



King's High School

PARENT PUPIL HANDBOOK
2020 - 2021

STATEMENT OF ETHOS

We place great emphasis on a broad and inclusive education in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each student for the unique qualities they bring to our community, we encourage everyone to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare our students for a life of learning and fulfilment in the fast-changing world of the 21st century, helping them to be responsible, active, and compassionate global citizens. Throughout their lives, we encourage our students to 'Aspire, Achieve, Enjoy'.

Statement of Religious Ethos

Founded on Christian principals, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole. We embrace diversity and strive to provide equal opportunities for all.

Aims

Scholarship – To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Environment – To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

Community – To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

Character – To develop resilience and confidence, and to inculcate integrity.

Opportunity – To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

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THE SCHOOL DAY

8.40am - 9.10am

Registration, Form Time, and Assembly

9.15am - 10.05am

Lesson One

10.10am - 11.00am

Lesson Two

11.00am - 11.20am

Break

11.20am - 12.10pm

Lesson Three

12.15pm - 1.05pm

Lesson Four

1.05pm - 2.10pm

Lunch

2.15pm - 3.05pm

Lesson Five

3.10pm - 4.00pm

Lesson Six

Beginning and End of the School Day

In term time, school opens at 7.45am. On arrival, all students must go to the dining room, so that they are in an area where they can be supervised. They must sign in there, and only at 8.30am may they go to their form rooms. Breakfast is served in the diningroom from 7.45am onwards and is at an extra cost. All students, including Sixth Form, should be in school by 8.35am. Any student arriving later or during the day must first sign in at the School Office.

With permission from the Head of Sixth Form and parental consent, Year 13 may opt to study at home for one double period (if they have no taught lesson or other commitment) and abide by the guidelines in the Sixth Form Handbook. This is a privilege and may be removed if a student is not meeting school commitments.

Staff are on duty when school finishes at 4.00pm. Those students who do not go home either attend a supervised co-curricular activity or after-school care. Parents collecting a child from a club need to be aware in advance of the time the activity will end, and the collection venue.

After-School Care (Homework Club)

If a student needs to stay in school after 4.00pm, parents may sign up for the after-school care sessions which run from 4.00pm – 6.00pm. Pupils can also attend on any day without pre-booking. A charge is made for all or part of an hour for students in Years 7-9. For those in examination years, there is no charge. The After-School Supervisor keeps a register of all students who attend. After 5.00pm, students should be collected via the main school entrance. If parents need to collect their child from school they should always enter through the School Reception. A member of the Senior Management Team is always available in school until 5.00pm. All students should be off site by 6.00pm unless in a supervised activity.

Assemblies

A rota is drawn up each term to provide a wide and varied programme of morning assemblies. In addition to full school assemblies, a specific form time and assembly programme is created for each key stage, including Sixth Form to include specific year group assemblies, talks, form time or PSHEE discussion sessions. At certain times of the year, there may be special assemblies (for example, to mark Advent, Easter and Remembrance Day). The themes of school assemblies are varied. Achievements are celebrated with the presentation of awards and the announcement of results. The annual Christmas Carol Service traditionally takes place in St. Mary's Church in Warwick. We regret that, due to lack of space, not all parents can be invited every year.

THE SCHOOL DAY

Breakfast, Break and Lunch

King's High is an allergen-aware school and allergens are noted on the weekly menus, which are uploaded to the parent portal, as well as displayed in form rooms and on the catering noticeboard for students to see. This allows our students, staff and visitors to make informed choices about the food they are consuming. We use pre-prepared products which do not include nuts as ingredients, but we cannot guarantee that the products we use have been produced in a nut-free environment, or that the school environment is completely allergen-free. We ask all staff, students and their parents to help keep our community safe and not bring into school (or on school trips) any products that contain nuts.

Breakfast

This is served in the dining room from 7.45am onwards and is at an extra cost.

Lunches

All Year 7 – 13 students eat school lunch. In exceptional circumstances only (for example, for medical or dietary reasons), we are able to modify, as is reasonable, the lunch provision; parents should contact the Deputy Head (Pastoral) or relevant Head of Key Stage to discuss any requirements of this nature. There is a broad choice of menu, including specials, salads and vegetarian choices each day. Suggestions and constructive criticism are always welcome and are discussed by students, the Executive Chef and a senior member of staff at Lunch Committee meetings.

Snacks

Snacks such as sandwiches, fruit, homemade cookies and cakes are available at break time in the dining room. Students should only eat and drink in the dining room and not around the school, buildings, in form rooms, nor on their way to and from school. In addition, Sixth Formers have their own café in the shared Sixth Form Centre.

ATTENDANCE AND ABSENCE

The school day starts at 8.40am with form registration, which all students are expected to attend daily.

If a child arrives in school after 8.50am, they will be registered as being late for registration. In order to comply with Government legislation, students arriving after 9.15am are regarded as absent for that session.

Notification of Absence

It is essential that we know the whereabouts of all students during the school day as we are legally responsible for them during that time. We require written confirmation of the reason for all absence, which is otherwise recorded as unauthorised.

Parents are asked to follow the absence procedure outlined below.

If a child is not going to be in school, it is essential that parents telephone or e-mail parents@kingshighwarwick.co.uk by 9.15am at the very latest on each day of absence.

Permission for routine absence (for example, medical appointments) should be sought in advance via parents@kingshighwarwick.co.uk

Permission for exceptional absence for any reason should be addressed, well in advance, to the Head's PA: s.norton@kingshighwarwick.co.uk

Unnotified Absence

When a student is unexpectedly absent and we have not received a parental communication by 9.15am, the school will send a text or make a telephone call to try to identify the whereabouts of the student concerned. The text message will state that the child is currently showing as absent on our register, that registration is a legal requirement, and the parent is asked to speak to their child about their legal obligation to register. Where we think it is appropriate, we may notify the police to help us find a student who has failed to appear in school.

Parents often find it distressing to receive a message saying their child is not in school when they should be on site, so if a student

arrives late for any reason including attendance at LAMDA or music lessons and misses form registration, it is essential that they sign in at the office to show their time of arrival.

Attendance Record

Parents can view their child's attendance record on the iSAMS information page. Every effort is made to ensure that reports of a student's absence are accurate. In the rare event that a mistake is made, we apologise in advance, and hope that parents will be patient with the system. All unauthorised absences must be backed up with a formal notification (telephone call, letter or email) from parents for the school's records.

Absence for Holidays and Any Other Reasons (except medical)

Parents are asked never to take their child out of school for holidays, except in the most exceptional circumstances when they should seek permission from the Head well in advance. We strongly discourage the taking of holidays in term time. If a student has special permission to be absent, it is their responsibility to excuse themselves and to make up the work. Parents of Sixth Formers should notify form tutors of open day visits and interviews in advance.

Closure Due to Adverse Weather Conditions and Other Exceptional Circumstances

The Foundation schools usually remain open unless the weather is very bad.

We leave it to the judgment of parents as to whether it is safe and sensible for their children to come to school. We do not expect anyone to try to undertake a journey in unreasonable conditions, or where there might be a risk of the home journey later in the day proving to be unduly difficult or unsafe.

Exceptionally, if a decision is made jointly by the Foundation schools that conditions are so bad that it is best to close, an email will be sent out to parents and a message will be posted on the school website, and on the school telephone answering machine.

ATTENDANCE AND ABSENCE

Medical Appointments

Missing school for a medical or dental appointment counts as authorised absence. Wherever possible, appointments should be made out of school hours. When it is unavoidable to miss school, parents should notify the school office of the time of the expected absence well in advance (parents@kingshighwarwick.co.uk). The child's name and form should appear in the subject of the email. Students must always sign out at the office if they need to go out for an appointment during the day, and back in when they return.

Illness

Should a student fall ill or sustain an injury that prevents their participation in a co-curricular activity, they should communicate this to the teacher in charge of the activity at the earliest opportunity. This should be followed by a written communication from the student's parent/guardian confirming the reason for their absence. No student feeling unwell should contact a parent or leave school without the permission of either the School Nurse or a member of the Senior Management Team.

Music and LAMDA Lessons

If a student has a music or LAMDA lesson during the school day, they should email the subject teacher at least 24 hours in advance, asking permission to be absent. Students are responsible for catching up on missed work. It is important that pupils sign in at the school office if Music or LAMDA lessons prevent attendance at registration.

Punctuality

It is essential that students arrive in good time for registration (8.40am) at the start of the school day and arrive punctually to all lessons and activities. There are occasional unavoidable late arrivals for students who use public transport. A pattern of late arrival in the morning without good reason will be discussed with a student, and parents may also be contacted.

Leaving Site

When authorisation for any absence has been granted, your child will need to sign out at Reception before she leaves school. She will need to sign back in to school if she returns on the same day.

No student is allowed to leave the site without authorisation from a Deputy Head, the Nurse or the Head. If your child does not have permission to leave school but does so anyway, this will be recorded as an 'Unauthorised Absence' and will be dealt with accordingly.

