework they receive. If a child is spending too much or too little time on homework, then the Head of Year should be contacted, to discuss the difficulty. Homework may involve reading, written tasks, research or project work, or carrying out practical/experimental work. A homework room is set aside at lunch time for pupils to work in if they wish.

In 2015/2016 the School introduced "Showmyhomework" which allows pupils and parents to access on-line, homework which has been set by teachers.

ASSEMBLIES

All pupils attend one main assembly per week. Assemblies may include an element of collective worship/reflection on a moral or spiritual theme. Special occasions will be celebrated. Parents who wish to exclude pupils from these occasions for reasons of conscience, are asked to write to us to make this request. Each tutor group is now asked to prepare and perform one assembly per year.

POSITIVE BEHAVIOUR MANAGEMENT

At South Charnwood we strive to provide the best possible conditions for pupils to learn successfully and therefore the school will operate the following behaviour management policy. It is designed to create an orderly atmosphere in classrooms and corridors, and ensure that pupils and their property are safe and secure at all times.

The school asserts that the Positive Behaviour and Discipline Policy and the Rewards and Sanctions Policy must be applied fairly and consistently and in compliance with legal requirements and good practice. All pupils' individual circumstances will be seriously considered when decisions are made and the School will recognize and take steps to meet disabled pupils' needs, which may mean treating disabled pupils more favourably than non-disabled pupils. However, this does not mean that disabled pupils are automatically exempt from disciplinary sanctions. For more favourable treatment to take place there has to be a direct relationship between the reasons for the pupil's behaviour and the pupil's disability.

REWARDS AND SANCTIONS POLICY

As stated in the aims of the school and reinforced in the values and visions statement, we recognise the importance in developing self-esteem and building pupils' confidence. To this end we believe in the value of praise and the motivating effect of rewards. However, there are occasions when sanctions need to be applied.

The school asserts that the positive Behaviour and Discipline Policy and the Rewards and Sanctions Policy must be applied fairly and consistently and in compliance with legal requirements and good practice. All pupils' individual circumstances will be seriously considered when decisions are taken and the School will recognise and take steps to meet disabled pupils' needs, which may mean treating disabled pupils more favourably than non-disabled pupils. However, this does not mean that disabled pupils are automatically exempt from disciplinary sanctions. For more favourable treatment to take place there has to be a direct relationship between the reasons for the pupil's behaviour and the pupil's disability. In 2015/2016 the school introduced the behaviour module of our Go4schools database which allows all positive and negative behaviour to be recorded directly onto the pupil's electronic record.

AIMS:

The aims of the policy are to:

- maintain good standards of behaviour in school so that pupils can learn effectively.
- identify methods of rewarding good behaviour and dealing with misbehaviour.
- ensure a fair and consistent approach to pupils by staff.

REWARDS:

We reward pupils who behave and work well in the following ways:

- praise. (verbal and written).
- commendation points and commendations.
- bronze, silver, gold, platinum, ruby and diamond certificates for multiple commendations.
- prizes for multiple commendation points.
- tutor group with most commendation points.
- recognition in the newsletter.
- award assemblies.
- note in pupil organiser.
- letter home to parents / congratulatory postcards.
- 100% attendance certificates, termly and £10 vouchers drawn in assembly for two pupils from each year group with 100% attendance.
- referral to Head of Department or to the Senior Leadership Team.
- issuing departmental awards.
- issuing of certificates to pupils who achieve a good report.

SANCTIONS:

The sanctions we use in dealing with incidents of misbehaviour are:

- expressing disapproval and disappointment.
- speaking to pupils individually during, or, at the end of lesson.
- moving pupil within classroom.
- note in organiser to parents; informing Form Tutor and Head of Year.
- temporary removal from classroom (detention given).
- referring to tutor, Head of Department or Head of Year.
- detention.
- target card system (parents informed).
- temporary withdrawal from lessons/change of teacher.
- internal exclusion.
- exclusion for persistent or extreme misbehaviour

ROLE OF TEACHER:

- to implement the school policy fairly and consistently.
- to discuss incidents with Head of Department, tutor or Head of Year, and record on to Go4Schools

ROLE OF HEAD OF DEPARTMENT:

- to monitor the implementation of the school policy in their department.
- to organise departmental awards.
- to support departmental staff in maintaining good standards of work and behaviour.
- to liaise with Head of Year.

