



St. George's School
A Church of England Academy

YEAR 7
PARENT INFORMATION
BOOKLET - 2020

BELIEVE ACHIEVE CARE

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Our Vision is *'Academic excellence within a caring Christian community'* this is so that every member of our school community is empowered to change the world for the better. I am delighted to welcome your child to be part of our community at St George's School, A Church of England Academy. I know that choosing the right secondary school for your child was a huge decision. In choosing St George's, you have put enormous faith in us and entrusted us with your child's education and wellbeing. As an academy we will work tirelessly to ensure that your child achieves their very best that they are capable of.

St George's School continues to grow from strength to strength and is the highest performing secondary school on the Fylde Coast according to the government's headline measure of progress 8. We expect a lot from our staff as educators and we expect a lot from our pupils and our families. We expect all of our pupils to follow 'The SG Way'. This is our way of life in and around school, our DNA, our core values. These include things like following instructions first time – every time, transition with purpose around the school and to work their hardest every lesson. We expect you as parents to work in partnership with the academy to support your child's education. This means that your child attends the academy every day and arrives before 8:20am every morning. We also expect your full support in attending parental meetings and consultation evenings.

When we work together as a school, family, and child we can achieve amazing results. Your child will have curriculum booklets and knowledge organisers detailing the powerful knowledge that they will need to learn to be successful. They should spend a minimum of 80 minutes per evening revising this knowledge. As parents you have an important role to play in testing their knowledge. We also know that for your child to achieve their potential they need to leave St George's School with a vocabulary of 50,000 words. It is essential that they spend at least 30 minutes each day reading and spelling. You can support this by ensuring that there is a wide range of books in the house and read with and to your child.

I look forward to working closely with you and your child over the next five years of their education, and helping your child achieve excellence.

Mr Graham Warnock
Headteacher

OUR VISION AND VALUES

WHAT WE STRIVE FOR

Our vision at St George's School is to provide academic excellence within a caring, Christian community.

Our faith nurtures a deep commitment to our town and its young people and the desire to see both succeed and flourish. A proven track record and strong relationships with our stakeholders encourages tremendous support and participation, especially from parents.

We see our purpose as inspiring and equipping our pupils with an education that provides the skills and qualifications they need to succeed in life, and become responsible local and global citizens. We help our pupils develop a clear sense of where they are now, where they hope to be in the future, and the journey they need to take to get there.

Spiritual, moral, cultural and social development underpins academic development at St. George's and can be summed up in our motto of "Believe, Achieve, Care".

BELIEVE

As a Church of England academy within the Blackburn Diocese and a member of the Cidari family, we encourage an understanding of the meaning, value, purpose and significance of faith, by worshipping daily and promoting Christian values in our life and practices.

ACHIEVE

We believe in the limitless potential God has given to us all to achieve excellence regardless of our backgrounds. By offering our pupils a rich curriculum and excellent teaching, we seek to inspire them by opening up new horizons. We seek to create life-chances by challenging and encouraging our pupils to aim high in whatever fields they choose to pursue and setting ambitious targets for themselves.

CARE

The St. George's family believes a harmonious and inclusive community, built on the values of respect, honesty and kindness, acts as a civilising influence for all. We aim for a safe, healthy and happy academy, where people of all faiths, and no faith at all, are welcomed and valued; a school that pupils love and in which they openly speak about feeling loved.

CHRISTIAN ETHOS

“LOVE ONE ANOTHER DEEPLY. HONOUR OTHERS MORE THAN YOURSELVES” Romans 12:10

OUR FAITH

In accordance with the Church of England, St George’s ethos for education is shaped by our Christian vision and one that encourages the spiritual, physical, intellectual, emotional, moral and social development of our pupils.

As a Church of England Academy, our Christian ethos and values serve as foundational gifts on which to build our lives and education. St George’s has been described as, “exceptionally caring and a place where pupils are confident, keen to learn and take on challenges. A school with excellent spiritual and moral development based upon the teachings of Christ.”

St George’s holds worship at the core of our everyday life. Our Christian Distinctiveness is directed by our Collective Worship, but it runs much deeper than that. We care about humans flourishing. Whilst we recognise the diverse background that each member of the St George’s family has, we strive to cultivate an atmosphere in which everyone can experience life in all its fullness.

CHRISTIAN VALUES

In our academy we promote the presence of authentic Christian values as a narrative for being/behaving that stem from and express the teachings of Christ. For this reason, we know it is essential to equip our students with Christian values that serve as deep roots in their lives. These values take pupils beyond just *caring and sharing*. The character that we endeavour to nurture is the root, the support system for the entirety of life.

Although our forms and year groups focus on specific core values, the academy as a whole focuses on all the values of: peace, justice, trust, radical relationships (Koinonia), love, patience, service, honesty, hope, courage, thankfulness, forgiveness, wisdom, respect and compassion.

OUR CHRISTIAN VALUES

Wisdom, hope, koinonia, dignity and compassion demonstrate our Christian character and are the standards by which we live out our collective vision as an academy community. Each value is championed by one of our year groups and is linked to one of the wonderful charities that we support.

CHRISTIAN ETHOS

CHAPLAINCY, CHAPEL AND SPIRITUAL LIFE

Each week we investigate new themes and values in a relevant and relatable way through Collective Worship and tutor groups. This allows time for both staff and pupils to reflect and think. We welcome the various clergy from our local area as well as further afield to share their wisdom and gifts with us.

Our opportunities:

Pupils and staff have daily opportunities to worship God, explore belief, and develop community spirit. Examples of this include: Daily acts of collective worship, daily reflection opportunity, God-centred assemblies, whole school worship services, celebration of Christian festivals, and charitable community events.

At St George's we believe that the best way to start the school day is by listening to God, lifting our thoughts beyond our everyday circumstances and recognising His presence in our lives. As an academy community, we begin each day with an act of worship, form devotion or year group assembly.

College assemblies:

Follow the theme for the year and include acts of worship including Bible readings and prayer. Assemblies are led by various staff, pupils and occasionally visiting Christian speakers.

Form devotions:

Include a prayer, a Bible verse, worship and a reflection activity each week. These follow the theme for the year and are teacher and pupil led where appropriate.

End of lesson/afternoon reflection:

At the end of every lesson we finish with either a short reflection or short prayer for the subject areas. When the final lesson of the day ends there is also an opportunity for all pupils to be still and reflect and the grace is said before we leave.

Services:

Every term there are whole-academy worship services that take place collectively in the main hall space, or as an extended form time that includes specific activities for pupils to connect with. These services follow the major Christian festivals and celebrations. During these times, we share bread and wine together.

Eucharist:

St George's pupil-led worship team facilitates these opportunities and encourages everyone to participate in a way that shows compassion, integrity and inclusivity in accordance with the Christian values of our academy community.

Religious Studies:

RE is at the heart of the curriculum. Pupils thrive in the subject and this is shown by our outstanding examination results. As a team of subject specialists we encourage pupils to engage with relevant, contemporary and challenging questions that impact on all of our lives. Pupils are encouraged to ask questions about spirituality, meaning and purpose, the self and the nature of reality, right and wrong.

