

“INSPIRED TO ACHIEVE”

Our Vision:

- Fullbrook students will become responsible adults who understand their worth, achieve their full potential and are able to make a positive contribution to the global community.
- Fullbrook will be an outstanding school, offering a broad and balanced curriculum.
- Fullbrook students, staff and our community will enjoy learning and leisure in an inspiring and forward - looking environment.

Every learner can improve their skills. High aspirations and expectations inspire the achievement of all.

Learning is what we all do: In the classroom; in the corridors; in our homes; every hour and every day.



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Learning at Fullbrook

Learning is the “bread and butter” of the school. Learning with confidence underpins everything we do at Fullbrook. The success of our students as learners the reason that we dedicate ourselves to our profession and is how we are judged. All adults in the school, whatever their role, will have an effect on the learning that takes place. Learning is focused on the needs of the students although the same principles apply to us as adult learners.

Key Learning Principles

There is no ceiling on achievement – intelligence can be developed

Each student must know what to do in order to improve and how to do it. High expectations on their own are not good enough

Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of the parts

Every student has the right to be successful and has the ability to achieve

Our role is to create learning. Our most valuable resource is the teacher in the classroom.

A teacher’s time must be protected so that they can be creative and innovative. As a team we will reject bureaucracy and administration that does not raise achievement, at the same time recognising that we have a responsibility to record achievement and progress accurately.

Guide to an outstanding lesson

FULLBROOK GUIDE TO AN OUTSTANDING LESSON

What will be learned?

Each lesson will start promptly with the teacher meeting and greeting students then explaining what students are going to learn and how it fits into the overall learning in that subject or series of lessons. Often at the beginning of the lesson a quick task will be set to engage students.

How will we make sure the learning environment is effective?

Students need to be well behaved, motivated and follow classroom expectations and for teachers to provide the opportunity for all students to learn. Each lesson needs to be in a safe and positive environment so that all students and teachers can feel valued and respected in the lesson making the most out of the time available

How will students learn?

Lessons will include a variety of different stimulating and challenging activities that suit the different learning styles of students. Often incorporating role-play, ICT and project-based learning.

How will we prepare for the lesson?

Teachers carefully plan each lesson to maximise the learning opportunities for all students. Teachers will be aware of all students' additional needs. Students should arrive to the lesson equipped and with a positive attitude, ready to learn with homework and lesson preparation completed. Cover lessons are set in advance including both variety and differentiation.

How will Students know that they have learnt?

At regular intervals in the lesson and at the end of the lesson, students and teachers will reflect on what they have learnt and what they still need to do.

How will students be supported as Individuals?

Students will have personal feedback from the teacher, through directed questions, one to one advice or individual help. Grades will be clearly communicated with homework marked and commented on. Staff will identify learning concerns with pastoral staff or SEN.

What information will we get on how to improve?

Teachers will give students regular feedback, either verbally or in their exercise books, on how to improve their work and move their learning onto the next level. Students require a good understanding of the style of assessment used in each subject area. Peer assessment will be used regularly.

Lessons at Fullbrook

The following elements enable effective lessons:

Create a supportive learning environment

Teachers welcome students into the lesson and use positive language to foster a “can do / will give it a go” culture.

The learning area is an exciting, stimulating, welcoming and tidy place to be.

Teachers give students time to provide a response to a question or request.

Connect the learning – it is made explicit to students how the learning that will be taking place in the lesson builds upon prior learning and how it will link to future learning.

This may form the starter for the lesson but could also be shared with the students through a topic overview.

Share the big picture – Students understand what they will be learning about in the lesson, why it is important and how they will be developing their learning.

The teacher shares the lesson objectives with the students, explains the relevance of the learning and how the learning objectives will be met.

Describe the outcomes – Students are clear what they will have achieved by the end of the lesson and the range of bands/grades at which they may achieve these outcomes.

To achieve this, the teacher plans a range of outcomes from the objectives to challenge students of different abilities. A useful structure for this is “By the end of the lesson you will be able to:

describe..... Explain....., apply / use these ideas to..... link these ideas with.....”

Explain how the learning will be assessed - Students are clear how they can achieve their learning goals.

Teachers make students aware of what skills and learning are to be assessed and the criteria to be used for the assessment.

Input – New content is presented in a range of ways that appeal to the varied learning styles of students.

Differentiation - Learning activities allow students to develop their understanding of new content in a range of different ways. Students have choice as to how they carry out some learning activities.

Students have the opportunity to work in a variety of different groupings; individually, in pairs, in small groups and in a whole class situation.

Demonstrate the Learning – There are opportunities in every lesson for



students to show what they know.

This reinforces their learning and allows the teacher to provide constructive feedback. It also provides the teacher with an assessment of how effectively the learning outcomes have been met and informs further planning.

The teacher checks learning and progress have been made throughout the lesson.

Review for recall and retention – There are planned opportunities when the learning from each topic is reviewed.

This is crucial to ensure long term learning. Regular review and revision of previous learning occurs throughout the course at each key stage at planned points.



Schemes of learning are rigorous and offer sufficient challenge and interest for all students to progress. To achieve this they should:

- Be differentiated by task, outcome, questioning, student grouping
- Include structured lesson plans
- Identify how outcomes can be achieved through a range of learning styles
- Identify relevant learning outcomes
- Be central, accessible, shared, reviewed and amended as appropriate

ICT is used when it will enhance the students' learning in and out of lessons. This may include:

- Projector/laptop and visualiser to improve presentation for visual learning
- The use of interactive whiteboards to support kinaesthetic learning
- Voting devices to improve questioning and use of responses to craft lessons to meet learner needs.
- Modelling of difficult concepts
- Research and communication
- Supporting access to learning resources and enabling ease of analysis
- Enabling the testing and confirming of learning concepts through the provisionality offered by ICT.
- Managing independent learning using the VLE, e-mail, controlled social network use e.g. Online learning resources e.g. SAM Learning and the school network.

Note: All ICT use should be in line with the school E-Safety Policy.

Learning areas (classrooms) are arranged and maintained to provide students with an orderly and stimulating environment in which to learn safely. This means that:

- Seating plans are produced by the teacher using prior attainment data and SEND information. This may change during a lesson. Seating plans are kept by the teacher with key information identified such as G&T, Pupil Premium and SEND.
- The standard of facilities is monitored and maintained to ensure they provide a stimulating and safe learning environment. Any risks are managed in accordance with a risk assessment. Damage and hazards that arise must be reported to the Premises/Finance Manager so they can be dealt with promptly.
- Teachers manage displays for learning so they are up to date and reflect the learning of their students.

Teachers plan for effective deployment of Learning Support Assistants where they will most effectively support students' learning. Their role should be agreed in liaison with the teacher and will be in line with the individual student's Identified needs and support strategies as agreed with student, parent and SENCo. Information and specific teaching strategies for each student on the additional needs register is available on their individual 'Profile for Success'.



The equipment required for successful learning is available in lessons. This relies on:

- Students arriving at lessons with the correct personal equipment to complete the tasks set. Tutors are informed of students who are not equipped for lessons so they can be checked in morning registrations.
- The Head of Faculty and Heads of Subject deploying the budget effectively and using the Fullbrook School Development Plan to source developments.
- Teachers planning to use and preparing the resources that support the learning outcomes of the lesson.



Assessment and Marking

Students are involved in their own assessment and understand the criteria by which they are assessed

Assessment is used to enable students to identify how to improve to reach the next stage of their learning

Assessment provides feedback to students, parents and teachers on the students' rate of progress and informs target setting.

Assessment for learning (Formative Assessment)

Formative assessment is used to enable students to identify how to improve to reach the next stage in their learning.

The learner's task in assessment for learning is to close the gap between the present state of understanding and the learning goal. Dialogue between the learner and the teacher is essential for the learner to make progress.

The teacher's role is to communicate appropriate goals and promote self-assessment as students work towards them.

Dialogue in the classroom should take place between the teacher and student in partnership.

At Fullbrook, our day to day emphasis is on Assessment for learning. Approaches to this will include:

- Share the objectives and assessment criteria for each unit of work with students.
- Share the learning outcomes of each lesson to give students a clear understanding of what they are going to learn and why.
- Provide feedback which enables students to identify their next steps and how to take them.
- Allow students the opportunity to review, reflect and act upon assessment information.
- Use comment only marking to feedback to students against topics within the unit of work.
- Engage the students in the target setting process to encourage ownership and motivation.

Individual discussion with the student can be used diagnostically and used to guide students to differentiate activities.

Peer assessment activities using clear criteria to enable students to positively identify their strengths and areas for development.

Questioning is most effective when questions are targeted and differentiated.



Feedback can be either written or oral and come from either the teacher, another student (peer assessment) or themselves (self assessment). It is not always appropriate or necessary to assess every piece of work done.

Staff will be expected to show they have looked at books every 3 to 4 weeks to ensure a high quality of feedback and the development of a dialogue between the teacher and the student.

When providing students with written dialogic feedback

- A brief, constructive comment should be given to help the student understand what went well and support them to build on this success. (What Went Well WWW)
- A brief constructive comment should be given on what the student can do to improve further and how to make the improvement.(Even Better If... EBI)
- Students will use the WWW and EBI feedback to identify and write down what they need to do to improve, or, carry out the improvement. (I Need To... INT)
- Time will be given following written feedback for students to decide on and/or implement their INTs
- The teacher may later indicate accuracy of the improvement, make further corrections or acknowledge students' own identification of how to improve. A dialogue may be established between the teacher and the student around a particular learning point in this way.
- Comments are written in the second person using the student's name. (E.g. **You** have done well to identify the three main principles **Arun**)
- Students should only be faced with the number of corrections that they can manage.
- Literacy corrections will be made using the Fullbrook Literacy Language and Listening Policy (LLL). LLL assessment codes outlined in this policy will be used.
- Corrections to Numeracy will be made at the teacher's discretion

Homework is marked within two weeks of the date it is collected either through teacher, peer or self assessment (see 'Homework Policy', Page x).

In line with the LLL policy, all teacher assessed work will indicate literacy errors to students using the appropriate LLL assessment codes and criteria. Approximately three literacy errors per page will be identified. It is important that literacy assessment does not dominate the page and that correction is manageable for the student. Termly, students should produce some focused work (reading, writing, oral or aural) which is assessed for LLL.



Assessment of Learning (Summative Assessment) –

Summative assessment is carried out at the end of a unit, year or key stage. This records the current working score of an individual’s academic performance, allowing the tracking of progress over time.

Summative assessment is reported twice a term using GEP Assessing Student Progress Band descriptors, or appropriate grade descriptors, for all subjects at all stages.

Feed back to students informs students of their current achievement and provides targets for progression to the next stage of their learning.

Staff input summative data to the electronic schools management information system (SIMS) through PARS software. This is done six times a year, except for foundation subjects in years 7 and 8 where this is recorded three times a year, and year 11 and 13 where it is recorded five times a year.

This data supports whole school analysis of student progress which provides information to teachers about where intervention is needed to ensure that students reach their aspirational targets.

Fullbrook is a data rich environment and teachers use data provided about each student to plan future learning. Teachers share performance data with students to encourage and mark progress. Teachers, students and their parents should understand the aspirational targets set in consultation with the data manager and strive to achieve them.

PARS

PARS presents a range of analysis tools for the classroom teacher, Subject Leader, Head of Faculty and Head of Learning.

In addition to the register and seating plans, PARS presents student progress through the Key Indicator page.

Information on how to use the Key Indicator tool is provided in a 'PARS Connect user-guide'. In addition, training updates will be made available to staff throughout the academic year.

4 Matrix

4 Matrix provides an exam analysis tool for all staff. As an interactive database, it provides information on student progress across a range of subjects allows analysis of the progress of previous cohorts. Inbuilt filters will allow an analysis of specific groups, such as SEND and disadvantaged students.

4 Matrix is installed locally on your laptop. Please see Network for more information or troubleshooting.

A separate '4 Matrix user-guide' is available to support your use of 4 Matrix. Staff training to Subject Leaders, Heads of Faculty and Heads of Learning will be scheduled to support the analysis and use of data.

4 Matrix data will be updated after every data drop. An Email will be sent around to confirm that the latest data is available on 4 Matrix.

Usernames and passwords will be provided by Network.

Data Folder

In addition to the data analysis tools, there are a number of other reports that can be accessed in the 'Data' folder in the shared area.



- **ALPS:** The ALPS (A Level Performance System) giving value added data by subjects and by individuals. Approximate ALPS scores for subjects will be calculated as part of the Sixth Form interims analysis.
- **L3VA (Level 3 Value Added):** Learning Achievement Tracker – alongside the Sixth Form PANDA, an external analysis of Sixth Form performance by subjects, endorsed by Ofsted. The most recent analysis for Fullbrook can be found in this folder.

Assessing student progress at Key Stages 3 and 4

As a school we monitor student progress carefully.

Heads of Faculty

Heads of Faculty monitor and evaluate progress of students in all the subjects in their faculty, working with subject leaders to identify students who are not achieving their potential, implementing appropriate interventions to meet the needs of students.

Heads of Learning

Heads of Learning are responsible for tracking performance across their year group or House with the support of the data manager and in liaison with Heads of Faculty. They are responsible for implementing pastoral intervention strategies to make sure students' expected (aspirational) targets are met.

Subject Leaders and teachers

Setting targets is embedded in the Scheme of Learning of each subject. The teaching of the subject to ensure progress towards targets is the responsibility of the subject teacher monitored by the subject leader. The subject leader will work with the head of faculty to put subject intervention strategies in place where students have been identified as not achieving their potential.

Tutors

Tutors monitor and evaluate the progress of students in their tutor group as they track and monitor data. Students are clear about where they are heading and what they need to do in order to improve.

Senior Team

The Senior Leadership Team are responsible for the achievement of the students in the faculties and year groups they line manage and for achievement across the school as a whole.





Behaviour for Learning

Everyone at Fullbrook is a life-long learner. We encourage students to develop behaviours that will support their learning and progress.

Good behaviours for learning such as “engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem; responsibility;” (Powell and Tod 2004) have been shown to increase motivation, progress and achievement and enable students to develop into independent learners for life.

At Fullbrook we encourage students to develop ten specific behaviours for learning:

As a Fullbrook student I will:

1. Focus and engage in my learning
2. Present my work to a high standard
3. Listen and not talk over others
4. Help others if they need it
5. Always have the correct equipment
6. Ask questions to find out more
7. Always complete my INTs to help me make progress
8. Complete all classwork to the best of my ability
9. Complete all homework to the best of my ability
10. Always try my hardest

We encourage students to support themselves in their learning.

When I am stuck I can move my learning on by

Brain – What do I know about this already?

Board – Check the whiteboard

Buddy – Ask a friend

Boss – Ask the teacher

These ten behaviours and ‘When I am stuck...’ hints appear on posters in every classroom. (See appendix A)

Teachers report six times a year on a score of 1-4 (where 4 is Outstanding learning) how well a student is developing behaviour for learning skills. In lessons, teachers award merits for students exhibiting good B4L strategies.

Conduct

At Fullbrook we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect. A consistent approach to managing learning across the school promotes equality of opportunity and inclusion of all. Students who are actively involved in their learning rarely display negative behaviour. These learning guidelines, of which management of student conduct is a part, is applied by all staff so that there is a positive learning environment.

The school has expectations about how students conduct themselves and how this contributes to developing a positive ethos. Details regarding procedures and practices are covered in the Conduct Policy, faculty handbooks and continues to be developed at staff meetings and through INSET.

The Conduct Policy is encapsulated in 'The Fullbrook Way', the code of conduct that clearly sets out high expectations of behaviour from all students. Posters are displayed in all classrooms and expectations can be found in student record books along with 'The Fullbrook Way'.

All staff are responsible for reinforcing positive behaviour and responding appropriately to negative behaviour around the school. Students enter and leave the learning area in an orderly way at the instruction of the teacher and sit (when appropriate) in accordance with the seating plan.

Lessons have a prompt, learning focused start that engages all students.

Class discussion is managed in a way that encourages all students to participate and that all contributions are valued.

Any behaviour that interrupts the learning taking place or makes someone in the class feel uncomfortable is addressed using the strategies set out in accordance with the school conduct policy.

Staff behaviour models the behaviour expected from students. This includes how staff present themselves, speak to other members of the school, respond to what others say to them, behave when in assemblies and whole school gatherings.

Positive behaviour towards learning is always valued and reinforced through both praise and relevant year reward systems. These are monitored by tutors and Heads of Learning using IRIS. Teachers enter rewards promptly onto IRIS and these can be accessed by parents using IRIS at home.

Sanctions are used to address negative behaviour. When using a sanction it is always made clear to the student what they have done wrong and how they should have behaved. Students are always given the opportunity to improve in the future.

At Fullbrook we use restorative approaches to behaviour management. This puts repairing the harm done to relationships and people above assigning blame. It does not rule out sanctions, but recognises that sanctions alone do not always work.

FULLBROOK LEARNING

Mutual respect between all members of the school underpins good conduct and positive behaviour for learning.



At Fullbrook we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances. All students are entitled to an education that enables them:

- to achieve their full potential
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training
- Are able to access the whole range of opportunities offered by the school.

At Fullbrook every teacher is a teacher of every student including those with Special Educational Needs or Disabilities, the protected characteristics as set out in The Equalities Act 2010, and students of differing abilities, including high achievers.

Students' additional needs are made known to all staff so that support can be planned through varied approaches, strategies and resources. Personalisation is further facilitated by the use of the VLE. Where there are issues which pose a potential barrier to learning which cannot be addressed in the classroom, focused sessions are made available.

Ensuring inclusion in learning involves:

- Setting suitable differentiated learning challenges.
- Responding to students' diverse learning needs.
- Working to overcome potential barriers to learning.

The Learning Support Co-ordinator and SLT member responsible for students identified with high prior attainment both play a leading role in this process.

This section of the guidelines provides a brief summary of the work in these areas. Specific policies should be referred to separately. It is important to note that careful use of strategies to support the progress of SEND students and those in the high prior ability group will actually promote progress for all students. It is usually the case that good practice for one is good practice for all.

Students with Special/Additional Educational Needs (SEND)

Teachers use the information provided by the Additional Needs Register (ANR), profiles for success and assessment data to plan learning activities which are at an appropriate level and are accessible to students. Students who have needs that are particularly difficult to meet are discussed with Learning Support staff to devise effective strategies.

All students are expected to achieve their best. Students with SEND will often need reassurance of this and it can be achieved by providing them with short term goals and regular positive reinforcement when goals are met. The teacher's choice of language plays a huge part in influencing all students and should be positively phrased.



When information is provided it should be accessible to all students. This should involve: differentiating the content, carefully selecting the context and tasks used, providing clear explanations of key words, and for some using a larger font size. Avoid too much detail on a single worksheet or PowerPoint slide. Consider how information can be presented in forms other than the written word.

The learning outcomes planned for a lesson are differentiated in a way which will allow all students in the class to achieve significant progress. The teacher needs to know the students' current levels of understanding and what is a realistic target for them to achieve. Some students will need additional structure in order to complete extended tasks. This may include providing: sub-headings to help break up the task, writing frames, additional prompt questions, keywords with meanings and a timeframe in which to work.

A variety of questioning techniques are planned so that all students have the chance to give answers. The level of questioning used varies for different students within a class. Although students with SEND may need the level of questioning differentiated, they should still be exposed to deeper questioning. Assessments are varied and planned to allow all students to demonstrate what they have learnt in a lesson or series of lessons. They are used to give students clear indications of their progress and how they can make further improvement to enable them to learn with confidence.

For the role of the LSA to be effective teachers liaise with them about the student they support prior to the lesson. This allows subject specific content, key words and techniques to be explained so that the student can be offered the best possible support to learning. The teacher is responsible for providing appropriate guidance for Learning Support staff whilst recognising that they will often have an in-depth knowledge of the student being supported.

Students with medical needs and physical disabilities may require modifications to their learning environment. Consideration must be given to their needs in order for them to access the curriculum, as advised through the Alternative Needs Register, Statements, Education Health Care Plans, Individual Health Care Plans and a student's 'Profile for Success'.

Provision for More Able Students

Students with high prior attainment and those with particular talents. More able students are defined as those entering the school with a Level 5 or higher in English and Maths (in line with the OFSTED high prior attainment group).

Activities that offer stretch and challenge for more able students are planned into schemes of work. These activities may well go beyond the core outcomes of the curriculum or specification being taught. In line with the new National Curriculum introduced by the DfE September 2014 students are encouraged and supported to



achieve “mastery” in aspects of the curriculum in each subject area.

Higher level questioning is an important tool that can engage more able students.

The More Able Student Co-ordinator supervises the progress of more able students. This involves using data and liaison with subject teachers, tutors, Heads of Learning and the SENCO.

Subject Teachers are responsible for teaching and learning that engenders appropriate progress for More Able students.

Subject Leaders are responsible for the monitoring of the students’ progress within their department. The SLT have an overview of this process through line management and co-ordinate training when needed.

Heads of Faculty monitor the progress of More Able students within their faculty, through interim bands, forecast grades and behaviour for learning grade. This may identify students who are not fulfilling their potential.

This information is then shared with departments, tutors and the More Able coordinator. Challenging targets are included in reports to parents.

Students with particular talents within subject areas are identified and promoted within specific faculties (for example musical talent, talented sports people etc.).

All staff contribute to creating a culture of high achievement. This ranges from the interactions they have with students in and out of lessons as well as the messages given out in assemblies and at subject/information evenings. This is of course true for all students but especially helps More Able students thrive in an environment where aspirational achievement is admired.

Students not attending lessons

When a student who is on roll is not attending lessons, for example, due to a medical condition or exclusion, teachers are responsible for setting quality, accessible learning tasks that are matched to the student’s learning needs. This is provided upon request, within one working day and is marked upon its return.

Students' learning is influenced by a number of different people in addition to their subject teachers. This network of learning partnerships plays a crucial role in enabling every student to learn with confidence.

Students

The students at Fullbrook are central in this network of partnerships. These partnerships exist so that all students can achieve their personal best. It is for all staff involved in these partnerships to instil a sense of responsibility within the students to meet the expectations so that everyone can achieve their very best.

Heads of Learning

The Head of Learning and SLT line manager are responsible for the personal and academic well-being of the students within their year group or house. They take an overview of students' learning and contribute to ensuring that every child achieves their potential.

The Head of Learning and SLT line manager monitor student progression through analysis of data from a variety of sources. They identify groups of students who need extra support and co-ordinate the appropriate intervention e.g. focus groups. This can involve liaison with departments, the Head of Learning Support, SLT, parents and external agencies.

The Heads of Learning respond promptly to issues that are likely to hinder a student's progress. These may include social, welfare, family or attendance related issues. The appropriate response may also involve liaison with SLT, parents/carers and external agencies.

The Heads of Learning regularly celebrate success and achievement and, when appropriate, ensure that this is communicated to parents/carers. Termly celebration assemblies enable recognition of achievement. This contributes to developing a house/year group identity that is focused on high achievement.

Form Tutor

The Form Tutor is the first point of contact for students and parents/carers when an academic concern arises. They provide the link and support to Heads of Learning and subject departments when dealing with issues that hinder student progress.

Students are made aware of their progress through regular assessment and targeting in lessons. They are aware of their target grades and are able to measure their own progress in this way.

The Form Tutor helps students to access and understand the information provided to support the monitoring of progress and achievement. This includes interim data and information from behaviour management software (IRIS). They lead the celebration of success and achievements that come from activities both in and out of the classroom. They offer encouragement to all students in their tutor group.



Parents/Carers

We rely on the commitment and support of all parents and recognise how important it is to build a strong partnership with the parents/carers of our students. Since children spend approximately 65% of their time over the year out of school it makes a big difference to their learning how this time is used. Parents/carers are in a position to be the most significant factor in their children's education. Through a range of events, such as information evenings, Parent Voice evenings, subject evenings and regular liaison, we aim to foster support in the following areas:

- We encourage parents/carers to ensure that students are punctual, have a good attendance record and are fully prepared for a day of learning. This includes having the correct resources as well as adequate sleep and nutrition.
- We encourage parents/carers to provide students with an area at home that is conducive to learning and take an active involvement and interest in the learning. Through this they can foster a positive attitude towards success and promote lifelong learning. Parents/carers have access to the Behaviour Management software (IRIS) and have access to the VLE.
- Parents/carers attend subject/information evenings so they are involved in the monitoring of their child's progress. They help their child review their targets and encourage them to act upon the advice that is given. Parents/carers have the opportunity to regularly feed back on a variety of issues.
- Parents/carers keep the school informed of anything that may assist in meeting their child's learning needs. This includes changes in circumstances that may have an impact upon their child.
- We encourage parents/carers to consider how opportunities that extend learning can be
- provided for their children. These range from simply discussing topics that are raised through lessons or in the media, through to family outings that have an educational element. These experiences are invaluable in promoting learning, in the widest sense, as a lifelong commitment.

Federations and confederations

Fullbrook is a member of The Guildford Education Partnership (GEP). This group of schools believe strongly that we are more effective working in partnership than working alone. Our academies are all unique and serve unique communities, but aspire to share best practice and to spread excellence.

Fullbrook also works with the Runnymede Confederation. This ensures smooth transition from KS2 into KS3 and access to resources outside the school.

Eikon

Eikon is based on the school site providing students with support outside of the classroom. They work with students on an individual or group basis.



Independent learning

All students have the capacity to improve their ability to learn independently so that they can actively seek knowledge and understanding, both in and out of lessons. Fullbrook sees the development of independent learning as a key part of enabling personalised learning.

“Personalised learning ...seeks to build every aspect of education to meet the needs and aspirations of individual learners, to maximise their achievement and create independent, lifelong learners. Personalised learning is an approach to teaching and learning that stresses deep learning as an active, social process and which is explicit about learning skills, processes and strategies. It builds independence through interaction, intervention, stimulation and collaboration.”

(Leading in Learning : Guide for School Leaders. DfES 0036-2005G)

It is crucial that students are given a range of opportunities to develop the skills required to learn independently and the confidence to use them to learn successfully. Since many of these skills are transferable between subjects they must be promoted consistently across the school. Independent learning can occur in class, during enrichment activities or through homework, as follows:

1. In Class

There are many opportunities in lessons to develop and promote independent learning. Lessons provide the best platform to support students in becoming better independent learners so teachers and whole departments must make a conscious effort to plan appropriate tasks for lessons. The following points give a range of strategies to help direct this process:

- Provide opportunities within each topic where students have choice about how to complete a learning task. This may well link with their preferred learning style and multiple intelligence. This will often be during more open ended tasks. This approach provides opportunities to extend gifted and talented students whilst allowing less able students to learn at an appropriate pace provided the tasks are well matched to individuals' abilities.
- When information is recorded by students they are not asked to copy but instead encouraged to re-structure the information. This may be, for example, as: numbered/bullet point lists, diagrams, mind/concept maps, tables, story boards, extended writing, completed writing frames, mnemonics, revision cards. This encourages active note taking and focuses students on the relevant information in source material.

- Activities that promote Personal Learning and Thinking Skills (PLTS) are systematically planned into Schemes of Learning. These should build on the six areas of independent enquiry, creative thinking, reflective learning, team working, self management and effective participation.
- Students are regularly given the opportunity for peer and group learning that takes them beyond the teacher’s input. When the learning involves research, suitable structure, such as headings, prompt questions or blank tables, is given so that students can make clear progress towards the learning outcomes. ICT and the Learning Resource Centre (LRC) are frequently used to support research.
- Teachers encourage students to draft, re-draft and edit their own work to improve its quality. This is a skill that students need guidance with to develop and requires the teacher to model the process. Assessment criteria are shared with students before they start an independent task so that they can refer back to them when improving their work. Students will often need to refer back to and draw upon previous learning to increase the independence with which they learn.
- There are a vast number of academic enrichment opportunities on offer at Fullbrook 6 and they are constantly growing and evolving to meet the needs of our students. The Extended Project Qualification (EPQ) has been a particularly successful enrichment opportunity. The course involves students choosing an area of personal interest that allows them to study at least 2 of their A2 subjects in much greater depth, and then constructing a 5000 words essay and presenting their findings to a large audience with the support of a personal supervisor.

2. At Home

Homework is set for all students according to the homework policy (See Appendix C) Homework provides the opportunity for students to practice what they have learnt in class and to apply their learning in different contexts. It provides the opportunity for students to extend their learning, developing independent learning skills.

3. Further points to consider that promote independent learning

Departments can provide students with websites, lists of TV/radio programmes, reading lists and specific articles that provide further insight into the topics being learnt. These are provided through the faculty areas on the VLE.

Revision and exam preparation can be supported in a range of ways. These include: providing past papers with mark schemes, making revision guides available for loan or purchase, structuring revision by providing topic based revision schedules, providing outline revision timetables, explaining how to revise in a range of learning

styles and multiple intelligences, sharing materials and strategies through the VLE.

ICT is a powerful motivator to increase independent learning. It may include the use of internet, VLE, podcasts (downloads created by students and staff), DVDs/videos, CDs, digital cameras to present/analyse/evaluate, discussion forums, on line activities, use of voting devices and group work with interactive whiteboards. Fullbrook also provides SAM Learning and other online learning packages for all students enabling supported self-study in all year groups in all subjects at all levels.

The amount of time a student will spend in class on independent learning is planned into the Schemes of Work/Learning. Homework times are agreed annually and appear in the homework policy. Students in Fullbrook6 should spend at least 5 hours per subject in independent study.



The Fullbrook curriculum is designed to give students the skills and knowledge they will need to be successful contributors to a global economy. As an Academy with specialisms in Science, Technology and Mathematics, these subjects are at the heart of all learning and are used to support raising achievement across the curriculum. Students are offered a broad and balanced curriculum supported by an extensive and varied enrichment programme.

At Fullbrook we give every student the opportunity to fulfil their potential through a range of learning routes that challenge the most able, support students with additional needs and value both vocational and academic routes.

In year 7 and 8 students study a wide range of subjects. Students make option choices and begin studying for GCSEs in Year 9 giving time to enable students to study GCSE subject in greater depth over three years.

The timetable is organised in to 5 x 60 minute lessons per day, spread over 10 days. The tables below show how many lessons each subject is allocated per 10 day cycle.

Subject	Year 7	Year 8
Citizenship**	0	0
English	8	8
Mathematics	7	7
Physical Education	4	4
Science	6	6
Technology	4	4
Art***	2	2
Music***	1	2
Drama***	2	1
Computer Science	2	2
Languages*	5	5
Geography	4	3
History	3	4
R.E.	2	2

* Students study either French Spanish

** Citizenship is delivered as part of Fullbrook's Deep Learning Day Programme.

*** Art, Music and Drama pool their allocation in each year and allocate the time on a carousel during the year.

Subject	Year 9	Year 10	Year 11
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Citizenship**	0	0	0
English	7	8	9
Mathematics	8	7	7
Physical Education	3	3	2
Science	9	10	10
Religious Education	3	2	2
Optional Subjects*	5	5	5

* including Art, Award in Digital Applications, Drama, Music, Business Studies, Computing, Food Technology, French, Geography, German, Graphic Products, Hair and Beauty, History, Hospitality and Catering, Media Studies, Resistant Materials, Sociology, Spanish, Textiles, Physical Education, BTEC Sport

** Citizenship is delivered as part of Fullbrook's Deep Learning Day Programme.

It is compulsory for all students at Key Stage 4 to study a range of subjects which meet the English Baccalaureate criteria.

The English Baccalaureate or 'EBacc' is not actually a qualification; it is a way of identifying students who have passed specific GCSE subjects with a grade 5 or above. It was introduced to measure how well students and schools do. If students achieve a grade 5 or better across certain academic GCSE subjects then they are said to have completed the English Baccalaureate. To get the EBacc students need to get a grade 5 or above in all of these subjects:

- an English GCSE
- Mathematics GCSE
- either History or Geography GCSE
- two Science GCSEs (Computing counts as a science for the EBacc)
- a modern foreign language GCSE (French, German or Spanish).

These subjects have been identified by the Department for Education as giving students the opportunity to study a core of diverse subjects, allowing progression to 'facilitating A Level subjects' for those hoping to go to university to study higher level academic qualifications.

When selecting options at Fullbrook, all students must study English, Mathematics, Science and Religious Education to GCSE. They then choose History or Geography, a language and have two free choices from the remaining subjects. (All students continue to take part in PE and Citizenship, though not to examination level)

Grouping

Students are grouped to allow the most effective delivery of each subject. The grouping arrangements vary between subjects and age groups. All students are organised into 2 mixed ability populations A and B. English, maths and science will be taught in sets within the population based on ability and achievement.

Grouping at KS3

We use a range of prior attainment data (KS2, SAT results and Junior school records) and our own tests that are not based on prior attainment such as CATs (Cognitive ability tests) to group students.

English



Those students who need help improving their literacy are taught and supported by the Learning Support Faculty. The most able students are set into an achievement group. All other students are taught in sets 1-5 according to ability.

Maths

Students will be set according to ability. Students are placed in one of five sets in population. Those in the highest set are offered an enriched provision leading to following additional Maths courses.

Science

Science is set into five groups within each population.

The most able sets, approximately 60 students a year, follow an accelerated programme leading to the study of three Separate Sciences leading to Biology, chemistry and Physics GCSEs. All other students follow the national curriculum leading to two GCSEs in Combined Sciences.

P.E.

Students are grouped by ability in P.E. based on their skill level and potential as judged by the P.E. staff during the first half term in Year 7.

Modern Foreign Languages

Students study French or Spanish in Year 7 and have the opportunity to study two languages in mixed ability groups in Year 8 including the opportunity to take up German. At the end of year 8 students select the GCSE language they wish to study and in year 9 begin their GCSE language course. Some students may be withdrawn from languages to support and develop their literacy. These students study conversational French throughout KS3

Humanities

In Year 7 and 8, students are grouped into mixed ability groups and study Geography, History and Religious Education.

Technology

In Year 7 and 8, students are grouped into mixed ability groups and study

Art, Music, Drama

In Year 7 and 8, students are grouped into mixed ability groups and study

Computer Science

In Year 7 and 8, students are grouped into mixed ability groups

Citizenship

The citizenship curriculum is taught on Deep Learning Days held six times a year. and to. At KS3, the Personal, Social, Health and Economic Education (PSHEE) curriculum and Careers, Information Advice and Guidance (CEIAG) Curriculum are also covered. Students are taught in tutor groups which are mixed ability.

Grouping at KS4

Students are grouped by ability in Maths, Science, English and P.E. based on progress at KS3. Currently the grouping follows the same pattern as at KS3. Options subjects are taught in mixed ability groups. In foundation subjects students are

arranged in mixed ability teaching groups from Art, Drama, ICT and Music with smaller classes for technology. Citizenship takes place on Deep Learning Days in the



same format as at KS3. These days are also used to deliver extra subject support at KS4 where needed.

Grouping at KS5

All subjects are arranged in mixed ability groups which meet the entry requirements for the course. Deep Learning Days are planned to enhance the tutor programme at KS5 and to cover the Careers, Information Advice and Guidance (CEIAG) Curriculum

AS A FULLBROOK LEARNER I WILL:

1 **FOCUS** and **ENGAGE** in my learning

2 **PRESENT** my work to a high standard

3 **HELP** others if they need it

4 **LISTEN** and do not talk over others

5 Always have correct **EQUIPMENT**

6 Ask **QUESTIONS** to find out more

7 Complete my **INTs** to help me progress

8 Complete all **CLASSWORK** to the best of my ability

9 Complete all **HOMEWORK** to the best of my ability

10 Always **TRY** my hardest

When I am stuck, I can move my learning on by...

BRAIN
What do I know about this already?

BOARD
Check the whiteboard

BUDDY
Ask a friend

BOSS
Ask the Teacher

THE FULLBROOK WAY
As members of the Fullbrook community we will:

- 1. Wear our UNIFORM** correctly and take pride in our appearance
- 2. Arrive PUNCTUALLY** to school and lessons
- 3. Always COMMUNICATE** in a respectful way. Never use racist, sexist, homophobic, disrespectful or foul language
- 4. Ensure that we treat everybody FAIRLY and EQUALLY**
- 5. Keep ourselves and peers SAFE** at all times and report to a member of staff if we think that somebody is behaving in a way which is not safe
- 6. Use ICT RESPONSIBLY**
- 7. Wear a CYCLE HELMET** when travelling
- 8. Look after our learning ENVIRONMENT** by helping to keep the classrooms and

Appendix C- Fullbrook Homework Policy

Principles underpinning the Fullbrook Homework Policy

- Homework must improve the quality of learning and raise achievement.
- Homework should encourage independent learning skills.
- The system for setting, assessing and monitoring homework must be efficient and easily understood by students, teachers and parents.
- Homework must embrace new technology, in particular the internet and specifically our VLE.
- All students must have access to the necessary resources. If they do not have access to the VLE at home then they will have access during school time via the LRC and they can take paper details home with them.
- The setting of homework must be manageable for teachers and not detract from the time required for preparation and assessment.
- Homework is marked in a variety of ways, including peer assessment and teacher assessment. It is usually returned within 2 weeks of being handed in.

Marking and Feedback

Teachers make it clear that students have the responsibility of spending the required amount of time on their homework. Parents are encouraged through information and subject evenings to monitor the quality and completion of homework. Homework is marked using a variety of methods including teacher, peer and self assessment. Feedback is given for all homework tasks and recorded in a number of different ways: in students' exercise books, in Record Books or on practical work. In most cases both a positive comment and a target is given and, where appropriate, a level or grade. On many occasions the homework projects and exercise books are not taken home and so parents may not always be aware of the feedback given by teachers. There is an increased expectation at secondary school level for students to take responsibility to inform their parents of this feedback. In addition, we are pleased to send the work and exercise books home if a specific request is made.

Homework Policy for Year 7 and Year 8

Year 7 and 8 students have cyclical homework in all subjects. Homework is set as follows:

Maths

Homework is set for maths totalling 30 – 60 minutes per cycle. Students should expect to complete exercises that help them practise skills learnt in the lesson. Peer assessment will often be used to mark work and teachers will check work for completeness and to assess where students require further explanation. Some homework is needed to support learning the next day so the 30 minutes work should be completed in this short time frame.

Modern Foreign Languages

In MFL homework is between 10 and 20 minutes per cycle in Year 7, rising to between 20 and 30 minutes per cycle in Year 8. This may be broken down into 10 minute and 15 minute separate homework tasks. Students will be expected to practise reading and writing skills and learn vocabulary taught in lessons, which will be tested in the next lesson.

Drama, Music, Art, PE, Learning Support

Homework will be set as appropriate.

Technology

Students are asked to complete a range of tasks to support their work in Technology. This can include research, collecting resources for projects, evaluation of work and completion of projects. Homework will be set on an ongoing basis over the length of each project. Usually tasks are 30 minutes – 1 hour per cycle.

English

Homework will be set for up to 30 minutes reading and 30 minutes writing tasks per cycle.

History

Homework will be set every 2 cycles and the task should last up to 30 minutes.

**RE**

Homework will be set on an occasional basis.

Geography

Homework will be set every 2 cycles and the task should last up to 30 minutes.

Computing

Homework will be set on an occasional basis.

Science

Homework will be set every cycle and the task should last up to 30 minutes.

Homework Policy for Year 9

Year 9 students will have cyclical homework in all subjects. Homework is set as follows:

Science

Homework will be set every cycle and the task should last up to 30 minutes.

Maths

Homework will be set every cycle and the task should last up to 45 minutes.

English

Homework will be set every cycle and the task should last up to 60 minutes.

Geography and History

Homework will be set every other cycle and the task should last up to 30 minutes.

Modern Foreign Languages

Homework will be set every cycle and the task should last up to 45 minutes. This may be broken down into 2 tasks.

Music, Drama, Art

Homework will be set as required.

P.E. and R.E

Homework will be set as required.

Computing

Homework will be set every other cycle and should last for 30 minutes.

Technology

Homework will be set every cycle and the task should last for 30 minutes.

Homework Policy for Years 10 and 11**English**

Homework will be set every cycle and the task should last up to 60 minutes.

Science

Homework will be set every cycle totalling 20-30 minutes per teacher.

Maths

Homework will be set every cycle and the task should last up to 60 minutes.

Option subjects

Options subjects will set homework every cycle and should last for up to 60 minutes.

Modern Foreign Languages

Homework will be set every cycle and the task should last up to 60 minutes. This may be broken down into smaller tasks set by the teacher as required.

**Geography, History and Sociology**

Homework will be set every cycle and the task should last up to 30 minutes.

Core P.E. and R.E.

Homework will be set as required.

Technology

Homework will be set every cycle and the task should last up to 60 minutes.

Business Studies

Homework will be set every 2 cycles and the task should last up to 60 minutes.

Media

Homework will be set every cycle and the task should last up to 60 minutes.

Music

As the GCSE music course is 60% coursework and needs to be completed under supervision, homework will be set once per cycle.

ICT and Vocational Subjects

Vocational subjects and ICT coursework needs to be completed under supervision and thus staff will use time after school with students on site and therefore homework is set as appropriate. However, ICT can also set theory homework to be completed independently.

Homework Policy for KS5

It is expected that students in Fullbrook 6 will spend 5 hours per subject per cycle in independent study. This may be to complete tasks as directed by the teacher or through self-governed review of work completed during lessons and additional research and enquiry.

Further points to consider that promote independent learning

Departments can provide students with websites, lists of TV/radio programmes, reading lists and specific articles that provide further insight into the topics being learnt. These are provided through the faculty areas on the VLE.

Revision and exam preparation can be supported in a range of ways. These include: providing past papers with mark schemes, making revision guides available for loan or purchase, structuring revision by providing topic based revision schedules, providing outline revision timetables, explaining how to revise in a range of learning styles and multiple intelligences. ICT is a powerful motivator to increase independent learning. It may include the use of internet, VLE, podcasts (downloads created by students and staff), DVDs/videos, CDs, digital cameras to present/analyse/evaluate, discussion forums, on line activities, use of voting devices and group work with interactive whiteboards.



Appendix E Fullbrook 6

STUDENT/SIXTH FORM AGREEMENT

Conduct

Behaviour

Students should show due respect and consideration for other students, staff and their learning environment.

Inappropriate behaviour is not tolerated and all reported incidents will be investigated by the Director of Sixth Form.

The IRIS Behaviour Management System is used by staff, tutors and the Sixth Form Management Team to monitor progress, attitude to studies, attendance and punctuality.

In line with whole school policy, Personal Electronic Devices (PEDs) should not be taken out during lessons unless directly instructed by a member of staff for education purposes.

Private Study

The Study Room is for quiet study only and is monitored by Mrs Palmer-Smith.

Students are not permitted to eat or use mobile telephones in the Study Room.

Students will be asked to leave the Study Room if the above rules are not followed.

Study Room laptops are available for student use but must be returned to the laptop trolley.

Laptops must remain in the Study Room unless permission has been granted.

Common Room

The Common Room is available for socialising until 4.00 pm and must be vacated at this time.

Students are expected to behave responsibly and keep the room clean and tidy.

ALL rubbish is to be put in the bins provided.

Any music played must not disrupt the learning of others in the 6th Form Block or elsewhere on site.

No ball games or loud activities are permitted in the Common Room or 6th Form Garden.

Students using the garden should be considerate of lessons around them.

Smoking/Alcohol/Drugs

Smoking is not permitted on the Fullbrook site or in the vicinity of the school gates.

Students should not bring alcohol into 6th Form or attend having recently consumed alcohol.

The possession of illegal drugs is a serious criminal offence and likely to lead to permanent exclusion and may involve a police investigation.

Dress Code

Dressing modestly for 6th Form shows respect for yourself and those you work with

Students are expected to dress appropriately for a working environment.

No cleavage on show. Strapless/crop tops are not permitted.

Skirts, dresses and shorts **MUST** be at least mid way between knee and top of the leg, unless worn with proper leggings underneath.

Tights should **NOT** be worn as a substitute for leggings.

Cars

Cars, motorbikes and mopeds are NOT allowed on the school site.

When parking in adjacent streets, students should give consideration to local residents and emergency vehicle access.

Car registration details are to be given to Mrs Palmer-Smith.

Attendance

If a student is unwell, a parent or carer must telephone the Attendance Officer on Ext 206.

Should a student be absent for more than 3 days, please contact Mrs Palmer-Smith who will



liaise with subject staff to send work home.

Completion of a Leave of Absence Form is required for **ANY** activities that take a student out of 6th Form during term time (eg sporting activities or university open days). Each request will be considered by Director of Sixth Form on an individual basis, taking into account attendance record, progress in lessons and commitment to studies.

Wherever possible, students should attend university open days at weekends or during holiday periods.

The following appointments will be recorded as an unauthorised absence if made during lesson time: dental, doctor, opticians, driving lessons, driving theory test, part-time paid/voluntary work, interviews or training for part-time work.

Attendance at lunchtime tutor registration and weekly assembly is compulsory.

Punctuality to lessons and tutor registration is expected. Persistent lateness will lead to appropriate sanctions.

Students are expected to register their mobile telephone numbers to be kept on file for emergency and exam purposes.

Students are expected to regularly check their 6th Form email address for messages.

Students whose attendance falls below 95% may be required to pay for their examination entries, unless a satisfactory reason has been agreed with the 6th Form Management Team.

Study

Students are expected to complete one hour of private study for every one hour to timetabled lessons.

After an initial settling in period, and at the discretion of Director of Sixth Form, students are permitted to study off site for their study periods.

F6 Homework Sanctions Policy is as follows:

Students are not encouraged to repeat Year 12. The 6th Form Management Team consult with subject staff and the final decision is at the discretion of Director of Sixth Form.

Students must prioritise their studies over paid employment. **A maximum of 12 hours per week is strongly advocated.**

Additional Information

Work Experience

A period of compulsory work experience will take place during Year 12. Students should be aware that some universities require several work experience placements to have been completed prior to applying for a specific university course at the end of Year 12.

Change of course

Students considering a change of courses at the beginning of the year need to:

Speak to the subject staff to seek advice and discuss a possible course change.

Speak to their tutor to make them aware of a possible course change and to seek advice.

Speak to the Director of Sixth Form to reach a decision regarding a possible course change.

To collect and return a Course Change Form from Mrs Palmer-Smith

All students must attend lessons until the changes have been agreed and the Course Change Form is completed and signed by all parties.

Examinations

Students are now required to declare **ALL** examination results, including those examinations they choose to resit. Universities state that these results will be considered as part of the selection process.



The decision to resit any examination or module must be carefully considered following advice of Head of Faculty.

Students are required to pay Examination Board Fees prior to re-sitting the examination.

Consultation Evenings and Academic Clinics

Students are expected to attend these evenings with their Parents/Carers. Academic Clinics are by invitation only and students are expected to make appointments to see subject staff in the usual way. Both parents and students are strongly encouraged to attend these evenings.

Daily notice board/Plasma Screen

Students must check the daily notice board in the front entrance to the Sixth Form Block. Essential information is written on this board and students must not interfere with the details written on the board. Details of lessons being covered can be found on the notice board; this should be checked daily.

3 IRIS Alerts	2 hr prep session in Study Room	3.15 pm to 5.15 pm by arrangement.
5 IRIS Alerts	A proportion of study time booked in Study Room. Parents/carers informed by letter.	By arrangement.
7 IRIS Alerts	Meeting arranged with Parent/Carers	By arrangement.



Appendix F Literacy, Language and Listening

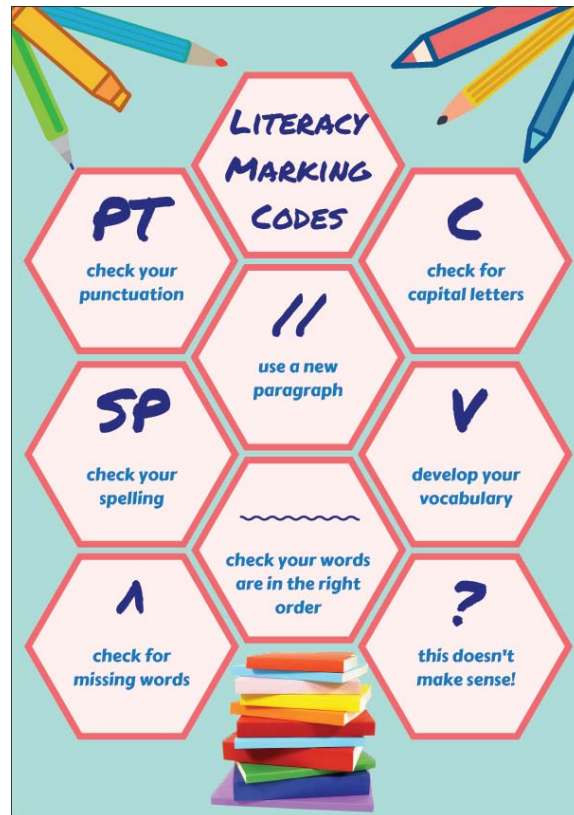
All pupils need to be able to engage effectively in all subjects through reading, writing, speaking and listening. Literacy underpins success in every subject so it must be a planned part of every lesson.

Literate pupils should:

- be comfortable reading a variety of texts for different purposes
- use appropriate reading strategies to gain information and identify key features of a range of texts
- enjoy reading for pleasure
- be able to write clearly and competently, altering their style and vocabulary to suit any situation
- not be scared by any writing challenge
- express ideas, preferences and opinions confidently through talk, altering their style and vocabulary to suit the audience and purpose
- listen and respond thoughtfully and sensitively to others
- talk confidently using standard English.

The Fullbrook community aims to ensure that all pupils should become confident in their literacy skills. To this end, strategies must be taught explicitly to support pupils and improve attainment.

For further details see the Fullbrook Literacy, Language and Listening Policy



Appendix G Social, Moral, Spiritual and Cultural Education

SMSC @ Fullbrook

In order for all students at Fullbrook to become confident, successful and effective participators in society, they will have the opportunity to develop their spiritual, moral, social and cultural awareness.

Students in all key stages will have the opportunity to develop this awareness across all curriculum subjects and in pastoral activities such as assemblies, tutor periods and visits.

Spiritual

In their spiritual advancement students will develop their sense of identity, self-worth, meaning and purpose. Students will be given the opportunity to recognise how their principles (religious or otherwise) can influence, inspire or guide them in life.

Moral

In their moral advancement students will build a framework of values which regulate their behaviour through principles rather than punishment or reward. Students will also develop an understanding of society’s shared and agreed values.

Social

In their social advancement students will develop an ability to participate successfully with each other and in the community as a whole. Students should acknowledge other people’s feelings and beliefs and recognise that these may be similar or different to their own.

Cultural

In their cultural advancement students will develop an understanding about their own culture and other cultures in their town, region, country and elsewhere in the world. This is intended to enable students to be able operate successfully in an increasingly globalised world.