TERM DATES

AUTUMN TERM 2020

INSET	Tuesday 1 and Wednesday 2 September
Term starts:	Thursday 3 September
Half Term:	Monday 19 October – Friday 30 October
Term ends:	Wednesday 16 December (12.15pm)

SPRING TERM 2021

INSET	Wednesday 6 January
Term starts:	Thursday 7 January
Half Term:	Monday 15 – Friday 19 February
Term ends:	Wednesday 31 March (4.00pm)

SUMMER TERM 2021

INSET	Monday 19 April
Term starts:	Tuesday 20 April
Bank Holiday:	Monday 3 May
Half Term:	Monday 31 May (Bank Holiday) – Friday 4 June
Term ends:	Friday 9 July (12.15pm)

AUTUMN TERM 2021

INSET	Thursday 2 and Friday 3 September
Term starts:	Monday 6 September
Half Term:	Monday 18 - Friday 29 October (2 weeks)
Term ends:	Thursday 16 December (12.15pm)

SPRING TERM 2022

INSET	Tuesday 4 January
Term starts:	Wednesday 5 January
Half Term:	Monday 14 – Friday 18 February
Term ends:	Wednesday 6 April (4.00pm)
Easter Weekend:	15 – 18 April

SUMMER TERM 2022

INSET	Monday 25 April
Term starts:	Tuesday 26 April
Bank Holiday:	Monday 2 May
Half Term:	Monday 30 May (Bank Holiday) – Friday 3 June
Term ends:	Thursday 7 July (12.15pm)

COMMUNICATION: WHO TO CONTACT

Absences/Registration

For routine absences e.g. medical appointments etc

parents@kingshighwarwick.co.uk

For special absence requests (to Mrs Renton)

s.norton@kingshighwarwick.co.uk

Admissions

Mrs Worrall

g.worrall@kingshighwarwick.co.uk

Key Staff:

Academic and Pastoral Communication

Information about child's progress, or any concerns you may have should, in the first instance, be passed to your child's Head of Year.

Senior Deputy and Deputy Head (Academic)/Designated Safeguarding Lead

Dr Burley

s.burley@kingshighwarwick.co.uk

Deputy Head (Pastoral) and Head of Key Stage 3

Mrs Watson

s.watson@kingshighwarwick.co.uk

Head of Year 7

Mrs Topping

c.topping@kingshighwarwick.co.uk

Head of Year 8

Mrs Lees

e.lees@kingshighwarwick.co.uk

Head of Year 9

Mrs Gregory

d.gregory@kingshighwarwick.co.uk

Head of Key Stage 4

Mrs Tedd

c.tedd@kingshighwarwick.co.uk

Head of Year 10

Mr Grier (maternity cover for Dr Harrison)

c.grier@kingshighwarwick.co.uk

Head of Year 11

Mrs Bryce

k.bryce@kingshighwarwick.co.uk

Head of Sixth Form

Mrs Murphy

c.murphy@kingshighwarwick.co.uk

Head of Lower Sixth

Miss Birbeck

u.birbeck@kingshighwarwick.co.uk

Head of Upper Sixth

Miss Cooper

k.cooper@kingshighwarwick.co.uk

Head of Learning Support

Mrs Harris

l.harris@kingshighwarwick.co.uk

Medical Information & Lost Property: School Nurse

Mrs Conway

m.conway@kingshighwarwick.co.uk

General Admin & Enquiries including lunches, uploaded letters, event tickets, extracurricular

parents@kingshighwarwick.co.uk

Sports Fixtures - please see the sports website for all fixtures and team sheets

www.kingshighwarricksports.co.uk

Co-curricular

Please login to www.misocs.com or contact Director of Co-curricular and Operations Mrs Didlick

s.didlick@kingshighwarwick.co.uk

Fees/Finance

Foundation Office - Billing

billing@warwickschools.co.uk

T 09126 735 414

For all other matters of a financial nature Mr Jones

s.jones@warwickschools.co.uk

During term time, the office is open between 7.45am and 5.00pm. In holiday time, it is usually open between 9.00am and 1.00pm for part of the holiday (to be confirmed in advance of each holiday).

COMMUNICATION: MAILINGS, PORTAL AND CALENDARS

Portal

All communications (mailing letters, school information, invitations to social events, term dates and programme of events and visits) will be uploaded to a student's portal page. This can be accessed, using the username and password, through the parent portal on the school website or the downloaded iSAMS app. Rewards and Notes Home (expressing reminders or minor concerns) are also posted on the portal, as are reports, grades and monitoring sheets (Sixth Form). An email notification is sent when a mailing or report is posted.

Online School Calendar

The online school calendar shows all the events and activities over the year, including sports and co-curricular activities. Events can be sorted by category. The sports calendar element shows all the team fixtures and team selections for sports for the academic year, as well as times and locations of matches. All students who attend squad practices, or who are interested in participating in sport in school, should check the sports website a number of times over the week and give at least two days' notice to the PE Department if they are not able to represent the school. Parents are also asked to check the sports website weekly and, for convenience, download the calendar and track certain teams.

The school website houses news about school events, departmental reports and information and news items.

The school will communicate any emergencies via the website and will email/text parents. Parents are asked to inform the office of any changes to email address, home address and telephone details.

Messages from Parents to Students

In an emergency, we do our best to pass on telephone messages to pupils but after 2.00pm this can be difficult and we cannot guarantee that they will get through.

Complaints Procedure

Pupils

Pupils who consider they have been unfairly treated and wish to make a complaint, should consult a member of the Senior Management Team.

Parents

It is, of course, our hope that any concerns can be resolved amicably and informally at an early stage, so we encourage parents to get in touch.

While the Head is always willing to meet with parents, most enquiries should, in the first instance, be raised with the Head of Year, Head of Key Stage, Deputy Head (Pastoral) or Deputy Head (Academic). The Heads of Year and Key Stage are responsible for each child's overall welfare in school (pastoral and academic).

Appointments with the Head can be made by contacting Mrs Sarah Norton, Head's PA (s.norton@kingshighwarwick.co.uk)

Please note that a meeting to discuss a complaint with the Head should always have been sought before the formal Complaints Procedure is invoked.

We are required to inform parents of the number of complaints under this formal procedure in any year.

Urgent Matters

School staff are usually teaching or in meetings for most of the day and are not therefore always able to respond immediately to messages. Matters requiring an urgent response should be raised via a telephone call to the school office, making clear the urgency of the issue.

PASTORAL CARE AND BEHAVIOUR EXPECTATIONS

Pastoral Care

Pastoral care is central to all we do and the welfare of each and every child is of utmost importance. The policy of the school is to work in partnership with parents and to build up relationships of trust with children. Children and parents should feel able to raise with the school concerns about safety and welfare in the knowledge that these will be dealt with sensitively and appropriately. A possible difficulty could arise if a child consults a member of staff about a problem and does not want that information to be shared with parents. Whilst staff try to encourage children to share the information, there may be circumstances in which any pressure to pass information on could result in the child keeping the problem to herself or not sharing concerns in the future.

Some children may seek to tell members of staff in confidence about a serious safeguarding issue. Members of staff understand that it is not always possible to give absolute guarantees of confidentiality because there is a legal requirement for them to ensure a child is protected from further harm. The school's Designated Safeguarding Lead is Dr Stephen Burley, Deputy to the Head and Deputy Head (Academic).

Form Tutors have twice-daily contact with their tutees and play a crucial pastoral role in ensuring the day-to-day wellbeing of each pupil. They are in very regular contact with the Head of Year and Head of Key Stage who oversee the academic and pastoral welfare of their charges. Pastoral care is administered through regular form time activities, assemblies and PSHE lessons. We are fortunate to have the support of a fully-trained counsellor, our Wellbeing Mentor, and our school nurse.

Form groups usually change between Years 7 and 8, and then again between Years 9 and 10 and Years 11 to Lower Sixth. This encourages the broadening of friendship circles. School will, in certain circumstances, change forms between these year groups if it is deemed necessary. The school's decision when allocating students to forms is final; forms are not constructed on friendships, as these change so frequently.

In addition to being divided into forms, all students are allocated a house through which peer support is encouraged by the house family structure. In particular, Sixth Formers and Year 8 pupils support incoming Year 7 pupils in their family groups.

Student Wellbeing Ambassadors from all year groups, led by the Wellbeing Prefect, play a pivotal role in promoting an ethos of kindness, equality and respect within the school. They have been trained by the Diana Award as cyber mentors and anti-bullying ambassadors, and regularly take assemblies and lead form time teaching sessions.

Behaviour Guidelines

Parents are asked to support the school's behaviour expectations.