THE 'SG' WAY

IT IS IN OUR DNA

THE SG WAY

At St George's, we have tried to take the best ideas from academies, schools, the independent sector and abroad. No individual element of our practice is revolutionary. Others have said that it is the way in which ideas have been combined and embedded with rigour and simplicity that has allowed us to make such a strong start on our 5-year journey. We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

Our 'no excuses' approach instils strong learning habits 'The SG Way' ultimately helping pupils become better qualified, more successful and happier. We expect pupils to follow homework and equipment rules, wear uniform with pride and always be 'on task', fully engaged and ready to learn.

Those who have visited our academy have recognised that our structures liberate teachers to teach and pupils to learn – because pupils know why we do things; they buy into them. In our achievement-orientated culture, it is cool to be smart, and all pupils work hard to climb the mountain to university or a real alternative.

Being wholly committed to our mission & vision is not that intellectually sophisticated, it is just common sense and we, as a team, need to have the persistence and humility to return to it every day; to sustain our routines and live our values over and over – the humility to commit is critical.

THE PRINCIPLES

Our rationale for creating a system that leads to a highly disciplined academy is that it enables us to focus on learning to the greatest extent possible; the system is not an end in itself – we need it so that learning can flourish. We hold a shared belief that every pupil is capable of meeting very high expectations of behaviour, albeit with support in some cases. We do not do any pupil a favour by expecting less of them than we do of others or by allowing the challenges in their lives to lower our expectations of them.

High standards of behaviour and uniform are entirely compatible with a friendly, happy, relaxed academy and form the platform for high expectations of academic achievement. Compliance is not a negative; it is a positive as this frees us to focus on learning and positive relationships; compliance helps us to channel energy into productive learning and appropriate means for expressing views. Pupil Voice matters; but it needs to be formalised so that learning and order have priority.

Staff-pupil interactions need to be characterised by a blend of 'unconditional positive regard' to assertive authority. Teachers will be assertive without being autocratic; teachers will not say or do anything that actively harms pupils' self-esteem: no sarcasm, no put-downs; no public humiliation. We seek to resolve conflict where it arises and repair and rebuild relationships where they break down.

All staff are involved in the system without exception; pupils should be expected to cooperate with any staff member regardless of their job role or perceived status. Similarly, all members of staff follow the agreed protocols. We act as a team, supporting each other.

Our sanctions system is presented and enforced so that, to the greatest extent possible, pupils are making clear choices, if and when they breach the agreed rules and teachers are simply issuing sanctions based on these choices; it's not a personal decision they make. Action A leads to consequence B; it is a choice pupils know is theirs to make – or not make. Some rules will require automatic sanctions in order to be effective. e.g., if the uniform rules are broken, it is a deliberate choice leading to an automatic sanction, not a matter for negotiation. Other rules, particularly those in the classroom, need to be enforced through the assertive discipline system which teachers use to lever the improved standards we're looking for. Pupils know they will receive warnings but that repeat offending will be met with a sanction regardless of who the teacher is. The goal is that everyone knows the rules, the mechanics of the system and what will happen in any given circumstance.

Our sanctions are delivered in a fashion that generates a significant disincentive for pupils to repeat their transgressions. Detentions are long, silent and boring; not opportunities to catch up on work or talk. Isolation days are tough; a hard day with minimal contact with others; a day that you do not want to experience again in a hurry.

Inclusion does not mean that we are afraid of exclusion where it is necessary. The bottom line is that no pupil can be allowed to disrupt the learning of others. The needs of the majority outweigh any challenges an individual may have in meeting our expectations where their actions impede the learning of others. At the same time, we need to anticipate that there will be a small number of pupils who will find the new system very challenging and will need pre-emptive support to prepare them.

Rewards associated with behaviour are problematic; the rewards need to be intrinsic – through the affirmation of teachers and peers or the positive experience of learning and being able to participate. We can't get into rewarding pupils through extrinsic rewards simply for doing what is expected.

THE DETAILS

These are a set of learning habits (The SG Way) that as a group of stakeholders we have defined to make them simple to communicate and to enforce. They focus on behaviour in lessons; behaviour in corridors and around the academy; behaviour outside the academy. We agreed the aspects of uniform that will be enforced by automatic sanctions, what we mean by 'late', what we expect in terms of personal equipment, use of electronic devices, noise levels, movement in and between lessons and the extent to which homework can or should be included among the other issues.

PASTORAL

CREATING COMMUNITIES

Our pastoral system is at the very heart of all we do at St George's. The personal development of our young people is paramount. Pupils who feel supported and nurtured will develop into the young people who make a difference to society and aspire to be the best they can be.

St George's offers a distinctive balance: small college and form groups, which give our pupils a strong pastoral base, within a large, varied, academically challenging academy. Every pupil is encouraged to make a positive difference to the academy as well as to the wider community.

Typically, there are 210 pupils in each year group and 22 in each form group.

A pupil new to the academy will come to know the people in their form and college community well – especially their form tutor, who is principally responsible for them. The role of the form tutor cannot be underestimated. The form tutor, where possible, will stay with their form from year 7 to year 9. This allows the relationship to develop and they will support each pupil throughout their time with us.

Our pastoral team which includes pupil support workers, mental health, social workers and our chaplaincy team, offer full support and encouragement, helping pupils through any periods of uncertainty or difficulty, but without intrusion. It is a delicate and important balance: pupils are encouraged to talk about problems with those who can help, but also are encouraged to find their own solutions. It is a feature of St George's life that pupils are given the space and freedom to develop themselves.

Our inclusion team makes sure that there is a caring and supportive environment for all our pupils.

Support includes work in class and also extra one to one or small group sessions. Mentoring from staff helps our pupils to make progress and to break down any barriers which prevent them from learning.

All pupils can achieve, and we work hard to make sure that they do. Pupils find that their time at St George's comes to an end all too soon, but our careers and guidance staff help to make sure that pupils have the best possible advice and preparation for the next stage in their education after St George's, with individual advice and guidance for all. We have close links with our local post 16 providers as well as with higher education institutions including universities.

