



# Batley Grammar School

## Sixth Form Handbook

2011

# Sixth Form Handbook 2011-12

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## DAILY ROUTINE

We operate a two week timetable. Morning registration takes place at 8.55 a.m., pupils should arrive in plenty of time ideally being in form rooms by 8.50 a.m. Afternoon registration is at 14.15 daily. Pupils will be deemed late if they are not in form rooms at these times. Assemblies begin at 9.00 a.m. All pupils should be in assembly by this time. The school day:

08.00	Breakfast Club in dining room
08.30	doors open
08.55-09.00	registration
09.00-09.20	assembly (Monday, Wednesday and Friday)
09.20-10.10	period 1
10.10-11.00	period 2
11.00-11.15	break
11.15-12.05	period 3
12.05-12.55	period 4
12.55-14.15	lunch
14.15-14.20	registration
14.20-15.10	period 5
15.10-16.00	period 6

A weekly 'Action for Learning' lesson is timetabled from 8.55-9.20 on Tuesdays.

From Tutor time is timetabled for Thursdays.

## SIXTH FORM ATTENDANCE POLICY

All Sixth Form students are expected to attend from 08.55 to 16.00 each day unless prevented from doing so because of illness or because of educational visits or other circumstances authorised by school.

Private study time should be spent in one of the following areas:

Resource Centre

One of the Free Rooms indicated on the Free Room timetable

Sixth Form ICT Room or Common Room

During examination periods students are expected to adhere to the School policy re study leave in January modules and exam leave in the Summer term. Sixth Form students will be reminded of these requirements prior to each exam series.

Students may make use of the Sixth Form Common Room during private study time, but work commitments dictate that the amount of time spent there should be limited. It is up to the individual to use his/her time effectively.

All students are expected to be in school on time for morning registration.

No unauthorised absence from school or individual lessons is acceptable and, if this occurs, the student will be placed on a school contract and will lose his/her private study at home privileges.

Initially, all sixth form students will be expected to attend full time i.e. complete morning **and** afternoon sessions. On the basis of the October tracking results, those students who are proving to be using their private study time effectively and who are making good progress will **earn** the right to take some private study time at home. All sixth form

students will need to be in school each day for morning registration so private study at home will only be granted for afternoon sessions and not for Periods 1, 2, 3 or 4. Where it has been agreed that the student has earned the right to take private study at home in an afternoon session:

1. The Head must be in possession of a letter from parents authorising this arrangement before it can happen. A copy of the letter will be held by the Head of Sixth Form and the tutor.
2. When an authorised student remains out of school for a completely empty session, the tutor will enter the appropriate code, which will stand for “other circumstances, Head’s permission”.
3. This arrangement only covers completely empty afternoon sessions.
4. Permission may be withdrawn at any time by the Head or Head of Sixth Form if progress in studies is considered below expectation, or if the Head believes that the system is being abused. Should this happen, parents will be informed in writing.
5. The times taken for home private study will be noted in the Student’s Planner and any changes to these times must be negotiated with the Form Tutor.
6. Private study time should otherwise be spent in one of the areas listed above.

The school accepts no responsibility for students when they are out of school under these arrangements.

### **Sixth Form Students leaving the premises early or arriving after the closure of registration**

Students arriving after registration must record their arrival by signing in on the appropriate ‘signing in sheet’ at the School office, giving a valid reason for his/her late arrival.

Sixth Form students should have permission to leave the school building when they are not being taught. Students whose parents have agreed in writing may leave school in the afternoon when they have completed their lessons.

Students leaving school early for whatever reason must record his/her departure in the ‘signing out sheet’ at the School Office, giving a valid reason for leaving early.

### **Sixth Form Absence**

**If a student is unexpectedly unable to attend, perhaps because of illness, a parent/guardian must telephone the School Office before 8.45 on the first day of absence and give an estimate of the number of days the student is likely to be absent. This is standard work-place practice.**

In cases where a telephone message explaining an absence is not received, the Form Tutor will make a request for the School Office to telephone home.

A written explanation for an absence is required in all cases.

**All other absences from school** require the Head’s permission in advance. This includes visits to Universities, doctor’s and dentist’s appointments etc. Absence request forms can be obtained from the Head’s Secretary. When the Head has agreed the absence, she will sign the form and the student should then show it to the Form Tutor and teachers whose lessons will be missed.

## **EDUCATION MAINTENANCE ALLOWANCE & 16-19 BURSARY FUND**

Students who continue to be in receipt of the EMA and those who are eligible for financial support through the new 16-19 Bursary Fund must comply with the attendance requirements listed above. It is also a part of the EMA policy that, in the event of an absence, parents/guardians are required to contact school by telephone on the first day of the absence. Parents/Guardians must also provide written notification of the reason for an absence within two working days of the student's return from absence.

## **EXAMINATION ENTRY**

Although each case will be treated according to individual circumstances students attending less than 80% of lessons in a subject, for unexplained absence, may be asked to pay for their own examination entry in that subject or they may not be entered for an exam.

## **Sixth Form Home/School Agreement**

All Sixth Form Students and their Parents/Guardians will be required to sign a Home/School contract which outlines both Batley Grammar School's expectations of the student and, also, what the students can expect from Batley Grammar School. Where a student fails to meet the school's expectations then the appropriate level of sanction will be enforced.

## **SCHOOL CLOSURE IN CASE OF SNOW etc.**

In the case of heavy snow, and the possible closure of the school, parents are advised to check the school website, [www.batleygrammar.co.uk](http://www.batleygrammar.co.uk). Radio Leeds will be contacted and will issue regular bulletins. In addition, the school will make every effort to provide information via our 'text messaging' service. We will make every effort to keep the school open, and please assume this unless announcements are made to the contrary. In the event of a school closure being necessary during the day, pupils unable to make immediate arrangements to get home will be looked after until suitable arrangements can be made.

## **ASSEMBLIES**

Students are required to attend assembly every day, unless they have permission from the Head to miss assembly. This may be given, for example, for reasons of religion.

Normally assemblies last from 9.00 a.m. until 9.20 a.m.

On Mondays all pupils go to the Graves Hall for a full school assembly. This assembly is not of a religious nature, but it will have a spiritual, ethical and moral tone.

Each week on Wednesdays there are Key Stage Assemblies which, again, have a spiritual, ethical or moral dimension, and there is also each week on a Tuesday and Thursday, extended form periods.

On Fridays there is both a Christian and a Muslim assembly. Those students who are excused assembly on religious grounds will wait in Room 5 and join the main assembly for the notices.

### **EXTRA-CURRICULAR ACTIVITIES**

Last year there were over 35 different extra-curricular activities on offer to students. All students are encouraged to become involved in extra-curricular activities. There are many opportunities of a sporting and non-sporting nature. We expect students to participate in at least two extra-curricular activities.

