

OLDBURY WELLS - "ASPIRE, ENJOY, ACHIEVE"

"WELCOME TO OLDBURY WELLS SCHOOL"

Dear Parents

Can I take this first opportunity to formally welcome you into the Oldbury Wells community. We have been designated a 'Good' and happy school by Ofsted and we thank you for choosing us for your child's education. This booklet provides information that we hope you will find useful, and suggests how we may work together to help your child achieve as much as possible. If it does not contain information you require, please let me know so that I can improve it for the future!

This Parents' Handbook is divided into twelve sections:

A - Key People at Oldbury Wells

G - ICT, Data Protection & Mobile Phone Policies

B - Attendance and Transport

H - Home Learning Policy

C - Uniform

I - Marking and Assessment

D - The School Day

J - Progress and Monitoring

E - Lessons and the Curriculum

K - Some Specific Points

F - Behaviour and Discipline

L - Our Partnership

Please keep in touch with us, and let us know how you feel things are going. We try to be an open school where, despite our size, parents will feel as welcome as they did at junior school.

We look forward to our partnership with you; we have a Home-School Agreement which we invite parents to complete and sign on the first of our Year 7 Parents Evenings in October.

If you require any further information please do not hesitate to contact us at school.

Yours sincerely



Headteacher

A - KEY PEOPLE AT OLDBURY WELLS SCHOOL

Your child's welfare at Oldbury Wells is the responsibility of us all, but his or her **Form Tutor** and **Head of Year** have a special concern. The Form Tutor takes the register every day; keeps a general eye on welfare matters and on your child's overall progress; and works with each child when reports are written, setting targets for improvement and so forth. Each tutor group bears the initials of the Form Tutor. The Head of Year oversees the year group's welfare as a whole; and Mr White is the Assistant Head with overall responsibility for these “pastoral matters”. In addition the school employs **Pastoral Support Assistants** who work with the children and support the Heads of Year.

All of these people are important in your child's life here, and you should not hesitate to contact them if you have a general worry, or anything you feel we need to know to aid the welfare of your child. You can contact the school on our main switchboard number of 01746 765454 or an efficient way of contacting staff would be via e-mail at: admin@oldburywells.com

The teaching of lessons is the responsibility of each **Director of Learning**; please get in touch with them if you have queries about a specific subject. A full list of staff, correct at April 2018, is given at the end of this booklet: the Director of Learning is normally the first listed in each subject area.

Key Staff with whom you may have contact include:

- Mrs Eileen Thomas (Head of Year7)
- Mrs Lisa Bridgwater (Student Support Worker)
- Mr Jamie White (Assistant Head with responsibility for Transport)
- Mrs Frances Sherrington (Headteacher's secretary)

The School's **Education Welfare Officer, Mrs Emma Chafer**, has responsibility for helping parents and the School over problems of attendance. Contact can be made via the School.

Finally may we emphasise that if you have a general worry and are not sure who to contact, you are always welcome to write to the Headteacher or make an appointment to see her. Alternatively, you may wish to raise something through one of the **Parent Governors**. A full list of Governors, correct at April 2018, is given at the end of this booklet.

B – ATTENDANCE AND TRANSPORT

ATTENDANCE

Good attendance at school is vital for successful education. Without it students cannot meet their full potential. For this reason we take attendance of students very seriously and expect pupils' attendance to be no less than 95%. Students are also measured by the Department for Education who class anyone with an attendance below 90% as a 'persistent absentee'.

Parents will be aware that the government has been tightening up on school attendance. Obviously we support this, as interruptions to education make learning harder. One measure that we have introduced recently has been text messaging to check on routine absences.

To enable us to keep a close check on attendance, it would be a great help, if in the case of illness, parents would:

- (i) Ring the School on 01746 765454 between 8:00am and 8:40am on the first morning, where you can leave a message on the 'absence line' telling us what the problem is and how long you expect your child to be away.
- (ii) If the actual absence may be longer than you first informed us, ring us again to bring us up-to-date.
- (iii) On your child's return from an illness absence, always write a note in your child's Home Learning planner confirming the start and finish dates.

We know this may sometimes be a chore, and we appreciate parents' help, but it is important because it helps us to spot truancy. For this reason, we do insist that students produce absence notes. The school uses a lesson by lesson registration package allowing us to track attendance throughout the day. If we are unsure of any absence I am sure you will understand if we contact you to make sure all is well!

Schools have the duty of deciding whether any absence was "authorised" or "unauthorised". The great majority of absences cause us no difficulty, but there may be times when we will need to contact you. I am sure parents understand that they have a legal duty to ensure that children attend School regularly! This is obvious but it sometimes can raise problems over term-time absences.

Punctuality is obviously of great importance too. Our morning registers are taken at 8.45am, during the first lesson of the day. Students who are late must sign in at either West or East Office. This is very important not only in terms of keeping accurate records, but also for safety in the unlikely event of an emergency such as a fire.

In order to make clear to students the importance that we attach to attendance, any unauthorised absences will be recorded on their files after parents have had the chance to comment.

Finally, we take truancy very seriously, and the School's standard punishment is to make up the time missed in a Key Stage Detention.