TEACHING STAFF

Headteacher
Deputy Headteacher Curriculum, Data and Assessment
Deputy Headteacher Pastoral
Deputy Headteacher Inclusion & Academic Support
Snr Ast Headteacher Teaching, Learning, Culture & PD
Assistant Headteacher Teaching & Learning
Assistant Headteacher Behaviour & Attendance
Assistant Headteacher Culture & Personal Development
Assistant Headteacher Data & Assessment
Assistant Headteacher Literacy and Co-Curricular Electives

School, Community & Careers Director

TEACHING & LEARNING

Lead Practitioner Maths
Lead Practitioner Maths
Lead Practitioner Science
Lead Practitioner Science
Lead Practitioner Science
Lead Practitioner Ebacc

SENDCO

Head of Inclusion & Behaviour

English

Mathematics

Science

Mr G Warnock
Mr N Kay
Mrs T Hackney
Mr C Wardle
Mrs R Fallon
Mrs V Danson
Mr D Uphill
Mrs E Shahsvar
Mr S Nield
Mrs B Tingey

Mrs T Milner

Mrs L Hastewell
Ms A Bowie
Ms T Howson
Mr S McDonald
Miss J Young
Miss M K Roscoe

Mrs Howson

Mr C Connaughton

Mr C Scott
Miss V Bilsbury
Mrs B Tingey
Mrs S Blade
Mrs R Fallon
Miss E Shahsvar
Ms A M Powell
Mrs S Moreera
Mrs C Wilson
Miss J Hines
Miss J Rowe
Mrs G Colson
Mrs K Atha
Ms S Frain
Mrs J Powell

Mr S Nield
Mr TS Choudhury
Mrs W Greaves
Mr S Gohil
Miss L Kennedy
Ms A Bowie
Mr C Grimshaw
Mrs N McCombe
Mrs L Hastewell
Mr E Holden

Miss L Tanner

	Miss R Herbert Miss A Hunter Miss K Mallalieu Mrs J Walmsley Miss J Young Mr M Entwisle Mr T Smith Ms T Howson Mr S McDonald Mrs V Danson Mrs T Priestman
Geography/History	Mr J Lyons Mr D Uphill Mr N Oldfield Ms S McIntosh Mrs R Brown Mr B Divall Mr J Brierley Ms D Holmden Mr S Fisher
Modern Foreign Languages	Miss M K Rothwell Mrs R Hallett Ms G Caton
R.E.	Miss V Gale Miss S Hunt Mrs T Hackney Miss G Holt Miss M Fenton
Technology (Food) Technology (RM)	Mrs D Scragg Mr M Sweeney
Arts/Performing Arts/PE	Miss S Ashton Miss K Wood Mrs C Burns Miss M Greaves Mr P McGuinness Mr G Martland Mr C Connaughton Miss R Flynn Miss H Mainey
Computing/Computer Science Business Studies/Travel & Tourism	Mrs S Stott Mrs P Wiseman

SCHOOL DAY

SUPPORTIVE OF FAMILIES

We run an extended school day that is supportive of families and ensures that our pupils learn more. A typical day runs as follows:

Academy Day: Monday/Tuesday/Wednesday/Friday

08:00	Academy Opens
08:20	Latest pupils can arrive through the door with a late mark
08:25	Morning line up
08:30	Morning meeting, Morning Mastery & Misconceptions
09:00	Period 1
10:00	Period 2
11:00	Break
11:20	Period 3
12:20	Period 4
13:00	Lunch
14:00	Period 5
15:00	Period 6 – Electives/Big Lectures/Worship (from January)
15:00	Academy finishes but from January 2021 this will be 15:30

Academy Day: Thursday

08:00	Academy Opens
08:20	Latest pupils can arrive through the door with a late mark
08:25	Morning line up
08:30	Morning meeting, Morning Mastery & Misconceptions
09:00	Period 1
10:00	Period 2
11:00	Break
11:20	Period 3
12:20	Period 4
13:00	Lunch
14:00	Period 5
15:00	Academy finishes

TERM AND HOLIDAY DATES

2020 - 2021

Autumn Term 2020

Inset day Tuesday 1st September 2020

School re-opens for pupils on Wednesday 2nd September 2020

Half term closure Wednesday 21st October 2020 – Friday 30th October 2020 (inclusive)

School re-opens for pupils on Monday 2nd November 2020

School closes for the Christmas break at 12.15pm on Friday 18th December 2020

Spring Term 2021

School re-opens for pupils on Monday 4th January 2021

Half term closure Monday 15th February 2021 – Friday 19th February 2021 (inclusive)

School re-opens for pupils on Monday 22nd February 2021

School closes for the Easter break at 3.00pm on Friday 26th March 2021

Summer Term 2021

School re-opens for pupils on Monday 12th April 2021

May Day closure on Monday 3rd May 2021

Half term closure Monday 31st May 2021 – Friday 4th June 2021 (inclusive)

School re-opens for pupils on Monday 7th June 2021

School closes for the summer break on Friday 16th July 2021

CURRICULUM

ACADEMIC AND BALANCED

At St George's we all have the will to get better and better at something that matters. The key driver will help ensure that we set, and maintain, the highest standards of achievement, progress, learning and teaching.

"it is the supreme art of the teacher to awaken joy in creative expression and knowledge".
Albert Einstein

At St George's, our mission is simple: To provide our pupils with a rigorous and deeply transformational Christian education which prepares them for success at university and beyond.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our five core values: **Wisdom, Hope, Community, Dignity and Compassion**

At St George's, we build a partnership between families, pupils, and teachers that puts learning first.

Our teachers have real respect for their pupils as people with ideas of their own. They are passionate about teaching and learning, and are able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to pupils. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback.

In our classrooms, schemes of work, curriculum booklets and intervention planning focus on knowledge, skills and understanding.

We insist on good learning habits (The SG Way) with high expectations and no excuses. The mantra is an important part of the teaching and sets the tone for the learning that follows.

We expect all pupils to make outstanding progress over a key stage. This will result in nearly every pupil achieving, at least, eight good GCSEs including English and Mathematics; an increasing majority will achieve the English Baccalaureate.

CURRICULUM INTENT

WHAT WE WANT TO DO

Our vision is to deliver an authentic education for the 21st century for children from the age of 11 - 16. The aim of our curriculum is to ensure all pupils are inspired with a passion for learning and achieve high levels of academic success in a broad range of subjects whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive and fast-changing world.

Central to the philosophy of the curriculum delivered at St George's Academy is to provide an authentic education for the world today with insight and core knowledge as a critical foundation so that all pupils can participate in the full richness of the human experience. To this end, the curriculum allows for the development of the knowledge, skills and qualifications required for success. Additionally, all children in St George's learn in a challenging, engaging and supportive environment through a well-thought-out curriculum, which encourages creativity, celebrates diversity and utilises knowledge, skills and cultural experiences of the local community to be active citizens in modern Britain.

Each subject is unique, and includes its own substantive knowledge and disciplinary knowledge. Substantive knowledge relates to the core facts, ideas and concepts which are central to a subject (for example how nations make treaties, such as the Treaty of Versailles). Disciplinary knowledge, on the other hand, relates to how scholars and academics within each subject (or discipline) arrive at this knowledge – for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation. Our curriculum ensures that all pupils carefully build a comprehensive understanding of both.

CURRICULUM AT KEY STAGE 3

The start of Key Stage 3 marks an exciting phase in the lives of our pupils. It is the period when they build on their primary education and prepare for their Key Stage 4 choices (which will be made in Year 8). Our curriculum is designed so that pupils can master the basics as well as extend their knowledge.

There are four key principles underpinning the design of the academy's curriculum:

- All pupils have access to a broad, balanced and coherent curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that pupils are able to access the wider curriculum
- A range of learning pathways, support and challenge for all pupils.
- An extended curriculum ensures all pupils have access to catch-up, extension and enrichment.