-

ROLE OF FORM TUTOR:

- to liaise with staff who teach his/her tutor group.
- to support pupils in their learning.
- to refer pupils who are misbehaving across departments to Head of Year or Pastoral Support Manager
- to monitor pupils put on target card and check card daily.
- to contact parents as necessary.

ROLE OF HEAD OF YEAR/PASTORAL SUPPORT MANAGER:

- to support Tutors in implementing the school policy.
- to monitor pupils who are referred to them.
- to administer and monitor the target card system.
- to contact parents in consultation with Tutor and Pastoral Support Manager.
- liaise with Head of Department.

OUTSIDE HELP

All schools from time to time, are presented with welfare, behaviour, or learning problems which they cannot solve alone. At such times we may seek help from outside agencies such as the Police, Schools' Psychological Service, Safeguarding unit or Social Services. Co-ordination of action needed in school, is the responsibility of the Senior Leadership Team who works in conjunction with Heads of Year, Pastoral Support Assistant/Manager and SENCO within the school.

Parental consultation will normally precede any decision to refer a difficulty to other agencies and any concerns are treated with upmost confidentiality; however, there may be occasions when we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Leicester, Leicestershire and Rutland Safeguarding team.

DEFINITION OF TERMS

Detention: There are 2 types of detention – lunchtime and after school.

Lunchtime:

Pupils can be given a lunchtime detention (held in room 6 three times each week) by Year Heads, Head of Department or S.L.T. for poor behaviour.

Homework:

Detention can be given by any member of staff (up to 3 pupils per day) to pupils who have not completed homework appropriately, or have failed to hand it in after a reminder. Staff must complete a detention slip, place it in the detention box in the staff room. Staff have agreed to take detention, according to the rota published on the bulletin, as part of directed time.

After school:

Pupils can be given an after school detention for 1 hour, only by the Year Head or SLT. Parents will be notified so that they can make arrangements to collect the pupil after the detention has been completed.

Exclusion:

Exclusions from school may be “fixed term” or “permanent” in nature. Such action will be used in response to extreme forms of misbehaviour such as deliberate vandalism, violence against other pupils or staff, verbal abuse to staff, dangerous misconduct, sexual misconduct, theft, racism (2nd offence) persistent bullying and persistent disruption to other pupils’ learning. Exclusions are authorised only by the Headteacher or his delegated representative, following the appropriate procedures as required by law.

Internal Exclusion:

Year Heads or Senior Leadership Team may decide that a particular pupil needs to be isolated from his/her peers for a school day. The pupil will spend the day supervised by staff on supervision. Work will be provided by subject teachers, and arrangements will be made by the Year Head for the supervision of the child at breaks and lunchtimes by other Year Heads or S.L.T.

Removals:

Pupils who are behaving in a way that prevents other pupils from learning, and have not responded to other tactics to encourage improvement, may be removed from the class for the rest of the lesson. The pupil is sent to the school office, where the receptionist contacts the teacher on supervision duty. The pupil will then be taken to the teacher's classroom, and will work under close supervision. This removal will be entered onto the computer by the admin staff assistant and a letter sent home. Removals from class will be monitored by the Head of Year, and appropriate further action may be taken.

Target Cards:

The school operates a traffic light system where pupils' behaviour or work habits cause concern. Initially, the form tutor may place a pupil on a green target card to monitor and provide support. Each teacher gives an assessment of daily behaviour or work targets to help monitor progress. If this is unsuccessful, the Head of Year or Pastoral Support manager, in consultation with the form tutor and subject teacher may place a pupil on an orange target card. Parents will be informed and are asked to discuss the target card with their child and sign it daily and The Head of Year will monitor progress closely to support the pupil. In the unlikely event of a pupil showing no improvement in behaviour, pupils will be placed on a red target card that is monitored by S.L.T. Internal or fixed term exclusions may be used if poor behaviour continues at this stage.