We believe that all staff and students should show respect, kindness and consideration for others; we should cooperate and work together harmoniously; we should be thoughtful, responsible, helpful and appreciative in all we do. We should:

- Consider the implications of the way we act
- Speak courteously and calmly to others, especially when we are feeling angry or upset
- Listen attentively to others and not talk when they are speaking
- Speak well of others and not participate in gossip or rumour
- Be punctual
- Keep our word in respect of what we have agreed to do
- Look out for others, their wellbeing, happiness and safety in all situations, and at all times
- Show our appreciation for what others do, saying thank you at every opportunity
- Set an example by our own conduct, especially when we are in a position of leadership or have dealings with younger ones
- Observe all the small everyday courtesies that make life more pleasant, for example, saying good morning, holding doors
- Apologise graciously when need be, and not bear any grudges

PASTORAL CARE AND BEHAVIOUR EXPECTATIONS

We also expect that all pupils will have respect for the school environment. It is the expectation that a student's behaviour, in or out of school, should never bring the school's name into disrepute.

Under no circumstances should pupils bring into school any prohibited items for the safety of all in the school community. Authorised staff have a statutory right to search a pupil and confiscate an item where there are reasonable grounds for suspecting such an item has been brought into school.

School creates a positive learning environment for all within the community. Whether in form time or lesson time, we expect students to be engaged with their teacher. We encourage good social relationships at all times, but form and lesson time is for learning rather than socialising with friends.

Where behaviour is not acceptable, a conversation will be held with the pupil, sanctions applied as appropriate to the concern and parents may be informed. We do not publicise misdemeanours and sanctions to other students and parents. We invite pupils to talk to a member of the pastoral team about any concerns they have about behaviour so that action can be taken to improve the situation.

Anti-Bullying Policy

Bullies habitually seek to harm or intimidate those whom they perceive as vulnerable. Bullying can take many forms: for example, it can be physical, verbal, or emotional. When someone is habitually hit, threatened, humiliated, excluded, called names, taunted or when their possessions are interfered with, they are being bullied. Bullying is always wrong because of the hurt and distress it causes.

This school does not accept or tolerate bullying and we do all we can to create a positive ethos to prevent it happening and to deal with it sensitively when it does happen, recognising that both the bullied and the bully need help.

The school will have particular regard to the potential vulnerability of any pupil with a protected characteristic in regard to bullying.

The school employs a number of strategies to deal with bullying, including discussing the Policy with Year 7 in the first weeks of the Autumn Term, as well as utilising assembly time to reinforce the policy at regular intervals with all year groups. Student Wellbeing Ambassadors promote the message of being an upstander rather than a bystander when unpleasant behaviour is witnessed, and Anti-Bullying Week is marked by a wealth of activities. The supervision of all areas at break and lunch time is a priority, and there are quiet supervised areas (for example, the library) where students can go.

Bullying can only continue if there is a conspiracy to keep it secret. If a student is being bullied, she should be encouraged to tell someone: it could be the form prefect, form teacher, school nurse, wellbeing mentor, or any member of staff. Allegations will always be taken seriously, but no action will be taken without discussion between the pupil and a senior member of staff. Anyone seeing bullying or hearing of it (and parents or friends are generally the ones confided in) should tell someone who can help. Each year, every student receives an anti-bullying wallet card, informing them that bullying will not be tolerated and what action should be taken if encountered. It also includes some useful contact numbers and websites.

Health and Safety

The health and safety of each student is of paramount importance. All students should ensure that their behaviour does not put others at risk and all members of the school community should look out for each other and raise any concerns they may have, be it in or out of lessons.

In Science, eye protection is used for the vast majority of practical work. Where it is deemed necessary for eye protection to be used, it is the expectation of the Science Department that pupils will wear it continuously from before the equipment is collected until all the apparatus is cleared away, unless they are told otherwise. The potential consequences of not doing so are severe, and any pupil who persistently refuses to co-operate with this policy may need to be excluded from practical lessons.

PASTORAL CARE AND BEHAVIOUR EXPECTATIONS

In the event of an accident/injury to the eye it is essential that eye irrigation is commenced as soon as possible. It is therefore likely that, if your child wears contact lenses, these will be lost down the sink.

Work Expectations

It is the expectation that all students will make the best of a King's education, working hard, completing tasks as expected, seeking support as necessary and giving back to the school by participating in clubs, house events, voluntary service and charity programmes.

Organisation is a key to success and each student in school receives a diary for the year in which she is required to record her homework and school commitments.

At the weekend, pupils should write the homework subjects for the following week into their diaries. In lessons they should record the homework set, together with the date due in. When homework is completed, it should be ticked off.

Parents are asked to check and sign the diary each weekend. Form tutors will then check the students' diaries regularly.

Music diaries are also issued to those students who have instrumental lessons and LAMDA books to those taking lessons.

Sixth Form Driving

Parents of Sixth Formers are asked to confirm in writing to the Head of Sixth Form that they know their children are driving to school. Driving lessons should not be arranged in study periods. Specific advice concerning driving is in the Sixth Form Handbook, including where to park off site. It is the expectation that students do not drive their car during the school day, nor take any students as passengers without the express permission of the passenger's parents.

Drugs and Substances

No alcohol, tobacco, illegal drugs or any other potentially dangerous substances or objects may be consumed or brought into school or on the journey to and from school and school trips. Students are not permitted to bring knives into school under any circumstances. In some cases, students have brought knives in for entirely innocuous purposes (such as cutting a birthday cake) but this is strictly forbidden.

Smoking is unacceptable and parents will be contacted if any pupil is found smoking during the school day or whilst travelling to and from school.

Electrical Equipment

Electrical equipment should not be brought into school and the school takes no responsibility for loss or damage to such items. The school is required to ensure that all electrical equipment on the premises is PAT tested and a student's possession which has not been tested would therefore contravene regulations.

The BYOD (Bring Your Own Device) Policy for Years 8 – 13 does not allow for devices to be charged at school. Students are liable for any loss or damage to their equipment.

Appearance

All students are expected to adhere to the school uniform and Sixth Form dress code (See Appendix). No make-up should be worn for Years 7-11, but in Sixth Form discreet make-up is permissible.

All students are expected to wear the regulation uniform in such a way as to look smart and bring credit to the school. Students who fall short of these standards will, in the first place, be asked to put whatever it is right and are expected to sort the problem out immediately. If they fail to do so, a note home is issued and a conversation with parents may follow. In particular, in Years 7-11 skirts need to be worn on or below the knee and shoes should be chosen from the acceptable styles list. Occasionally, pupils may be excluded from lessons for persistent uniform infringements.

PASTORAL CARE AND BEHAVIOUR EXPECTATIONS

Mobile Phones

Many parents wish their children to have a mobile phone for reasons of security but, during the school day, mobile phones must be switched off and placed in locked lockers and only used with the permission of a member of staff (Key Stage 3 & 4). Sixth Formers should be discreet in using their mobiles around school. The Acceptable Use Policy applies to the use of mobiles and BYOD computers and other devices that can access the internet such as smart watches and brought into school.

The taking of pictures with any device is strictly forbidden in all circumstances including outside of lesson times. Mobile phones will be confiscated if misused and under no circumstance may they be re-charged in school. The school cannot accept any responsibility for mobile phones. It is against examination board regulations to bring any smart devices such as mobile phones or smart watches into any public examination.

Money and Valuables

It is the expectation that students will look after school property and their own personal property. Students should not bring large amounts of money into school. If it is necessary to do so, for any reason, then it should be handed to a senior member of staff for safe keeping. Small amounts of money brought into school must be kept on the person at all times. Permission must be obtained to collect money in school for any purpose, including sponsoring.

Musical Instruments

Musical instruments should be clearly labelled with the owner's name and, if they have to be left in school, they must be stored in the space provided in the Music Department and not left in form rooms or cloakrooms around the school. Any musical instruments found lying around school are handed into lost property.

Naming of Property

All uniform, games kit and personal possessions must be clearly marked with the owner's name.

Open Events – Compulsory Attendance for Years 7 and 8

The success of our annual Open Events relies principally on the availability of current pupils to act as guides. We ask, therefore, that all Year 7 and 8 pupils attend to help us at the Autumn Open Evening – Friday 18 September 2020 and the Summer Open Evening – Friday 2 July 2021. Students from other year groups are involved in different subject areas and act as excellent ambassadors for the school.

POLICIES AND PUBLICITY

Policies

The following policies are available to parents on the school website, on paper, or in school on request:

Admissions; Anti-bullying; Behaviour Child Protection and Safeguarding; Complaints; Curriculum; Educational Visits, Equal Opportunities, Expulsion, Removal and Review Policy, Fire Safety and Prevention Policy; First Aid; Health and Safety; Missing Child Policy, Special Educational Needs and Disability; Supervision; Privacy and Insurance notices.

Personal, Social, Health and Economic Education (PSHEE) Policy

A comprehensive programme is taught from Year 7 through to Upper Sixth covering a wide range of topics and issues through PSHEE lessons, as well as Springboard lessons, Create and Curiosity lessons and the Your Futures programme at Sixth Form level. These curriculum lessons are complemented with speakers and two festival weeks – a Festival of Ideas and a Festival of Wellbeing. Further details about what your child will cover in the curriculum is found in the outline Scheme of Work. In addition, further details can be found in the PSHEE Policy.

Policy on Equal Treatment and Racial Equality

The school is committed to Equal Opportunities and our policy is available on request.

Policy to Safeguard and Protect the Welfare of Children

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents should know that the law (Childcare Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded. Parents will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. In addition, staff have a statutory responsibility now under the Keeping Children Safe in Education (September 2020) guidance to ensure that they report any concerns with respect to a pupil being radicalised or having been (or may be) subjected to Female Genital Mutilation (FGM). There is a Child Protection and Safeguarding Policy, available to parents on the school website. The Deputy Head (Academic) is designated as the Child Protection Officer. Any student who needs to speak on this matter on her own or someone else's behalf to a member of staff will be treated with sensitivity but must realise that confidentiality cannot be promised.

Publicity and Use of Student Photographs and GDPR

From time to time, the School may wish to use photos of the students for publicity purposes. This includes school publicity material such as the Prospectus and items in the press and on the school website. No names are linked to photographs on the website except where specifically promoting an achievement but local newspapers usually wish to include names in their features. We hope that parents will agree to their children appearing in publicity material as it is very helpful to the school, but if at any time they decide they do not wish this to happen they should write to the Head. A standard form is issued to all new parents on joining school, seeking their agreement or otherwise to this point. Individual photos of students are taken at various stages for internal identification and records. They would not be shown to anyone outside the school except in appropriately serious circumstances.

SANCTIONS AND SECURITY

Sanctions

We expect the highest standard of behaviour from students and commitment to their studies.

A pupil will not be suspended or expelled without grave cause. The circumstances which may lead to expulsion (or required removal as an alternative to expulsion) include:

- Supply/possession/use of certain drugs and solvents and their paraphernalia or substances intended to resemble them, and alcohol and tobacco
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying
- Offences of a sexual nature; supply and possession of pornography and unauthorised firearms
- Vandalism and computer hacking
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Other serious misconduct towards a member of the school community which brings the school into disrepute (single or repeated episodes) on or off the school premises

A complaint which could lead to a child being suspended or required to leave the school permanently will be investigated thoroughly and fairly. There is a right of appeal by a panel of Governors. A copy of the full policy on removal is available in school and on the website.

Security

The personal safety of each child is of paramount importance and access doors to the main buildings use an electronic key-based system (fobs). Each pupil is given a fob which opens all main buildings between 7.45am and 4.30pm. Pupils in Years 7-11 who arrive in school before 8.20am go straight to the dining room where they are supervised until 8.30am, when they may go to their form rooms.

During after-school activities, pupils should only move around school as directed by the teacher in charge. Pupils must, however, remember to take all belongings that they wish to take home to the activity, as it will not be possible to return to other areas of the school to collect them.

In order to ensure everybody's safety, on no account is any student to open a door for anyone who is not a member of the school community. Students should always direct visitors to the main entrance and not give them access to the school buildings. Fobs should not be lent to others; the fob is electronically tagged to each individual student and it is essential that this one-to-one correspondence be preserved. Replacing a lost fob will incur an expense of £10.

OUTSIDE THE CLASSROOM

Appeals and Charity Giving

It is the tradition that all students are involved in raising money for charities. Each key stage will choose at least one charity and then spend a half term working together to put on specific fundraising events such as a fair. Other charities are supported throughout the school year. The four houses also have charities which they support.

Co-curricular Activities

A termly programme is published which is uploaded to the portal page and website, displayed in form rooms and also found on the co-curricular calendar (linked to the main calendar and sports calendar). Pupils register their interest in these activities by logging into the SOCS co-curricular site www.misocs.com using the pupil school email address as user name and the password which is issued. Any difficulties can be directed to the Director of Co-Curricular. A wide variety of co-curricular activities are offered encompassing a range of musical, dramatic, academic, cultural, spiritual and sporting activities. Many of the co-curricular activities take place at lunchtimes.

The Duke of Edinburgh's Award Scheme is an important part of the co-curricular programme and this is offered at bronze level for students in Year 10. Students take up a skill, sport or activity, offer some form of community service and then prepare for and complete an expedition.

It is expected that all students will participate in school activities. In KS3, students are expected to choose three lunchtime clubs to attend weekly. Suggestions for new activities are welcomed and will be implemented wherever possible.

Events

During the school year a wide variety of events including plays and concerts are held to which parents and friends are warmly invited. The students and staff greatly appreciate support at these events.

A Forthcoming Events booklet is uploaded to each child's portal page (at the beginning of the Autumn Term and at the end of the Autumn and Spring Terms) to raise awareness of events and with details of how to book seats. Parents are encouraged to come along to these events with their children even if they are not directly involved. An Inspire Programme booklet is produced to promote the many different society-led talks, trips and events happening in each term.

Friday Afternoon Activities

The purpose of the Friday Afternoon Activities programme in Year 9 and above is to introduce students to pursuits that they would not normally follow in curriculum time. Students may apply to join Combined Cadet Force. Otherwise, in Year 9, students take part in a carousel of activities and, in Year 10 and above, students choose from a wide range of options, some which run for a full year, some half yearly. Some activities provide a unique opportunity to combine with students from Warwick School.

Combined Cadet Force (CCF)

The main activities for CCF take place on Friday afternoons in conjunction with students from Warwick School. Year 9 students can apply for a place in the CCF Contingent and will remain with the CCF for the academic year, but it is hoped that they will opt to stay for a further four. The first year involves basic training, including drill and turnout, expedition training and safe weapon handling. In subsequent years students can fly and glide in the RAF section or experience infantry and skills training in the Army Section.

For students who choose to remain in Year 11, more activities are introduced, along with leadership training so that in the Sixth Form, as NCOs, cadets can take on a more responsible role in the Contingent, including the instruction of younger cadets.

In addition to Friday afternoon, there are a number of weekend and holiday activities, some of which every cadet is expected to attend. The Contingent is partly funded by the Ministry of Defence.

OUTSIDE THE CLASSROOM

School and Form Councils

There is a School Council which usually meets at least twice a year. Each key stage proposes items for discussion which originate in the Form Council meetings. The Sixth Form also has its own Forum and in addition there are Lunch and Uniform Committees for all year groups to attend.

The Head holds discussion groups from time to time with pupils. Pupils can also speak to their form teachers and senior staff.

We welcome the views of our pupils and parents on the quality of education and service we provide. From time to time we give questionnaires on particular issues.

Trips and Visits

Parents are advised of future trips in writing and must give permission, completing the appropriate consent form, so their child can participate. Costs are usually added to the bill.

A good number of trips of an educational nature (mainly day) are arranged in the course of the school year, linking with the curriculum in various subjects. We hope all students will be able to participate in these, and we will try to support any student who is in receipt of a full Foundation Award and may otherwise find it difficult. (Any requests for such help should be addressed, in confidence, to the Head).

There are also longer, residential trips linked to the curriculum, such as field studies, which are essential for students to complete a course. Awareness of this is made when options for GCSE and A Level are chosen.

Recreational trips during the holidays are also arranged both in this country and abroad. These tend to be of a broadly cultural or sporting nature. They are, of course, entirely optional. Staff may promote trips but are always careful not to suggest to any students that they should participate, being mindful of the fact that the expense involved regrettably makes them impossible for some pupils.

It is expected that students participating on school trips will still be enrolled in the school as pupils at the time when the trip takes place. In addition, pupils will only be allowed on trips if staff can be confident of their behaviour and their safe participation in the trip.

Voluntary Service

Students are encouraged to take on responsibilities in the community. In school there is an active Amnesty group which meets weekly as part of the co-curricular programme. Students research the work of Amnesty International and other Human Rights issues and organise fund-raising events such as the annual 'Amnestea'. Many students undertake voluntary work with tremendous passion and commitment. They learn about the challenges facing people in our local community and about the needs of those further afield. Some of the placements are:

Local primary schools – Warwick Preparatory School, Warwick Junior School, Coten End, Newburgh, Lapworth and Wellesbourne Primary Schools – working with small groups of children.

Warwick Hospital visiting twice per week – entertaining and talking to patients as part of the 'Kissing it Better' scheme.

A swimming group for physically disabled youngsters at Newbold Comyn Pool – supporting in swimming lessons.

Park View Nursing Home – entertaining and talking to elderly people.

TRANSPORT

School Bus Service

Warwick Independent Schools Foundation provides a safe, convenient and environmentally friendly means of transport for our pupils from Year 3 upwards.

Wherever safe and appropriate, the Foundation would encourage parents, pupils and staff to walk, cycle and/or take the bus to and from our Schools in order to achieve environmental and health benefits and help reduce Warwick's traffic congestion.

We operate eleven bus services to and from school, arriving by 8:25am each morning and departing at 4:15pm each afternoon from the coach park on the Myton Road. We also offer a number of late coaches (departing 5:45pm) for pupils taking part in after-school activities.

Our pupils come from far and wide, so the Foundation offers routes covering a 30-mile radius. To see what routes are available please visit the website:

www.warwick-school-transport.co.uk

Cars

Parking is extremely limited at school and we would encourage all students to use the School Bus Service, Public Transport or lift share wherever possible.

Student Cars

Pupils may not use their cars during the school day without specific permission from the Head of Sixth Form.

Students must not give lifts to other students unless the written permission of parents of both driver and passenger has been received.

There is currently no on-site parking available for students.

Pedestrians

Students may enter the school via the Junior School or Warwick Hall entrances, as well as off Banbury Road. Any student needing to cross Myton Road must do so at the crossing.

Bicycles

We are very keen to encourage pupils to come to school by any means that does not lead to road congestion and that causes little harm to the environment, and which helps personal levels of fitness. Cycling may be appropriate for some students, but we do urge pupils and parents to ensure that appropriate safety equipment is worn, bikes have adequate lighting, and are well-maintained.

Cyclists needing to cross Myton or Banbury Roads must do so at the pelican crossing. Cyclists must walk with their bicycles whilst on the school site and whilst crossing Myton or Banbury Roads. Bicycles should be locked securely in the bike racks.

Students must ensure that their bikes have a substantial lock.

Minibuses

All buses have forward-facing seats and each seat is fitted with a seat belt. All drivers have undergone testing (such as MiDAS/D1 classification) and are authorised to drive a minibus.

ACADEMIC LIFE

Aims

Academic life at King's is exciting, forward-thinking and enriching. We want our students to enjoy their learning and to feel proud of the progress that they make.

Our approach is highly effective and each year our public examination results show not only exceptional outcomes but also exceptional value that has been added to student performance by the quality of teaching and learning. This is because we recognise that each student is an individual and we tailor our teaching to get the very best out of every student.

Academic life at King's, however, goes way beyond public examinations. 'Scholarship' is the first aim of the school and within that we focus on three key areas:

1. Creative and Critical Thinking

We ensure that our students are adept and experienced creative and critical thinkers, that they are able to ask, explore and research challenging academic and ethical questions.

We encourage them to think creatively, to examine a problem from different angles and to come up with original and striking solutions. We encourage them to take intellectual risks, to think outside of the box, and we help and support them to develop the emotional and intellectual resilience that is vital to academic success.

2. Intellectual Curiosity and Independent Thinking

We want to inspire our students to think for themselves, to evaluate information and arguments and to be curious about the world and eager to learn and understand more. Most importantly, we want them to enjoy and be excited by their academic studies and the myriad ideas and thoughts that are inspired by this. We want them to be intellectually curious and enquiring, to be adept at thinking on their feet and pursuing interesting lines of thought.

3. The Enrichment of Learning Outside of and Beyond the Classroom

As part of the endeavour to encourage curiosity and excitement about the learning process, we want our students to pursue their academic interests beyond the classroom; we want them to join and contribute to the huge array of societies, clubs, and other groups that are on offer. We want our students to embrace the remarkable opportunities that a King's education offers and to pursue their own interests and enthusiasms.

We are fortunate to have a highly experienced and dedicated teaching staff who are passionate about their subjects and committed to communicating their enthusiasm to the students. This, combined with the hard work and eclectic talents of the student body, creates a thriving and dynamic academic community at King's.

THE CURRICULUM

The curriculum has been carefully designed to promote and reflect the academic aims of the School. We have a strong tradition of curriculum innovation. The academic curriculum is complemented by a full and wide-ranging co-curricular programme and a very successful framework for pastoral care. We tailor the curriculum to be responsive to, and meet the needs of individual students, and curriculum summary documents are uploaded annually to your child’s portal page.

The curriculum is delivered via a two-week timetable, consisting of Week A and Week B, both with six fifty-minute lessons each day. The school day begins at 8:40am and ends at 4.00pm.

Key Stage 3

In Key Stage 3 students follow a broad and balanced curriculum, developing skills in a range of subjects before selecting those for GCSE study in Year 9. The following list outlines some of the key aspects of our Key Stage 3 curriculum offer:

Latin is taught from Year 7 upwards. For students who benefit from additional focus on core skills in English and Maths, there is the possibility to come out of Latin lessons throughout Key Stage 3 to have additional support in the core subjects.

Engineering is taught as a separate discipline in Year 8 in addition to the three sciences.

In Year 8, students will study an additional foreign language, making a choice between German and Spanish. French is taught from Year 7 onwards.

Our exciting Springboard Programme is taught in Year 7. This introduces students to our core values of curiosity, resilience and risk-taking. PSHEE is taught as a distinct course to all students in Key Stage 3.

From Year 9 onwards, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School.

Key Stage 4

In Key Stage 4 the majority of students study 10 GCSEs; however, some students choose, for a number of reasons, to follow nine or fewer GCSE subjects.

There are six core GCSE subjects. Students then opt for an additional three or four subjects from the option blocks listed below:

Key Stage 4 –			
Core Subjects	Option 1 Languages	Option 2 Humanities	Option 3 Creative and Technical
English Literature	French	Geography	Art
English Language	German	History	Computer Science
Mathematics	Spanish	Religious Studies	Drama
Biology	Latin		Design & Technology
Chemistry			Food
Physics			Physical Education

THE CURRICULUM

In Years 10 and 11, students follow our Create Programme, which is centred on an ambitious creative project with a focus on cross-curricular learning. The course also explores important questions of ethics, philosophy, religion and current affairs.

In Years 10 and 11, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School.

Sixth Form

In the Sixth Form, the majority of students follow a core of three A Levels, with some students opting to take four A Levels. In addition, students are strongly encouraged to follow the King’s Baccalaureate and/or the Extended Project Qualification (EPQ). Sixth Formers also enjoy a range of additional activities to prepare them for Higher Education and Careers:

Our Your Future Programme focuses on leadership, Higher Education and careers.

EPQ students will enjoy allocated time with their supervisors and the weekly taught element of the project.

Health, Fitness and Wellbeing classes in Years 12 and 13 allow students to choose from a range of options such as yoga, Pilates and spinning.

Joint activities take place on Friday afternoons with boys from Warwick School.

The following table provides further details on the curriculum, with the lesson allocation for each subject per fortnight. The shaded cells denote optional subjects in the specific year group.

THE CURRICULUM

	Year 7 Per 2 Week Cycle		Year 8 Per 2 Week Cycle		Year 9 Per 2 Week Cycle		Year 10 Per 2 Week Cycle		Year 11 Per 2 Week Cycle		Year 12 Per 2 Week Cycle		Year 13 Per 2 Week Cycle	
	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods
English	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Mathematics	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Science	300	6												
Physics			150	3	200	4	250	5	250	5	600	12	600	12
Chemistry			150	3	200	4	250	5	250	5	600	12	600	12
Biology			150	3	200	4	250	5	250	5	600	12	600	12
Engineering			100	2										
French	300	6	200	4	200	4	250	5	250	5	600	12	600	12
Religion and Philosophy	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Physical Education (Exam)							250	5	250	5	600	12	600	12
Geography	150	3	150	3	150	3	250	5	250	5	600	12	600	12
History	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Computer Science	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Latin	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Music	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Drama	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Art	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Design and Technology	50	1	100	2	50	1	250	5	250	5	600	12	600	12
Food	50	1	50	1	50	1	250	5	250	5				
German	-		200	4	200	4	250	5	250	5	600	12	600	12
Spanish	-		200	4	200	4	250	5	250	5	600	12	600	12
Classical Civilization	-		-	-							600	12	600	12
Business Studies	-		-	-	-		-		-		600	12	600	12
Further Mathematics	-		-	-	-		-		-		600	12	600	12
Economics	-		-	-	-		-		-		600	12	600	12
Psychology	-		-	-	-		-		-		600	12	600	12
PSHEE	100	2	50	1	75	2	75	2	75	2				
Springboard	50	1	50	1										
Create							50	1	50	1				
Your Future											100	2		
Physical Education	100	2	50	1										
Games	200	4	200	4	150	3	150	3	150	3				
Swimming (rota)	200		4											
Health, Fitness and Wellbeing											100	2	100	2

ACADEMIC PERFORMANCE AND PROGRESS

Academic performance is monitored very carefully to ensure that students are making strong progress. On entry to the school, students take a range of tests in core areas to establish their 'baseline' potential. These results are then processed by the Centre for Evaluation and Monitoring at Durham University to produce a range of data from which student progress is tracked against by teaching staff.

We use two forms of written reports: shorter Grade Reports and Full Reports, which, together with Parents' Evenings, represent the main ways of communicating academic information to parents throughout the year.

The purpose of Grade Reports is to provide a clear, concise summary of academic progress at any given point in the school year. Full Reports are where staff make a more detailed summative comment on a pupil's progress as well as indicating areas where improvement could be made. Each year group receives one Full Report per year. All subject staff will write comments on Full Reports, and there will be further summative comments from the Form Teacher and Head. All students are given the opportunity to read, review and reflect on Grade and Full Reports during tutor time before reports are made available online via the Parent Portal. In addition, we email parents to alert them to the publication of each report. Hard copies of Grade or Full Reports are not provided.

Monitoring entries are recorded by staff as 'rewards' or 'notes home' and are stored on each pupil's portal page in iSAMS, the Management Information System. The purpose of recording this information is to enable parents to have real-time feedback on their child's progress and performance. The entry will be automatically emailed to parents and serves as a means of keeping parents in touch so that they can speak with their child when one is received.

Where a pupil goes above and beyond the expectation for her, a reward may be issued by teachers and it will also be fed back to the pupil via the subject teacher and form teacher. For exceptional work, a Head's Commendation may be attained. A Note Home entry is a way in which staff can communicate any issues (for example, a late homework).

The Form Teacher, Head of Year and Head of Key Stage also provide support and intervention at an early stage with the pupil. This may take place either in a single subject or across subjects. A discussion will be arranged with the pupil, and parent where appropriate.

The table overleaf outlines the dates for reports, Parents Evenings, internal examinations and exam leave dates for the academic year 2020-2021.

REPORT SCHEDULE 2020-2021

AUTUMN TERM 2020

Year 7

Email update – Friday 16 October

Grade Reports

Available online – Monday 14 December

Year 8

Parents' Evening

Tuesday 1 December (5.00-8.00pm)

Year 9

Full Reports

Available online – Monday 14 December

Year 10

Grade Reports

Available online - Monday 16 November

Parents' Evening

Thursday 19 November (5.00-8.00pm)

Consolidation Week - 16-20 November

Year 11

Sixth Form Open Evenings:

Insight into Sixth Form Subjects -

Wednesday 23 September (6.15-9.00pm)

Your Future -Wednesday 2 December (6.15-9.00pm)

Parents' Evening

Thursday 1 Oct (5.00-8.00pm)

Consolidation Week – 16-20 November

A Level Option Choices Deadline

Monday 7 December

Full Reports

Available online – Friday 11 December

Lower Sixth

Parents' Evening

Tuesday 03 November (6.00-8.00pm)

Grade Reports

Available online – Monday 14 December

Upper Sixth

Grade Reports

Available online - Friday 2 October

Parents' Evening

Tuesday 6 October (6.00-8.00pm)

Full Reports

Available online – Wednesday 2 December

SPRING TERM 2021

Year 7

Parents' Evening

Wednesday 3 March (5.00–8.00pm)

Year 8

Grade Reports

Available online – Friday 26 March

Year 9

GCSE Options Talk

Wednesday 13 January (7.00–9.00pm)

Parents' Evening

Thursday 21 January (5.00-8.00pm)

GCSE Options Choice Deadline

Wednesday 3 February

Year 10

Full Reports

Available online – Friday 26 March

Consolidation Week – 1- 5 March

Year 11

Mock Exams

Thursday 7 January – Tuesday 19 January

Exam Results

Available online - Tuesday 2 February

Parents' Evening

Thursday 4 February (5.00–8.00pm)

Consolidation Week – 1- 5 March

Grade Reports

Available online - Friday 26 March

Lower Sixth

UCAS Higher Education Evening

Thursday 28 January (6.30- 9.00pm)

Grade Reports

Available online – Friday 12 February

Full Reports - Available online - Friday 26 March

Upper Sixth

Mock Exams - Tuesday 7 January –

Thursday 14 January

Grade Reports - Available online –

Tuesday 2 February

Parents' Evening

Wednesday 10 February
(6.00-8.00pm)

SUMMER TERM 2021

Year 7

School exam week: 24- 28 May

Consolidation week: 17 – 21 May

Full Reports

Available online – Monday 5 July

Year 8

School exam week: 24- 28 May

Consolidation week: 17 – 21 May

Full Reports

Available online – Monday 5 July

Year 9

School exam week: 24- 28 May

Consolidation week: 17 – 21 May

Grade Reports

Available online – Monday 5 July

Year 10

School exam week: 24 - 28 May

Consolidation week: 17 – 21 May

Grade Reports

Available online - Wednesday 16 June

Parents' Evening

Wednesday 23 June (5.00-8.00pm)

Year 11

Exam Study Leave – to be confirmed

Lower Sixth

School exam week: 24- 28 May

Study leave Thursday 20 and Friday 21 May

Grade Reports

Available online - Wednesday 16 June

Parents' Evening

Thursday 17 June (6.00-8.00 pm)

Upper Sixth

Exam Study Leave – to be confirmed

REPORT SCHEDULE 2020-2021

Grading System for Academic Attainment

In Years 7, 8 and 9, teaching staff are asked to give academic attainment grades based on the following criteria:

Attainment	Description
Excellent	<ul style="list-style-type: none">• Demonstrates excellent knowledge, understanding and skill.• Has a sophisticated command of the subject.• The level of attainment is consistently at the highest level.
Very good	<ul style="list-style-type: none">• Demonstrates very good knowledge, understanding and skills.• Has a very good command of the general principles of the subject.• The level of attainment is consistently at a high level.
Good	<ul style="list-style-type: none">• Demonstrates good knowledge, understanding and skills.• Has a good command of the general principles of the subject.• The level of attainment is regularly at a high level.
Generally secure	<ul style="list-style-type: none">• Demonstrates generally secure knowledge, understanding and skills, though with some weaknesses.• Has a secure grasp of many of the general principles of the subject, though with some gaps in knowledge.• The level of attainment is generally secure, although it can be inconsistent.
Incomplete knowledge	<ul style="list-style-type: none">• Demonstrates an incomplete level of knowledge, understanding and skills.• Has not yet attained a secure grasp of most of the general principles of the subject.• The level of attainment is not yet secure and consistent.

In Years 10 and 11, teaching staff are asked to give attainment grades (9 - 1) based on the numerical grading system used for all subjects at GCSE. The chart opposite shows how the new numerical grading system at GCSE relates to the old alphabetical grading system.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

REPORT SCHEDULE 2020-2021

It is important to note that the grades awarded in Year 10 will reflect the fact that most students will not yet be working at Grade 8 or 9 level. We would normally see a gradual improvement in grades awarded as students move through the GCSE course.

To help assess the level of attainment, a Teacher Predicted Grade is also provided. This grade is a goal that is an achievable challenge that is within the scope of a pupil's ability to reach. Predicted grades are dynamic in that they may change during the course in response to improvements (or deterioration) in quality of a pupil's work.

In Sixth Form, teaching staff are asked to give attainment grades (A* – U) based on the traditional alphabetical grading system used for all subjects at A Level. Similarly, it is important to note that the grades awarded in Lower Sixth will reflect the fact that most students will not yet be working at A* or A grade level. We would normally see a gradual improvement in grades awarded as students move through the A Level courses. A dynamic Teacher Predicted Grade is also provided to give a realistic indication of likely final outcomes.

Grading System for Attitude to Learning

Teaching staff are asked to 'traffic light' students' attitude to learning from Year 7 to Upper Sixth by considering the following criteria:

Grade	Description
GREEN	<ul style="list-style-type: none"> • Demonstrates a positive attitude to learning • Works efficiently and produces homework on time • Takes pride in work and is well organised
AMBER	<ul style="list-style-type: none"> • Occasional concerns about or some inconsistencies in attitude to learning • Generally works efficiently and usually produces homework on time • Does not always take pride in work and can sometimes be disorganised
RED	<ul style="list-style-type: none"> • Significant concerns about attitude to learning • Often works inefficiently and frequently fails to produce homework on time • Does not generally take pride in work and is frequently disorganised

If you would like to discuss any issues in a particular subject, please contact the relevant Head of Department, copying in the Head of Year. If you would like to discuss broader academic issues about your daughter's work, please contact the relevant Head of Year, copying in the Deputy Head (Academic).

INSPIRE – ACADEMIC ENRICHMENT

Academic enrichment is a vital part of life at King's. We want all of our students to develop a love of learning which inspires them to be intellectually curious and to explore academic topics of interest beyond and above the confines of the taught curriculum. Our innovative and forward-thinking Inspire Programme is designed with the specific aim of fostering curiosity and supporting students as they develop specialist areas of interest as they progress through the school. The Inspire Programme is centred on the values of intellectual curiosity, creative thinking, and supra-curricular endeavour.

Dr Seal is our Director of Studies at King's. With the support of other teachers and visiting specialists, he leads the Inspire Programme and also works with staff to ensure that lessons are carefully designed to ensure stretch and challenge for every student. Dr Seal also works closely with our student Lower Sixth Head of Scholars to develop an exciting and inspiring programme of academic enrichment. The Inspire Booklet contains more detailed information. The core elements of the Inspire Programme are outlined below.

• Inspire Dinners

Our Inspire Dinners offer students and staff the chance to gather to celebrate the culture of aspiration and intellectual enquiry at King's. The evening is formal, starting with a drinks reception and followed by a three-course meal in the Dining Hall, and then a talk from a distinguished guest of honour. The Inspire Dinners take place twice a year: they are free of charge and open to every student in the school, although numbers are limited.

• The Inspire Lecture Series

This offers a fantastic opportunity for students, staff and parents to enjoy a termly lecture from a distinguished expert. Our inaugural Inspire Lecture was delivered by Professor AC Grayling, the acclaimed author, academic, and Master of New College of the Humanities.