SUBJECTS STUDIED IN YEAR 7

Subject	Group 1	Group 2
English	5	5
Mathematics	4	4
Science	4	4
Religious Education	2	2
Geography	2	2
History	2	2
MFL (Spanish/French)	2	0
Art/Textiles & Drama	1	1
PE	2	2
SMSC/SRE	1	1
Direct Instruction	0	2

Group 2 - Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, mathematics, science, geography, history and / or Spanish in morning meetings or as part of the co-curricular electives in the afternoon. Pupils will also complete direct instruction English and maths instead of a language.

Group 1 – Students will be involved with university style big lectures will focus on enquiry-based themes around critical thinking, philosophy, politics and ethics. All KS3 pupils are expected to complete one independent ‘Stretch Project’ each assessment cycle. Projects are mainly completed at home; however, pupils are supported by their form tutor and through stand-alone year group sessions that take place at intermittent points within a cycle.

CURRICULUM AT KEY STAGE 4

Our Key Stage 4 curriculum is broad and balanced with a strong core in the EBacc and a range of high value subject options such as computing, design and technology, music and PE. Pupils will be able to choose from a diverse range of subjects under the guidance of their form tutors and parents/carers.

ELECTIVES JAN 2021

WELL-ROUNDED PUPILS

At St George's, we believe that a truly excellent academy is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At St George's we provide a varied and full programme of co-curricular electives and extra-curricular electives. Sports, arts and academic enrichment are particular strengths while other clubs and societies cater for more esoteric interests such as debating, public speaking and fencing. Each pupil in Year 7 to 9 has access to this provision to ensure that they experience a fulfilling and enriching curriculum.

Electives are specific to St George's Academy and these are something that we are very proud of as we feel that they help to create not just academic but well-rounded pupils. Electives are what can be described as after school clubs which take place within the timetabled curriculum and provide the students with an incredibly broad range of activities more attuned to a private school and would not normally be possible to deliver in a normal state school setting.

HOW DO ELECTIVES WORK?

Every day, all pupils in years 7 to 9 will spend 30 minutes taking part in selected co-curricular electives/academic support or big lectures. The 30-minute session can take many forms: whether learning something new that the pupils would not typically come across within the curriculum or having a short lecture based on feedback from progress periods assessments.

Electives will be selected for pupils, but over the course of each year pupils will experience a broad and balanced range. Electives are also the time in the academy day when we protect it to ensure that pupils who have been unable to be present, through no fault of their own, are able to catch up.

Pupils will change their co-curricular electives each progress period cycle in a range of enriching activities as part of our autonomous approach. The co-curricular electives will cover the range of knowledge, character, culture and spirituality. In addition to this, all pupils will have the opportunity to take part in a number of sports electives each evening.

Co-curricular electives (CCE) include a range of enrichment activities: public speaking, drama, photography, chess, STEM and music – some of which offer accreditation upon completion. Pupils also get the opportunity to participate in weekly games, which involves competitive team sports.

LITERACY

THE MATTHEW EFFECT

Our duty is to develop pupils into becoming confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. We recognise that it is the responsibility of all staff from all subject areas to teach literacy skills such as reading, writing, speaking and listening and that literacy is integral to all subjects.

In order to raise the profile of literacy across the curriculum, to support pupils with their learning and to raise standards across the curriculum, there are three 'literacy' expectations of all pupils at all times:

1. To be reading a book which is (at all times) in their possession, from either their Accelerated Reader course and/or the current Classics Academy Reading List.
2. To speak in full and complete sentences (when appropriate) in our academy environment, refraining from using slang in the classroom environment.
3. To listen attentively by 'tracking,' the speaker/teacher throughout all of their learning experiences at the academy.

During the academy day, pupils are expected to complete literacy learning tasks such as: reading in silence; reading aloud; discussing their reading and completing a reading log. Teachers from all subjects are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs. It is expected that pupils will read for at least 30 minutes each evening at home or in the academy library. It is also expected that parents/carers support the academy and their own children with all of our literacy expectations, especially with reading at home.

CLASSICS READING PROGRAMME

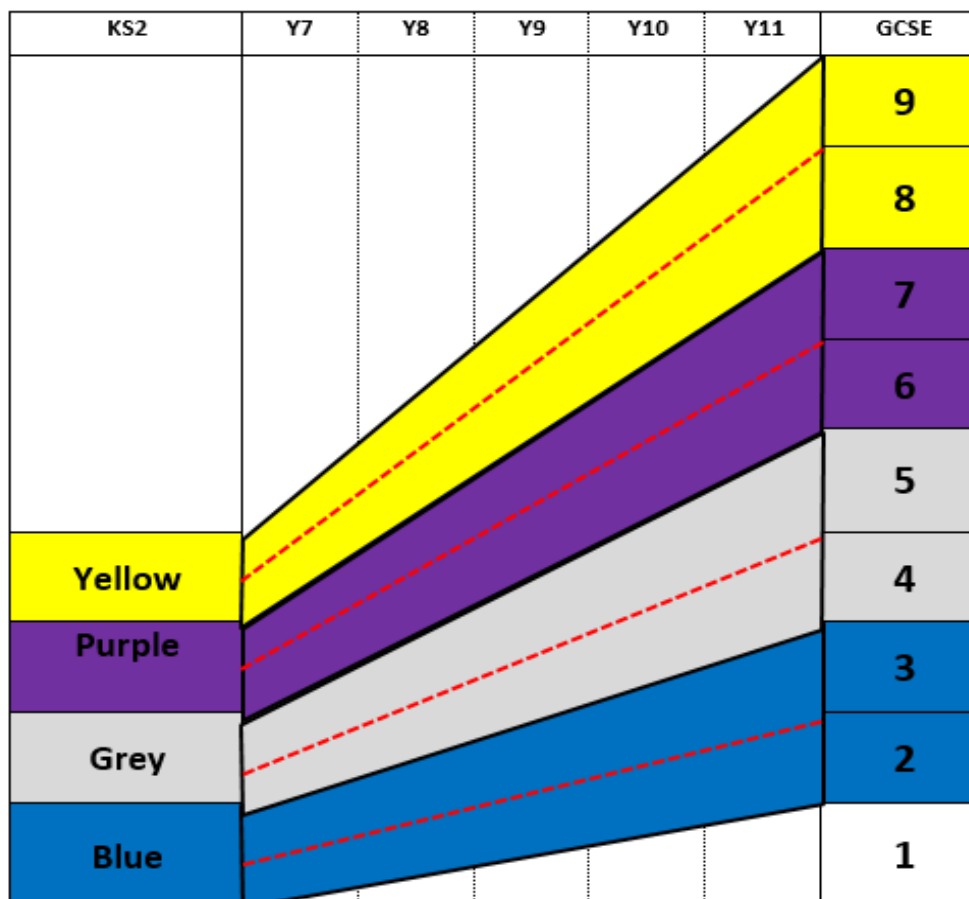
Our 'Classics' reading programme gives access to the best books, improves reading ability and opens up the wider world of literature and ensuing ideas to our pupils.

