

**JOHN COLET  
HUMANITIES COLLEGE**

**PROSPECTUS  
2009/2010**

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## JOHN COLET HUMANITIES COLLEGE

### HEADTEACHER

Mrs Christine McLintock MSc

### CHAIRMAN OF GOVERNORS

Mr Keith Wilkinson

### TEACHING STAFF – September 2009

Mr Frank Armstrong	History
Mr Jonathan Atkinson	Head of Year 10 / Teacher of Physical Education / Maths
Mr Paul Barrett	Technology (Resistant Materials)
Mrs Kaye Biggs	Science
Mrs Elizabeth Bond	Acting STL -Technology (Graphic Products, Product Design, Textiles)
Mr Trajan Brand	Technology (Graphic Products, Product Design,)/Maths
Mrs Sheena Briggs	English/ Film Studies
Mrs Sally Bulteel	Art and Design
Mrs Julie Caplan	English
Mr Steve Chappell	Assistant Subject Team Leader Mathematics
Mr Lewis Clarke	Humanities (History) / Geography
Mrs Anne Cobby	Head of Sixth Form / Teacher of English / Psychology
Mr Andy Date	Assistant Headteacher CPD / Teacher of Sociology / Maths
Mr Matthew Davies	Humanities (RE, History, Geography)
Mrs Ruth Davies	Technology (Food Technology)
Mrs Michèle Dawber- King	Modern Foreign Languages/ICT/History & RE
Mr Tom Dickinson	Subject Team Leader Music
Mr Dominic Downes	Mathematics
Mrs Dee Fanchi	Head of Year 7 / Teacher of Humanities (RE) / Sociology
Mrs Jan Firbank	Assistant Headteacher (Learning & Teaching ) / Teacher of Product Design / Maths / Health & Social Care/ Staff Governor
Mrs Barbara Fletcher	Art and Design
Mrs Amanda Froggatt	Head of Year 8 / Subject Team Leader RE / Teacher of Humanities & Sociology
Mr Mark Gardiner	Subject Team Leader of Business Studies / Teacher of Travel & Tourism
Mr Jonathan Goodman	Head of Vocational Education / Teacher of Humanities (History), Staff Governor
Mrs Jayne Gott	Assistant Head of Sixth Form / Teacher of English/General Studies
Mrs Sarah Gould	Subject Team Leader History / Teacher of Humanities
Miss Lisa Harvey	ICT / Business Studies & Travel & Tourism
Mrs Amanda Henderson	English
Mrs Debra House	Assistant Subject Team Leader/English/Comms
Mrs Marjorie Johnston	Subject Team Leader Technology (Resistant Materials / Food Technology) and STL Health and Social Care/Child Development
Mrs Angela Kelly	Subject Team Leader Geography/ Teacher of Sociology
Mr Sam Mace	Mathematics
Mr Steve McComb	Head of Year 11 / Subject Team Leader P.E.
Mrs Tina McGinnity	Assistant Headteacher (Pupil Support) /Teacher of PE
Mr Chris Measures	Assistant Headteacher (Director of Humanities /Community Cohesion / Able & Talented) Teacher of Business Studies / ICT / Travel & Tourism
Dr Paul Myatt	Science (Chemistry)
Mrs Lynne Needham	SENCO Head of Individual Learning
Dr Vicky Page	Subject Team Leader Science

<b>Mr Darren Parker</b>	<b>Humanities (Geography)</b>
<b>Mr Paul Phillips</b>	<b>Assistant Headteacher, (Assessment/ Recording/ Reporting)/Teacher of Mathematics/German Mathematics</b>
<b>Mrs Pauline Pope</b>	<b>Acting Subject Team Leader Mathematics</b>
<b>Mrs Amanda Readhead</b>	<b>Humanities (Geography)</b>
<b>Mr Geoff Richardson</b>	<b>Physical Education</b>
<b>Mrs Steph Rose</b>	<b>Subject Team Leader Modern Foreign Languages</b>
<b>Mrs Heather Royle</b>	<b>English/Film/ Drama</b>
<b>Miss Charlotte Sadler</b>	<b>Music/ Maths</b>
<b>Miss Katie Sadler</b>	<b>Physical Education</b>
<b>Mrs Katie Shackleton</b>	<b>Head of Yr 9 / Teacher of Modern Foreign Languages / Geography</b>
<b>Mrs Isabelle Simpson</b>	<b>English / Communication Studies /ICT</b>
<b>Mrs Carleigh Slade</b>	<b>Science (Chemistry) &amp; Maths</b>
<b>Mrs Sandie Smith</b>	<b>Textiles / Health and Social Care/ Child Development</b>
<b>Mrs Nicola Strachan</b>	<b>Subject Team Leader English /Communication Studies / Drama &amp; Film Studies</b>
<b>Mrs Sonra Taylor</b>	<b>Modern Foreign Languages</b>
<b>Mrs June Uhart</b>	<b>Assistant Subject Team Leader Science (Physics)</b>
<b>Mrs Val Walker</b>	<b>Subject Team Leader ICT</b>
<b>Mr Toby Wall</b>	<b>Science (Chemistry)</b>
<b>Mr Vic Walsh</b>	<b>STL Art</b>
<b>Mrs Gill White</b>	<b>Physical Education/School Sports Co-ordinator</b>
<b>Miss Sandy Whitehouse</b>	<b>Science (Biology) / Psychology</b>
<b>Mr Richard Williams</b>	