• Inspire Trips

Each term we run a series of Inspire enrichment trips which are open to every student in the school. The aim is to enable students to learn more about academic and intellectual life and culture, to experience the atmosphere of the great universities and colleges at Oxford, Cambridge and London, and to enjoy regular live theatre via our RSC Shadowing Programme.

• Inspire Higher Education Programme

This exciting and challenging programme helps to prepare ambitious students for the requirements of applications to a range of universities. Students receive mentoring, including weekly thinking skills sessions, guidance on writing a highly academic personal statement, preparing for admissions tests, and developing methods for answering open, challenging questions at interview. The programme is open to every student in Sixth Form.

• Academic Societies

At the heart of our Inspire Programme is our fantastic range of student-led academic societies. These provide leadership opportunities for students to develop their interests and inspire younger students to get involved.

INSPIRE – ACADEMIC ENRICHMENT

• Inspire Research

Alongside societies, trips and events, we aim to provide students in every year group with the opportunity to do their own personal research and to learn the skills required for planning and executing an original piece of work. In Years 7, 8 and 9, all students have the chance to join our weekly scholarship sessions. All students then have the chance to complete research during allocated 'Inspire Homework' periods each week, leading towards one or more of our three annual Inspire Essay Competitions. Years 10 and 11 have dedicated time in their fortnightly timetable for research too. Our exciting 'Create' programme in Year 10 and 'Curiosity' course for Year 11 offer further teaching on research skills and the chance to undertake a short piece of non-assessed research. Finally, all of Lower Sixth are strongly encouraged to consider taking the EPQ, or Extended Project Qualification, which is an assessed piece of work that counts for the equivalent of half an A Level in UCAS points.

• Inspire Cross-Curricular

Led by Dr Grist, the Inspire Cross-Curricular Programme encourages students to focus on making links between the topics taught in different departments. Our cross-curricular initiatives include competitions that require connections to be made between a variety of subjects. We also give opportunities in the classroom for cross-curricular thinking, with exciting plans ahead for half termly themes on which departments focus together.

To discuss Academic Enrichment at King's, please contact Dr Seal at p.seal@kingshighwarwick.co.uk

BOOST – LEARNING SUPPORT

We are proud of our learning support provision. No matter how talented or able the student, there may come a time in a pupil's school life when they need some additional support with academic work. Our Boost Programme offers bespoke and tailored solutions to make sure that pupils have access to positive, encouraging and effective support and guidance. Boost brings together the impressive range of academic support sessions, bespoke individual guidance, and small group sessions. These systems are vital in enabling each pupil to realise their full academic potential.

Mrs Lucie Harris is our Head of Learning Support. She has a wealth of specialist expertise and experience and works with our Learning Support Assistant, Mrs Pagni, and a team of Boost Tutors, who will work closely with academic departments to ensure that every student in the school is carefully supported in their academic progress.

The list below provides a brief outline of the range of learning support that is available at King's:

- **Department Clinics:** a wide range of department clinics and workshops are offered each week
- **Boost Maths and English:** designated additional sessions in Maths and English for students going into Year 11 taught by staff in these departments
- **Sixth-Form Mentoring Programme:** this involves an A-Level student who works with a girl in KS3 or KS4 to offer help and support in a particular subject
- **Daily Boost:** students can drop in to speak with or receive support from our Head of Learning Support every lunchtime
- **A Tailored Curriculum:** we always look to adapt the curriculum offer to your daughter's particular needs. If appropriate, KS3 students can come out of Latin lessons to attend additional core English and Maths sessions run by our visiting tutors

- **Boost One-to-One Tuition:** personalised tuition with a member of the Boost Team in one of the following areas: Core Maths; Core English Skills; Core Study Skills; Confidence and Self Esteem; English as an Additional Language. There is an additional cost for this tuition. Further details can be found in our Boost booklet.

For students who require some additional learning support, whether or not they have a diagnosed Special Educational Need or Disability, there are plenty of opportunities to access expert support and guidance to improve core skills in English, Maths and Languages, and develop important study skills that will enable them to learn and revise effectively.

To discuss learning support at King's, please contact the Head of Key Stage or Mrs Harris on l.harris@kingshighwarwick.co.uk

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At King's we support all our students, including those with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. At the heart of our philosophy is the huge value placed on the abilities and achievements of all our students. King's is committed to providing, for each student, the best possible learning environment for them to be successful. We focus on the whole child and supporting their many talents – musical, sporting and academic – in order to raise self-esteem and ensure the student feels happy, secure and a valued member of the school community.

At King's, we recognise the need to pick up on any underlying difficulties early. On entry to the school, every student takes a range of short 'baseline' assessments which provide detailed information about their ability and potential in core academic areas such as vocabulary, numeracy, verbal reasoning and processing skills. In addition, further short assessments provide information about reading ages and spelling ages. This screening process allows us to identify any issues and work with students and parents to offer the very best academic support to enable each student to thrive during their time with us. These systems work alongside our regular reporting on attainment and attitude to learning so that we can carefully track and monitor progress and offer helpful and useful information to students and parents to enable progress.

All staff at King's support our students throughout their journey. We operate a graduated approach to SEND as recommended by the current SEND code of practice. Through outstanding classroom practice, teachers are able to pick up and act quickly upon individual girls' needs through 'assess', 'plan', 'do', and 'review' as stated in the code of practice. Even our most able girls may find one or two areas of the curriculum unexpectedly challenging and, through the graduated approach, these girls are raised quickly and assessed by our Head of Learning Support, Mrs Harris. These assessments enable us to have a full understanding of girls' barriers to learning and enable us to provide strategies and advice to both girls and staff to help break down these barriers, thus enabling SEND pupils to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

A detailed Individual Educational Plan (IEP) is created for each SEND pupil and is reviewed regularly to ensure that measures are in place in the classroom. Teaching staff use IEPs and liaise closely with the Head of Learning Support to ensure exceptional support for every student.

To discuss any aspect of our SEND provision, please contact the Head of Key Stage or Mrs Harris on

l.harris@kingshighwarwick.co.uk

HOMEWORK

At King's, we think very carefully about setting homework and homework allocations to ensure that all homework is clear, purposeful and highly beneficial to learning and progress. Homework should help students to consolidate their learning in lessons or help them to prepare for their next lessons and topics. Homework needs to be carefully managed so that it does not consume all of a student's spare time. We have very high academic standards, but this should not translate into an excessive homework burden.

Following a thorough homework review at King's, we have revised allocations for each year group which are outlined in the table below. Homework schedules are issued at the start of the academic year and students receive a printed copy in form time. If your daughter is struggling with homework, or spending too long on homework tasks, please contact the Head of Year to discuss further.

At King's we also use homework to extend learning beyond the taught curriculum and to encourage intellectual curiosity, creativity, and independent thinking. An exciting part of this endeavour is our Inspire Homework initiative for Years 7, 8 and 9. During the first half of every term, students are encouraged to spend their allocated Inspire Homework time doing their own research. These pieces of research can be submitted to our popular Inspire Essay Competitions. Recent entries have included essays on veganism, flying cars, the role of hashtags, the effectiveness of the Civil Rights Movement, and many more.

In the second half of every term, students use their Inspire Homework time to enter prestigious competitions. If students are aiming to become a GA Young Geographer of the Year, Talent 2030 Female Engineer or Foyle Young Poet, then Inspire Homework will give them the space to aim high. These competitions will be advertised by academic departments at King's and will be regularly communicated to parents. Completing research and entering competitions as part of Inspire homework is not compulsory. They are, however, an excellent way for King's students to deepen their love of learning and grow personalised academic interests.

Year Group	Homework Allocation per evening (based on 5 evenings)	Homework Allocation per week
Year 7	45 minutes	3 hours 45 minutes
Year 8	1 hour 10 minutes	5 hours 50 minutes
Year 9	1 hour 20 minutes	6 hours 40 minutes
Year 10 and 11	2 hours	10 hours
Sixth Form	2 hours 30 minutes	12 hours

EXAMINATIONS AND ASSESSED WORK

Examinations are a very important part of academic life as students move through the school towards the GCSE and A Level examinations at the end of Year 11 and Upper Sixth.

Students in Years 7, 8, 9, 10 and Lower Sixth sit internal examinations in May (the week before Summer Half Term Holiday). Students in Year 11 and Upper Sixth sit mock examinations in January on the return from the Christmas holiday. These examinations are excellent opportunities to consolidate learning, develop effective revision strategies and hone examination technique. It is the purpose of the internal examinations to prepare students for the atmosphere, regulations and timings of the external examinations.

At King's we enter candidates for GCSE and IGCSE examinations in Year 11 and A Levels in Upper Sixth. All GCSE and IGCSE courses will be graded 9 to 1.

All A Level courses are graded A* to U and follow the reformed linear specifications with examinations at the end of the two-year course. The vast majority of students will sit examinations in 10 GCSE subjects and 3 A Level subjects.