YEAR 7 CLASSICS LIST

Alice's Adventures in Wonderland – Lewis Carroll
Peter Pan – J.M Barrie
The Wind in the Willows – Kenneth Grahame
White Fang – Jack London
Heidi – Johanna Spyri
The Wonderful Wizard of Oz – L. Frank Baum

ASSESSMENT – PROGRESS PATHWAYS

In year 7 pupils will be placed on a progress pathway for all of their subjects based on their key stage 2 data, in school baseline testing and any other available information on a pupil's starting point. This Pathway will act as their flight path to GCSE and will build progression from year 7 to Year 11. Pupils will be judged against their progress pathway in all summative assessments. The model below shows the progress pathways:



Pupils will be reviewed three times a year against their progress pathway in all subjects; this may result in pupils moving to a higher progress pathway the following academic year in some or all subjects.

All subject areas have developed key assessment criteria for all pathways in Year 7 – 11. On-going assessment against the criteria, along with formally assessed pieces of work are used to make judgements on a pupil's progress and against their progress pathway. It should be assumed that if a pupil remains on their progress pathway they are making at least expected progress.

SCALED SCORES TO PROGRESS PATHWAYS

Pathway	Scaled Score	GCSE Target	Scaled Score
Yellow	112 - 120	9	116 +
		8	112 +
Purple	103 – 111.5	7	107 +
		6	103 +
Grey	94 – 102.5	5	99 +
		4	94 +
Blue	<94	3	<94

The key stage 2 scaled scores are used to determine the progress pathways and GCSE target for each individual child using the table below:

The higher of the reading or average scaled score is used to set the English, history, geography, MFL & RE progress pathway and GCSE target.

The higher of the mathematics or average scaled score is used to set the progress pathway and GCSE target for mathematics and computing. The average scaled score is used to set the science, art, PE and technology progress pathway and GCSE target.

These will be reviewed at the end of each academic year, if a child is consistently working above their progress pathway over the academic year they will be moved on to a higher Pathway for the following year.

[This year we will also test pupils on entry following on from the disruption covered by Covid19](#)

MODERN FOREIGN LANGUAGES

Spanish is offered as the core language. Spanish is a vitally important world language and is the third most spoken language in the world. All pupils will study a modern foreign language at Key Stage 3. French will also be offered as a second language for selected groups. Latin will be available through the electives.

The focus should be on the development of listening, speaking, reading and writing skills, on the development of cultural awareness and understanding, and on language awareness. It, therefore, does not matter which language is studied at secondary school; those who have experienced effective primary language teaching should experience accelerated progress in their secondary language.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL

We are committed to ensuring that our pupils develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed SMSC around DfE guidance for personal, social and health education (PSHE) and the newly updated sex and relationship education. Pupils will receive one lecture and one hour per fortnight on SMSC.

YEAR 7 HOMEWORK

KNOWLEDGE IS POWER

Homework is any work or activity which pupils are asked to do outside lesson time either in 'Prep', which takes place within the academy day, or at home. It is part of the curriculum and an integral part of the SG Way strategy to maximise attainment in all subjects and year groups.

Regularly monitored and carefully thought out homework can make a valuable contribution to pupils' learning. We have high academic expectations of all our pupils and homework and the independent skills it helps to develop have an important role in achieving this.

Evidence suggests that homework makes the greatest contribution to learning when tasks are designed to support progression in learning, there is consistent practice in setting, managing and feeding back on homework, and pupils and parents or carers are clear about what they need to do.

At St George's we provide pupils with a large plastic wallet, purple pen, ruler, knowledge organiser, maths drill booklet and literacy booklet at the start of each Progress Period.

PUPILS COMPLETE HOMEWORK EVERY NIGHT

This involves

- 30 minutes on Knowledge Organisers
 - 20 minutes on Maths
 - 20 minutes on Reading
 - 10 minutes on Spelling
-
- Pupils learn 25 spellings per week (word groups and Tier 2 and 3 vocabulary) (5 per night)
 - Pupils complete weekly knowledge organiser quiz and a weekly spelling test (scores collated on SIMS by form tutors).
 - Pupils complete maths booklet once a week at home
 - Pupils complete literacy booklet during morning meeting with common literacy misconceptions
 - Application tasks (projects) made available weekly for high ability pupils (HAP) and optional for others
 - Enterprise stretch project available to further develop pupils' inquisitiveness to learn

TIMETABLE OF HOMEWORK

All pupils in the academy are given homework in the EBacc subjects every week (i.e. English, mathematics, science, humanities and MFL).

Time	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes per night	RE KO	English KO	Science KO	Geog/Hist (alt. weeks)	Spanish KO
20 minutes per night	Reading	Reading	Reading	Reading	Reading
10 minutes per night	Spelling	Spelling	Spelling	Spelling	Spelling
20 minutes per night	Maths booklet (or Mathswatch)	Maths booklet (or Mathswatch)	Maths booklet (or Mathswatch)	Maths booklet (or Mathswatch)	Maths booklet (or Mathswatch)
Extra (HAP/Opt)	Exceeding Expectations (Stretch) Project. This will begin later in the academic year.				

MISSING OR INCOMPLETE HOMEWORK

We have very high academic expectations so incomplete or missing homework should be taken seriously. When homework has not been done, appropriate action will be taken by the teacher as set out in the behaviour policy. For homework, this means that the pupil will be placed into a homework club the following day or during lunchtime where they will be supported by a teacher and technology to complete any missing homework. This way no one gets left behind and we all climb the mountain to university together.

MORNING MEETINGS

Our pupils in Year 7 to 9 start each morning with a Morning Meeting that supports our pupils' vocabulary, metacognition, and acquisition of powerful knowledge.

Morning Meeting follows a similar format across every year group. Morning Meetings have a specific focus on knowledge acquisition through retrieval practice as we believe that knowledge is the foundation for learning.

Monday	Homework Checks & Vision & Values
Tuesday	Homework Checks & Accelerated reader
Wednesday	Homework Checks & Misconceptions
Thursday	Homework Checks & Big Quiz – Week's revision from Knowledge Organiser
Friday	Homework Checks & College Worship

KNOWLEDGE ORGANISERS IN MORNING MEETINGS

We have worked hard to produce Knowledge Organisers for each unit that are of the highest quality for our pupils. We know that the use of Knowledge Organisers and self-quizzing is a proven scientific method that helps pupils retain valuable knowledge and therefore succeed. For many pupils, revision for GCSE exams is often crammed into a few weeks of the Easter holidays during Year 11, yet with our new homework programme we are aiming to teach students successful revision habits from their first years of schooling.

The science is unequivocal: cramming works for the short term, but does not build long-term memory. This is why it is crucial that students complete their knowledge organiser homework to the expected standard, and do not take shortcuts. We expect pupils to complete one full page of knowledge organiser which should take 30 minutes every night. For 100% clarity, this means that pupils should not leave any gaps on the page.