The school cadet force runs two sections, Army and Air Force, which provide training for boys and girls and which offer opportunities for camping, hiking, shooting, flying, gliding, skiing, water sports, first aid training, as well as participation in the Duke of Edinburgh Award Scheme.

The school also has a strong commitment to the community through the 6<sup>th</sup> Form Community Service programme, and through the school's Community Service Group, which raises thousands of pounds annually for local charities. There is a school Interact Club, affiliated to Batley Rotary Club, which raises funds for overseas aid.

Batley Grammar School is much more than a collection of individuals. As a team we can achieve even more. Each and every year there are innumerable opportunities to participate in extra-curricular activities, which help to create multi-dimensional people. Many of these extra-curricular activities absolutely demand teamwork, co-operation and commitment to others in order to take place at all. It is important that staff, students and parents all accept their responsibilities and duties to contribute to this side of school life. The small size of the school makes this even more vital; for instance, membership of our school may bring with it the responsibility to participate in music or sport when selected to do so. This representation must be considered a **duty** to other members of the team and to the institution as a whole. If people are to opt out then the whole exercise is threatened. It is a keystone of our school's commitment to the wider development of everyone that people are expected to opt **in**.

### **STAFF OF THE SCHOOL**

Head:	B P Tullie, B.Sc., London, M.A., Huddersfield
Deputy Head:	J C Sanderson, B.Ed., Leeds
Assistant Heads:	Inclusion – G Bellamy, M.A., Cambridge, Dip.R.E.M*# Head of KS4 Teaching, Learning & Specialism - R L Danes, B.Sc., Durham* Standards & Achievements – F H Kilby, B.Sc., Surrey

#### **Teaching Staff**

Art:	J Hargreaves, B.A., Manchester*
Biology:	J P Hughes, B.Sc., Hull* A M Kay, App. Biology, Hatfield Polytechnic#

Business Studies: H Doherty, B.A., Durham#

Chemistry: C King, HNC GRIC, Swansea  
S J Lowther, B.Sc., UMIST#  
C R Hampton, B.Sc., Leeds

Classical Studies: J.E.Wilson, B.A., Leeds\*  
C M Banham, B.A., M.A. PhD., Leeds#

English: K. L. Holmes, B.A., Central Lancashire\*  
G.B.Woodley, M.A., Leeds#  
N Laher, B.A., De Montfort

Geography: H.P.Bowden, M.A., Cambridge\* Head of KS3  
H Doherty, B.A., Durham#  
M Buckley, B.Ed., Huddersfield#  
R Batley, B.Sc., Leeds#

History: T Hussain, B.A., Huddersfield Head of 6<sup>th</sup> Form  
C M Banham, B.A., M.A. PhD., Leeds#

I.C.T. A Rogerson, B.Sc., Manchester\* Head of Year 7  
M Buckley, B.Ed., Huddersfield#

Law & Psychology: L F Hutton, LLB, Hull#

Mathematics: R. L. Danes, B.Sc., Durham\*  
S C Roberts, LLB, Birmingham  
S L Durrans, B.Sc., York  
M Buckley, B.Ed., Huddersfield#  
L Hutton, LLB, Hull#

Modern Languages: J L O'Dwyer, B.A., Leeds\*#  
G Dawson, B.A., Leeds# OC CCF  
F N Thomas B.A., Manchester  
N Springer, B.A., Hull

Performing Arts: L J Malone, B.A, Huddersfield

Physical Education: N G Foster, B.A., Leeds\*  
N A Rollinson, B.Ed., Sheffield#  
R Batley, B.Sc., Leeds#  
G Dawson, B.A., Leeds#  
L Hutton, LLB, Hull#

Physics: R S Bocking, B.Sc., Birmingham, M.Sc.Leeds \*  
S J Lowther, B.Sc., UMIST#

P.S.H.E.: J L O'Dwyer, B.A., Leeds#

G Bellamy, M.A., Cambridge, Dip.R.E. \*#

Religious Studies: G Bellamy, M.A., Cambridge, Dip.R.E. \*#  
C M Banham, B.A., M.A. PhD., Leeds#

Special Educational  
Needs Co-ordinator: A M Kay, App. Biology, Hatfield Polytechnic#

Technology: F H Kilby, B.Sc., Surrey  
M Buckley, B.Ed., Huddersfield#

Visiting Instrumental Music Teachers:

S Lenton B.A., LTCL  
K Ledger

J Robinson  
D M Walker, G.Mus.,LTCL  
J P Wilby

\*denotes Head of Department or Teacher in charge of a subject area

#denotes staff teaching in more than one department

#### Non-Teaching staff

Bursar:	Mr N M Lee
Assistant Finance Officers:	Mr J Storey Mrs H Cave Mrs D Hodgson Mrs W Lee
Data Manager/Exams and Cover Officer:	
Librarian:	Mrs A Harknett
Head's Secretary:	Mrs R P Gregg
General Secretary:	Mrs K Barker
Administrative Assistant:	Mrs C Bickerdyke Miss S Khan
Reprographics Assistant:	Mrs W Hinchliffe
Laboratory Technicians:	Mrs W Peacock Mrs K Scales
Design Technology Technician	Mr C Bickerdyke
ICT/Network Technician	Mr J Haigh
Catering:	Mrs A Pollard Mrs G Terry Mrs M Hampshire Mrs C Shackleton
Estates:	Mr A W Settle Mr P Hinchliffe
Facilities:	Mrs S Porter Ms L Hirst Mrs K Marsden Mrs B Robinson Mrs M Smith

CCF SSI

Mr S Somporn  
Mrs K Taylor  
Mr J Wilby

## **SIXTH FORM: FORM STRUCTURE**

All forms in the Sixth Form are mixed forms and bear the name of the Form Tutor e.g. 13rsb (lower case letters are used for names of forms).

Years 12 and 13 subjects are timetabled in option Blocks

## **CURRICULUM**

In Year 12, four subjects are normally chosen from sixteen at Advanced (Subsidiary) Level. Normally three of the AS subjects would be continued to A Level. In addition, all students have the opportunity to take General Studies to AS and/or full advanced level. All students also follow a Careers Progression Module during which time they are continually assessed and will 'graduate' from Leeds Metropolitan University at the end of the course. Successful completion of this course also gives students 30 UCAS Tariff points towards their UCAS application to a number of local universities. All students follow a programme of Games, Enrichment Studies or Community Services on one afternoon each week.

## **PASTORAL RESPONSIBILITIES**

All staff participate in the pastoral system of the school. Most staff will act as Form Tutors. A few will act as reserve Tutors, and will be called on when Form Tutors are absent. The Head of Sixth Form leads the work of the Sixth Form pastoral team. We put great emphasis on working in teams, with the intention that teamwork and good communication will constantly improve our pastoral care.

## **DUTIES OF THE FORM TUTOR**

The Form Tutor has the central role in our pastoral structure, being in daily contact with the Form, and being the first point of contact for the student. The Form Tutor has day to day responsibility for the pastoral and personal guidance of the Form, for their welfare, for advising students, and for discipline and the setting of sanctions. The Form Tutor is responsible, as part of the pastoral team, to the Head of Sixth Form, and thus to the Assistant Head on pastoral matters. The Form Tutor will also liaise, where necessary, with subject teachers on matters of concern to members of the Form.

Pastoral and personal guidance can take place during registration periods, form periods, break, lunchtime, before or after school.

In terms of discipline, the Form Tutor is responsible for day to day matters:

- the correct wearing of the dress code
- for cleanliness and tidiness
- for correct and proper social behaviour within the Form
- for the fostering of positive relationships within the Form, and with other students and Staff.

The Form Tutor can apply sanctions in accordance with the School's Action for Learning Policy, and is responsible, where necessary, for referral of students to the Head of Key Sixth Form or the Assistant Head (Inclusion).

- The Form Tutor has certain daily/weekly/termly administrative duties:
  - giving out timetables at the beginning of the school year
- taking the register
- accompanying the Form to assembly and supervising them
- monitoring attendance and absence
- checking Planners weekly and other books periodically
- Overseeing the 'tracking' process
- report writing and checking references and applications e.g. UCAS
- supervision and care of form rooms
- distributing of circulars, notes etc.

### **HEAD OF SIXTH FORM**

The Head of Sixth Form is Mr T.Hussain.

The Head of Sixth Form occupies the middle ground between Form Tutor and Assistant Head (Inclusion) in pastoral matters. He is responsible to the Assistant Head (Inclusion), and leads the pastoral team. The duties of the Head of Sixth Form are to support the team in the pastoral and personal guidance of the students, the welfare of the year group, and the advice given to students, in the discipline of students and the setting of sanctions. The Head of Sixth Form also liaises with Form Tutors and the Deputy Head on pastoral matters, and also, where necessary with Heads of Department and subject teachers on matters of concern in the Sixth Form.

The Head of Sixth Form is responsible for advising the Head on the placing of Tutors within the pastoral team, and for briefing the team. The Head of Sixth Form can apply sanctions in accordance with the School's Sanctions Policy, and will refer to the Deputy Head serious breaches of discipline, aggressive behaviour and cases of persistent bullying. The Head of Sixth Form also administers the Sixth Form tracking system and he is also responsible for Induction into the Sixth Form, supervision of the Sixth Form facilities and the Sixth Form Council.

The Head of Key Stage/Year is responsible for advising the Assistant Head Inclusion on the placing of Tutors within the pastoral team, and for briefing the team. The Heads of Sixth Form can apply sanctions in accordance with the School's Sanctions Policy, and will refer to the Assistant Head Inclusion serious breaches of discipline, aggressive behaviour and cases of persistent bullying. The Head of Sixth Form also administers the ALPS and internal Sixth Form tracking system. He is also responsible for Induction into the Sixth Form, supervision of the Sixth Form facilities and the Sixth Form Council.

### **ASSISTANT HEAD**

The Assistant Head (Inclusion) is Mr G Bellamy.

The Assistant Head Inclusion has overall responsibility for the pastoral care of the students, for student welfare, the discipline of students and the setting of sanctions. He is responsible for liaison with Form Tutors and Heads of Year, the Deputy Head, the Head on pastoral matters, parents and guardians, outside agencies. Responsibilities for discipline include school uniform, pupil behaviour in school and also on journeys to and from school, anti-social and aggressive behaviour, persistent bullying. He will apply

sanctions in accordance with the School's Sanctions Policy, and will refer to the Head where necessary. He is responsible for the administration of School Detention, for its staffing and for notifying parents.

The Assistant Head Inclusion is responsible for the briefing of the Heads of Key Stages.

## **POLICIES**

The following school policies are available to view on our website [www.batleygrammar.co.uk](http://www.batleygrammar.co.uk). For anyone without internet access paper copies are available to view in the School Office.

Admissions Policy  
Anti-Bullying Policy  
Attendance Policy  
Behaviour Policy  
Child Protection Policy  
Complaints Procedure  
Curriculum Policy  
Educational Visits Policy  
English as a Foreign Language Policy  
Equal Opportunities Policy  
Exclusion Policy  
ICT Acceptable Use Policy  
Pandemic Flu Policy  
Special Educational Needs Policy

## **PREFECTS**

After our School Captains and Prefect team have been elected they are expected to carry out a number of duties.

Each prefect is to serve as a role model for other students and

- Carry out corridor duty at break and lunchtimes.
- Deliver Friday morning assembly readings.
- Get to know students by building a 'rapport' with them.
- Listen to the concerns of the younger students and advise them if necessary
- Gather an awareness of issues within different year groups, e.g. antisocial behaviour and, in some cases where appropriate, taking action to stop such behaviour.

## **ACTION FOR LEARNING/SIXTH FORM TRACKING**

The rewards and sanctions system in school for younger students is called 'Action for Learning'. Central to the philosophy behind 'Action for Learning' is the expectation that all teachers will praise students, and communicate this to parents via the planner, as a matter of routine. Positive encouragement and high quality teaching is the driving force behind engaging students and enhancing their learning experience.

## **Sixth Form Tracking**

The Sixth Form has a modified version of 'Action for Learning' with a tracking system in place to closely monitor student progress. We believe that this helps to promote better learning amongst our students

Subject tracking scores (1-5) will be awarded in every subject each week. This will be recorded during the Action for Learning sessions and used as a basic indicator of current level of performance and progress in each subject. These are monitored closely and discussed with the Form Tutor and Head of Sixth Form and appropriate action is taken if the scores fall below a satisfactory level.

## **Student Planner**

The key to 'Action for Learning' and good organisation is the student planner in which are recorded the weekly 'tracking' scores which students receive from each of their subject staff. The students must have the planner in lessons at all times.

## **Private study at home**

Sixth Form students need to achieve successful tracking scores to earn the privilege to be able to study at home, in an afternoon session, where no lessons occur.

## **Sanctions**

The pupil planner will also records any problems which teachers have encountered with pupils, and this is very evident to parents.

Our sanctions system has a clear structure to it:

1. If pupils are late to lessons, parents will see the letter 'L' recorded, if pupils arrive without the proper equipment, 'E' will be recorded and if the teacher has received no homework or incomplete homework, 'H' will be recorded.
2. If pupils behave unacceptably in class after having first received a formal warning, or if they continue to be late, come without equipment or homework, the teacher will write a comment in the pupil planner.
3. If pupils continue to misbehave despite a series of such warnings they can expect to serve a short detention at break or lunchtime for a teacher.
4. We hope by now that pupils have got the message, but if misbehaviour continues they will be given a school detention, to be served after school. Cases of gross misbehaviour will be dealt with at this level, without going through levels 1 – 3.
5. Pupils are placed on contract if they receive three school detentions in any half term period. They will remain on contract for three consecutive weeks and will be expected to have no negative comments on their contracts. Again, the pupil planner will have a red **CONTRACT** stamp when this occurs, and the relevant Head of Year will be in contact with parents.

6. Internal Exclusion (i.e. removed from all contact with other students) will be applied if levels 1 – 5 have been ineffective. Parents will be informed directly if this occurs.
7. Temporary or permanent exclusion from school is the final step in our sanctions ladder. This will be extremely rare, but will be applied if pupils persistently break their contract and internal exclusion has been ineffective. Phases 6 and 7 could be applied for the most serious one-off misdemeanours.  
The Head will always contact parents directly if any exclusion from school applies.

### **SCHOOL DETENTION (Level 4 of our Action for Learning system)**

The school operates a formal detention system. Detentions normally happen in room 6, on Wednesday evenings after school, from 4pm to 5pm, occasionally in special circumstances from 4pm to 6pm.

**Detention is an important part of the school's sanctions policy, and it is intended to be:**

- A formal expression of the school's disapproval of a particular act or sequence of acts.
- A deterrent, to help pupils consider carefully their actions and prevent them taking steps they might regret.
- A time to reflect on rights, responsibilities and the individual pupil's contribution to the continued success of the school.

**Whenever detention is given, the member of staff concerned will:**

- Tell the pupil clearly that they have been given a detention.
- Write details in the detention book.
- Provide work for the pupil to do in the detention. This may be given directly to the pupil or alternatively to the Assistant Head or the supervising teacher.

**Whenever detention is given, the Assistant Head will:**

- Write a letter to the parent(s) or carer(s) of the pupil concerned, giving details of the reason why the detention was given, and by whom. A reply slip will be included, which must be returned.
- Arrange for the detention room to be available together with staff supervision on a rota basis.
- Keep records of all detentions set and served.

**During detention:**

- Pupils will be reminded of the content of this information sheet.
- Full school uniform will be worn at all times.
- Set work will be carried out in silence at all times.
- The supervising teacher will control the seating plan.
- Written work will be handed in at the end.

**Detention must be served:**

- Within ten working days of the date of posting of the letter.
- On an alternative date, only by prior arrangement with the Assistant Head, when the detention clashes with a school fixture or other school commitment where the pupil's presence is required.

## **Parents' Role**

Please ensure that pupils set off from home with the correct uniform, equipment and homework. We can then expect them to arrive in school with the same.

Please monitor the pupil planner on a daily, or at least weekly basis, and sign that you have seen it.

Please praise, as we will, whenever praise is due and support teachers with your censure when pupils have done things wrongly.

Please write comments of your own in the planner if you wish to communicate with staff – or give us a ring.

## **STUDENT DATA PROTECTION POLICY**

1. The School is required to process relevant personal data regarding pupils and their parents and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this Policy any reference to pupils includes current, past or prospective pupils.
2. The School shall so far as is reasonably practicable comply with the Data Protection Principles contained in the Data Protection Act to ensure all data is:-
  - Fairly and lawfully processed;
  - Processed for a lawful purpose;
  - Adequate, relevant and not excessive;
  - Accurate and up to date;
  - Not kept for longer than necessary
  - Processed in accordance with the data subject's rights;
  - Secure;
  - Not transferred to other countries without adequate protection.
3. Personal data covers both facts and opinions about an individual. The School may process a wide range of personal data of pupils, their parents or guardians as part of its operation. This personal data may include (but is not limited to); names and addresses, bank details, academic, disciplinary, admissions and attendance records, references, examination scripts and marks.
4. Consent may be required for the processing of personal data unless the processing is necessary for the School to undertake its obligations to pupils and their parents or guardians. Any information which falls under the definition of personal data, and is not otherwise exempt, will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual or under the terms of this Policy.
5. The School may, from time to time, be required to process sensitive personal data regarding a pupil, their parents or guardians. Sensitive personal data includes medical information and data relating to religion, race, or criminal records and proceedings. Where sensitive personal data is processed by the School, the explicit consent of the appropriate individual will be obtained in writing.
6. Individuals have a right of access to information held by the School. Any individual wishing to access their personal data should put their request in writing to the Head. The School will endeavour to respond to any such written request as soon as is reasonably practicable, and in any event within 21 days.

Parents and pupils should be aware that certain data is exempt from the right of access under the Data Protection Act. This may include information which identifies other individuals, information which the School reasonably believes is likely to cause damage or distress, or information which is subject to legal professional privilege. The School is also not required to disclose any pupil examination scripts.

The School will also treat as confidential any reference given by the School for the purpose of the education, training or employment, or prospective education, training or employment of any pupil. The School acknowledges that an individual may have the right to access a reference relating to them received by the School. However such a reference will only be disclosed if such disclosure will not identify the source of the reference or where the referee has given their consent or if disclosure is reasonable in all the circumstances.

7. The rights under the Data Protection Act are the individual's to whom the data relates. The School will however in most cases rely on parental consent to process data relating to pupils unless, given the nature of the processing in question, and the pupil's age and understanding, it is unreasonable in all the circumstances to rely on the parent's consent. Parents should be aware that in such situations they may not be consulted.

The School will only grant the pupil direct access to their personal data if in the School's reasonable belief the pupil understands the nature of the request.

Pupils agree that the School may disclose their personal data to their parents or guardian.

Where a pupil seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents or guardian, the School will maintain confidentiality unless it has reasonable grounds to believe that the pupil does not fully understand the consequences of withholding their consent, or where the School believes disclosure will be in the best interests of the pupil or other pupils.

8. Certain data is exempted from the provisions of the Data Protection Act which includes the following:
  - The prevention or detection of crime;
  - The assessment of any tax or duty;
  - Where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the School.
9. The School may receive requests from third parties to disclose personal data it holds about pupils, their parents or guardians. The School confirms that it will not generally disclose information unless the individual has given their consent or one of the specific exemptions under the Data Protection Act applies. However the School does intend to disclose such data as is necessary to third parties for the following purposes:
  - To give a confidential reference relating to a pupil to any educational institution which it is proposed that the pupil may attend.
  - To give information relating to outstanding fees or payment history to any educational institution which it is proposed that the pupil may attend.
  - To publish the results of public examinations or other achievements of pupils of the School.
  - To disclose details of a pupil's medical condition where it is in the pupil's interests to do so, for example for medical advice, insurance purposes or to organisers of school trips.

Where the School receives a disclosure request from a third party it will take reasonable steps to verify the identity of that third party before making any disclosure.

10. Use of Personal Information by the School.

The School will, from time to time, make use of personal data relating to pupils, their parents or guardians in the following ways.

- To make use of photographic images of pupils in School publications and on the School website. However the School will not publish photographs of individual pupils with their names on the School website if parents have opted out of this and ticked the relevant box in the 'Use of ICT in school' return form.
- For fundraising, marketing or promotional purposes and to maintain relationships with pupils of the School, including transferring information to any association, society or club set up for the purpose of establishing or maintaining contact with pupils or for fundraising, marketing or promotional purposes.

Should you wish to limit or object to any such use please notify the Head in writing. or indicate by ticking the exclusions box on the 'Use of ICT in school' return form.

11. The School may use biometric techniques to help provide services in school e.g. library access and cashless catering. Any data held for this purpose is only capable of identifying the student/pupil for the purpose of accessing these services and cannot be used outside the organisation for any other purpose.

12. The School will endeavour to ensure that all personal data held in relation to an individual is accurate. Individuals must notify the Head of any changes to information held about them. An individual has the right to request that accurate information about them is erased or corrected.

13. Security

The School will take reasonable steps to ensure that members of staff will only have access to personal data relating to pupils, their parents or guardians where it is necessary for them to do so. All staff will be made aware of this policy and their duties under the Data Protection Act. The School will ensure that all personal information is held securely and is not accessible to unauthorised persons.

14. Enforcement

If an individual believes that the School has not complied with this Policy or acted otherwise than in accordance with the Data Protection Act, they should utilise the School complaints procedure and should also notify the Head

## **DRESS CODE**

A high standard of personal appearance is demanded of all students. Proper dress code should be complete and correctly worn at all times.

### **SIXTH FORM DRESS CODE**

In the Sixth Form, we hope to encourage students to develop a greater sense of personal responsibility as part of their preparation for further study and for entering the work place. Therefore, Sixth Form students may wear non-uniform clothes appropriate to a school or a working environment; they should dress as if they were attending an important job

interview for a professional position. We want students to be **smart, modest and safe**. The overall impression should be restrained and business-like. Immodest and informal wear must be avoided.

## FOR GIRLS

Girls may choose from

- A smart, **plain** skirt suit, with a matching jacket and skirt
- A smart, **plain** trouser suit, with a matching jacket and trousers
- A smart, **plain**, tailored jacket with co-ordinating skirt or trousers

### **Skirts**

Skirts should be worn **on or just above** the knee. Where a skirt has an asymmetrical or 'handkerchief' hem, the length is taken at the shortest part of the skirt. The split(s) in any skirt should not be higher than knee length. Skirts which go down to the ground are not acceptable. Skirts should not allow the midriff to be exposed. It should not be possible to see through the material of the skirt.

### **Trousers**

If trousers are worn, they should be smart, not casual. This means that jeans, combat trousers, cords and casual or unpressed chinos are not allowed. Hipsters and low-slung trousers should not be worn and the midriff should not be exposed. Trousers must not be so long that they trail along the ground, as they may cause the student to trip. It should not be possible to see through the material of the trousers.

**Blouses** - The above items should be worn with a top or blouse which **covers the shoulders, upper arms and Midriff**. Blouses or tops should be worn with no more than one top-button undone and should be tucked into the trousers or skirt, unless they are designed to be worn outside these items, in which case they must still be long enough for the midriff to be covered. It is not acceptable to wear a low cut t-shirt or vest top under an open blouse.

### **Jackets**

Unless summer dress is announced in the summer term, a smart jacket must always be worn, rather than carried. It is not acceptable to wear a short coat in lieu of a jacket.

### **Sweaters**

A plain sweater or cardigan of conventional size, design, colour and material may be worn under the jacket. Hooded tops and tank tops are not allowed.

### **Shoes**

Shoes must be appropriately smart, practical and sensible; heels of medium height, if reasonably robust, are acceptable. High heels, backless shoes (including shoes with backs which are worn down) or wedges are not permitted as they are a health hazard on a site where the ground is, in places, sloping and uneven and where there are stairs to negotiate in most buildings. Stilettos are particularly dangerous. Shoes should not have pointed toes or steel toecaps. **If shoes are deemed inappropriate, final guidance is at the discretion of the Head.**

## FOR BOYS

Boys may choose from

- A smart, **plain** suit, with a matching jacket and trousers
- A smart, **plain** jacket with co-ordinating trousers

### **Trousers**

Boys should wear smart, plain trousers. Jeans, cords and casual, unpressed chinos of any colour are not allowed.

### **Jacket**

Unless summer dress is announced in the summer term, a smart single- or double-breasted jacket must always be worn, rather than carried. It is not acceptable to wear a short coat or 'sports' jacket/track suit top in lieu of a jacket. Hooded tops and tank tops are not allowed.

### **Shirt and Tie**

The above items should be worn with a shirt and tie of a conventional design and colour. T-shirts should not be visible under the shirt.

### **Sweaters**

A plain sweater of conventional size, design, colour and material may be worn under the jacket. Hooded tops are not allowed. Round-necked and polo-necked sweaters are not allowed, as they do not allow the tie to be seen.

### **Shoes**

Shoes must be smart, practical and sensible. Shoes should not have pointed toes or steel toecaps. Trainers or casual shoes must not be worn. **If shoes are deemed inappropriate, final guidance is at the discretion of the Head.**

## **VALUABLES**

Students are requested not to bring to school any object of great value e.g. expensive watches, pens, electrical equipment. The school cannot be held responsible for the safekeeping of valuable items or large sums of money.

If a student is bringing money or a cheque for a school trip, the money must be handed immediately on arrival at school to the teacher in charge of the trip, or to the Finance Office.

When students have got changed for P.E. or Games, they may hand in watches, wallets etc. at the Gym Office for safekeeping. Items of value, including money, must not be left in cloakrooms or changing rooms.

Items of clothing and other property should be marked clearly with the student's name in case of loss. If students have lost items in school, they should check with Mrs Barker in the School Office and the Caretaker to see if the item has been found.

The school does not allow the buying or selling of any items on school premises, or on school buses, therefore no objects should be brought to school for these purposes.

## **MOBILE PHONES**

Students are allowed to have mobile phones in school, and the school recognises that in emergencies and where a student is attending an after-school activity and wishes to contact home, they are a useful tool. However, they **must** be switched off at all times during the school day, between 8.55 a.m. and 4.00 p.m. It is not acceptable for phones merely to be switched to silent mode. Any mobile phones switched on during the school day will be confiscated until the end of the school day. Mobile phones will be returned to students by Mr Bellamy, Assistant Head.

The school cannot be responsible for mobile phones which are lost or stolen on school premises, and parents must therefore consider carefully whether a phone should be brought to school. Children often misplace or lose them, and it is well known that mobile phone theft is a great problem nationally. If parents send their children to school with a mobile phone, or any other valuable item, they should ensure that they are adequately insured for loss.

If the loss of a mobile phone is reported to the Assistant Head, he will record details and enquire in assemblies for information. The school cannot be responsible, however, for the recovery of missing items.

The school cannot be responsible, either, for any issues of Health and Safety in respect of the use of mobile phones, and parents should be aware of the potential risks to health of over-use of mobile phones.

### **INSURANCE OF PERSONAL EFFECTS**

The Governors feel that parents should be informed, in writing, as to how they stand regarding student's personal effects whilst they are attending school.

It is the responsibility of parents to insure their own children's effects and the school cannot accept this liability. A householder's comprehensive policy, suitably extended, is probably sufficient; alternatively an "All Risks" policy will give adequate cover.

### **RULES OF BEHAVIOUR**

No list of rules can encompass every situation which might occur in school. However our guiding principle is clear: we expect students to display respect and tolerance at all times, and to conduct themselves safely in such a way as to maintain an air of calm professional co-operation throughout the school. As in any community, there are necessary customs and routines which help to keep the school running in an orderly and efficient way, and we believe that school is a good place for young people to learn to operate within a formal structured environment. Also they must accept responsibility for their actions and any consequences that may arise from those actions. To this end, we publish certain specific expectations in school and in the student planner, covering lessons, conduct in form rooms, outside lesson time, etc.

In addition to this, we provide below for your information some details about our expectations in particular aspects of school life.

#### Lesson rules

- Arrive to lessons **on time, fully equipped** and ready to work
- **Line up quietly** outside
- Stand in **silence** at the start and end of lessons
- Do as you are told by staff – **first time, every time**
- **Listen** carefully when the teacher or another student is talking
- Put your hand up and **wait** for permission to speak
- Do your **work well** without distracting others

#### Around school rules

- Be **polite** and **respect** the feelings of others
- Do as staff and prefects tell you – **first time, every time**
- Walk **calmly** around school – keep to the **left**

- Wear your uniform **correctly** at all times
- Behave in a sensible manner in school and on the buses
- Eat and drink only in the **right place** at the **right time**
- Respect school and personal property and put **litter in bins**
- **Inappropriate** physical contact between students is not permitted

#### Assemblies

- Students sit in the allocated rows according to the form they are in.
- Students stand silently when asked to do so.
- Students stand in silence at the end of assembly.

#### Dining Room

- Students should report to the lunch queue at the designated time.
- They should enter the Dining Room only by the passageway from the main school building and only when the member of staff on duty directs them.
- They should wear full school uniform to lunch.
- They should line up in single file in the queue. There should be no pushing or shouting. Students should select all they need for lunch as they pass through the serving area. They should not come back for extras.
- Students should eat sensibly, without spilling food or drink onto the tables.
- Students should clear away all plates, cutlery and waste food in the proper containers and leave their eating area clean and tidy.

#### Sports Fixtures

- Students should turn up to matches in full school uniform, or Sixth Form dress code.
- They are to behave sensibly on the coach when travelling to and from fixtures.
- They should play the game in the correct spirit: no arguing with the referee/umpire, accept decisions, no abusive language.
- At the end of the game they should give three cheers where appropriate, shake hands with the opposition and thank the referee/umpire.

#### School buses

- Students should behave sensibly at all times on school buses. There should be no pushing or shoving when getting on the bus.
- Students should not move around the bus during the journey.
- No objects must be thrown around the bus.
- The driver must not be distracted.

#### Addressing staff

- When addressing a member of staff students should respect the formality of the professional interaction. They should stand properly with hands out of pockets.
- They should not interrupt staff conversations with others, but maintain a discreet distance, and wait to be spoken to.
- Staff should be addressed politely as 'Sir', or 'Miss', or by name e.g. Mr Bellamy, Mrs Wilson, etc.

#### LibraryResource Centre

- The Resource Centre is a quiet places of study. If students are working here during study periods, they must do so in silence. At lunchtime, students should work with the minimum amount of noise.
- No food or drink is to be taken into the Resource Centre.

#### Foul or Abusive Language

- The school is not a place where foul or abusive language will be tolerated, whoever it is addressed to.
- All members of the school community should be addressed politely and courteously at all times.

#### Offensive weapons

- No offensive weapon should be brought onto school premises or onto school buses. All knives are banned from school, except when they are issued for work in Art or DT.
- Laser pens are also banned from school, and from school buses.

#### Smoking and gambling

Smoking and gambling of any kind are strictly forbidden in the school, on the school bus or during any school activity.

#### Chewing Gum

Because of the problems caused by students' leaving chewing gum on furniture and other school property, chewing gum is banned from school and from school buses. This includes all school trips and activities.

#### Tipp-Ex

Tipp-Ex and other correction fluids are banned from school, so as to prevent the damage caused by spillages.

#### Buying and Selling

The buying and/or selling of personal items is strictly forbidden on school premises.

### **SIXTH FORM COMMON ROOM**

Sixth Form students are expected to keep their Common Room, Locker Room and Study Room clean and tidy and ensure that belongings are cleared away at the end of each school day. Each student has a locker to facilitate this.

### **CARS/MOTORCYCLES**

Any Sixth Form student wishing to use a car or motorcycle must obtain a registration form from the Head's Secretary. Sixth Form students are not allowed to park cars on school premises. Motorcycles are allowed to park in the designated area.

### **BICYCLES**

Students may cycle to school if they have permission. Forms may be obtained from the Assistant Head. Bicycles must be left in the designated area, and must be properly secured. No student is allowed to cycle down Carlinghow Hill.

### **EMPLOYMENT OUTSIDE SCHOOL**

Whilst we recognise the financial and social benefits of part-time employment outside school, our experience shows us the need for balance and restraint. Over-involvement in part-time work can cause serious damage to academic progress at GCSE and Advanced Level.

## **FIRE DRILL**

In the event of a fire drill or a bomb alert, the school alarm will be activated by the Site Manager. In the event of a real fire the alarm will be sounded by the person discovering it.

On hearing the alarm all students and staff should evacuate the building, using the exits as indicated on fire notices posted in all rooms of the school. Before leaving a room staff and students should check that windows are closed, and lights and electrical equipment are switched off. Staff and students should close doors, and move in silence. They should not run.

The assembly point for Senior School staff and students is at the far end of the back field. Forms will line up in alphabetical order, facing the school, with the youngest forms nearest to the grounds of Carlinghow Nursing Home and the Upper 6<sup>th</sup> nearest to the cricket scoreboard. Form Tutors will register the form and report to the Assistant Head.

No person is to leave the assembly point without the authorisation of the Assistant Head.

Full instructions are posted on notice boards in classrooms.

## **SCHOOL LIBRARY**

The Library Management system uses a sophisticated borrower recognition facility which is based on biometric fingerprint recognition. The software translates the borrower's fingerprint into a unique PIN number using biometric technology. This allows a library user to be accurately recognised by the PIN number without the need for library cards.

It is important that parents and guardians be aware that the fingerprint image is NOT stored, the data CANNOT be transferred to any other database and the PIN number CANNOT be used to reconstruct the original fingerprint image.

The office of the Data Protection Commission has scrutinised the technology and stated: *'the use of biometric identifiers allows users to verify their identity without the risk of intrusions into privacy'*.

This system has been used extensively in schools in the UK for a number of years with great success. However, should parents have any queries or concerns they should contact school in the normal way.

## **ASSESSMENT, HOMEWORK AND MONITORING OF STUDENT WORK**

Staff will assess student work constantly through classwork, homework and regular testing. Work will be marked promptly, and accurate records kept in mark books.

Students will be tested regularly on the work they have learned by means of class tests, unit tests, and also in the summer term by formal examination. Students in years 10 and 11 will also have formal examinations in the Spring Term as preparation for their GCSE examinations. Reports are issued twice per year: in December and July for years 7-10, and in December and Easter for years 11, 12 and 13. Each year group receives a short report and a long report, during the course of the year, in addition to the scheduled parents' evening(s).

Apart from examinations there are also during the school year several formal sessions of monitoring of students' work. Staff will be asked to fill in monitoring sheets for their subject, which will then be collated by Heads of Key Stages. The results of these monitoring sessions will be discussed by students and Form Tutors in form period, with appropriate action taken and targets set for future work.

## **ASSESSMENT GUIDELINES**

Work may be assessed in one or more of the following ways:

1. **A numerical mark:** ( e.g 7/10 or 15 /32) this type of marking may be applied for tests or a series of questions, indicating the number you got right out of the total.
2. **A comment:** this shows good effort but could be improved by....). This type of marking may be given where there is no wrong or right answer, for example, in a piece of research work or where improvements can be made.
3. **A grade:** a piece of work might be marked using this type of marking. It may have a letter for attainment and /or a number for effort .e.g. A,B,C,D,E and/or 1,2,3,4,5 and departments will have/publish their criteria for the letters/numbers.
4. **Work may be marked collectively in class:** in which case you should indicate this on the relevant piece of work (e.g. MIC = marked in class/CIC= checked in class). In the interest of accuracy this will usually be used in numerical or short response questions.
5. **Traffic lights to identify specific areas in work:** (e.g. underlining, highlighting etc.)

**Green** = work fulfils all the demands expected.

**Amber** = work generally satisfactory.

**Red** = there is a problem, try to correct it yourself, if not please seek help.

## **How "Tracking" fits in with the system**

**Subject tracking scores** (1-5) will be awarded in every subject each week. This will be recorded during the Action for Learning sessions and used as a basic indicator of current level of performance and progress in each subject.

Positive comments can be written in the planner

**Letters**, H (Homework not handed in or of a poor standard) will be used to indicate a first time occurrence and work will be expected to be improved or could result in further work being set.

**Negative comments** will be written in the planner if the work is not improved. Continued work of an inappropriate attainment level will result in a further written comment and a private detention.

## **HOMEWORK**

This guidance has been produced to enable parents to have a quick reference to the part played in the school routine of their children by homework.

### **Aims:**

The regular setting and marking of homework encourages:

- consolidation and extension of learning
- monitoring of progress
- independent learning
- self discipline, personal organisation and responsibility
- effective home/school communication and parents' interest and involvement in their children's schoolwork

Homework is considered to be an integral part of effective Assessment and it is a very important learning experience for all pupils. Across the academic curriculum homework will be set on a regular basis and at levels of difficulty and duration suitable to the age, ability and experience of the pupils in each year group. Completion of regular homework is seen as a vital factor in the development in pupils of a sound work ethic in general and of good study skills in particular.

It is expected that pupils will submit the homework punctually as required to allow for prompt marking and/or early feedback.

Consequently the school looks to parents to support this process at all times in the knowledge that pupils will face appropriate sanctions (in accordance with our Action for Learning system) in cases where homework is not completed by the given deadline or to an acceptable standard.

A homework timetable, recorded in the planner, will be provided for each student at the start of the school year.

## **HOW PARENTS CAN HELP**

We understand that parents will want to take an active interest in the work which their children bring home. This commitment is very important to us because it supports us in what we try to do for our students; also it is proven that parental interest in schoolwork is a potent force in raising achievement.

The greatest benefit from homework can be gained when your child can concentrate to his or her fullest potential

### **Conditions at home for doing homework:**

- allocate time and space in your daily and weekly routines for your son or daughter to do the homework set;
- where possible, arrange for your child to have some area of the house to themselves for homework purposes;
- encourage your son or daughter to only watch television once homework is completed;
- help other members of the family to realise that their background music or their hobbies can also be a distraction;

- check that your son or daughter has time for some relaxation before going to bed.

#### **Student planners are provided for all pupils:**

- At the beginning of term, note which subjects are to be done on which nights and how long your child should be spending on it;
- Please check the planner on a weekly basis and sign in the space provided to inform the Form Tutor that you have seen the contents.
- Encourage your son or daughter to use the planner carefully and professionally.

#### **Points to watch out for:**

- If you find that your son or daughter takes either much more or much less than the time prescribed, you should speak to the Form Tutor;
- Check that the time claimed to be spent on homework matches the amount of work produced or reading completed;
- If your child states that no homework has been set, or regularly maintains that he or she has done the homework at school, you should raise the matter with the Form Tutor. It is most unlikely that all homework can be done in school **to a satisfactory standard**.
- If your child does not bring home his or her exercise or textbook in a given subject, ask the reason and follow it up if necessary.
- Research work should be presented in students' own words, not copied verbatim from sources. Mere printing out of source material from resources including books, CDs or web sites is unacceptable. Guidance is given to students about plagiarism and correct referencing, from the time they enter the school in year 7 e.g. in their Fiction Library period.

#### **Positive Points:**

- Please adopt a genuine interest in as many subjects as you possibly can;
- Encourage your child to discuss the contents and ideas involved;
- Check that your child does their learning homework in a sensible and productive manner: reading through 2 or 3 times what has to be learnt; splitting the work into sections to be learnt; checking each section at a time; then after doing other things, having 2 or 3 revision sessions of 5 minutes;
- Help, if you possibly can, with a learning homework by testing for detail or asking your son or daughter to teach you!
- Check that your son or daughter understands any comment or advice written by the teacher, in an exercise book or file, and that he or she has acted upon it.
- Ensure your child appreciates the value of the advice in the planner regarding homework and the presentation of written work.

Experience suggests to us that pride, interest and joy in your child's work is vital and is a hugely positive and motivating step. Please praise, encourage and praise again.

### **HOMEWORK ALLOCATION**

Homework allocation will vary hugely from subject to subject at AS/A2 level and will also be dependent upon the course demands (e.g. coursework may be done only at specific times of the academic year)

In general, you should expect your son/daughter to be completing approximately 2 or 3 hours per subject, per week at AS level and substantially more at A2 level.

If you have any doubts about amounts of homework being set in particular subject, you should contact school for an explanation. Be clear that 'I've not got any homework' is a very unlikely position for any serious A level student to be in!

For Sixth Form students homework will cover a range of tasks. All are designed to promote understanding, develop skills and deepen a student's knowledge, and these may include:

- exercises to develop note-making skills and answer specific questions
- planning and writing of essays
- revision for tests and examinations
- past paper practice
- carrying out investigation work
- extension and reinforcement of work started in class
- carrying our preparatory work for the next lesson

### **VISITORS TO THE SCHOOL**

All visitors to the school must report to the Finance office and, if their visit is genuine, will be issued with a visitor's badge. Staff are asked to challenge any strangers on the school premises who are not wearing a visitor's badge.

### **SPECIAL CALENDAR EVENTS**

Parents will be issued each term with a list of the most important school events. Parents must be aware of special calendar events which will interrupt normal teaching, and which may involve the participation of various groups of students.

#### Autumn Term

CCF Field Day  
Upper 6<sup>th</sup> Geography Field Trip  
Speech Day  
Open Evening  
Christmas Concert

#### Spring Term

Entrance Examinations  
Parents' Evenings  
'Introduction to Sixth Form' evening  
CCF Field Day  
Year 9 Options Evening  
Reports (Y11 and 13)

#### Summer Term

CCF Annual Inspection	CCF Field Day
Lower 6 <sup>th</sup> Biology field trip	CCF camps
Year 7 camp	Founder's Day
Reports (Y7, 8, 9, 10)	

## SIXTH FORM ACTION FOR LEARNING

### Weekly Tracking Criteria

Tracking score	Example Criteria
5	<ul style="list-style-type: none"><li>• Excellent effort and attitude this week</li><li>• Work completed very well and probably enhanced by extra detail</li><li>• All work in on time/deadlines met</li><li>• Improving all the time</li><li>• <b>Learning is exceptionally evident</b></li><li>• Great contributions in class</li></ul>
4	<ul style="list-style-type: none"><li>• Good effort/attitude this week</li><li>• Real improvement shown</li><li>• <b>Learning is very evident</b></li><li>• Work completed very well. Some attempt to add detail</li><li>• All work in on time/deadlines met</li><li>• Some fine contribution in class</li></ul>
3	<ul style="list-style-type: none"><li>• Satisfactory effort/attitude this week</li><li>• Work completed as needed</li><li>• <b>Learning is “steady”</b></li><li>• Progress is satisfactory</li><li>• Some improvement</li><li>• All work in on time/deadlines met</li><li>• Some contribution in class</li></ul>
2	<ul style="list-style-type: none"><li>• Unsatisfactory effort and/or attitude this week</li><li>• Work wasn't completed to adequate standard</li><li>• Some work not in on time/deadlines not met</li><li>• Little improvement</li><li>• <b>Learning is being hampered</b></li><li>• Little contribution in class</li></ul>
1	<ul style="list-style-type: none"><li>• Very poor effort/attitude this week</li><li>• Very little work done</li><li>• No improvement</li><li>• <b>Learning is at a low level at best</b></li><li>• No work in on time/deadlines not met</li><li>• No contribution in class</li></ul>

These criteria are for guidance only. Some students will certainly cross boundaries in various aspects of their work. Tutors will need to use their professional judgement in all cases.

**Punctuality is also very important when considering the “Tracking” score. Poor punctuality must impact on the score given.**

### Form tutor score

This will need to be based on different criteria from those used in class situations.

Tracking score	Example criteria
5	<ul style="list-style-type: none"><li>• All (possible) registrations attended <b>on time</b></li><li>• All registration “paperwork” in on time</li><li>• All assemblies attended on time</li><li>• All signing in/out procedures followed</li><li>• All illness/absence accounted for correctly</li><li>• No planner notes/comments</li><li>• No “behaviour” issues around school</li></ul>
4	At tutor’s discretion
3	<ul style="list-style-type: none"><li>• All registrations attended, possibly one/some <b>just in time</b></li><li>• Paperwork in on time</li><li>• All assemblies attended on time</li><li>• Illness/absence accounted for correctly</li><li>• All signing in/out procedures followed</li><li>• No planner notes/comments</li><li>• No “behaviour” issues around school</li></ul>
2	At tutor’s discretion
1	<ul style="list-style-type: none"><li>• Registration(s) missed/late, no satisfactory reason</li><li>• Paperwork late/missing</li><li>• An assembly missed/late</li><li>• Illness/absence not accounted for as yet</li><li>• Signing in/out not done <b>once</b></li><li>• Planner notes/comment(s)</li><li>• Behaviour problems around school</li></ul>



## Sixth Form Home-School Agreement

The aim of our Home-School Agreement is to make clear to parents/carers, students and staff that they have an equally important part to play in helping each individual student make the best of the opportunities provided at Batley Grammar School.

Success for your child will be built upon an open and supportive partnership between all those concerned. A sound and co-operative Home-School Agreement will enable Batley Grammar School to work within our School Philosophy and towards our Educational Aims and thus provide a quality education for every student.

Name of student.....

### **The parents/carers**

I/we will ensure that my/our son/daughter will attend school regularly and punctually.

I/we will ensure the school is informed on the first day of any absence.

I/we will not take holidays in school time.

I/we will support the school's policies and guidelines for behaviour.

I/we will support the school's policy on school uniform/dress code.

I/we will make the school aware of any concerns or issues that might affect my/our son's/daughter's work or behaviour.

I/we will take an interest in my/our son's/daughter's work and support the school's homework policy.

I/we will ensure that my/our son/daughter is supported by providing a suitable environment in which to do homework.

I/we will read and act upon information sent home by the school.

I/we will attend parents' evenings and discussions about my/our son's/daughter's progress.

I/we will not park vehicles on the school site or on the "yellow lines" area outside the school.

### **Batley Grammar School**

Will encourage your son/daughter to achieve and develop, in line with the School's published Philosophy and Educational Aims.

Will care for and attempt to ensure the welfare and well-being of your son/daughter.

Will have high expectations and demand high standards of your son/daughter.

Will provide an appropriately balanced and carefully planned curriculum to meet your son's/daughter's needs.

Will take account of any special needs your son/daughter may have and make the appropriate reasonable provision where possible.

Will listen to your problems and concerns and try to resolve them.

Will keep parents/carers informed about general school matters and particularly about issues involving your son's/daughter's progress or behaviour.