Each year our Examination Information Booklet is sent out to students and parents as Year 11 and Upper Sixth students depart for study leave. The booklet contains important details about exam leave arrangements, academic support sessions during study leave, results day and post-results services. Approximately one week before results day, we send out more detailed information and forms relating to results day and post results services.

There are strict codes of conduct for the external examinations and these are explained to all students well in advance of examinations.

Some students may require Special Access Arrangements for examinations, for example extra time or the use of a computer. Requests for Special Access in external examinations need to be made before the end of Autumn Term and must include the relevant test scores or other evidence to establish normal working/ need. Requests received after this date will not be processed by examination boards. In recent years there has been a tightening of the rules regarding Special Access and, as a consequence, assessments for access arrangements have to be conducted by one of our approved assessors. We will only allow students extra time in internal examinations if they would qualify for this in an external examination.

Controlled Assessment or Coursework (Non-Examined Assessment) still forms part of many examinations. The rules on conducting controlled assessment and coursework are stringent and thus plagiarism or any form of cheating is treated as a breach of examination board rules. Fuller details are provided at the time of the assessments to the relevant year groups.

For questions regarding external examinations, please contact the Examinations Officer, Mrs Stockley on

k.stockley@kingshighwarwick.co.uk

APPENDICES

APPENDIX A: COMMUNICATION

Type	Direction	Frequency
General - All Parents		
Weekly email with bulletin, Head’s message and upload of letters etc	School to parent	Weekly in term time
Website including sports website	School to parent	Ongoing
Physics	School to parent	End of each term and October half term
Chemistry	School to parent	On registration absence or school closure
Biology	School to parent	Annually
Engineering	School to parent	Termly
French	School to parent	Termly
Religion and Philosophy	Two way	Ongoing - as and when required
Key Stage/Year Group specific		
Letters to parents via daughter’s information page (parent portal)	School to parent	Ongoing - as and when required
Parents’ Introductory Evenings incl. Yr6 Induction afternoon	Two way	Annually
Parents’ evening	Two way	Annually
Yr12 Oxbridge evening & Yr12 UCAS evening	Two way	Annually
About daughter specific		
Daughter’s information page (parent portal)	School to parent	Ongoing
School report – full, summary and grade	School to parent	See Annual Parents’ Evening and Report Programme
Exam results	School to parent	See Annual Parents’ Evening and Report Programme
Performance data letters (sixth form)	School to parent	See Annual Parents’ Evening and Report Programme
Open lines of communication		
Homework diary (to Form Tutors, Subject teachers, Heads of Year, Heads of Key Stage)	Two way	Ongoing
Music and LAMDA diaries (to tutors)	Two way	Ongoing
Heads of Year and Heads of Key Stage (email, phone, meetings)	Two way	Ongoing
Deputy Heads (email, phone, meetings)	Two way	Ongoing
Class/Form Teachers (email)	Two way	Ongoing

APPENDICES

APPENDIX B: UNIFORM LIST

School Uniform – School uniform is provided by Schoolblazer Ltd and can be ordered online at www.schoolblazer.com

All uniform items must be bought from Schoolblazer *except for those with an ** (e.g. tights and socks).

Some uniform items are optional.

The uniform consists of the following items, of the approved style and material:

1. Regulation pleated navy kilt. An optional A-line skirt is available for Years 10 and 11 only. Length of all skirts to be on or below the knee. Please remember to allow for growing room!
2. Regulation striped fitted blouse with option of long or short sleeves.
3. Regulation navy V-necked pullover or cardigan with crest.
4. Regulation navy blazer with crest (required to be worn by all girls daily).
5. *Tights (in navy, beige or black), which must be worn between Autumn Half Term and the end of the Spring Term. Navy socks* (ankle or 3/4 length) are an option in the Summer Term and first half of the Autumn Term only.
6. Regulation navy and jade college scarf (optional).
7. Navy overcoat (This overcoat is optional as the waterproof tracksuit top can be worn instead).
8. Plain navy or black rucksack* for Years 7-10 and recommended to Year 11.
9. Hats and gloves* are optional but should be navy or black.
10. Summer dress – to be worn Summer Term and 1st half of Autumn Term as desired, with white socks. The dress length must be on or below the knee.
11. School Shoes* - see attached information.

For Physical Education

1. Navy/Jade Games skort and it is helpful if the girl's name could be embroidered or a name label attached on the outside, bottom left corner.
2. Navy/Jade Games polo shirt with crest.
3. Jade sweatshirt with crest.
4. Navy tracksuit bottoms.
5. Waterproof Navy/Jade Tracksuit top with fleece lining and crest.
6. Plain navy Shorts*.
7. Swimming costume.
8. Swimming hat with crest.
9. Navy/Jade Games bag with crest.
10. Navy 3/4 sleeve leotard* (Years 7, 8 & 9 only).
11. Navy footless tights* (Years 7, 8 & 9 only).
12. Navy/jade hooped Games socks for team players.
13. Navy socks*.
14. White sports socks*.
15. Shin pads *.
16. Gum shields*.

Optional items

1. Thermal base layer top with crest.
2. Leggings: Years 7-9 –Navy; Years 10+ Navy or black.
3. Navy boot bag.

APPENDICES

APPENDIX B: UNIFORM LIST cont...

Additional items*

1. White plimsolls or training shoes.
2. Astroturfboots.
3. Hockey stick.
4. Tennis racquet.

Towel, embroidered with name (optional, but will be needed should your daughter wish to take a shower).

Stationery

Your daughter is also expected to have the following items of **general equipment**:

30cm ruler, protractor and compasses (available from school).

Pencils and pencil sharpener; Rubber; Pencil crayons; Fountain pen; Blunt ended paper scissors; Pritt stick or similar. (Bottles of correcting fluid are not permitted).

Goggles will be provided for Design Technology and Science when required.

Jewellery – No jewellery, except wristwatches, is allowed, although, following discussions at School Council, now a pair of small, plain gold or silver studs, one in each ear lobe, may be worn in the School day. The bottom of the ear lobe must remain visible. Earrings cannot be worn for any form of physical education lesson or sports activity. Girls will be asked to remove them before taking part in a physical activity, if they have not already done so. This should be taken into consideration when ear piercing is being planned, as for clear safety reasons, there can be no exceptions.

Hair Accessories should be plain, in navy, black or match the colour of the hair. Extremes of colour and style of hair (and accessories) are not suitable for school and should not be worn.

Naming of Property – All uniform, games kit and personal possessions must be clearly marked with the owner's name. SchoolBlazer will name all items of uniform purchased (not in Summer 2020), as well as provide additional name labels for sports kit and science overalls.

Money – Any money brought to school must be kept on the person at all times.

Uniform – School Shoes – Charles Clinkard of Warwick have a range of suitable shoes but parents may use the guide below to purchase from any store.

Year 7 School Shoes – All Key Stage 3 & 4 shoes at King's High must be black or DARK brown leather (N.B. no patent). In order to ensure safety in school, high heels are impractical. Suitable shoes should fully cover the front of the foot (metatarsus area) by laces or Velcro or buckled strap(s). The strap must provide effective support over the arch of the foot and not be by the toes. The shoes should have arch support (no ballet shoes) and a block heel of no more than 2½" in height. We regret that this year we are unable to provide names of specific shoe brands and styles but we do expect that the shoes fit as closely as possible to the shoe styles outlined below.

We take health and safety seriously in school and so will check regularly the shoes that are being worn and the School's decision on this matter will be final. We reserve the right to veto anything we deem inappropriate.

Suitable Year 7 shoes



APPENDICES

SIXTH FORM DRESS CODE

School is a working environment. The overall aim of the Dress Code is to ensure that all students are business-like in their attire, as befits a working Sixth Form, as well as affording the opportunity to look stylish.

All students must wear the following:

1. All Sixth formers should wear a jacket with either trousers, a skirt or a dress.
2. Please may I remind students that skirts need to be of appropriate length and not be excessively tight in its fitting and they should be no higher than mid-thigh.
3. A plain, striped or checked top is permitted beneath your jacket. It must not contain any images or logos and it must be able to either tuck into your waistband or to sit neatly on top of it. Bare midriffs are not allowed, and low necklines are also unsuitable.
4. A cardigan or jumper may be worn underneath a jacket - not instead of it. Fleeces and sports attire should only be worn for sports lessons and coats should only be worn over the jacket when outside.
5. Flat or low-heeled shoes or low-heeled boots can be worn. Trainers should only be worn for sport and canvas shoes and strappy sandals on the beach! School is a working environment.
6. Please may I also remind you that facial piercings are not allowed.

The school reserves the right to veto anything that it deems to be inappropriate. Hoodies, jeans, trainers, low cut tops or tight fitting clothing will not be permitted.

Your Form Tutor will advise you when you are incorrectly dressed. If it is a small infraction you will be given until the next day to correct it. If it is a more serious matter you will be referred to the Head of Sixth Form and you will be asked to go home and change and your parents will be contacted.



King's High School

Independent Day School for Girls 11 – 18 years

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