KNOWLEDGE ORGANISERS IN THE CLASSROOM

- Quizzes will be planned by the Head of Subject and distributed to the team and be tested by the class teacher and recorded
- Quick quizzes are devised and shared for use across the department (*can be multiple choice, short answers, gap fill, choose the word, complete the sentence etc.*)
- Subject quizzes are completed weekly and can be completed as a starter activity
- Score out of 10 for each quiz is recorded by the teacher
- Quizzes to test knowledge and previous knowledge

REWARDS: ABOVE AND BEYOND

Although the homework policy states one page of knowledge organiser is to be completed, this is the minimum expectation and we would encourage pupils to do more than this – which many do – to receive above and beyond merits. The more practice and retrieval that pupils do, the more this knowledge goes into the long-term memory, thus better preparing pupils for their exams. This means that our pupils can go on to do amazing things with their lives and have access to all the opportunities that they deserve.

EQUIPMENT

Pupils who wish to succeed always bring the right equipment to the academy, for the right lessons, each day. We wish to develop our pupils' organisational skills for success in future life. For any important role in life, we need the right equipment and pupils need to make sure they provide it.

We will have stationery on sale at the pastoral office each morning 8.00 – 8.20 so that pupils can solve issues around lost equipment before lessons begin.

We care about our pupils being organised and every pupil is given (if needed) a fully equipped pencil case at the start of the year. 100% equipped, no excuses. However, we also understand that many pupils love to purchase their own personal pencil case and in this instance we ask that the following items are brought to the academy:

Daily:

- 2 black pens
- 1 purple pen
- 1 green pen
- 2 highlighters
- Pencils
- Ruler
- Rubber
- Protractor
- PE Kit (on the days they have PE)
- A sensible and suitable bag (not a fashion accessory)

The following are also provided and must be with our pupils at all times

- Planner
- Knowledge Organiser and KO revision book
- AR Reading book

Form tutors will check for equipment every morning. Failure to bring the correct equipment will result in a demerit and a warning. Further breaches during a half-term will follow the behaviour policy sanctions.

BEHAVIOUR POLICY

ROUTINES TO HABITS

From the first day at St George's, your child will be expected to pick up and keep our six learning habits (The SG Way) which we believe every student has the ability to demonstrate. In doing so, each pupil will thrive at our academy and will have the skills they need to be successful at university.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our pupils to live by our SG Way 100% of the time. If they do this, their hard work will be recognised. However, if any of the SG Way are not met, a same-day sanction will be issued. It is vital that this is served on the same day so that the pupil is given the opportunity to reflect on his / her mistake. This allows the pupil to take the necessary next steps to improve on the following day.

There will be no discussion of sanctions in class; the SG Way must be followed in all classes and every day. This may cause you a great deal of inconvenience. Work with us: please ensure your child understands the inconvenience as a reason for following our strict routines in future.

THE SG WAY

All members of staff are expected to actively promote and model 'The SG Way' which is a core set of learning habits developed through consultation with all stakeholders. As an academy, we have made it really clear for every area of the academy what we expect from pupils at St George's School. High standards in everything across the academy is entirely compatible with a friendly, happy, relaxed academy and this is what forms the platform for why we have high expectations and why we are seeing the fruits of this through academic success and aspiration. Each strand of our DNA is rooted in our Christian ethos.

The St. George's family believes a harmonious and inclusive community, built on the values of Wisdom, Hope, dignity, community and compassion, acts as a civilising influence for all and ensures we achieve our academic aspirations. We aim for a safe, healthy and happy school, where people of all faiths and no faith at all, are welcomed and valued; a school that pupils love and in which they openly speak about feeling loved. We expect at all times, from all our community, to live out our Christian values in everything we do through our DNA.

1. Organised & on time, all of the time

We will insist on punctuality to school and to each and every lesson. Every child should be ready for line up and morning meeting, with all of the equipment they will need, by 8.20 am each day). A child will be considered late if they do not arrive within 3 minutes to the start of each lesson. Please support this by keeping to bed-times and preparation time in the morning before school. Your child will worry about this at first but they will soon pick up the good habit.

2. Uncompromising on behaviour, uniform and standards

Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task,

but **we will remind them that they learn best when they are concentrating.** It also means that other pupils can learn without disruption and allows the teacher to teach what they have planned. We expect all pupils to track the person who is talking to demonstrate that they are listening carefully. Pupils are expected to be quiet on the stairs and along corridors. When in whole year group worship, lessons or assemblies, pupils are expected to remain in silence until they are invited to speak by the member of staff leading the worship, lesson or assembly. **All staff members will use the countdown '321' and expect everyone to track the teacher.** Failure to be on-task in lessons or around the academy will result in a de-merit. Failure to be on-task on more than one occasion on any given day will result in a sanction.

3. Respectful to everyone we meet

We know that pupils who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that pupils learn self-discipline. If an adult tells a pupil to do something, we expect it to be done straight away. We expect pupils to trust staff and never question an adult's decision anywhere in the school. If pupils fail to demonstrate 'The SG Way' they may then cross the 'red line' resulting in isolation or exclusion. If a pupil feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, pupils may approach an adult to discuss the situation. Pupils are expected to ask politely and respectfully. If a pupil feels uncomfortable approaching the member of staff then they should speak to their Pastoral Mentor, HoY or the Deputy Head teacher in the first instance. At St George's we will listen to all, if approached in the correct manner and at the correct time.

4. Determined to succeed

At St George's we S.L.A.N.T in every lesson. This is a key habit that will help pupils succeed in school and in life. When pupils S.L.A.N.T they learn more, they remember more, they develop more self-control and they demonstrate that they are a polite person who shows respect to their teachers and their classmates. St George's is built on mutual respect. We speak to one another politely at all times, and our body language and facial expressions are polite too. S.L.A.N.T is a key part of showing mutual respect and courtesy.

SLANT

Sit up straight
Listen carefully
Ask and answer questions
Never interrupt
Track the teacher mentioned earlier

5. No excuses for second best

Pupils who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps pupils to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Pupils who fail to meet a deadline are issued with a department sanction on the same day the deadline is missed. This may involve a same day detention.

Homework takes priority over any hobbies pupils may have. Pupils have a homework timetable. When pupils do their homework, they are firmly advised to keep away from their phone or any computers and other mobile devices that might distract them. Pupils are encouraged to find a quiet place to work where they can concentrate.

Once pupils have done their homework they should pack all of their equipment, and their homework, in their school bag. Pupils should check their pencil case to make sure they have all the correct equipment for the following day. Pupils do not need anything else in their pencil case. Pupils must also check their timetable to ensure that they have everything they need for the next day, for example, PE kit. Pupils should then put their bag next to the rest of their uniform. At St George's we will not accept excuses such as "I forgot" or "I slept in". **The PE teachers will contact home every time a pupil forgets their kit and record this on the school system.**

6. Aspirational for all

At St George's, we see a good set of exam results as a reward itself for hard-work. However, we still want to encourage our pupils to have high aspirations in life and this is reflected in the high academic targets and standards we set as a school. Pupils will receive merits and awards for good behaviour, attendance, for working well, and for achieving in their lessons.

Our system of sanctions is very simple (see behaviour policy) and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the SG Way habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind. There is nothing to worry about; the majority of children never receive a single sanction.