REQUEST FOR LEAVE OF ABSENCE

As from September 2013 there has been a change in the School Attendance Regulations. Where there used to be the option for Headteachers to grant leave of absence of up to 10 days for the purpose of a family holiday during term time, this has now been removed. There is no automatic right to take your child out of school during term time. Headteachers are now only allowed to authorise any leave of absence when an application has been made in advance and it is felt to be for an *exceptional circumstance*. The annual family holiday would not be deemed an exceptional circumstance.

Leave of absence taken during the school term is extremely disruptive for both pupils and teaching staff and we strongly recommend that it should be avoided. Children returning from any absence are unprepared for the lessons which build on the teaching they have missed. Teachers then have to give more time to help individual children to catch up on missed work and this poses a potential risk for the under achievement of other students in the class.

Applications will be looked at individually on merit and, in the case of an event that has to be booked; the request needs to be made prior to the booking. Factors taken into consideration by the Headteacher as to whether authorisation can be given will include:

- If it is necessary for the child to be in attendance at the event.
- If it is highly unlikely that the event will occur again in a child's school life.
- If the event cannot be organised outside of the school term.
- If the event is necessary to the health and wellbeing of the child.
- If taking part in the event will be of greater value to the child than attending school.
- If the child will not be disadvantaged by not being in school for the period of the event.
- The child's previous attendance history.
- The age of the child and their stage of education.
- The time of year (beginning of academic year, exam times etc).

If you think you will need to take your child out of school then you must first request a 'Leave of Absence' form, or you can download one from our website. Once filled in and returned a response will be sent to you as soon as possible. If the absence requested is not considered to be an exceptional circumstance, and you nevertheless take your child out of school, the absence will be recorded as unauthorised and the Education Welfare Service will be informed. In this instance the Local Authority *may serve a Fixed Penalty Notice*.

There will always be exceptions, particularly where a child or family have been through a difficult or distressing time, please contact me directly in such a case.

SCHOOL TRANSPORT

Bus passes for students eligible for free travel to School will be issued to them early in their first term with us. Once passes have been issued, they should be carried at all times as coach operators carry out regular checks on buses, and students will not be allowed on certain buses without them. Lost passes must be replaced at the student's own expense; for further information on the replacement of bus passes please contact us at school. We hope that parents will understand the importance of students learning to be properly organised, and carrying a bus pass is one way of developing this habit.

School transport for "in area" students is the responsibility of Transport Section at the Education Department at Shirehall. Parents coming from "out of area" are asked to contact Oldbury Wells for information about transport.

All buses are met on arrival every morning. Staff also supervise the safe loading and departure of buses; this ensures children are safe and that we are sure they 'catch' their correct bus.

GIRLS' PE KIT

PE T-Shirt with school logo* PE Skort or Shorts# Purple knee length PE socks#

*Optional: Long sleeve training top with school logo**

Optional: Black leggings# (to be obtained only from our suppliers)

Also required are swimsuit, trainers, football boots, shin guards and a gum shield

BOYS' PE KIT

Rugby/Football top* PE T-Shirt with logo* Black PE Shorts# Black with White top PE socks#

*Optional: Long sleeve training top with school logo**

Also required are swimtrunks, trainers, football boots, shin guards and a gum shield.

OUTDOOR CLOTHING

A Black or Grey waterproof coat/jacket may be worn to and from school and, if wished, crossing the road between East and West sites (but not to be worn indoors). **Sweatshirts or other such tops** are not classed as outdoor wear and **should NOT** be worn to school.

TECHNOLOGY

For Food Technology a cotton apron, with front pocket is required.

PERFORMING ARTS

Pupils are not required to change for Performing Arts but a spare pair of socks is recommended.

THREE IMPORTANT SUPPLEMENTARY POINTS ARE AS FOLLOWS:

Hair: 'Grade One' haircuts, or other extreme cuts, and unnatural hair colours are unacceptable. Should this be the case Parents/Guardians will be contacted as this is not an acceptable appearance to be allowed in school or the classroom.

Jewellery: Years 7-11: maximum of one stud or small earring in each ear. **No other facial piercings** or different types of piercings are allowed. Should this occur students will be asked to remove the piercing whilst in school. There are separate rules for the Sixth Form.

Make-up: is not allowed in Years 7, 8 and 9. Older girls may use it modestly. Nail Varnish should be of a clear or pale colour, but **no** nail extensions, acrylic or shellac varnish are permitted. Your child will be asked to remove any inappropriate colours.

SIXTH FORM UNIFORM (YEARS 12, 13)

Sixth Formers are not expected to wear uniform, but should attend school in clothing that is of a smart/casual, business appearance.

OBTAINING THE UNIFORM

All suppliers have the facility to order online

BRISTOWS SPORTS AND LEISURE, 157 Victoria Road, Bridgnorth, WV16 4LL

Tel: 01746 761701 email: bsleisure@aol.com website: www.schoolwearfactory.co.uk

RON FLOWER SPORTS, 28 Queen Street, Wolverhampton, WV1 3JW

Tel: 01902 429490 email: sales@ronflowerssports.com website: www.ronflowerssports.com

STITCHES OF BRIDGNORTH, Roshan House, Holybush Road, Bridgnorth, WV16 4AY

Tel: 01746 761177 email: info@stitchesofbridgnorth.co.uk website: www.stitchesofbridgnorth.co.uk

D – THE SCHOOL DAY

SCHOOL HOURS

The times of each day are as follows:

08:45am	-	09:45am	Period 1 and electronic registration
09:45am	-	10:45am	Period 2
10:45am	-	11:05am	Break
11:05am	-	12:05pm	Period 3
12:05pm	-	1:05pm	Period 4
1:05pm	-	1:45pm	Lunch
1:45pm	-	2:05pm	Assembly / Registration
2:05pm	-	3:05pm	Period 5
3:15pm		Buses Leave	

LUNCHTIME

Children may:

- have a school meal from the canteen. A good selection is available, including salads and vegetarian dishes; menus will be on display at the Year Six Parents' Evening. There is now a fixed price balanced meal, consisting of a choice of protein, vegetables, and potatoes or pasta, followed by a sweet or fresh fruit.
- have sandwiches, brought from home or bought from the canteen.

We have a policy that all students stay on school premises during lunchtime.

DURING THE SCHOOL DAY

Whenever going off site all students must sign out and sign back in at either East Office or West Reception on every occasion that they leave the premises. This is for Health and Safety reasons in the unlikely occurrence of an emergency such as a fire. For safeguarding reasons, **pupils will only be allowed to sign out once a parent has arrived to collect them.**

At lunchtime the school is in the charge of a team consisting of a member of the teaching staff and a number of other supervisors. The Headteacher expects instructions and requests from the team to be obeyed as if they came from her, and takes a very serious view of disobedience.

We also have areas on the school site which are "Out of Bounds" to students for safeguarding purposes. All pupils will be made aware of these areas at the start of the year.

E – LESSONS AND THE CURRICULUM

The timetable is organised over a fortnight of 50 lessons (five lessons of 60 minutes each day).

The curriculum is set out below.

KEY STAGE THREE (YEARS 7, 8)

Students follow all subjects. Time allocated is as follows:

	YEAR 7	YEAR 8
English, including Literacy	8	7
Maths	8	7
Science	5	6
Modern Foreign Languages French or French + Spanish	5	5
Geography	3	3
History	3	3
Design Technology (Resistant Materials, Food Technology, Textiles)	4	4
Information Technology	2	3
Drama, Music	4	4
Physical Education	4	4
Art	2	2
Religion & Citizenship	2	2
Personal, Social & Health Education	Incorporated into Form Time	Incorporated into Form Time
TOTAL	50	50

Within the above Curriculum the following aspects are also delivered:

- Personal Learning and Thinking Skills
- Healthy Life Styles
- Enterprise
- Community Participation and Our Place in a Global Society
- Relationships and Sex Education.

KEY STAGE FOUR (YEARS 9, 10, 11)

All schools moving into Key Stage 4 will have a program which includes both compulsory elements ('core') and an additional choice of subjects ('pathways'). At Oldbury Wells we believe that it is important to give students the maximum choice at this stage. As a result students have a choice of up to four other subjects, encompassing a range of different qualifications.

CORE: all students must take the following subjects:

- English, Maths, Science, ICT, Physical Education, Religious Education

KS4 PATHWAYS: students in the current Year 9 can take different combinations of the following:

- Art
- Business Studies
- Drama
- Design Technology (Resistant Materials, Textiles or Food)
- French
- Geography
- Health & Social Care
- History
- Information & Creative Technology (iMedia)
- Music
- Physical Education
- Philosophy & Religion
- Spanish
- Triple Science

KEY STAGE FIVE (Years 12, 13, Level 3)

We have a flourishing Sixth Form which offers approximately twenty Level 3 courses. These include academic and vocational A'Levels, alongside BTEC and OCR Nationals.

We offer a good breadth of courses from Science and Maths to the Creative Arts. Oldbury Wells Schools enrichment programme also includes the Extended Project qualification and some students may also take a Further Maths qualification.

A separate Sixth Form prospectus can be obtained upon request.

READING

National research shows that reading has a positive impact on pupils' attainment. At Oldbury Wells we also believe that reading improves pupils' literacy skills, and that good literacy is fundamental to pupils' success. All pupils are expected to have two reading books with them every day. We have a well-resourced library and continually promote "reading" through our curriculum. Reading and Literacy underpins the school curriculum by developing pupils' abilities to speak, listen, read and write for a range of purposes, in a variety of styles and for different audiences. They use language to learn and communicate, to think, to explore and organise. Helping pupils to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects. All teachers have a crucial role to play in supporting pupils' literacy development both inside and outside the school's curriculum. All teachers will take an approach which considers varying interests with boys and girls regarding reading materials. For a full copy of our Reading and Literacy Statement please go to our website at www.oldburywells.com.

GROUPS AND SETS IN YEAR 7

Groups and Sets are arranged so that every child can achieve their maximum potential.

In Year 7 pupils are taught in forms for most subjects, but are in sets in Maths and English.

In Year 8 more subjects are then delivered in ability sets, such as Science.

'Setting' is not a perfect art; a number of children could be equally well placed in more than one set. Do please contact the Head of Department if you are concerned that your child is seriously misplaced. However, we do ask parents to understand that it is important to keep class sizes reasonably even and those students on the borderline can normally be well served in both the sets in question. Also following assessments students can move either up or down sets. Parents will be informed when we feel this needs to be done to support a pupil's progress. Also setting is not the only way of organising pupils learning. Some subjects for example choose to teach pupils in mixed ability classes.

THE OLDBURY WELLS SCHOOL HOUSES – CASTLE, FRIARY, NORTHGATE AND WESTGATE

The Oldbury Wells School Houses are Castle, Friary, Northgate and Westgate.

Inter-House Competitions are held every half-term to help bolster the team-spirit and camaraderie between students in friendly but competitive team competitions. The events held each year include: Football, Netball, Rugby, Basketball, Dodgeball, Badminton, Volleyball, Handball and Tennis.

F – REWARDS AND SANCTIONS

REWARDS

It is of great importance to the school, as it is to parents, to achieve the highest standards of behaviour; leading of course to self-discipline in years to come.

The school sets out its expected standards in a 'Code of Conduct'. One function of this is to set clear standards of behaviour. Through a Code of Conduct, pupils are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet these expectations. The Code of Conduct has been developed through consultation with staff, pupils and parents/guardians. It is based on respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour and attendance.

The key principles are:

- treat other people and their property with respect and consideration
- take responsibility for your own learning, attendance and behaviour
- take an active part in making sure that the school environment is safe and attractive.

The Code of Conduct is included in the student planner and will be sent home to parents/guardians for information. It will be displayed in parts of the school as a reminder of the school's expectations.

Frequent praise and reward for achievement are features of Teaching and Learning at Oldbury Wells, so that pupils receive recognition for their positive contributions to school life. These positive contributions will include outstanding effort, attainment or progress, excellent classwork or homework, meeting or exceeding an end of year target, helping teachers or other students and outstanding extra-curricular performance. Praise is also available to all pupils whenever they show progress.

The school will use both informal rewards, such as giving praise for positive contributions in and outside the classroom, and formal rewards, such as awarding achievement points. When pupils reach a certain number of achievement points, they will receive the following rewards:

- Achievement badges
- Early lunch pass
- Canteen food vouchers
- Invitation to afternoon tea
- High street voucher

Teachers may also nominate pupils for Commendations for outstanding contributions in and outside the classroom.

SANCTIONS

Sanctions will be used to help pupils make appropriate choices about their behaviour and attendance. Where they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils. Sanctions will be applied consistently and fairly and without prejudice. In lessons, when pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by subject teacher. In the case of serious misbehaviour, the pupil may be referred to the Head of Department or Head of Year.

The school recognises we are working with children and young adults and they will make mistakes; it is important that they learn from any mistakes which are made and to do this we will invest time and effort to reflect and review incidents of poor behaviour. We work hard to ensure that pupils understand the difference between right and wrong and know how to behave responsibly and with courtesy.

The school also recognises the link between good teaching and good behaviour. Good teaching promotes good learning and positive behaviour. Positive behaviour allows good teaching and learning. Poor behaviour not only hinders teaching but is disrespectful to other pupils as it affects the learning of others.

The school monitors the incidents of poor behaviour as well as the achievement points that are awarded. Parents will be notified of concerns and where necessary be asked to help monitor pupil behaviour when pupils are placed on report. Where there are concerns, close links and close working between school and parents/guardians will often make all the difference. We use the full range of sanctions available to us which includes break, lunch-time and after school detentions, internal exclusion (removal from lesson), fixed term exclusions and, rarely, permanent exclusion.

The school anti-bullying policy is well established and incidents of nastiness are thankfully rare. One recent development is the problem caused by 'online discussions' between pupils; these online comments can be a wonderful method of communication, but unfortunately pupils can go too far by making comments which are not only hurtful but also illegal. We do ask parents and carers to be aware of this and to monitor their child's computer and mobile phone use.

Bus behaviour is closely monitored by Mr White, with support from Mr Shutt. The Local Authority Transport Unit will also be involved and if necessary appropriate sanctions will be imposed.

If parents or pupils have concerns they are able to contact any member of staff, however the most relevant contacts may be: the Head of Year or the attached Pastoral Support Assistant, Mr White, our Assistant Headteacher or our Headteacher Mrs Godden.

G – ICT, DATA PROTECTION AND MOBILE PHONE POLICIES

COMPUTER AND INTERNET USE IN SCHOOL

When using the computer network in school you should:

- Only access the programs that you need for the lesson. These will be specified by the teacher.
- Never leave your computer on and walk away from it. Make sure that you always log off after you have finished using the computer.
- Never tell anyone else your password, including your friends.

When using the Internet during lessons you should:

- only use, move and share personal data securely
- respect the school network security
- set strong passwords which I will not share
- not use my own mobile device in school unless I am given permission
- respect copyright and the intellectual property rights of others
- only create and share content that is legal
- always follow the terms and conditions when using a site
- only visit sites which are appropriate
- only use school approved email accounts
- only use appropriate content which I have permission to use
- only communicate online with trusted users
- never meet an online friend without taking a responsible adult that I know with me
- make sure all messages/posts I send are respectful
- not respond to or forward any inappropriate message or content
- be cautious when sharing personal contact information
- only communicate electronically with people I know or have been approved by my school
- report unsuitable content or activities to a member of staff

Remember that these rules are:

- 1) Designed to promote your safety and well-being and the safety of others.
- 2) Designed to support your learning.
- 3) Part of our school rules – a breach of these regulations therefore may lead to loss of ICT access, and bring school behaviour strategies into force.

NOTE: Pupils should not use their own mobile devices in school unless given permission to by a member of school staff. Any devices that are brought into school are at the owners risk.

Parents may wish to receive more detailed information about ICT & safety at www.thinkuknow.co.uk/parents and www.ceop.gov.uk both give useful advice.

USE OF MOBILE PHONES AND OTHER GADGETS IN SCHOOL

On occasions, we have issues with pupils using mobile phones in school. Parents will be aware of the potential for such devices to be used for cyber-bullying or worse; some cases of this sort have received media attention. We are aware that some of our young people travel considerable distances to school, and that some parents rely on mobile contact to arrange for collection from buses. Therefore, if parents choose to allow their child to attend school with a mobile phone, then it must remain unseen in the student's bag.

Our policy means that neither a mobile phone, nor any other gadget may be used at all, on school premises and/or during the school day (including between lessons, break and lunchtime). If a student needs to make a telephone call they should ask at Reception. Similarly, if parents need to contact their child, they may of course do so through Reception.

Students should be aware that if mobile phones or other gadgets are seen in school they will be confiscated and held at Reception until the end of the school day. If this happens a second time, parents will be asked to collect the mobile phone from school.

Parents should be aware that we are not in a position to replace lost or stolen personal items. Parents will need to take this into consideration, because there will be times when your child will leave their bag unattended. In exceptional circumstances we could arrange for valuables to be kept locked at Reception; please contact me if you wish to make use of this option.

H – HOME LEARNING POLICY

STATEMENT OF INTENT

The DfE (Department for Education) has stated that:

‘Well-organised homework can play a vital role in raising standards of achievement. It is important that the homework that pupils are set supports and complements the work they do in school and that the amount of homework pupils receive reflects the stage they are at in their schooling.’

Oldbury Wells School regards Home Learning as an integral part of the curriculum and school experience of every student and an essential element of good education. It should be planned and prepared alongside all other programmes of learning. We recognise the importance of home learning as a means of consolidating students’ understanding and developing new skills. Students have a home learning timetable at Key Stage 3 and a commitment is needed at Key Stage 4 of 12-15 hours per week which increases in the Sixth Form.

While considering the value of home learning tasks, children also need time to relax, enjoy life and learn through experiences outside of the normal school day. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary, community and family activities. Home learning should not unduly restrict a child’s access to these opportunities to develop.

A well-planned and well-managed home learning programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Home learning also helps create in students a sense of responsibility for their own education, provides opportunities for them to reflect on their learning, supports the development of independent learning skills and provides parents with an opportunity to take part in their children’s education. The ability for a student to learn independently is a valuable asset whilst at school and essential when studying for A-Levels.

Any learning activity that students are asked to do outside of normal lesson time can be regarded as home learning. The home learning task is generally related to work that students are doing in school, often as preparation, consolidation or follow-up.

Tasks will be varied in style and not necessarily be a written piece of work. Tasks could include reading, listening, watching, revising, essay writing, report writing and model making.

National research shows that reading has a positive impact on pupils’ attainment. At Oldbury Wells we also believe that reading improves pupils’ literacy skills, and that good literacy is fundamental to pupils’ success. All pupils are expected to have **TWO** reading books with them every day. We have a well-resourced library and continually promote ‘reading’ through the curriculum.

Your role in supporting your child’s learning can be crucial. We encourage good home study habits and understand that good communications between home and school are importance, especially on issues such as home learning. With this in mind we have a Student Planner which not only enables students to record tasks, but also gives parents a chance to let us know of any concerns.

Not all home learning is done at home. In fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

RESPONSIBILITIES

The Senior Leadership Group has overall responsibility for all matters concerning home learning. They are assisted in this by Heads of Department and Heads of Year.

Pupils should:

- Record home learning in their planner, using TED (**T**ask, **E**xpected time, **D**ue Date)
- Complete home learning to the best of their ability
- Complete home learning on time
- Ask parents to check and sign their planner each week.

Subject teachers should:

- Set home learning in appropriate quantities
- Mark and check work has been completed to an acceptable standard
- Be familiar with the Department's home learning policy
- Keep a record of pupils who fail to complete home learning
- Make arrangements for the pupil to complete outstanding home learning
- Inform Head of Department of pupils who continually fail to complete home learning.

Heads of Department should:

- Monitor home learning set within the Department
- Contact parents if a pupil persistently fails to complete home learning satisfactorily
- Arrange with subject teachers various sanctions to deal with pupils who are failing to complete home learning. These may range from simple counselling to detentions.

Heads of Year should:

- Monitor the setting of home learning across the curriculum and address issues with subject areas who are setting too little or too much home learning, directly with the Head of Department or with a member of SLG as appropriate.

Form Tutors should:

- Check planner at least once a fortnight and sign.
- Liaise with Year Head and Head of Department if home learning is not set without reason given.
- Work with pupils to encourage positive attitude towards home learning.

Parents/Guardians should:

- Provide a peaceful and suitable place in which children can do their home learning
- Familiarise themselves with home learning expectations
- Contact school if problems exist e.g. too little, too much
- Encourage and support pupils with their home learning
- Support the school's home learning policy, including the sanctions used to deal with pupils who fail to complete home learning satisfactorily
- Sign the planner each week.

REWARDS

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate, home learning should be included in display work. Achievement points may be awarded for good home learning. For exceptional pieces of home learning, a commendation certificate or postcard may be sent home.

STUDY SUPPORT FACILITIES

If there are difficulties at home providing a suitable environment in which to do home learning, arrangements can be made to complete home learning in school between 3.05pm and 4.00pm and at lunchtime in the library.

There is also a lunchtime Homework Club held each week on Monday-Thursday which is open to anyone who wishes to attend or may need some extra help with their homework.

EQUIPMENT FOR SCHOOL

All students should bring to school at least the basic equipment. The 'ideal pencil case' * would include the following:

- 2 x Pens
- Pencil and Sharpener
- Pencil Eraser
- Ruler
- Coloured Pencils
- Calculator

Equipment can be purchased from the school library at very reasonable rates and the Maths department can provide advice on the purchase of calculators.

* *For ICT it is recommended that students would bring a pair of 'in ear' headphones (cheap ones would suffice).*

I – MARKING AND ASSESSMENT FOR LEARNING

Regular marking is an important part of our service to the children - it shows how we value their work and gives them pointers to improve. Please encourage your child to make the most of the teachers' comments - too often children look to see their grades and ignore the valuable advice they have been given. Our policy on Assessment underpins our 'Assessment for Learning'. Marked and assessed work is frequently supported with a target for improvement to guide children on how to move forward and make progress. Any required action will be highlighted and pupils are expected to respond, allowing them to make progress.

Not all work will be marked - given the volumes children write, this is not practical, so please do not be concerned if some is unmarked. Equally, some pieces of work will be marked for a specific feature - spelling perhaps or quality of analysis and other features will be left unmarked. If you are concerned, please contact the subject teacher or the relevant Head of Department.

Marking in all subjects follows a common grading system. This is intended to give parents, students and Form Tutors a clear idea of how well each piece of work has been done. In due course every piece of work will be assessed for effort and graded for achievement. There will be some variation in the different subjects grades awarded for some pieces of work.

All key work in school is marked on a 9–1 scale that reflects the grades and skills required at GCSE. Each subject area has its own specific criteria that is used in all formal assessments and are regularly used in lessons to help pupils develop the skills and knowledge required.

J – Progress and Monitoring

What follows applies to students in Key Stages Three and Four (Years 7 - 11). Arrangements for the Sixth Form are notified separately.

- (i) **TARGET SETTING:** Once staff have got to know your child, they will set them targets for the end of their Key Stage. These targets are meant to be challenging, but realistic if your child works to their full potential. The starting point for all target setting is your child's Key Stage 2 English and Maths test scores (from the tests they took at Primary school before joining Oldbury Wells). The government base their judgement on a child's progress from these test scores too.

Making progress to the end of Key Stage targets is different for every child and we are well aware that sometimes a child can achieve their targets sooner than expected. In these instances, targets can be increased to provide your child with a new goal to aim for, if it is appropriate. When targets are not met by the end of the year, or monitoring shows that your child does not look like they will meet their end of Key Stage target, a range of intervention strategies will be employed by your child's class teacher to help them get back on track. Should you have any concerns regarding your child's progress, you should contact your child's Head of Year.

- (ii) **INTERNAL MONITORING:** Children's progress is evaluated using a variety of approaches. These will include homework, classwork and more formal termly assessments that will occur throughout their school career. On entry, students are set academic targets which are based both on their prior levels of attainment and on their potential to improve at a steady rate. We then monitor their progress towards achieving these targets in order to ensure that any concerns are identified early and addressed promptly.

Internal reporting procedures exist to respond to concerns that may arise over behaviour. For example, the Head of Year may request the compilation of a brief report to assess a student's attitude and effort within lessons. An appropriate intervention programme may then be constructed to address any issues raised which may include a request for a meeting with parents.

- (iii) **REPORTS AND PARENTS' EVENINGS:** All parents are contacted on three occasions during the school year. Parents are invited to a Parents' Evening in order to discuss their children's progress with their teachers. Parents receive a main report once every year which records current levels of attainment against target levels. A brief interim report also records ongoing progress towards each child's targets.

The exact timings of these contact points vary from year to year, according to the needs and curriculum demands of each year group. For similar reasons, there may also be additional reports to parents, such as mock exam reports. However, whilst arrangements may be different for individual year groups, the overriding principle governing the pattern and nature of reporting is the same; we aim to ensure that parents are fully informed of their children's progress.

K – SOME SPECIFIC POINTS

ACCESS: The Governors take seriously their responsibility to enable students with disabilities to access the full school experience as far as possible. Parents with concerns should write to Mrs Godden or to the Chair of Governors. Our SEN Policy and accessibility plan are available on our website.

ACCIDENTAL DAMAGE: The School does not expect to reclaim any costs from students or parents when School property is damaged in a genuine accident. However, if damage arises through thoughtlessness or stupid behaviour, and certainly if there is any deliberate act, parents are asked to pay an appropriate proportion of the cost.

ASSEMBLIES: Are important at Oldbury Wells; students will normally have at least two each week. We see them as an opportunity to promote and to uphold the School's values: respect and care for others, a sense of personal worth for our students and a determination to aim high. They are set in a very broadly Christian context and often with global issues as a subject matter. Please let the School know in writing if you wish your child not to participate in Assembly.