SCHOOL UNIFORM

First impressions are important. At South Charnwood we encourage pupils to take pride in their appearance and to show a readiness for work at all times. Pupils should come to school cleanly and smartly dressed. Discussion with parents, pupils and governors has led to the adoption of a practical and attractive style of school wear. We expect all parents to support this.

- Years 7, 8 & 9 wear a plain black, crew neck sweatshirt with the school logo, (cardigans, plain jumpers, waistcoats, tracksuit tops, badges and clothes bearing emblems and slogans are **NOT** allowed).
- Plain white shirts/blouses/polo shirts with a collar, must be worn. Sleeves may be either long or short. Skirts/blouses must be tucked into a skirt or trousers. (No t-shirts, vests etc).
- Black 'A' line, plain or pleated skirt of appropriate length and suitable for school or full length smart trousers (jeans, combat trousers, track suits, mini skirts, leggings, jeggings or any other extremes of fashion are **NOT** allowed).
- Plain black formal shoes only (**NO** trainers, plimsolls, canvas shoes, open toed sandals, flip flops etc). Shoes with heels of more than 3cm are not sensible or safe for school. **Boots for wet weather only**, should be black and waterproof with no accessories, such as tassels or metal studs. Suede or worker boots are not allowed and trousers must not be tucked into the boots.
- Long tailored shorts or $\frac{3}{4}$ length trousers **in the Summer** may be worn. They must be plain black and accompanying socks to be plain black. (**NO** football shorts, Bermuda's, combats or clothing usually designated as leisurewear).
- The school scarf is optional. (available to purchase from the School).
- In addition, Years 10 and 11 wear a black blazer with the school badge instead of the sweatshirt, which can be removed in lessons.
- White stiff collared formal shirt, which must be tucked in.

- The school tie must be worn at all times.
- The school green jumper with the SCHS logo is optional.
- The school scarf is optional. (available to purchase from the School).

Make-up, including nail varnish and jewellery should not be worn in school. If it is noticed by a member of staff the pupil will be asked to remove it and may receive a detention. Those pupils with pierced ears may wear small sleepers or studs, but these must be removed during P.E. lessons. No necklaces or bracelets, (other than for religious observance).

Governors expect that pupils will conform to this dress code each day and every day. When circumstances make it impossible to conform, parents are asked to write a brief note of explanation for the pupil's form tutor

Please make sure that **all** clothing is clearly marked with your child's name and form.

Years 7, 8 and 9 School black sweatshirts (as described below) must be ordered by the end of June by emailing:- mayprint1@aol.com.

and purchased from:-

Mayprint,
56 Leicester Road,
Markfield,
Leicester.
LE67 9RE

Grey sweatshirts for girls and rugby shirts for boys can be purchased from School.

Years 10 and 11 School Blazers, Ties, Green Jumpers and P.E. Kit (as described below) must be purchased after mid July, from:-

New Plan Solutions Schoolwear Centre,
40 Humberstone Gate,
Leicester. LE1 3PJ

Tel: 0116 2518082

Or online at :- www.schoolwearsolutions.co.uk

P.E. KIT

BOYS: YEARS 7,8,9 ONLY	GIRLS: YEARS 7,8,9 ONLY	ALL: YEARS 10 & 11 ONLY
White aertex T-Shirt	White aertex T-Shirt	Black polo shirt, with school logo. (purchased from Newplan Solutions as outlined above).
Black Shorts	Black Shorts	Black Shorts
Reversible, heavyweight, green and gold rugby shirt (purchased from school).	Grey sweatshirt with school logo (purchased from school).	Choice of hoodie, fleece or rain jacket with school logo (purchased from New Plan Solutions, as outlined above).
Plain green or black knee length socks.	Plain green or black knee length socks.	Plain green or black knee length socks.
Trainers and football boots	Trainers and football boots	Trainers and football boots
Shin pads	Shin pads	Shin pads

All P.E. kit must be clearly marked with your child's name and Tutor Group

BOOKS AND EQUIPMENT

Exercise books and paper are provided by departments for most of the work done in school. Text books and library books may often be loaned, but they remain school property and must be returned.

It is each pupil's responsibility to ensure that he/she is properly equipped for lessons, and guidance on this will be given by each department. Pen, pencil, coloured pencils, ruler, a protractor, rubber and a calculator are essential. Compasses will be useful. A strong bag is advisable for carrying books and equipment to help to keep them in good condition. Aprons are provided by the school for pupils working in the Food technology area, but an apron must be provided by pupils themselves when working in all other Design and Technology or Science areas. These can be ordered from the ADT department.

A school shop is situated in the ADT block and is run by Mrs Harrison. It is open each lunchtime and provides a wide range of stationery, pens, pencils and many other useful ADT items at reasonable prices.

PERSONAL PROPERTY

Money and other valuables should **not** be left about the school as we cannot accept responsibility for any loss. Safe storage is always provided for pupils' valuables during P.E. either in a locked changing room or by valuables being collected by the teacher in charge. Items found can easily be returned, if the owner's name is clearly marked on them; we cannot stress enough how important it is that all items of personal property are clearly named and that periodic checks are made, as names tend to wash and wear off.

Lost property is looked after by one of our lunchtime supervisors, Mrs Sprason, to whom pupils should report any lost property.

Mobile Phones are **not** allowed in school. Where a genuine case for a mobile phone exists, parents should contact the school to discuss special provision.

Urgent messages only, may be passed on to pupils during the school day by school office staff. The school office is a very busy place and parents are asked to take care to avoid unnecessary calls which will result in the interruption of the class.

SCHOOL TRANSPORT

The Local Authority Transport Policy has now changed. This new policy means that from September 2015, pupils joining the school from Leicester Forest East living in the original catchment area of South Charnwood High School would NOT be eligible for free transport to the school provided by Leicestershire County Council. This is extremely disappointing news for pupils and parents in Leicester Forest East and for South Charnwood High School.

The Governors of South Charnwood High School have, therefore, taken the decision to provide free transport for new Year 7 pupils starting at South Charnwood in 2016/2017 who live in the original South Charnwood High School catchment area in Leicester Forest East. Governors and staff wish to be completely open and honest with parents and fulfil their duties in the most professional manner. Therefore, at this moment in time, this commitment is for Year 7 pupils for the whole of the academic year 2016-2017 only. However, Governors will review this commitment in the summer term 2016 and inform parents of their decision before the end of the academic year.

All pupils in all years who live in Stanton, Thornton and Bagworth are provided with free transport by Leicestershire County Council. A school bus service is available for pupils in Markfield and Field Head on a pay-as-you-use daily fare basis and free passes are given to pupils who live more than three miles from school. Parents of pupils who live outside the catchment area can apply to purchase any spare places on the school buses with the School Transport Department at County Hall.

The standard of behaviour on school buses is generally very good. Pupils are advised that careless behaviour can be dangerous to themselves and others, especially when they are waiting at bus stops in the morning. Prefects are assigned duties on every bus to help maintain good order. When pupils do not reach expected standards of behaviour sanctions will be imposed. Serious or persistent bad behaviour may result in a ban from the bus in which case parents must make alternative arrangements for getting their child to school.

All queries regarding the provision of school transport should be made to the Head of Section, Schools Transport, County Hall, Glenfield, Leicester. Tel: 0116 3050002. Any other problems please contact Mr. Andrews at school.

NON -ARRIVAL OF A SCHOOL BUS

The school bus service is normally reliable. However, occasionally a bus fails to arrive on time and when this happens pupils are expected to wait for 20 minutes after the bus's official departure time. After this set time different instructions apply to our contract and non-contract buses as follows:

NON-CONTRACT (MARKFIELD & FIELD HEAD)

After waiting for 20 minutes if parents can be contacted to make alternative arrangements for reaching school, this should be done. If not, pupils should wait up to a further 30 minutes, except in the very worst of weather, before returning home. The school office can arrange for a replacement bus to collect pupils as soon as the problem is notified.