If any of the rules are broken, we will contact you by text that day and let you know that your child has a 30-minute sanction (detention) that night. If a child breaks more than one rule on any given day, then they will receive a 1-hour sanction. Additional sanction may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

The evidence from the UK and abroad suggests that the sanction must be immediate (a detention three days later doesn't work with children) and it must be specific to the problem. Our system is so simple and fair that pupils should not get a correction in the first place. If a correction is given, please do not see it as 'the end of the world'. Your child simply does the 30 minutes and gets a totally fresh start the next day.

If your child fails to attend a detention (or presents with more serious behaviour or receives 2 detentions), then they will have crossed our Red Line. This means that your child will likely spend the next day in isolation with a member of the Leadership Group. The consequences of missing a 2nd detention, quite rightly, will be very serious and could result in exclusion.

ATTENDANCE AND PUNCTUALITY

TO BE EARLY IS TO BE ON TIME

PUNCTUAL

- MEANS ARRIVING ON TIME
- ALL LATES ARE RECORDED, INCLUDING LATES TO LESSON
- THE NUMBER OF MINUTES LATE EACH WEEK ARE TOTALLED

GOOD ATTENDANCE is 98% OR ABOVE

RECOMMENDED ATTENDANCE IS 100% IN ORDER FOR YOUR CHILD TO REACH/EXCEED THEIR FULL POTENTIAL.

- Attendance of 95% for the year equals 10 days that your child has been absent, that is 2 full school weeks of your child's learning missed for that year.
- Attendance of 90% for the year equals 19 days that your child has been absent, that is almost 4 school weeks missed.
- Attendance of 85% for the year equals 29 days that your child has been absent per, that is almost 6 school weeks missed.
- Attendance of 80% for the year equals 38 days absent per year that is over 7 school weeks missed

St George's School has electronic registration for form time and every lesson. If a pupil is found to be missing during these registrations parents are notified using an automated system (truancy call). These absences are recorded and are also classed as unauthorised. Parents are advised to contact school if/when a pupil is absent through illness.

Leave of absence in term time can only be authorised in EXCEPTIONAL circumstances by the Headteacher. The parent/carer of any pupil who takes a holiday in term time could be issued with a Fixed Penalty Fine of £120.00 per parent/carer per pupil (this is reduced to £60.00 if paid within 21 days) if the pupil's attendance is below 96% at the time of the absence.

Application forms for Leave of Absence (in advance) are obtainable from the academy reception desk.

Parental notes are required to cover all absences. Where absence gives cause for concern, medical evidence may be required.

High levels of attendance and good standards of punctuality can make a big difference to an employer or college lecturer's view of your son or daughter. Examination results are important, but so is whether or not a young person will turn up regularly and on time. In reality, exam performance is very closely related to levels of attendance.

Parents should be aware that Governors have authorised the use of Fixed Penalty Notices for unacceptable levels of absence.

"Penalty notices may be issued to each person who is a parent of the child, as defined by Section 576 of the Education Act 1996. This may mean that more than one Penalty Notice is issued in respect of a child and it should be noted that each parent has a responsibility to pay their own individual fine".

UNIFORM

PROFESSIONAL APPEARANCE

- Blazer: year 7 – 10 black, with school badge
- Shirt/blouse: white, with formal collar and top button
- Tie: Year 7 – Chester College - Purple
- Tailored school trousers: (boys) black. No cords, cotton denim, canvas (chino) materials or skinny.
- Tailored School Trousers: (girls) black “Bootleg” or casual trousers, e.g. elasticated waist/stretch material are not permitted, nor are trousers with “slits” or decoration.
- Skirt: kilt style with badge. Skirts are allowed up to 5cm above the knee and no shorter. Please check length carefully.
- Socks: plain black socks or plain black tights (ONE PAIR ONLY). Socks with bows, frills or patterns are not permitted, neither are over the knee socks. Girls – ankle or knee length (not over the knee or trainer socks)
- Tights: opaque black or flesh coloured only, not patterned. (Tights and socks should not be worn together).
- Shoes: all black leather shoes ONLY without any designer branding a suitable and safe style for school. **BOOTS/TRAINERS ARE NOT ACCEPTABLE.** Platforms and shoes with white trims/laces/tops (Timberland style) are all unacceptable. Black “pumps” are also inappropriate for daily wear and ballet shoes quickly become unsafe with the result that pupils will not be permitted to wear them on health & safety grounds. Hats (woollen) NOT baseball caps: permitted in poor winter weather for the journey to/from school only, never to be worn in/around the academy.
- Jewellery: a watch may be worn. Pupils with pierced ears may wear one sleeper or stud per ear in the lobe only. Health & safety issues are paramount. No other piercings are allowed. Jewellery should be removed before taking part in PE activities.
- Make Up: make up, false eyelashes, false nails and nail varnish are inappropriate and unacceptable. Year 11 may wear lightly applied foundation.
- Hair: shoulder length hair should be tied back for safety in all practical lessons for health & safety reasons. Extreme hairstyles (e.g. unnatural colour, two tone or “shaved” hair on less than No. 2 or with patterns/initials/line/dipped etc.) are not acceptable. Braided hair will always need to be tied back. Beaded hair is unsuitable and unacceptable.
- School bag & equipment: Large/strong enough to carry books and equipment.
- A small English and a French/Spanish/English dictionary are also useful.
- Mobile telephones should never be visible or audible in the academy ever. The academy cannot accept responsibility for loss or damage to these items. These items will be confiscated if visible or audible and second or subsequent confiscations require parental collection. Emergency contact with any pupil can always be made via the academy office.

PHYSICAL EDUCATION

The P.E. kit is an essential part of the school uniform and will be required from the beginning of the school year

Physical Education Kit: All girls must have:

Green/black PE top
School black hoodie
Green/black shorts/skort
Green/black socks
Training shoes (pumps not acceptable)
Shin pads

Physical Education Kit: All boys must have:

Green/black PE top
School black hoodie
Green/black shorts
Green/black Socks
Training shoes (pumps not acceptable)
Shin pads
Football boots

OPTIONAL EXTRA: Black track suit bottoms, black base layer top for colder weather

Parents should always consult this list or school BEFORE purchasing any item so that costly and unacceptable mistakes can be avoided. Pupils may be required to return home if improperly dressed or equipped or if deemed to be unsafe. Any item purchased in contravention of the uniform code will not be permitted and parents/carers will be required to change it for the correct item.
ALL ITEMS SHOULD BE CLEARLY LABELLED.

1. All clothing, both Physical Education kit and school uniform, must be clearly marked with the pupil's name – name tapes are advised, or better still, embroidery! Any unmarked clothing left behind after Physical Education lessons will become lost property. Any marked clothing left will be returned to the rightful owner.
2. Any pupil who is unable to take part in any lesson must produce a note from his/her parent/carer, explaining the reasons why they are unable to participate. **They will still be expected to wear their PE kit but not take part.** Where this does not happen the pupil will be loaned some kit or occupied with some written work. Parents will be notified by letter if a child arrives to a lesson ill-equipped on more than a single occasion in any half-term.