CAREERS EDUCATION AND GUIDANCE: Begins specifically in Year 8, when students choose the subjects they will take for Key Stage 4. Broadly, the emphasis of our programme is on sensible, well-informed decision making, and some relevant material will be included in work that Year 8 do with their Form Tutor.

CHARGING: By and large everything that takes place during the school day is free. There are two exceptions where charges are made: in Technology, if you wish to own your child's finished product; and towards the cost of individual music instrument tuition. Also, voluntary contributions may be essential if we are to be able to afford to run educational trips in the daytime. For more information please see the 'Charges and Remissions Policy' on our website.

EQUAL OPPORTUNITIES: Are something we take seriously. School is very much about opening doors for young people, and an important part of this is keeping our students' minds open about careers and subjects which may be stereotypical. The school has an Equalities Policy which may be viewed on our website.

EXAM FEES: The School does expect to reclaim from parents any examination entry fees if the student, having agreed to enter, subsequently withdraws. Other exam entries will not be charged for except where students repeat a subject.

INSURANCE: By and large your children are uninsured when they are here. They are not insured against accidental injuries, and their property is not insured against loss or theft. Parents who wish these matters to be covered by insurance **must check that their own insurance gives satisfactory coverage.**

LIBRARY BOOKS: The School has a well-equipped reference and lending library and we hope that all students will join. However, we do ask that parents acknowledge responsibility for books issued on their child's ticket.

LOCKERS: These are available on a 'first come, first served' basis. There is a non-refundable charge of £5. Any lost keys are replaced at a cost of £5 each.

LOST PROPERTY: Please help us by labelling everything possible. An amazing amount of PE kits, coats, pencil cases and so forth is left unclaimed each year - please encourage your children to be aware of what they have brought to school and not simply to abandon items! Enquiries about lost property should be made to Mr Shutt; property which is not claimed after one complete month is disposed of, although clearly labelled items can, of course, be returned to their owners.

Please help us by insisting that only necessary items are brought to school. A watch; a calculator; "Medical Alert" bracelets; ear-rings of the plain stud type only; and, for upper school students (*Years 10 and above*), one **plain** (*i.e. no stones*) ring; nothing else is needed. Please bear in mind that the school cannot replace lost or stolen items.

MEDICAL: When children fall ill or are injured during the school day, a **member of staff** will of course contact you. Children **must not** contact you themselves by **mobile phone**. We do not have a resident school nurse but a member of staff who holds a First Aid at Work certificate is available to deal with **minor** problems. If in doubt, we refer children to yourselves or to hospital in the event we cannot contact you. Please do not send students who are ill to school just because there is nobody at home to care for them, we do not have the staff or facilities to look after them.

Please make sure that the School is told of any health problems (e.g. asthma, epilepsy etc) that we should know about. This enables us to keep all teachers properly informed. Parents will have been asked to complete the 'Emergency Medical Aid' section of the Pupil Registration Form which gives permission for pupils to receive medical attention, in the case of an emergency, where it has not been possible to contact home.

Could you also ensure you let school know ASAP if there are any changes to contact numbers etc.

INDIVIDUAL MUSIC INSTRUMENT TUITION: Is arranged by the Head of Music, Ms Joanne Dangerfield: please let her know if you would like your son or daughter to learn an instrument, she can be contacted at jo.dangerfield@oldburywells.com. Some tuition is provided at a subsidised rate by the County and subject to demand, we can arrange additional tuition in various instruments on a paying basis.

RELIGION & CITIZENSHIP: Follows the Shropshire 'agreed syllabus'. A significant study is made of other religions; above all our aims are to develop knowledge and understanding. Parents are of course at liberty to withdraw their children from Religion & Citizenship if they wish, but we do ask for confirmation in writing to be sent to the Head, Mrs Godden.

SEX EDUCATION: In the early years the emphasis is on a fairly factual approach, so that students understand puberty and how their bodies work. As students mature there is more consideration of relationships - the need to have a responsible attitude to sexual behaviour is emphasised. A copy of our Sex Education Policy is available on our website.

L – OUR PARTNERSHIP

One point cannot be over-emphasised: your child's education is not our responsibility alone. We shall do the best we can, so he or she is able get the very best out of School. Your child will get the most out of their education if we work together. Your interest and support will really help especially taking a keen interest in their home learning; making sure attendance is as good as it can be; attendance at Parents' Evenings and supporting your child in any extra curricular activities. But most importantly keep us informed, we will always be here to help with any concerns you may have.

The variety of subjects is an obvious difference from Junior School. We regard good teaching by subject specialists as very important; but it does pose a major challenge to us all. In junior schools youngsters spend much of their week with one person, who will know them closely and be well aware if, for example, their performance slips. At Oldbury Wells children can expect to meet as many as twelve teachers weekly. **Here the partnership of School and Parents becomes very important.** Our part is to monitor achievement regularly, and to work with your son or daughter and yourselves in cases of under-achievement. We need you to take a close interest in your child's work, always being ready with praise and encouragement, but also taking time to challenge him or her to improve the work still further.

Home learning is at the centre of our partnership. We have found that home learning is the biggest single challenge for our New Year 7 students. Whatever your child's age, you can help us, and him or her, in three ways:

- By providing a quiet, comfortable working area without distractions. This is one way of emphasising the importance of home learning.
- By helping and encouraging your child to do a first-class piece of work, rather than a satisfactory one, every time.
- By signing their Student Planner every week.

We hope that these pages have emphasised a number of ways in which Parents and School can work together.

We look forward very much to your child's time with us. We have every confidence that it will be happy and successful, but please do not hesitate to contact us if you are concerned at any time. If you are not sure who to write to, please write direct to the Headteacher.

Finally, may we emphasise again the central role which you still have in your child's education. If you can give the time to work with us in the specific ways outlined in this booklet, your son or daughter will achieve far more than with our help alone - and he or she only gets one chance.

STAFF AT OLDBURY WELLS

(As at September 2018)

Headteacher:	Mrs Sarah Godden
Principle Deputy Head:	Miss Lisa Thomas
Deputy Headteacher:	Mr Scott Wycherley
Assistant Heads:	Mr Bruce Brown, Miss Katharine Warner, Mr Jamie White, Mr Tom Williams
Director of Finance & Business:	Mrs Karen Cook
Administration:	<i>PA to Headteacher:</i> Mrs Frances Sherrington <i>West Office:</i> Mrs Kate Dwane, Mrs Sarah Overton, Mrs Karen Sawyer, Mrs Liz Thomas <i>East Office:</i> Ms Caroline Ballinger, Miss Chloe Eyke, Mrs Angela Jordan, Miss Sarah Kemp, Mrs Clair Phipps, Mrs Sarah Wellings
Business Studies/ ICT/Applied Studies:	Mrs Rachel Chapman , Mrs April Bishell, Mrs Emma Dunning, Mr Arkurst Quaicoe, Miss Amber Shelton (IT Tech)
Caretaker:	Mr Kevin Tuffin
Classroom Supervisors:	Mrs Sarah Barlow, Mr Tim Blackburn, Mr Chris Smith
Art & Design Technology:	Mrs Liz Bell , Ms Grace Barby, Mrs Ruth Laurie, Miss Rosie Stevens, Miss Lisa Thomas, Mrs Emma Wycherley <i>Technicians:</i> Mrs Louisa Johnson, Mrs Louise Millatt, Mr Paul Shipley
English:	Miss Sally Lawson , Mrs Helen Buckley, Mr Kurt Cook, Mrs Zoe Griffiths, Mrs Ursula Marley, Mrs Jo Wild, Mr Jamie White
Geography:	Mr Tom Williams , Mr Scott Wycherley, Mr Alistair Elkins, Mrs Samantha Farrington, Mr Glyn Mark
History:	Mr Ben Grainger , Mr Craig Hailes, Mr Andy Smith, Mrs Rebecca Lawson, Miss Katharine Warner
Learning Support:	SENCO: Mrs Shirley Anthony and Teaching Assistants
Library:	Miss Glynis Madden <i>The library is open 8:45am – 4:30pm every day</i>
Maths:	Mrs Katy Barlow , Mr Bruce Brown, Mr David Barnsley, Mrs Caroline Duodo, Mr Andrew Hudson, Mr John Kiapene, Mr Glyn Mark, Mrs Eileen Thomas
Modern Languages:	Miss Faye Higgins , Mrs Natalia Forward, Miss Nina Faure
Performing Arts:	Miss Jo Dangerfield , Miss Catherine Morgan
Physical Education:	Mr Stuart Farish , Mr Terry Cowburn, Miss Claire Joiner, Miss Claire Massey
Psychology:	Mrs Eileen Thomas
Religion & Citizenship:	Mr Jim Perfect
Science:	Mr Patrick Sawyer , Mrs Louise Crump, Miss Alice Edwards, Mrs Alison Green, Miss Sophie Humphreys, Mr Malcolm Johnson, Mrs Julie Morgan, Miss Tegan Ransom, Mr Duncan Swann-Horler <i>Technicians:</i> Mr Ian Lock, Miss Maisie Roberts
Student Support Workers:	Mrs Sarah Barlow, Mrs Lisa Bridgwater, Mrs Jen Brown, Mrs Tracy Fyfe, Mrs Lucy Goodison, Mr Jim Shutt

MEMBERS OF THE GOVERNING BODY

Bridgnorth Area Schools Trust



Members

Ray Gill; Karen Howell; Judy Mondon; David Ravenscroft

Board of Trustees

	Category	Serves Until
Geoff Baker	Member Director	5 May 2021
Allen Crawford-Thomas	Academy Director	5 May 2018
Sarah Godden	Executive Headteacher	Indefinitely
Donovan Gibbons	Academy Director	1 November 2021
Nick Hooper	Member Director	4 April 2020
Vince Jones (Vice Chair)	Member Director	23 October 2021
Judy Mondon (Chair)	Member Director	20 September 2021
Rose Patey	Academy Director	1 November 2021

Oldbury Wells Local Governing Body



Geoff Baker	Co-opted	5 May 2021
Sarah Crawford-Clarke	Board Appointed	1 December 2021
Allen Crawford Thomas (Chair)	Co-opted	5 May 2018
Tracy Fyfe	Staff Governor	14 July 2020
Sarah Godden	Executive Headteacher	Indefinitely
Judy Mondon (Vice Chair)	Co-opted	20 September 2021
Ken Moreton	Board Appointed	4 February 2019
Jim Perfect	Staff Governor	2 February 2021
Katharine Warner	Board Appointed	1 July 2019
Vacancy	Parent Governor	
Vacancy	Parent Governor	