**SUPPORT STAFF – September 2009**

<b>Mrs Afsheen Amir</b>	<b>Learning Support Assistant</b>
<b>Mr John Angood</b>	<b>Design Tech. Technician</b>
<b>Mrs Ellie Austin</b>	<b>Cover Supervisor</b>
<b>Mrs Carolyn Barr</b>	<b>Learning Support Assistant</b>
<b>Mr Steve Battista</b>	<b>Assistant Caretaker</b>
<b>Mrs Olwen Bennett</b>	<b>Humanities College Administration Assistant</b>
<b>Mrs Mary Bonner</b>	<b>Cleaner</b>
<b>Mrs Kathy Brett</b>	<b>Reception/Admin Assistant IL and Sixth Form</b>
<b>Mrs Vicky Bunce</b>	<b>Mid-day Supervisor</b>
<b>Mrs Adele Cadogan</b>	<b>Data Manager</b>
<b>Mrs Janet Campbell</b>	<b>Business Manager</b>
<b>Mrs Gill Carter</b>	<b>Receptionist</b>
<b>Mrs Kathy Clark</b>	<b>Librarian</b>
<b>Mrs Sue Collings</b>	<b>Cover Supervisor</b>
<b>Mrs Jill Collins</b>	<b>Learning Support Assistant</b>
<b>Mr David Cook</b>	<b>Learning Support Assistant</b>
<b>Mr Richard Dalby-Smith</b>	<b>Network and systems Manager ICT</b>
<b>Mrs Sally Daniel-Hatton</b>	<b>Cover Supervisor</b>
<b>Mrs Annette Davis</b>	<b>Cleaner</b>
<b>Mrs Katrina De Banks</b>	<b>Cleaner</b>
<b>Mrs Jennifer Dobson</b>	<b>Learning Support Assistant</b>
<b>Mrs Donna George</b>	<b>Data Assistant</b>
<b>Mrs Julia Goodes</b>	<b>Inclusion Unit Manager</b>
<b>Mrs Jacquie Harland</b>	<b>Admin Assistant Reception/ IL / Sixth Form</b>
<b>Mrs Isobel Harrison</b>	<b>Cover Manager</b>
<b>Mrs Angela Hodges</b>	<b>Learning Support Assistant</b>
<b>Mrs Helen Hogg</b>	<b>Learning support Assistant</b>

<b>Mrs Lesley Holloway</b>	<b>Reprographics Technician</b>
<b>Miss Katherine Horton</b>	<b>Cleaner</b>
<b>Mrs Morag Jones</b>	<b>Finance Assistant</b>
<b>Mrs Angela Knowlton</b>	<b>Pupil Support Officer</b>
<b>Mrs Eileen Langford</b>	<b>School Matron / Student Welfare and Attendance</b>
<b>Mrs Katrina Larkin</b>	<b>Higher Level Teaching Assistant</b>
<b>Mrs Nadda Lipscombe</b>	<b>Learning Support Assistant</b>
<b>Mrs Wendy Lock</b>	<b>Learning Support Assistant</b>
<b>Mrs Sarah McCleary</b>	<b>Cover Supervisor</b>
<b>Mrs Claire Mackaill</b>	<b>Inclusion Unit Assistant</b>
<b>Mrs Mary Mooney</b>	<b>Senior Science Technician</b>
<b>Mrs Susan O'Reilly</b>	<b>Learning Support Assistant</b>
<b>Mrs Wendy Perkins</b>	<b>Work Experience Administrator/ Display Co-ordinator</b>
<b>Mrs Coralie Perry</b>	<b>PA to Headteacher</b>
<b>Mrs Jenny Phillips</b>	<b>Technology Technician</b>
<b>Mrs Susan Phillips</b>	<b>Higher Level Teaching Assistant</b>
<b>Mr Kelvin Rand</b>	<b>Assistant Caretaker</b>
<b>Mrs Karen Rippington</b>	<b>Learning Support Assistant</b>
<b>Mrs Maria Robinson</b>	<b>Cleaning Supervisor</b>
<b>Mr Chris Robinson</b>	<b>Cleaner / Casual Assistant Caretaker</b>
<b>Miss Stephanie Robinson</b>	<b>Cleaner</b>
<b>Mrs Jane Silman</b>	<b>Higher Level Teaching Assistant</b>
<b>Mrs Jackie Skinner</b>	<b>Cleaner</b>
<b>Miss Georgina Smith</b>	<b>Learning Support Assistant</b>
<b>Mrs Karen Thomas</b>	<b>Learning Support (PE) /Mid-day Supervisor</b>
<b>Mrs Debbie Thorius</b>	<b>Learning Support Assistant</b>
<b>Mrs Kate Tipping</b>	<b>Examinations Officer</b>
<b>Miss Alison Twyford</b>	<b>Learning Support Assistant</b>
<b>Mrs Karen Walshe</b>	<b>Learning Support Assistant</b>
<b>Mrs Kimberley Whyte</b>	<b>Learning Support Assistant</b>
<b>Mrs Louise Wiktorowicz</b>	<b>Science Technician</b>
<b>Mrs Averil Wilkinson</b>	<b>School Counselling Service provider</b>
<b>Mr Sean Worsley</b>	<b>Site Manager</b>
<b>Ms Sue Young</b>	<b>Technology Technician</b>

<b>Mrs Sue Blockley</b>	<b>Bucks CC Clerk to the Governing Body</b>
<b>Mrs Isobel Harrison</b>	<b>Clerk to GB Premises Committee</b>
<b>Mrs Jeannette Grexhammer</b>	<b>Clerk to the Personnel Committee</b>

**ARRANGEMENTS FOR SCHOOL VISITS BY PARENTS**  
**OF PUPILS CURRENTLY AT JUNIOR AND PRIMARY SCHOOLS**

We are anxious to allow parents of prospective pupils every opportunity to learn about the school. We have therefore arranged for parents to be able to see the school during one morning and one evening. The dates and times in 2009 are as follows:

**Tuesday 29 September 2009, 7.00 p.m. – 9.00 p.m.**  
**Wednesday 30 September 2009, 9.00 a.m. – 11.00 a.m.**

Children coming to John Colet Humanities College in September 2010 will be invited to spend two days with us in July 2010. On the evening of one of these days, we invite their parents into the school to meet the staff. By September we think both parents and children will know the school, and what it stands for, well.

**INSET DAYS:** Tuesday and Wednesday 1<sup>st</sup> and 2<sup>nd</sup> September 2009  
Friday 23<sup>rd</sup> October 2009  
Monday 4<sup>th</sup> January 2010  
Tuesday 04 May 2010

**School Term and Holiday Dates 2009/10**

	Open on morning of:	Close at end of afternoon on:
<b>Autumn Term 2009</b>	Thursday 3 September	Thursday 22 <sup>nd</sup> October
	Monday 2 November	Friday 18 December (Closes to students at 12.10)
<b>Spring Term 2010</b>	Tuesday 5 January	Friday 12 February
	Monday 22 February	Thursday 1 April
<b>Summer Term 2010</b>	Monday 19 April	Friday 28 May
	Monday 7 June	Wednesday 21 July (Closes to students at 12.10)

Easter 2010: 2 – 5 April 2010  
Early May Bank Holiday: 3 May 2010  
Spring Bank Holiday: 31 May 2010

**School Term and Holiday Dates 2010/11**

	Open on morning of:	Close at end of afternoon on:
<b>Autumn Term 2010</b>	Thursday 2 September	Friday 22 October
	Monday 1 November	Friday 17 December (Closes to students at 12.10)
<b>Spring Term 2011</b>	Wednesday 5 January	Friday 18 February
	Monday 28 February	Friday 8 April
<b>Summer Term 2011</b>	Wednesday 27 April	Friday 27 May
	Monday 6 June	Friday 22 July (Closes to students at 12.10)

Recommended in-service training days for teachers: Wednesday 1 September 2010, Tuesday 4 January and Tuesday 26 April 2011; plus two more, still to be decided.

Easter 2011: 22-25 April 2011  
Early May Bank Holiday: 2 May 2011  
Spring Bank Holiday: 30 May 2011

## **THE VALUES OF JOHN COLET HUMANITIES COLLEGE**

We believe that our pupils are important. We place great emphasis on developing good relationships within the school. Everyone is encouraged to show respect for the feelings and views of others. To this end the creation of a secure, caring and purposeful environment is the responsibility of all of us (pupils, staff and parents).

Everyone is of equal value and is therefore treated equally regardless of gender, cultural, religious, ethnic or family backgrounds.

Further, everyone should show respect for the environment, the buildings, the grounds and displays of work.

### **OUR SCHOOL AIMS**

1. To help each child to become a well adjusted person.
2. To provide opportunities for thought, judgement, appreciation and enjoyment.
3. For each child to be motivated to gain as high as possible a quality of life.
4. To enable each child to live in harmony with others by encouraging understanding and by developing a sense of responsibility to home, school and the community.
5. To make no preconceived judgements as to pupil's abilities and potential. To plan a curriculum to cater for the whole range of ability.

### **SCHOOL VISION STATEMENT**

“A safe, caring, respectful, challenging and supportive community where students are encouraged to become independent learners and thinkers.”

### **PASTORAL CARE IS FOCUSED ON THE TUTOR AND THE TUTOR GROUP, BUT AT ITS HEART LIES GOOD CLASSROOM TEACHING.**

Pupils are placed in tutor groups that cover a wide range of ability. Each tutor group is placed under the guidance of a Form Tutor who is responsible to a Year Tutor.

In the overall education of each pupil, the Form Tutor is very important. The Tutor is directly responsible for the general welfare of the pupils in the group and for monitoring and encouraging their academic progress. Much of this is done in Tutor time.

It is the Form Tutor, Head of Year or Mrs McGinnity, Assistant Headteacher, who should be approached by parents wanting to discuss any aspect of their child's education. In any area of concern we urge parents not to hesitate in contacting us. Where we have concerns, we will certainly make sure that we contact parents. Appointments can be made to see the Form Tutor or appropriate Year Tutor at any time.

We believe that it is possible to impose a firm but non-repressive discipline on a school without tension. The start of this comes with good classroom teaching, from which pupils can work purposefully and with interest. When difficulties occur, the pupil is supported by the pastoral system and by the Individual Learning Department. We believe firmly in involving parents in matters to do with pupils' behaviour and general progress.

The School is always happy to see parents and discuss questions and concerns with them, but it is helpful if parents make appointments through the School Office. In emergencies, appointments can be made at very short notice. Parents are asked not to turn up without an appointment to see members of staff as most of the time the teacher will be teaching.

Parents are formally invited to meet staff twice in the first year, and at least once a year thereafter.

### **SAFEGUARDING STATEMENT**

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. A copy of this policy is available on request from the school office.

### **SCHOOL INSPECTION BY GOVERNMENT INSPECTORS, (OFSTED), January 2008**

See OFSTED Website for latest report.

### **THE CURRICULUM**

#### **SCHOOL TIMES**

- **50 lesson fortnightly timetable for all year groups (25 hours per week)**

8.30 - 8.50	Registration / Assembly		
8.50 - 9.50	Lesson 1	12.10 - 1.10	Lesson 4
9.50 - 10.50	Lesson 2	1.10 - 1.50	Lunch
10.50 - 11.10	Break	1.50 - 1.55	Registration
11.10 - 12.10	Lesson 3	1.55 - 2.55	Lesson 5

### **Key Stage 3 Information for Parents September 2009**

In September 2008 we moved to a 2 year Key Stage 3. Students then take their options at the end of Year 8 and start GCSE courses in Year 9. They will then have 3 years in order to complete their GCSE studies.

## SUBJECTS TAUGHT AND NUMBER OF LESSONS EACH WEEK

Lessons Per Week	Year 7	Year 8	Year 9	Year10	Year11
<b>English</b>	7	7	5 or 7	7	7
<b>Mathematics</b>	6	6	6	6	6
<b>Science</b>	6	6	6	9	9
<b>Humanities : (History, Geography, RE, Citizenship)</b>	9	9	9	5	5
<b>French and /or German</b>	4	4	4 or 6	Opt.	Opt.
<b>The Arts: Music / Art</b>	6	6	6	Opt.	Opt.
<b>Technology</b>	5	5	5	4	4
<b>Physical Education</b>	4	4	4	3	3
<b>ICT</b>	2	2	2	Opt.	Opt.
<b>Tutor Period</b>	1	1	1	1	1
<b>Option Subjects</b>				3 @ 5	3 @ 5
	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

The New Key Stage 3 Curriculum at John Colet Humanities College is an effective curriculum based on shared aims and offers coherent approaches to learning.

Our curriculum should enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Successful learners who:	Confident individuals who:	Responsible citizens who:
<ul style="list-style-type: none"> <li>• have the essential skills of literacy, numeracy, information &amp; communication technology</li> <li>• are creative, resourceful and able to identify and solve problems</li> <li>• have enquiring minds and think for themselves to process information, reason, question and evaluate</li> <li>• communicate well in a range of ways</li> <li>• understand how they learn and learn from their mistakes</li> <li>• are able to learn independently and with others</li> <li>• know about big ideas and events that shape our world</li> <li>• enjoy learning and are motivated to achieve the best they can now and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• have a sense of self worth and personal identity</li> <li>• relate well to others and form good relationships</li> <li>• are self-aware and deal well with their emotions</li> <li>• have secure values and beliefs, and have principles to distinguish right from wrong</li> <li>• become increasingly independent, are able to take the initiative and organise themselves</li> <li>• make healthy lifestyle choices</li> <li>• are physically competent and confident</li> <li>• take managed risks and stay safe</li> <li>• recognise their talents and have ambitions</li> <li>• are willing to try most things and make the most of opportunities</li> <li>• are open to excitement and inspiration offered by the natural world and human achievements</li> </ul>	<ul style="list-style-type: none"> <li>• are well prepared for life and work</li> <li>• are enterprising</li> <li>• are able to work cooperatively with others</li> <li>• respect others and act with integrity</li> <li>• understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world</li> <li>• appreciate the benefits of diversity</li> <li>• challenge injustice, are committed to human rights and strive to live peaceably with others</li> <li>• sustain and improve the environment, locally and globally</li> <li>• take account of the needs of present and future generations in the choices they make</li> <li>• can change things for the better</li> </ul>

The new John Colet Key Stage 3 Curriculum will focus on the Programmes of Study for each of the statutory subjects. These are Art and Design, Citizenship, Design and Technology, English, Geography, History, Information and Communication Technology, Mathematics, Modern Foreign Languages, Music, Physical Education and Science. The teaching of Careers Education, Sex Education and Religious Education is also statutory.

In addition to the statutory curriculum, a group of subjects will focus on a theme in order to develop cross-curricular skills and knowledge. The themes are Healthy Lifestyles, Identity and Cultural Diversity, Technology and the Media, Enterprise, Global Dimension and Sustainable Development, Creativity and Critical Thinking.

The purpose of these cross-curricular themes is to enrich the curriculum. This will be achieved through lessons that develop the themes and then culminate in a focused Theme Week which begins on the 5<sup>th</sup> July 2010 in which all aspects are drawn together to consolidate the learning. This could be a visit, a performance, workshop activities, visiting speakers, extended project or an alternative enrichment project.

Key Stage 4 will start at the beginning of Year 9 and with a three year course (it is currently two years) and this will allow additional enrichment at GCSE Level resulting in greater levels of achievement overall.

## **ART & DESIGN**

At John Colet Humanities College, all pupils study Art & Design at Key Stage 3. The course provides a broad-based and balanced programme of study. The schemes of work pay particular attention to the National Curriculum attainment targets and have been praised in the recent OFSTED report. Students are encouraged to work in a variety of media to improve their technical skill and understanding through two and three-dimensional studies.

At the end of Key Stage 3, students can choose to take Art as an option for GCSE. They are required to complete two units including the exam unit by the end of this three year course. Each project should show individual development and progression. Students also develop their knowledge and understanding of artworks through visits to major London galleries and through directed study.

Advanced Level Art at both AS and A2 are popular courses at John Colet Humanities College, and are designed to prepare students wishing to pursue a career in Art & Design for entry into higher education. At AS they work on two units including an examination unit and at A2 they again work on a further two units including an examination unit. Throughout their course, students are encouraged to develop their self-motivation and the self-awareness to be able to relate their work to that of others and to the world around them. Through videos, talks and visits to galleries and exhibitions students develop a strong awareness of art in its theoretical context and are able to form their own opinions in the form of a contextual study.

## **BUSINESS STUDIES AND TRAVEL & TOURISM**

At Key Stage 4 students are given the option to study GCSE Business Studies.

The GCSE Business Studies course encourages our students to investigate and understand the basics of business activity. This includes learning about the types of business, sources and control of finance, successful marketing, efficient production and managing people. The emphasis is on learning practical skills that are relevant to future careers in all sectors of the economy.

We aim to help our students make effective use of relevant terminology, concepts and methods. A major piece of controlled assessment enables every student to work independently and carry out their own research in order to write formal business plans. Students are encouraged to view themselves as entrepreneurs, understanding the balance between risk and reward and how levels of effort and providing the customer with what they want are critical to success.

Interest in Business can be extended into the Sixth Form where the Department offers an A Level course in Business Studies and Travel and Tourism. The former provides students with advanced skills in operations, marketing, human resources and finance. It equips students for a variety of business and management courses at university or is the springboard for launching a career at 18. The Travel and Tourism course allows students to explore one of the fastest growing sectors of industry covering topics such as worldwide destinations, event management, tourism development, ecotourism and customer service

To develop our Sixth Form students' understanding of the way businesses are organised, structured, financed and operated we have successfully introduced the Young Enterprise Scheme. In 2009, Colet students entered 4 successful teams from across Years 11 and 12.

## DRAMA

Students who choose to study GCSE Drama at John Colet Humanities College will discover a subject that is diverse, challenging and enjoyable.

The course provides students with the opportunity to be creative, experimental and active whilst also developing their written analysis and appreciation of the theatre. Students build confidence in their communication with others through both performance and group work. There is also an opportunity to work with and perform for Primary school children to create a piece of educational theatre that fulfils a real need.

In Year 10, students discover and explore Drama techniques and terminology, creating and presenting scripted and improvised performances. They will also experience live theatre and develop their observation and analytical skills. A mock exam is taken at the end of Year 10 to assess student progress and set targets for the following year. Year 11 provides the opportunity for more in-depth study of text in context, theatre history, practical approaches to improvisation and scripted work and further enjoyment of live performance. The work produced in Year 11 is formally assessed: marks from two internally assessed performances will count towards the final GCSE grade, along with an externally assessed written paper. Students will be required to analyse their own work and the work of others in their exam. Please note that students wishing to study Drama at GCSE level will need to attend a theatre visit in Year 10 and 11 as part of the course.

Beyond the classroom, there is an opportunity for all John Colet students to participate in the annual production, which takes place in conjunction with the Music Department. Auditions are held early in the year to allow all year groups to participate. Students have relished this experience in past productions, including our 2009 production of *Bugsy Malone*.

Participation in public speaking competitions, concerts and local community events is encouraged. Students are also invited to attend Drama Club on a weekly basis, another opportunity to build confident and meet new friends. Theatre visits are an integral part of Drama courses and are organised throughout the year.

## ENGLISH

We are proud of our work and success in the English Department at John Colet Humanities College. With a committed and experienced team of teachers and Learning Support Assistants, we try to maximise the potential of every student in every group, whatever their ability.

English, by its very nature, is full of variety and it is this very variety that makes English exciting, challenging and rewarding. We continue to prepare our students for examinations by providing them with a range of opportunities to develop their writing, speaking, listening, and reading habits. We also continue to study Shakespeare and a variety of pre and post 1914 literature at both KS3 and KS4.

The KS3 National Strategy, supported by the English Framework, allows KS3 pupils to explore a variety of text types and to develop their own skills in persuasive, imaginative, analytical, and discursive writing. Increased creativity and flexibility within the curriculum is vital in order to facilitate learning.

We ability group from Year 8 and students will continue to be set throughout. Most pupils at KS4 prepare for both English and English Literature, although for a few it is felt that concentrating on English only is more beneficial.

Throughout their mainstream education, we provide our students with a variety of opportunities to work in pairs and groups as well as whole class activities, including the use of Library, Drama and ICT facilities. They are encouraged to speak with confidence, listen with appreciation of, and respect for, others and to write as accurately and fluently as possible.

For our students, this prepares them to move onto AS/A2 studies equipped with the necessary skills to embrace English Literature at a more challenging level. In our experience students have achieved excellent results at this level, making it a popular choice in years 12 & 13.

## **HUMANITIES**

All Year 10 and 11 pupils study GCSE Humanities. This course again combines the knowledge, skills and ideas of History, Geography and RE as well as other Humanities disciplines, notably Sociology. As all students follow the Humanities programme, we are able to ensure that all our students have the chance to study the important issues that face the world today. In Year 10 students will be studying the Culture and Beliefs and Environment section of the course. They will also be studying GCSE short course Citizenship, which will be examined in the Summer of Year 10. Students will then go on to study 'The Family and Society' and 'Global inequality' in Year 11. They will also be expected to complete coursework, which makes up 25% of their final mark.

For students wishing to extend their study of the Humanities, the department offers AS and A2 courses in History, Geography RE and Sociology. Once again these subjects have proven to be very popular with students.

## **GEOGRAPHY**

Groups at Key Stage 3 are taught in mixed ability tutor groups. This allows the students to develop their relationships within their groups and also helps to create a positive working environment, where discussion of geographical topics can flourish.

In Year 7, a new scheme of work has been introduced with input from the Royal Geographical Society. Areas of focus include 'Impossible Places', 'Adventure Landscapes', 'Risky Places'; all with the intention of bringing awe and wonder into the classroom and engage enquiring minds. This process of introducing new material will continue through all year groups over the coming months.

At GCSE, we follow the syllabus of AQA Specification C which covers a wide topic base from Population to Glaciations and it is examined in two papers and a formal teacher assessment over a 10 hour period.

A level follows on from this course and all is taught by specialist Geography teachers.

## **HISTORY**

Through the study of History at John Colet Humanities College we aim to help students become independent thinkers, open-minded, disciplined, good at problem solving and able to pick out the essential from the trivial. Hopefully, pupils will develop a life long enthusiasm for the study of this wonderful and fascinating subject.

At KS3, we study a variety of topics including Rulers and Ruled, The History of Medicine, Black Peoples of the Americas, WW1, WW2 and a depth study on the Holocaust.

History is a popular and successful option at GCSE. We follow the AQA Modern World History Syllabus B Course which currently includes studies on The Cold War, Nazi Germany, American Civil Rights and The Russian Revolution. There is a coursework element that makes up 25% of the final mark.

At AS/A2 we are embarking on a new syllabus OCR Syllabus B which includes the study of Russia on Turmoil, Radicals and Revolution Britain 1780-1880, Perspectives on the Holocaust and an opportunity for students to undertake a personal study.

We are particularly keen to develop pupils' understanding by offering a wide range of trips and visits. To that end we have organised visits over the last few years to locations as diverse as:

- Berlin.
- Krakow (Auschwitz).
- The Imperial War Museum.
- Normandy
- Russia

This year we are hoping offer our year 10 and 11 students an opportunity to visit the WW1 battlefields of Belgium and Northern France. Our Sixth Form will be offered a trip to Prague and Krakow.

### **RELIGIOUS EDUCATION**

Religious Education is taught through the Buckinghamshire agreed syllabus within Key Stage 3. The topics are taught in a thematic approach, which covers all religious ideas and teaching within these areas. Topics include 'What guides our lives?', 'Does a belief in God make sense?' and 'Has Science got all the answers?' Within this approach, all of the major world religions are taught with more of an emphasis of comparing their teaching to ensure that students have a full understanding of the similarities and differences to ensure that they form informed opinions.

Strategies for delivering the syllabus include individual work, group work, personal research and the experience of outside visitors.

At Key Stage 4, Students have the option to take a separate GCSE in this subject. Students who do this will follow the AQA Syllabus B. This looks at religious responses to different moral and social issues, along with an in-depth study of one of the major world religions.

Students will be expected to study the core Humanities programme which has been developed to compliment the separate GCSE RE course. This contains a more social outlook, but students will be expected to study moral and social issues, which will include what different religions teach about the subject. These include looking at Abortion, Euthanasia and Capital Punishment.

At Key Stage 5, students will have the opportunity to study A level RE. This is a combination of moral issues along with studying the Synoptic gospels.

We are obliged to add that where they wish, parents have the right to withdraw their children from Religious Education. The Headteacher is happy to discuss this with parents.

### **ICT**

The aim of the Key Stage 3 ICT course is to develop students' confidence and proficiency in the use of ICT. We want them to decide when it is appropriate to use ICT and to make decisions as to the best software tools to perform tasks. All of our Key stage 3 courses are planned to be practically based and progressive, and we strive to deliver the National Strategy for ICT in the most interesting and appropriate ways for our students.

At KS4 pupils study the OCR National which is a very practical and vocational course, equivalent to the GCSE qualification. Its aim is to equip pupils with skills required for the work place and life after school.

Students will gain competence in a number of areas including; IT skills for business, website creation, video and sound editing and graphic design. The OCR national is modular and based on coursework produced throughout the year. The OCR national is also very flexible and allows able and talented pupils to “top up” their grades. This means in 2 years a pupil can undertake extra modules to achieve a qualification that is equivalent to 2, 3 and even 4 GCSEs.

The Applied GCE “A” level course is offered in years 12 and 13. The assessment for this subject is 80 per cent coursework and 20 per cent examination. The coursework element comprises 5 major projects split between years 12 and 13, including advanced website design (with ASP coding), graphic design and project management. Being a vocational course, the theoretical aspects focus on the use of ICT in commercial settings, assessed through an examination at the end of year 12.

## MATHEMATICS

The Department is staffed by a team who are totally committed to developing the potential of each student in this crucial and challenging core subject. Particular emphasis is placed on encouraging students at every level of ability to work with confidence and enthusiasm in order to achieve results at the highest possible level.

The department is very well resourced with up-to-date books and materials which reflect and support key government initiatives, such as the National Numeracy Strategy. ICT is used heavily in the delivery of lessons with all classrooms already equipped with Interactive Whiteboards and computers.

### Key Stage 3

At KS3 our scheme of work is based around the National Framework for Mathematics, with links were appropriate to other subject areas of the curriculum. Teaching and learning is significantly enhanced by the use of ICT in a very high proportion of lessons. We make particular use of the exciting range of materials provided by the Maths Alive package, which enables teachers to introduce topics and consolidate learning using a wide variety of highly visual interactive resources, games and puzzles. Student participation is encouraged at all times.

Several other packages are frequently used, such as Autograph and Geometer Sketch Pad. Classrooms also have direct access to the myriad of excellent on-line resources to be found on the World Wide Web. We subscribe to the ‘mymaths’ website which is being used very effectively to support students learning both at school and at home.

Students are taught in sets upon entry to the school. Movement between sets is decided upon using internal half termly assessments and teacher assessments. These assessments yield National Curriculum levels and sublevels, enabling students, staff and parents to monitor progress effectively.

It is a particular aim in Year 7 to consolidate previous learning and develop confidence and enthusiasm for Mathematics in order to build a platform for success in future years. Particular attention is paid to developing Number and problem solving skills. Building good mental arithmetic abilities and sound pencil and paper methods are a key objective in this foundation year. It will help students greatly in their development if they are confident in their times tables when starting at the John Colet Humanities College. Regular practice at home will help the pupils enormously.

### Key Stage 4

All students at John Colet Humanities College are entered for GCSE at the end of Year 11. We currently target our top sets and middle groups to enter at the Higher Tier, with the remainder attempting the

Foundation Level. The two tiers of entry mean that all students will have the opportunity of achieving a grade C regardless of tier of entry.

### Sixth Form

We currently teach to the Edexcel modular specification. At AS we teach Pure (core) Maths 1 and 2 plus Statistics 1. At A2 we teach Pure (core) Maths 3 and 4 plus Mechanics 1. Students have the opportunity to study Further Mathematics through our strong link with the Buckinghamshire Further Mathematics Centre.

## **MODERN FOREIGN LANGUAGES**

Travel abroad for work or pleasure has now become a commonplace event. Decisions governing our daily lives are made in co-operation with other European countries. It is in this context that the Modern Foreign Languages Department prepares pupils for the possibilities of working abroad, pursuing leisure activities abroad and understanding and participating in a society with an increasing European outlook.

With the new Key Stage 3 curriculum, all students in Year 7 and Year 8 study both French and German for two hours a week. Lessons are split into two 30-minute sessions for each language. They have their own booklets for each language based on *Equipe* and *Klasse*, which contain vocabulary, grammar and exercises. The emphasis is on speaking and listening and students have responded very positively to this initiative.

We use *Equipe* and *Klasse* in Key Stage 4 and supplement with *Route Nationale* and *Zick Zack* and various web sites. The skills of speaking and listening, reading and writing are practised to prepare the students for GCSE. The topics around which these skills are exercised go from simple issues in the early years to complex issues in the final years. AS and A2 French and German are available to Year 12 and 13 students.

A number of activities/visits are organised during the year. Year 7 pupils enjoy a French breakfast and in Year 8 they visit the Christmas markets in Cologne in December. Year 9 German students visit the Rheinland. Year 10, 11 and 12 German students have the opportunity to do an exchange with our partner school in Leipzig. Years 9 and 10 French students go on an exchange with Liffré, which is twinned with Wendover and Year 11 and 12 French students visit Paris. Language days with AGS are also organized for Year 8 / 9 students.

The department also invites representatives from local firms which have international links and local residents who regularly work abroad or the County language advisor into school to talk to Year 8/9 pupils, before they make their option choices, to enable them to see the importance of language study in today's business world.

## **MUSIC**

Music at John Colet Humanities College is a mixture of great fun and hard work! The subject allows pupils to be creative, to organise their ideas, to learn theory and stylistics and to develop their ability to perform.

At Key Stage 3 pupils are expected to have a tuned instrument to use in their Music lessons. They will engage in a wide variety of activities including: Electronic keyboard work; Tuned and un-tuned percussion work; Improvisation and composition, using specialist Music programs, Performance; Vocal work; Study of pop and classical music via listening and playing and Study of ethnic musical styles via listening and playing. Work takes place both individually and in pairs or groups.

At GCSE, the theoretical, practical and creative aspects of music outlined above are continued to a much higher level and combined with a more analytical approach. Students continue to benefit from the

expanding Music technology recently purchased for the department.

The school provides instrumental lessons on an individual and group basis. We employ staff from the Aylesbury Music Centre on the following instruments: violin, viola, 'cello, double bass, flute, oboe, clarinet, saxophone, bassoon, trombone, trumpet, cornet, classical and electric guitar and drum kit. Vocal and Piano/keyboard tuition is also available and at present parents are requested to pay the charges for all instrumental and vocal lessons.

Pupils who already benefit from the AMC's peripatetic instrumental teaching programme may continue to do so, and pupils are able to take up a new musical instrument at any point in the year. We expect those who have lessons to be involved with our extra-curricular activities and actively encourage those who take private instrumental lessons to join in too.

There are three musical events each year including the annual school production and Talent Show.

The John Colet Humanities College is well known for the high standard of its annual "production". Usually a stage show, this is a great opportunity for a large number of pupils to take leading roles, sing in the chorus, dance, act, play in the band or to try their hand at scenery, lighting, costuming and stage management. For those who are involved, this becomes the highlight of their year!