PLEASE NOTE: PE is compulsory in 11-16 schools (**unless specialist medical evidence is available**). **Persistent failure to participate is not acceptable or legal.**

3. The academy does not accept responsibility for any personal items of value brought into the academy, e.g. money, watches, pens, rings etc.
ALL VALUABLES ARE BETTER LEFT AT HOME. The academy cannot be held responsible for valuables EVEN when they are handed to a member of staff. If brought, they must be handed in and locked in the valuables cupboard.
4. For reasons of safety, ALL items of jewellery and watches must be removed during Physical Education lessons. Please note the academy rules on the wearing of jewellery.
5. Any health problems which could affect or be affected by performance in Physical Education should be made clear to the teacher in charge of the department.

FAMILY DINING

FAMILY ETHOS

All pupils in Year 7-9 sit and eat their break and lunch together in their respective Form Groups. We call this family dining.

At St George's all our colleagues believe in developing the whole child in addition to their academic skills. Our Christian values can be seen in action at meal times. Break and Lunch is the perfect time to teach our pupils how to be good, right and true in practice and on a daily basis.

Instead of a rushed school canteen culture where pupils can sometimes leave their trays behind, expecting an anonymous cleaner to clean up after them, at St George's, pupils do not only clean up after themselves, they clean up after each other. They demonstrate kindness and a sense of responsibility – acting in a good, right and true manner fitting with our Christian ethos. We start each lunch with the Grace.

Pupils have specific roles at both Family Break and Lunch which involves serving drinks and ensuring tables are ready for the next sitting. At the end of lunch different pupils will ensure everyone has tidied their plates away and that the tables are clean. No table of pupils will be allowed to leave and go to play outside or back to lessons without having their area inspected and passed by a teacher or another member of staff.

We use these times together in a very similar fashion to a traditional assembly. Students will walk into the refectory calmly and in silence and then be addressed by a member of the staff body – usually the Headteacher or a Senior leader who will use a microphone to ensure each meal time is a special occasion whatever the day and is a stimulating time away from the learning room.

All our teachers sit and eat with the pupils and we encourage any guests to join us for breakfast or lunch. Adults can play an important role in modelling the art of conversation and good manners at the dinner table. Students are encouraged to speak correctly and in full sentences and reflect on their learning for the day or wider issues both locally and nationally.

At the end of each serving appreciations are held and students are encouraged to be kind, respectful and thankful of others as they go about their daily life in the Academy.

CASHLESS SCHOOL/PARENT PAY

The Academy operates a cashless system for the catering service it offers to staff and students. The system enables us to deliver a more efficient, faster service and to continue to provide wholesome, healthy, and enjoyable meals at the lowest cost.

What are the benefits?

- The system is very fast – till operators can register slightly more than eight meals per minute. By speeding up service in the canteen, pupils receive their meals faster and have more time to eat them.
- Alerts can be set which notify catering staff if a pupil accidentally tries to buy unsuitable food - very important in cases of allergies or other dietary conditions.
- Parents can access reports on their child's eating habits via ParentPay. These can show how much money was paid in and when, how much was spent on food and when and even detail each individual item purchased.
- Pupils entitled to free meals use the same system as everyone else, and there is nothing which identifies to other people which students are receiving free meals. The stigma which youngsters may feel about free tickets is completely removed.
- The monetary value and information associated with each account relates to that individual student only. It cannot be spent or accessed by other pupils.
- A daily spend limit of £5.00 (or other selected amount) can be set for all pupils and no food above that limit can be bought. On request, an individual pupil's limit of your choice could also be set, to include a school dinner and break time.
- No pupil will be refused a school dinner because they have not brought their dinner money to the academy or lost their money. The academy will allow the pupil to borrow money by taking their biometric account into debit to a maximum of £2.35. However, parents will be expected to top up their ParentPay account to ensure credit is available at all times.

HOW TO USE THE CASHLESS CATERING SYSTEM

- Use ParentPay the Academy's online payment system – this updates your child's account within the cashless catering system. Please note, although credits to ParentPay are automatic, the updates from ParentPay to the cashless catering system can take up to 30 mins and at lunchtime this can take longer. So please ensure funds are allocated in good time.
- Pupils in an emergency can add cash via one of our pay points in the academy. Although we advise against pupils bringing any money into the academy.

Operating the cashless catering system - Biometrics (finger scans)

Advantage of Biometrics

- Pupils do not need to remember to bring anything with them to the canteen and there is nothing that can be lost
- There is no requirement to replace lost or damaged cards.
- There is reduced opportunity for bullying and theft; pupils must be physically present to pay for meals.
- A finger scan is a faster method of identification. Pupils are able to move through the tills in the canteen more quickly.

INFORMED

KEEPING YOU UPDATED

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine 3-way partnership between families, pupils and staff. A shared sense of purpose will ensure that St George's Academy becomes a truly outstanding school and that we make a success of your child's education.

CONTACT WITH FAMILIES

Parents/carers play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data to ensure they have the latest information on their child's progress.

Parents/Carers are given regular information on their child's progress in every subject. Progress reports take place 3 times in the year. They are posted at the end of each assessment cycle (13 weeks). This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

Texting service: used to pass information to parents about important issues such as corrections and school closures in bad weather – these do not cost you any money.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

Academy website: where you will find up to date information regarding the academy, including policies, and term dates as well as a link to ParentPay.

Facebook/Twitter: where we post regular updates about school life and key letters

LOST PROPERTY

When pupils come to the academy we request that all their possessions, including clothing, should be named, in order to facilitate returning found items. All lost property should be handed in at reception. If a pupil loses any item they should ask at the reception if it has been found.

Named items are returned to students via form tutors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all of your child's clothing and personal belongings are named.

Items that are not named are placed in Lost Property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

MEDIA FILM PHOTOGRAPHS

From time to time the academy receives requests from the media to take photographs and/or films of academy events and activities. In the majority of cases most parents/carer are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our pupils remain anonymous and students are referred to as "academy students".

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the Headteacher. In the event that we do not hear from you we will assume that we have your permission.

If you have any queries in respect of this issue, please call the academy.

HOME-ACADEMY AGREEMENT

Above all, following the values of Believe, Achieve & Care
St George's Academy will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we provide a wide variety of co-curricular electives, trips and residential visits

Parents / Carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary
- you support the academy's policies and regulations on behaviour and uniform including same day after-school detentions until 5.00pm after communication from the academy
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend consultations and Parents' Evenings to discuss your child's progress, and any other meetings arranged with your support
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in co-curricular electives, trips and residential visits, in particular the Year 7, 8 and 9 residential visits
- you pay for the replacement of any equipment or books your child loses or damages
- you ensure your child has a healthy lunch or enough money to purchase a healthy lunch
- you will never be abusive or threatening to any academy staff, including email and phone calls.

Students will ensure that they:

- work hard, live by the values and follow the learning habits in every lesson and around the academy
- attend regularly, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- act on adult instructions, first time, every time
- be polite at all times and open the door to let an adult through first
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their families
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- take an active part in the academy life including co-curricular electives, clubs, teams and in particular the Year 7, 8 and 9 expeditions

Failure to keep to the Agreement will result in disciplinary action and ultimately a loss of place at St George's.

Student Name: Student Signature: Date:

Parent / Carer Signature: Date: