ST GEORGE'S SCHOOL
Curriculum & Learning Framework

Academic Year 2020-21

Curriculum Intent

"A School does not exist to send out men and women solely to play a part in life whereby they achieve a competence and honourable life of useful work, but it exists to send out for posterity and for their own generation, men and women who by their character shall leave the society in which they live, the better for their presence and hence the world much nearer the Kingdom."

Dr. Watts, 1936

Nearly one hundred years later, all that we do as a School continues to reflect Dr Watts' philosophy of education. At St George's we firmly believe that everything we deliver and undertake has some learning potential. We believe that knowledge and skills can be gained through a variety of learning opportunities, both in the classroom and beyond, and that our whole school experience allows for a continuum of learning that enable us a community to meet our vision of "Aim Higher".

This document predominantly focuses on the range of taught subjects, hereafter referred to as the Curriculum. They are only one part of the package of an education at St. George's School, but all parts are driven with this wider message in mind. We seek to develop character in children and to give them the confidence to go on and make a significant impact in later life.

St. George's School, recognises that all pupils are entitled to a Curriculum which is characterised by breadth, balance, coherence, and of relevance both to themselves and the world they live in. We seek to deliver a Curriculum that satisfies pupil choice, provides challenge and meets the needs of all those in our care. We seek to provide an equitable experience for all children and a Curriculum diet that is broad and balanced. This must be achieved efficiently and effectively within the available resources.

Contents

1	**Teaching and Learning**
1.1	**Learning Principles** Learning should be interactive, enjoyable and, at times, independent. We aim to encourage learners who are: - Curious and willing to investigate and engage with new challenges - Resilient and willing to persevere - Creative and logical in their approaches to tasks - Reflective and able to receive feedback with maturity and humility - Confident and calm in the face of difficulties
1.2	**Teaching Principles** We expect to provide a high-quality learning environment for the children in our care. Teachers should have a deep knowledge of their main subjects and insight into how pupils learn. Pupils should be motivated by the quality of the Teaching they receive, enjoy the experience and be inspired to learn more. Teaching should promote high levels of pupil involvement and create a culture of praise and encouragement. We also aim to enable Staff to engage in a conversation about Teaching and Learning, and for Teachers' development to have evidence of learning at its core. Teachers should be reflective, ambitious, and able to ensure that they meet the needs of all learners whom they are responsible for. Teachers need to plan lessons to include access to challenge for all and differentiate their teaching accordingly, demonstrating knowledge of students' capabilities and using a range of approaches.
1.3	**Standards of Teaching and Learning** Teachers are expected to maintain standards as stated in the DoE *Teachers' Standards*. Performance Appraisal also includes judgment of Staff performance against these standards. Teaching Staff should also be aware of the St. George's School Code of Conduct. Teachers, within guidance from their departments, are encouraged to be innovative in how they deliver their lessons and the approach they take to the pedagogy of their subjects. Departments will have their own policies and practices which shape a culture around 'Teaching and Learning', 'Assessment' and 'Knowledge' which are exclusive to but consistent with whole school approaches. All staff are also members of working parties, or "Development and Implementation Groups". Many of these groups have an explicit Teaching and Learning focus and encourage both departmental distinction as well as cross-curricular fertilisation of ideas. These groups are underpinned by our commitment to effecting long-term change starting at grass-roots level.
1.4	**Classroom Expectations: Climate for Learning** ➢ Be on time to lessons, Tutor time and Registration. Be appropriately dressed and lead by example. ➢ Establish a secure and safe learning environment. Do not allow pupils to enter a room until you have given permission for them to do so. Make sure the class is quiet and settled before you start to teach. Take the register, both in Tutor period and in lessons, in silence. ➢ As a Teacher, stand to establish your authority and vary your location so that your view of the class changes and you can monitor behaviour. ➢ Work to a seating plan. ➢ Do not allow students to leave the class unnecessarily. ➢ Ensure that students conduct themselves well and respect each other's views. ➢ Do not shout or raise your voice on a regular basis; use the Sanctions System proportionately. ➢ Use the ON CALL System where necessary in order to protect the learning of others. ➢ Ensure chairs are stored under tables at the end of a lesson and any materials are stored. If hazards cannot be stored or removed, the room must be locked when vacant. ➢ The Teacher remains the lead professional in the classroom even if a Teaching Assistant is present and working with a specific student. ➢ Leave the room neat and tidy for the next Teacher to use.

1.5	**Classroom Expectations: Teaching and Learning** ▪ Maintain a secure and up to date level of subject knowledge. ▪ Plan lessons effectively to ensure all students are stimulated in their learning. ▪ Create sufficient stretch and challenge so that all learners can progress. ▪ Meet the needs of all learners through differentiation. Further guidance can be found in the School's Learning Support Policy. ▪ At KS4 and KS5, ensure that knowledge and understanding are linked closely to Exam Criteria and Assessment objectives when appropriate. ▪ Deliver lessons at a high tempo and with enthusiasm, and base learning activity around well-chosen and specific lesson objectives. Make the process of learning explicit through shared objectives and outcomes. ▪ Use data on prior pupil attainment and any SEN and Physical Impairment to inform planning. ▪ Ensure that any views you express are measured, well thought through and cannot be easily misinterpreted and therefore cause offence or misunderstanding to others. ▪ Homework should be set in a timely manner (e.g. not at the end of the lesson) and should be relevant to their learning. Homework could either consolidate or deepen understanding or prepare students for work to come, e.g. is "flipped". ▪ Provide a range of different forms of feedback which allows students to identify their own next steps. Ensure that feedback is timely and is given in line with Departmental Policy. ▪ Allow the learning of students to drive the lesson and ensure that you are able to measure the extent of their progress. ▪ Encourage student interaction and participation and ensure that their contributions take place in an atmosphere of mutual respect. ▪ Electronic Devices Protocol: There is a separate document which details in full how electronic devices could be used by students to help enhance their learning.
1.6	**Knowledge vs Skills** Skills are a product of knowledge, and both are important. Teaching at St Georges's should have a balanced approach to both elements. The school does not have a "hierarchy of knowledge", acknowledging that any knowledge provides a firm foundation on which skills can be built and that the acquisition of skills builds a positive sense of self. The school operates within a framework of distributed leadership which allows for creativity, autonomy and independence when considering curriculum delivery.
1.7	**Monitoring of Teaching and Learning** Under our distributed leadership framework, monitoring of Teaching and Learning is primarily the domain of the Head of Department or Director of Learning. Department leaders undertake around 8 exercises each year, these could take the form of: book looks, surveys, focus groups, interviews, lesson observations, drop-ins, moderation exercises. These activities are overseen by the Assistant Head for Teaching and Learning who supports department leaders in establishing what actions may be needed and in sharing best practice across curriculum areas. The School Leadership Group also undertakes regular reviews of AfL, with the intention of gaining an insight, across the School, of the quality of feedback pupils receive on both an intra and inter-Departmental level. The focus of the Review can vary according to need and can be a large-scale work scrutiny of pupils' books or a smaller scale focus group involving lesson observations and student interviews and surveys. In the Summer term, there is an expectation that each member of teaching staff undertakes a peer observation. A programme is organised by a member of the Senior Leadership team.

2	Homework

2.1	**Homework / Prep** Homework should prepare students for what is next to come as well as extend and embed key learning through practice. Homework, or, at St. George's School, Prep, is fundamental to students' progress and an important part of the diet of learning which students experience. Prep should be carefully planned by staff to enable both progression and variety of learning. It is our goal to create independent learners and not to inculcate a reactive disposition to learning, but, instead, one of proactivity. Prep should foster and nurture independent learning, not preclude or diminish it. There is a prep timetable which is issued to students and staff which clearly outlines the days that each year group should be set homework. It is important that teachers stick rigidly to this schedule. Students should copy their own individualised prep timetable in to their prep books in the first week of the academic year.

2.2	**Prep Allocations - Time**

Year 7	5 hours per week	2 x 30 minutes per night
Year 8	6 hours 10 minutes per week	2 x 35 minutes per night for four nights 3 x 30 minutes for one night
Year 9	7 hours per week	3 x 30 minutes per night for 4 nights 2 x 30 minutes for 1 night
Years 10 and 11	8 hours per week	3 x 30 minutes per night for 4 nights 4 x 30 minutes for 1 night
Years 12 and 13	3 x 8 hours per week (and use of study periods)	8 hours per subject (24 hours independent work)

Prep Allocations - Subjects

Year 7	English, Maths, Science, Geography, History, RE, French, Art, Technology, Computing. (In addition, Year Eight will have German).
Year 9	English, Maths, Biology, Physics, Chemistry, Geography, History, RE, French, German, Art, Technology, Drama, Computing.
Years 10 and 11	Core subjects: English (x2); Maths (x2); Science (3); RE (1); Options (8)
Years 12 and 13	A Level options

2.3	**Setting Prep** All prep should be well thought-out before the lesson and should take into account the learning needs and ability levels of the students in the class. It is expected that prep is therefore differentiated by task as well as by outcome. Prep tasks should either focus on pre-learning for the next lesson (very effective for KS4 and KS5); consolidating or extending knowledge and skills explored in the lesson or independent reading or research. Prep should ideally be set at the beginning of each lesson and not as a final action or within the final 10 minutes of the lesson. It should be verbally stated as well as presented on the board. Both the task and the relevance to learning should be explained. Weaker learners will need assistance recording the prep in to their prep books. If there is a lot of text to be copied down, it is advised that this be printed out and stuck in to their prep books for them. If it is not appropriate to set a prep then students should record 'None Set' in their prep book. Prep should not be set in the week before major exams (such as year 11 mocks) to enable students to prepare properly. This will be highlighted in briefing. In recognition of student wellbeing, students in years 7 to 9 should not be set prep during holidays. For students in older year groups, holiday work should consist of tasks such as reading, revision and consolidation.

2.4	**Use of the Prep Book**
	Students are expected to place their prep books on the desks at the start of every lesson except in practical subjects. These should be kept in good condition by the students and should be used correctly. Tutors are expected to check the prep books of their tutees every two weeks and to monitor:
	- How much prep the student is writing down - How much prep is being set - How much the student is engaging with prep tasks - Any issues concerning the student's ability to complete prep
	Comments/observations should be passed on to the HOH or HOD/DOL to follow-up.
	Tutors should sign the prep book and record any comments regarding prep and parents are expected to check and sign the prep book every week.
	A parent or a teacher may write a comment in the notes box, so it is vital that students are encouraged to show these to the appropriate adult.
2.5	**Support for Students**
	- Homework Club is run by the Learning Support Department and students who struggle to complete prep. Students may be invited to attend this provision for a range of different reasons and will be nominated by the SENCO or their HOH. These sessions are supervised and students can access teacher help. These occur after school on Mondays to Thursdays. - Library After School. Students can stay and complete work in the library after school until 5.00 p.m. and can have access to computers and printers. The library is also open before school for printing out work or for other prep related activities. - Boarders Supervised Prep (up to year 10) - supervised prep begins at 5:30 p.m. every evening from Monday to Thursday. It lasts until each year group goes into supper which is between 6:30 p.m. and 6:50 p.m. depending on the rota. The library opens after supper from 7:15 p.m. until 8:00 p.m. for those who choose to continue to work or those who are identified as needing to carry on. Girls and boys do their prep sessions together: year 7 and year 8 work in the computer rooms in the Grant corridor; year 9 work in the Watts block and year 10 work in the library. Please be aware that not all boarders will have access to extensive materials and resources and to 'YouTube' etc. so prep tasks should bear this in mind. In Years 11 to 13, boarders are allowed to complete their prep in their dorms unless they chose to attend a supervised prep session.
2.6	**Sanctions for Incomplete Prep**
	If a prep is not completed, the teacher should find out the reason for this and report any concerns with SEMH/home or learning issues to the HOH. Prep should be adapted if necessary and a new deadline set.
	If prep is missed on two separate occasions, then a sanction should be given e.g. a side and for repeated missing preps or a detention. Staff should carefully consider the learning abilities of each child before setting a sanction. For repeat offenders, the HOD/DOL should be involved to follow-up either with support or more sanctions and they should contact home (copying in HOH).
	Detentions can be a lunch time (minor offences) or an after-school detention (for repeated offences) and the correct detention form should be issued to the child via the tutor's pigeon hole with at least 24 hours' notice. All missing preps and sanctions should be logged on SIMS.
	Sanctions should be fair, appropriate and in line with the needs/ability of the child. The best practice is to supervise the student completing the missing prep in the detention time so that if there are learning issues then the teacher can support and encourage.

3	**Curriculum Design**
3.1	**Curriculum Structure** There are 48 lessons over a two week cycle, 5 lessons a day (Monday to Thursday) and 4 on Friday when the "Friday 5" programme takes place.
3.2	**Ability Setting: KS3** In Year 7, pupils are taught in mixed ability forms for most subjects, with smaller groups for Languages, Technology and PE. Pupils are usually re-grouped based on ability in Maths and Languages during Year 7. In Years 8 and 9, pupils are divided into three equal cohort groups. Within these cohorts, pupils are 'set' independently for Science, Languages, PE, English and their Humanities (ie History, Geography, RE). They are set across the year for Maths and are in mixed ability groups for Technology, Art, Drama, Music, Personal Development and Computing.
3.3	**Subject Provision and Choice: KS4** During Years 10 and 11 all pupils follow a common core of subjects: English Language, Maths, Science, RE and Personal Development. The majority of our pupils will complete GCSEs in English Language and English Literature. Our most able mathematicians will compete the FSMQ alongside their GCSE. All students complete double-award Science (2 GCSEs) unless they opt for separate Sciences (3 GCSEs). RS is an examination course leading to a full GCSE Pupils have a free choice for the 4 options blocks. Detailed information about the subjects offered at St George's at KS4 and KS5 can be found on the School Website. Within this option system, our Core Skills programme is available to develop the Literacy, Numeracy and Scientific reasoning of our less able learners.
3.4	**6th Form Curriculum Structure and Entry Requirements** All entrants to the sixth form must apply to study at least 3 recognised courses. A Level courses are taught in 8 hours per fortnight with Further Maths. Sixth Formers must take part in compulsory games lesson and are encouraged to represent the School if required during the week and at weekends. In recognition of our academic offering, all entrants must have a minimum of 5 full GCSEs or equivalent at grades 9-5, which include both English (Language or Literature) and Mathematics, and with 3 of their passes at grade 6 or above. Additionally, all entrants must fulfil subject course entrance requirements as specified in the Sixth Form Prospectus. We are able to consider students who do not meet all of these requirements, but such applicants can only be offered places if there is very compelling other evidence which satisfies the School that they can and will cope with the Sixth Form curriculum and expectations of St George's. Further information can be found on the School Website.

4	**Assessment**

4.1	**Assessment**
	Assessment is at the heart of teaching and learning. Assessment needs to provide meaningful and understandable information for:
	   - Students in developing their learning. It should inform them how far they have come and how they can move on.
	   - Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent.
	   - Parents in supporting their children with their learning.
	   - Middle Leaders and those with curriculum and/or pastoral responsibilities, Senior Leaders and Governors so progress at an individual and/or group level can be tracked against expectations.
	These aims require that assessment is fit for purpose for the learner and the curriculum area. This will require a range of assessment practice. Individual departments set guidelines for the frequency of marking within their own assessment policies, taking account of the year group in question and the frequency of lessons in their subject. Further details may be provided to students by their subject teacher.

4.2	**Formative Assessment**
	At the heart of all of our Assessment Strategies is Formative Assessment. The high quality feedback which underpins Formative Assessment is fundamental to not only the Teacher-Pupil relationship, but also to enable pupils to progress and for learning to be successful.
	
	Formative comments are more important than grades. Teacher comments should be written in a colour that is different from the pupil's own writing. These should focus on the positive things the pupil has achieved and, if appropriate, the next steps they need to make. The nature and detail of teacher marking will vary according to the task. It is not expected that a teacher will mark every piece of work completed by students. However, both class work and homework should be marked regularly in order to provide students with feedback. Teacher may opt to 'acknowledge-mark', that is marking that recognises that work has been completed in accordance with the teacher's expectations. The value and impact (for student progress) of acknowledgement marking has been called in question, but we consider that there is value in recognising students' effort. Effort should also be rewarded and recognised through Merit Marks and these should be recorded on SIMS.
	
	Assessment that takes place during the learning process, Assessment for Learning, provides opportunities for students to receive immediate feedback. This may include:
	   ❖ verbal feedback from the teacher;
	   ❖ question and answer opportunities;
	   ❖ mini-plenaries that review and identify learning during and at the end of lessons;
	   ❖ peer and self assessment.
	As there may be no formal record of this feedback, students are encouraged to identify and record targets or areas for improvement from this feedback. Formative assessment allows teachers to respond to the needs of the class, adapting the lesson to ensure progress.
	
	Feedback should be not only teacher-led but also from the students themselves: through peer and self assessment tasks. Self-assessment, and in particular self-regulation, when done well, has significant impact on student progress. Teachers should follow Departmental guidance in terms of the expected regularity of providing feedback.

4.3	**Reflection and Impact of Assessment** It is imperative that students are encouraged to react and respond to feedback. Activities that allow this to happen in a purposeful manner should form part of lessons. It is not sufficient, or indeed helpful for pupils to just sign the Teachers work - it is what happens as a consequence of the feedback that is important. Whilst written dialogue between Pupils and Teacher may provide stimulus for learning, there is no evidence of its impact on pupil progress and so, in the interests of Teacher workload, double or triple marking should be discouraged.

4.4	**Summative Assessment**

Summative assessment, measuring a student's achievement at a particular point in time, may include topic/end of unit tests, a project or an assessed task, a specifically identified class work or homework task. These will take place periodically according to department guidelines. Students in years 10 to 13 undertake formal mock exams.

St. George's is fortunate to have Departments staffed with well qualified, expert Teaching Staff. Departments utilise Summative Assessment pieces which suit their language of Assessment, reflect their distinctive discipline and provide coherent and meaningful progression. Some Departments may wish to use test scores for their Summative Assessment pieces. Other Departments may prefer to emphasise attainment in terms of a broad description of attributes.

Whilst regular, Summative Assessment is necessary, it is important that students are given regular feedback in a formative manner, given praise and encouragement and are taught how to become independent learners. Teachers should continue to focus on praise, effort and giving students Assessment opportunities that encourage reflection, interaction with their peers and independence. Whilst the use of summative episodes and exam-graded pieces may be characteristic of GCSE and A Level Assessment, it should not be overly practised to the detriment of students' self-confidence.

4.5	**Assessment Criteria**

In Years 10 to 13 students are assessed against nationally recognised outcomes based on examination boards' descriptions of what skills and/or knowledge are required to attain certain GCSE and A Level grades.

When Summative Assessments occur at KS4 and KS5, when appropriate, they should be correlated to GCSE and A Level grades. It may be that for short, gradations of assessment questions, a terminal grade is not appropriate and it is for Departments to decide how best to implement this Assessment System. However, in reporting terms, an "On Course to Achieve" Grade is required at the following points:
- Y10 Progress Reviews (February and May)
- Y11 Data collection (October), Y11 Report (January), and Y11 Progress Review (March)
- Y12 Progress Reviews (January and May)
- Y13 Data collection (September), Y13 Progress Reviews (November and February)

It would not be appropriate for students to be hearing Attainment Grades in terms of examination grades for the first time at these junctures, or to be unfamiliar with their meaning.

4.6	**Independent Learning**

Students at KS5 are expected to be independent learners and to have the confidence and resilience to overcome challenges. They must be given the skills to do so effectively. Students should be encouraged to self-regulate their own learning and to be conscious of the learning process needed to succeed in their studies. Teachers should provide students with accessible resources to stretch and consolidate their own learning and easily understandable summary sheets of both the assessment objectives and content. Flipped learning is an effective way to effect all of these processes and finds favour with students. Students at A Level should not be left to flounder and 'cope' – they need guiding.

4.7	**Unconditional Praise**

The majority of guidance on marking and assessment focuses on target setting or 'next steps' for progress. One such example is "what went well and even better if". Yet, one of the greatest motivators is praise and the addition of a target or suggested improvement in every piece of feedback can infer that 'nothing is quite good enough'. This is potentially damaging. At St George's we believe that occasional feedback (verbal and written) containing nothing but praise is not only valid by essential to build confidence and relationships.

5	**Reporting and Parents' Evenings**
5.1	Across the School, pupils are encouraged and praised for the level of effort they have made. Progress Reviews are undertaken at regular intervals, which clearly communicate both pupil progress and effort. We aim to enable parents to understand how far their child is progressing across the Curriculum and to be able to help them to make the required next steps. Whilst attainment grades are communicated to parents at GCSE and at A Level, we aim for all conversations about a child's progress to be about how far they have progressed from their starting point and how they can continue to move on.

Formal Reporting and Communication home to Parents is given in a number of ways: Annual Reports, Progress Reviews, Data Summaries and Parents' Evenings. In the following section, "reporting" refers to all activities requiring data entry or commentary from subject teachers and tutors that is then published to parents.

Parents are given regular feedback about their child's attainment through Departmental Summative Assessments. These are also communicated in terms of progress. All marking is encouraged to reward pupil effort. Progress Reviews also give Parents regular feedback in terms of their child's progress and level of effort. Annual reports also provide a more detailed analysis of the relative progress each pupil has made that year.

5.2 Overview of Reporting and Parents' Evenings 2020-21

Year 7	Early Effort Grades and tutor comments (October), Parent's Evening (November), Progress Review 1 (February), Progress Review 2 (May).
Year 8	Progress Review 1 (November), Parents' Evening (January), Progress Review 2 (March), Progress Review 3 (June).
Year 9	Progress Review 1 (November), Parents' Evening (February), Progress Review 2 (March), Progress Review 3 (June).
Year 10	Early Effort Grades and tutor comments (October), Progress Review 1 (February), Parent's Evening (March), Progress Review 2 + Mock Results (May).
Year 11	Parents' Evening (October), Data Summary (October), Annual Report (January), Progress Review March).
Year 12	Progress Review 1 (October), Progress Review 2 (January), Parents' Evening (March), Data Summary + Mock Results (May), UCAS Reference (written between June and October).
Year 13	Data Summary (September), Parents' Evening (October), Progress Review 1 (November), Progress Review 2 + Mock Results (February).

5.3 Grade descriptors KS3 and KS4

The descriptors for grading effort and attitude in KS3 and KS4 are included as an Appendix. Progress is communicated using the following characters:

+	Accelerated / Above expected progress
=	Expected progress
−	Limited / Below expected progress

As noted in 4.5, GCSE grades are required on a number of reports. Grades will always be stated as "On Course to Achieve" (OCTA). This is defined as the grade the teacher considers the student is on target to achieve at the end of Year 11 if they maintain their current work ethic and progress. These will be input as a whole grade (i.e. cannot be a 'split grade') and the judgement should be based on the whole spectrum of student performance since the start of Year 10 and not solely on one assessment. Grades should be supported by assessment data.

5.4	**Progress Reviews KS5**

Teachers are required to write a short summary comment for each student of their positive strengths and areas for further development. Where classes are shared, both teachers will contribute to the completion on the data and commentary. Teachers will provide the following grades:

PROGRESS	1	Making **significant progress**, above the key stage target grade/level.
	2	Making **expected progress** towards end of key stage target grade/level.
	3	Making some progress but **not in line with the key stage** target grade/level.
	4	Making **little or no** progress.
EFFORT	1	**Always** demonstrates **exceptional effort** in classwork and homework.
	2	**Consistently** demonstrates **very good** effort in classwork and homework.
	3	**Usually demonstrates** effort in class work and homework.
	4	Regularly makes **insufficient** effort.
FOCUS	1	**Exceptionally engaged** in all aspects of the lesson.
	2	**Engaged** in all aspects of the lesson.
	3	**Usually focused** in lessons but could make more contributions.
	4	**Can lack** focus but sometimes makes a positive contribution.
ORGANISATION	1	**Exceptionally** well organised and always meets deadlines.
	2	**Very well** organised and rarely misses deadlines.
	3	**Inconsistent** with organisation and meeting deadlines.
	4	**Lacks** organisation and often misses deadlines.

As with GCSE, "On Course to Achieve" grades are required throughout years 12 and 13. OCTAs are defined as the grade that subject staff believe the student is on target to achieve at the end of Year 13 if they maintain their current work ethic and progress. OCTAs can be input as split grades e.g. A/B or B/A with the left hand grade considered the more likely.

'Best Likely' Grades are also required at the end of Year 12. Best likely grades will be optimistic but realistic. They inform the UCAS process but they are NOT UCAS predicted grades. UCAS Predicted Grades are set by the 6th Form Leadership team based on their knowledge of the UCAS system and the students 'Best Likely' grades and application.

5.5	**Parents' Evening**

Parents' Evenings will be conducted virtually in 2020-21 using the SchoolsCloud platform. Details and guidance will be issued separately. The dates are published to Teaching Staff at the beginning of the calendar year and there is an expectation that, as part of directed time, they make provision to attend.

Should members of Staff be unwell and not able to attend on the day, they should inform their Line Manager and parents will be notified. The absent Staff member would then be expected to communicate with the Parents by email or phone, on return from absence within a timeframe deemed reasonable by their Line Manager.

Parents are given the opportunity of selecting their 5 minute appointments using an On-line Booking System. However, the School reserves the right to make adjustments on the basis of equity. Further adjustments can be made for members of Staff who wish to see their own child's Teachers at a Parents' evening as well as the children they teach. Given that some Teachers are responsible for the education of more children in a year group than there are appointments available on an evening, due to the complications of scheduling, not all Parents will be able to see all of their child's Teachers. In those circumstances it might be appropriate for a Parent to contact a Teacher by email, to gain further insight into their child's progress in that subject.

6	**Rewards, Recognition, Sanctions and Disciplinary Action**
6.1	**Whole School Rewards** ✓ **Merit Certificates -** Bronze, Silver, Gold, Platinum etc. Merit Cups for highest Merit scorer in House and by Tutor Bases. ✓ **House Colours -** Awarded at the end of the Academic Year to pupils who are particularly helpful within their House, contribute well to House Competitions or act as a positive role model. ✓ **Sports Music or Drama Colours -** Full or Half: awarded at the end of term or a season to those displaying a high standard in an individual sport or other activity. ✓ **Department Certificates -** Awarded by Departments throughout the year to those who have achieved highly over the year in a subject and/or produced an impress and sustained effort. ✓ **Reading Certificates -** Mainly awarded to Y7 and Y8 students as part of the scheduled Reading Scheme and recognise progress made through different reading pathways. ✓ **Captaincy and Vice Captaincy of Sports Teams -** Awarded to those with leadership potential. ✓ **Attendance Awards -** Awarded as part of a County Scheme for good or improved attendance or for good attendance in difficult circumstances. ✓ **Subject or Special Prizes -** These are awarded at the end of year Prize Giving. Recommendations for Special Prizes are nominated through the House System. ✓ **Selection of Prefects, Sub Prefects -** Appointments based on merit. Staff and pupils have a role in recommending students as School Captains. Students can also take on posts such as Health Ambassadors, Global Links, Student Voice, Form Captains. ✓ **Commendations -** Exceptional Effort, for a particular pupil, as indicated on the Progress Reviews can result in commendation by the Head of House, Head Teacher or Governor. ✓ **Selection on Special Trips -** Some trips with limited capacity e.g. Lessons From Auschwitz for VI Form may be done as a reward for Service to School. ✓ **Postcards and Letters Home -** Sent home by Houses and Senior Staff periodically to reward positive achievement and contributions to the life of the school. ✓ **External Competitions -** STEM (CREST) Chess, Maths Challenge, Physics and Chemistry Olympiads, Rothamsted Research Photography Competition, WFA Trench Diary Competitions, Geography Quizes, etc.
6.2	**Recognition – Teachers and Student** ✓ Merits - These can be recognised in class with a "Merit Stamp" and then recorded on SIMS. ✓ Praise in class, work showcased, Stickers, Cakes/Sweets ✓ Phone call or postcard home by Class Teacher
6.3	**Sanctions and Disciplinary Action** In the first instance, Teaching Staff should seek to maintain high levels of discipline by ensuring consistency in their own standards of planning, teaching and in giving feedback. Initially, poor student behaviour or work should be dealt with by the Classroom Teacher. Minor and infrequent instances could be dealt through verbal reprimand, community service or, if appropriate, by re-doing a sub-standard piece of work. If a detention is appropriate, this should be set at the convenience of the Teacher and ideally supervised by them so that a restorative conversation can occur. This intervention should be supported with contact home to the student's Parent and recorded on SIMS. Subsequent and repeated substandard behaviour and work should be dealt with by the Head of Department or Director of Learning. The Director of Sixth Form should also be notified regarding 6th Form students. Contact must be maintained with Parents and written communication established. It might be appropriate at this stage, to issue a Subject Report, or to enquire with the Head of House about a Full Report, or Target Card, to help get the student back on track. These systems are now updated on SIMS. In rare cases, should Disciplinary Action need to continue, then the Head of House and the member of the Leadership Group who Line manages that Department should also be involved. This may result, in rare cases, in a Friday Detention - our next most serious form of Sanction. It is imperative that a communication trail is evident with Parents, whom are aware of the reasoning of the School and the next steps they are taking.

7	**Literacy, Numeracy, STEM and More Able learners**
7.1	**Literacy** Being literate is a fundamental life skill for all children. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the Curriculum. We aim to enable all pupils in our care to not only be literate, but also engage with and enjoy Literacy. It enables pupils to integrate into society, access subject knowledge, read for pleasure, communicate effectively and ultimately, to succeed in life. Conversely, poor levels of Literacy can impact negatively on what pupils can do and how they see themselves. It is the responsibility of all staff to ensure that the children who are educated at St. George's become literate young people by the time they leave, have the opportunity to make the most of all that life has to offer. The teaching of Literacy is not the responsibility of the English Department alone. At St. George's all Teachers share responsibility for the teaching of Literacy across the Curriculum. Literacy includes the key skills of Reading, Writing and Oral communication that enables pupils to access different areas of the Curriculum. Additional activities to promote and develop literacy include: - Reading schemes for Lower School children - INSET and the promotion of a Reading Week - Reading Competitions - Promotions and training of Library Stewards - Public Speaking; e.g. School Chapel, House System and Debating Society. - Learning Support Provision – in class support and literacy specific interventions - Core Skills classes in KS4
7.2	**Marking for Reading, Writing and Communicating (RWC)** It is the responsibility of all teachers to help students to become more literate and enhance their communication skills. This can be encouraged through Oracy and public speaking in class, reading and writing. In terms of writing, Teachers should also seek to improve students' levels of Literacy by correcting and encouraging development in Spelling and Grammar. Key subject specific words must be corrected and students should be given activities to help practise the correct spelling of these terms. Correct Grammar and Syntax should also be corrected. Whilst it is important to maintain student morale, it is incumbent on Staff to mark for RWC especially as it is now a directly assessed component of many GCSE Examinations.
7.3	**Numeracy** The development of Numeracy is a basic life skill and essential for a productive adult life. The opportunity to develop Numeracy is a basic entitlement of all pupils. The School seeks to enable all students to have the ability to make use of mathematical skills and to cope with the practical demands of everyday life. Proficiency and progress in Mathematics is also imperative for all pupils and is essential for success in other areas of study. Like Literacy, Numeracy is a whole School priority and is the responsibility of every Teacher, regardless of the subject being taught. Numeracy in the Classroom - All Departments are responsible for identifying aspects of their Scheme of Work which contribute to raising students' standard of Numeracy and for highlighting these aspects in the teaching of their learning objectives. The Promotion of Numeracy - Whilst some subjects such as Mathematics, Business and Economics and Physics lend themselves to the promotion of Numeracy and the development of Numeracy skills at St George's, Numeracy is also an important part of the Personal Development delivery at GCSE and the Friday 5 Programme of pastoral input for VI Form. Sessions are given on functional Numeracy, Bank Accounts and Personal Finance.

7.4	**STEM** STEM is promoted widely across the School, chiefly outside of lesson time. There is a STEM Co-ordinator who oversees STEM opportunities across St. George's School. STEM provision includes clubs, activities and competitions. These are open to all students, although some competitions and Scholarships (Arkwright) are targeted towards the More Able. Students can complete CREST awards which range in difficulty: Discovery, Bronze, Silver, Gold. Students are also encouraged to enter external competitions such as the Bill Bryson prize for Science communication, the Rothamsted Research Photographic Competition, and the MBDA Robot Rumble competition.

7.5	**Enrichment for All Learners**
	At St George's we recognise that students are gifted in many different ways. A register could not possibly capture and recognise all of these and we have moved away from maintaining and communicating a Gifted and Talented register. We firmly believe that <u>all</u> members of our community should experience 'stretch and challenge' in their learning journey regardless of their starting point.
	
	This challenge is not constrained to the classroom and academia, but is school wides and includes character and personality traits. Over 400 of our students participate in competitive sport – often on Saturday – and the programme of over 20 House events that form the Endeavour Cup provide opportunities to develop leadership, teamwork and resilience. St George's is the biggest school in the South East for Duke of Edinburgh bronze award and Dragons Den competitions are open to all. We are continue to offer a huge array of residential and day trips.
	
	Students recognised as being academically more able may be offered additional opportunities that include, but are not limited to;
	   - Crest Bronze Award Scheme
	   - HPQ and EPQ qualifications
	   - Visits to Universities including a Year 10 trip to Oxford University Visit
	   - More Able Mentoring
	   - Arkwright Scholarship.
	   - Bank of England Competitions
	   - UKMT Maths Challenges
	   - Physics Olympiad
	   - Chemistry Olympiad
	   - Careers in Languages Visit to Cambridge University.

Effort and Attitude Grades

Awarded for **effort** and **not achievement** in a subject. Teachers are asked to be sympathetic to factors that may affect the effort and organisational elements (e.g. SEN)

O	**Outstanding**	- Excellent behaviour for learning and full concentration in class at all times. - All class work completed with the maximum of effort. - On some occasions, the student voluntarily attempts extension activities (relative to their ability), develops the set activity or produces pieces of work beyond the criteria set. - Evidence that the student is highly attentive and inquisitive about their learning: *This may take the form of highly visible behaviours (enthusiastic and frequent participation) or be much more subtle (starting tasks immediately, infrequent but inspired contributions and questions).* - All homework completed with the maximum of effort. - Fully equipped for all lessons. - Excellent punctuality. - All deadlines are met.
C	**Consistently Good**	- Good behaviour for learning and high levels of concentration in class. - Class work completed with sustained effort. - Evidence that the student is actively listening during explanations and discussions: *Frequent contributions in class and/or excellent at following instructions.* - Homework completed thoroughly and with care. - Fully equipped for lessons. - Punctuality is within acceptable limits. - Deadlines only missed in exceptional circumstances.
V	**Variable** *This grade is differentiated to identify the reason:* ***Vb*** *(Behaviour)* ***Ve*** *(Effort)* ***Vo*** *(Organisation)*	Vb Inconsistent behaviour for learning and concentration in class that occasionally has a detrimental impact on the student and/or their peers. Ve Focus and engagement in class need to be more sustained. OR Occasionally inattentive, requiring repetition or reminders of instructions. OR Reluctant or overly reticent participation in class discussion and/or activities. OR An inconsistent or limited effort made with homework. Vo Often needs to borrow equipment or is without key items. OR Punctuality requires improvement. OR Homework deadlines often missed.
U	**Unsatisfactory**	Two or more of the 'V' sub-descriptors above are applicable. For example, if you cannot decide between Vb and Ve then U is probably the appropriate grade. Or one (or more) of the following is a significant concern: - Poor behaviour for learning and limited concentration in class that adversely affects the student and/or their peers on a regular basis. - Minimal effort made with class work and there is an immediate need for improvement. - Very inattentive in lessons, requiring frequent repetition or reminders of instructions well beyond what is reasonable. - Zero or minimal participation in class discussion and/or activities despite encouragement. - Punctuality is a cause for concern.