CONTRACT (LEICESTER FOREST EAST, BAGWORTH, STANTON & THORNTON)

After 20 minutes pupils should return home, and follow parents' instructions for how to travel to school. One way to do this is to contact School Transport section at County Hall to

arrange another bus or taxis for groups of children. Telephone number: 0116 3050002. This number may have an answer machine service but leave a message and contact number as there should be a prompt reply. If contact cannot be made, pupils should inform the school so that action may be taken here. Taxis provided by County Hall will be at no cost to parents.

PLEASE NOTE:

Parents are asked to ensure children have clear instructions to follow if a bus fails to arrive after they have waited for the 20 minutes or more. It is equally important for parents to ensure that children are adequately clothed for the occasional long wait at a bus stop, and that they are not arriving at the stop far too early, making their wait unnecessarily long.

AFTER SCHOOL

If pupils miss their school bus after school for whatever reason, they should report to the main office, so that parents can be contacted to make alternative arrangements.

CYCLISTS

A small number of pupils travel to school on cycles. Broad Lane, leading to the school, is narrow in places, can be busy and therefore is potentially dangerous for cyclists. Pupils are strongly advised to wear cycling helmets. Storage space for cycles is limited. Whilst every effort is made by the school to ensure the proper use and care of cycles, we cannot accept responsibility for the safety of cyclists. Pupils who ride in an irresponsible manner or have bicycles that are not properly maintained will have permission to cycle withdrawn. Cyclists must use only the main school entrance and must never ride their cycles in the school grounds. Letters requesting a cycle permit can be obtained from reception or Mr. Andrews.

ATTENDANCE

It is expected that all children attend school for as many as possible of the 190 days which make up the school year. Legislation requires the school to report on children's absences in two categories - **authorised** and **unauthorised**. The school defines both categories of absence.

At South Charnwood, absences are **authorised** for the following reasons:

- illness.
- medical/dental appointments.
- compassionate grounds.
- exceptional circumstances discussed in advance with, and approved by, the Headteacher.

Absences are **unauthorised** in the following circumstances:

- parental holiday
- when, after 4 weeks, no acceptable explanation has been received for an absence.
- when a child has been discovered to be playing truant.
- for any reason which is not on the authorised list.

ILLNESS

When pupils are ill, have medical appointments, or not attending school for any reason, parents are asked to telephone the school before 9.30am on the first day of absence and each day thereafter until their return.

HOLIDAYS DURING TERM TIME

There is a national concern that absence from school disrupts continuity of learning and undermines educational attainment and achievement. There is no automatic right to leave of absence for holidays in term time. Under Regulation 7 of the Education (Pupil Registration) Regulations 2006, Headteachers have a discretionary power for leave of absence to be granted for the purpose of a family holiday **only if** there are special circumstances relating to that application.

Parental requests for term-time holidays should be made by completing a Holiday Absence Application Form, available from the school reception explaining the exceptional reason why the proposed holiday cannot be taken during the school holiday period.

Taking a child on holiday without permission will be regarded as an unauthorised absence. Parents who do so may be issued with a Penalty Notice by Leicestershire Local Authority.

Lengthy or frequent absence

If a pupil's absence, even when authorised, is causing the school concern, then the form tutor, Head of Year, or the School Attendance Improvement Officer will contact the parent to discuss the situation. Any pupil who has an attendance rate of less than 90% is automatically referred to the School Attendance Improvement Officer.

Late arrival at school

The late arrival of a school bus does not count as lateness for the pupil, as the situation is beyond his/her control. When, however, pupils who travel by car, cycle or on foot arrive after registration, they are counted as late, and their names will be recorded in the late book. If a pupil is frequently late, parents will be contacted by the Head of Year for an explanation.

Closure of school

Very occasionally, the school may have to close early because of bad weather or other problems. It may not be possible for the school to inform all parents on these occasions, so it is important that parents ensure that children know what to do in these circumstances. Please ensure that you complete the emergency section in your child's organiser. If the school is closed due to the adverse weather or indeed, any other reason, announcements will be made on Radio Leicester (104.9FM) and school website.

GOVERNING BODY

COMMUNITY GOVERNORS

Mr A May Committees	(Markfield)	Chair of Governors, Finance and People
Mr D Sprason Committees	(Markfield)	Vice Chair of Governors, Premises and People
Mr D Critchley Committee	(Markfield)	Chair of Finance Committee, Curriculum
Mrs R Nicholls	(Markfield)	Chair of People Committee
Mrs D Johnson Committee	(Markfield)	Chair of Premises Committee, Curriculum
Mr I Fulbrook	(Markfield)	Premises and Curriculum Committees
Mrs J Shellard	(Markfield)	Curriculum and People Committees
Mrs J Eason	(Markfield)	Curriculum and People Committees
Mr S Holderness	(Markfield)	Finance and Premises Committees
Mr R Kennedy	(L.F.E)	People Committee

PARENT GOVERNORS

Mrs H Hughes Committees	(Thornton)	Link Governor, Finance and Curriculum
Mr S Marlow	(Markfield)	Finance Committee

STAFF GOVERNORS

Mr A Morris	Headteacher, All Committees
Mr M Liptrot	Curriculum Committee
Miss A Forster	Curriculum Committee
Mr I Fulbrook	Premises and Curriculum Committees

USEFUL CONTACTS

Mr A Morris	Headteacher
Mrs H Carnan	Headteacher's PA
Mrs T Corker	Deputy Head
Mr S Andrews	Deputy Head
Mrs K Juskiewicz	Assistant Headteacher
Mrs A Preston	Business Manager
Mrs J Percival	Receptionist
Miss E Sproston	Head of Year 7 (2015/16)
Mrs T Edwards-Beighton	Head of Year 8 (2015/16)
Miss S Biddle	Head of Year 9 (2015/16)
Miss S Powdrill	Head of Year 10 (2015/16)
Mr A Stephenson	Head of Year 11 (2015/16)
Mrs. S. Nicholls	Head of Learning Support

(Information correct at time of printing)

SCHOOL STAFF

Pauline ACKLAND	Cover Manager/First Aid
Alison ALDERSON	Pastoral Manager/First Aid
Rebecca AMES	Teacher of Humanities
Sarah ANDERSON	Teacher of Modern Languages
Simon ANDREWS	Deputy Headteacher
Carole BARRATT	Attendance Administrator/First Aid
Tracy BELL	Lunchtime Supervisor
Samantha BIDDLE	Head of Year 9/Teacher of Art
Carolyn BOWLES	Teaching Assistant/Learning Support Assistant
Christine BRECKNELL	Office Administrator/First Aid
Jeanette BROOKS	Science Technician/First Aid
Helen CARNAN	Headteacher's Personal Assistant
Lara CONEY	Teacher of Humanities
Sinead CORCORAN	Teacher of Science
Tina CORKER	Deputy Headteacher
Liam COYNE	Learning Support Assistant
Becky CRAYFOURD	Learning Support Assistant
Ben CUTLER	Teacher of Science
Barbara D'AMORE	Learning Support Assistant
Susan EAMES	Lunchtime Supervisor
Toni EDWARDS-BEIGHTON	Head of Year 8/Teacher of Drama
Elizabeth ESTILL	Teaching Assistant/Learning Support Assistant
Mercedes FINNING	Teacher of Spanish
Victoria FLEWITT	Teacher of Maths
Anna FORSTER	Teacher of Humanities
Ian FULBROOK	Site Manager
Lisa GAMMON	Teacher of Learning Support
Vincenzo GIANNINO	Head of Humanities
Faye GODDARD	Teacher of Science
Heather GREEN	Data Administrator/First Aid
Penny HARRISON	A.D.T. Technician/First Aid
Jennifer HARPER	Teacher of Textiles
Fiona HATCH	Teacher of Maths
Mark HAUGHAN	Head of Art & Design Technology
Pamela HEMSILL	Teacher of Food Technology
Neeta JAIN	Teacher of Maths
Adrian JEFFRIES	Teacher of I.C.T.
Chloe JONES	Learning Support Assistant
Olivia JONES	Teacher of Art
Kathryn JUSZKIEWICZ	Assistant Headteacher
Victor JUSZKIEWICZ	Head of English
Sheryl KIDD	Learning Support Assistant & ADT Tutor
Jonathan LAWSON	Teacher of Maths
Jean LEMMON	Lunchtime Supervisor
Vanessa LETT	Learning Support Assistant & CoPE Tutor
Mark LIPTROT	Head of Modern Languages/First Aid
Maxine MASON	Teacher of English
Candice MATTHEW	Teacher of Dance
Joanne MAYNE	Pastoral Support Assistant
Samantha McGOUGH	Teacher of Science
Brian McKENNA	Premises Officer

Andrew MORRIS	Headteacher
Elizabeth NEWMAN	Teacher of Girls PE
Sally NICHOLLS	Head of Learning Support
Gail OWEN	Learning Support Administrative Assistant
Andrea PAGE	Teacher of Science
Ian PALLETT	Teacher of English
Alison PARROTT	Teacher in charge of Music
Jenna PERCIVAL	Receptionist/First Aid
David PITHERS	Network Manager
Hayley POWDRILL	Head of Year 10/Teacher of Humanities
Angela PRESTON	School Business Manager
Jason PRESTON	Cover Supervisor
Karen RILEY	Learning Support Assistant
Amanda SAKER	Learning Support Assistant
Yvonne SCARRATT	Teaching Assistant/Learning Support Assistant
Claire SKIDMORE	Librarian/First Aid
Laura SMITH	Teacher of Business Studies
Reena SOOD	Literacy Progress Unit Co-ordinator
Susan SPRASON	Lunchtime Supervisor/First Aid
Emily SPROSTON	Head of Year 7/Teacher of Humanities
Vanessa STANTON	Teaching Assistant/Learning Support Assistant
Steve STRAKER	Head of PE
Alan STEPHENSON	Head of Year 11/First Aid
Pamela SYMES-GOODMAN	Administrative Assistant
Freda THORLEY	Lunchtime Supervisor
Alison TIDMARSH	Head of Science
Michelle TIPPER	Learning Support Assistant
Sean TREACY	Learning Support Assistant PE
Carolyn TURNER	Teaching Assistant/Learning Support Assistant
Michelle VICKERS	Teacher of Girls PE
David WHITLEY	Head of Mathematics
Lucy WILKINSON	Teacher of Modern Languages
Marie ZARINS	Teacher of English

(Information correct at time of printing).

SCHOOL TERMS AND HOLIDAYS

ACADEMIC YEAR 2015/2016

Spring Term

School Opens	Wednesday 6 th January 2016
Mid Term Break	Monday 15 th to Friday 19 th February 2016
School Closes	Thursday 24 th March 2016

Summer Term

School Opens	Monday 11 th April 2016
May Day Bank Holiday	Monday 2 nd May 2016
Mid Term Break	Monday 30 th May to Friday 3 rd June 2016
School Closes	Friday 15 th July 2016 at 3.15pm

ACADEMIC YEAR 2016/2017

Autumn Term

School opens	Tuesday 30 th August 2016
Mid-term break	Monday 17 th October to Friday 21 st October
School closes	Friday 16 th December 2016 at 3.15pm

Spring Term

School Opens	Thursday 5 th January 2017
Mid Term Break	Monday 13 th to Friday 17 th February 2017
School Closes	Friday 7 th April 2017

Summer Term

School Opens	Monday 24 th April 2017
May Day Bank Holiday	Monday 1 st May 2017
Mid Term Break	Monday 29 th May to Friday 2 nd June 2017
School Closes	Friday 14 th July 2017 at 3.15pm