## **PHYSICAL EDUCATION**

The general aims behind the teaching of Physical Education in Key Stage 3 are to foster a positive attitude towards a healthy lifestyle and to encourage an enjoyment of sporting activities. Students will be introduced to new sports as well as participating in ones in which they already have experience. Initially students are taught in tutor groups and eventually they are placed into one of three teaching groups; boys, girls or mixed.

At Key Stage 3, the specific aims are to broaden the students' experience of sport and to develop skills, fitness and body awareness. By Key Stage 4, students are able to develop their skills and knowledge in a variety of activities; there is also an element of choice.

During the first two years at John Colet Humanities College every student will take part in swimming, trampolining, athletics, racquet sports and ball games. Key Stage 4 students also have the opportunity to study Physical Education at GCSE Level, and in the Sixth Form an A Level course is offered.

All students are encouraged to take part in extra curricular activities. There are many clubs and practices at lunchtimes and after school there are opportunities to represent the school. We compete locally in all major sports against other schools and enter tournaments regularly.

## **SCIENCE**

The Science department aims to equip students with the skills required to access the science within their everyday lives and develop their curiosity in the world around them. With more and more jobs requiring science and exciting opportunities offered by technological advances, science is a fast moving and challenging but rewarding subject.

Science is taught in seven purpose built laboratories. At Key Stage 3, a practical approach is adopted enabling pupils to discover many answers for themselves. The curriculum includes a variety of Biology, Chemistry and Physics topics.

Pupils take GCSE Science followed by Additional Science from the Twenty First Century Science suite of specifications. Many pupils opt to study Triple Science, which leads to GCSEs in Biology, Chemistry and Physics.

The GCSE Science specification comprises nine teaching modules (3 each of Biology, Chemistry and Physics) which are assessed through five units. Pupils are given opportunities to develop their research skills during their case study coursework.

GCSE Additional Science is a concept-led course developed to meet the needs of candidates seeking a deeper understanding of basic scientific ideas. The course focuses on scientific explanations and models, and gives pupils an insight into how scientists develop a scientific understanding of ourselves and the world we inhabit. The specification comprises nine teaching modules (3 each of Biology, Chemistry and Physics) which are assessed through five units.

Beyond GCSE, an interest in Science can be extended in the Sixth Form where the department offers AQA AS and A2 courses in Biology, Chemistry and Physics.

## **TECHNOLOGY**

Technology offers all students the chance to learn practical skills with a view to using these to solve problems through design activities and assignments. Focused skills tasks will involve students in resistant materials (such as wood, plastic and metal), textiles, food, systems and control involving mechanisms/electronics and graphic media.

During Years 7 & 8 pupils experience all the subjects of Technology through a series of modules that they study in rotation. In each of the modules studied as part of Technology, the pupils can produce a high quality finished product, which becomes a source of great pride. We ask parents to contribute to the cost of these products which of course then become the property of the pupil. In Year 9 students currently opt to study two of the four technologies with a view to taking one of these to GCSE level.

In Years 10 and 11 at John Colet Humanities College all the students must continue to study Technology. Our curriculum is therefore organised so that at least one Technology subject is taken by each student in Key Stage 4. The pupils are able to choose the area of Technology where they would most like to work. Each subject leads to a full GCSE certificate.

Product Design is offered as a subject at AS Level in Year 12. This can then be extended and built on in Year 13 to A2 Level. This has proven to be a popular course.

Technology is an essential part of the school's curriculum which enables students to function within the changing world in which we live. As a Department we aim to provide students with a challenging, learning environment thus engendering students with an enquiring nature towards all of Technology.

## **SPECIAL EDUCATIONAL NEEDS**

“There is good support for children who need help with their learning” - OFSTED January 2008.

The Individual Learning Department provides support for a wide range of pupils who experience difficulties coping with the curriculum. The nature of this support, which could be long or short term, depends on the needs of the individual pupil. The support may take the form of individual or group tuition. Literacy programmes take place during the school day and the department also operates a Homework Club after school for all pupils. Individual Learning Support Staff provide classroom support for a range of subjects.

The department also operates discrete groups for various years in English and Maths and a special programme which is included in the Year 10/11 Option Choices.

Pupils with statements and on School Action Plus have Individual Provision Maps, designed to meet their individual needs. These plans are reviewed twice yearly with parents and updated. Pupils are encouraged to be actively involved in this process. Pupils on SA are included in a provision map. The interventions are reviewed regularly and teaching strategies for these students are available to all subject staff. A safe area for students with statements/vulnerable students is available for part of the lunchtime within IL.

During examination periods, both internal and external, the department provides invigilation for special educational needs students and facilitates Access Arrangements such as reading or scribing.

The department works closely with “feeder” schools, endeavouring to provide a smooth transition from the primary to the secondary system for pupils with special educational needs.

The school has links with external support agencies including the Speech and Language Service, Specialist Teaching Service, the County Psychology Service, the Secondary Support Service and Connexions. Their specialist advice can be sought by the department when planning special educational needs programmes.

### **THE SCHOOL BUILDING/FACILITIES**

Good buildings do not make a good school - but they help. Our objective is to create a safe, state of the art, learning environment.

We are continually striving to improve the facilities and with the help of “Friends of Colet” and our gift aid scheme we have again made significant improvements, namely:

- Computer Aided Design Machines in Technology;
- ICT across the school;
- New Prep Room in Science;
- New Printing Press;
- Supplies for Art;
- Lockers

This is all in addition to the on-going provision of:

- Library and Information Centre
- Information and Communications Technology Centre
- Six English Teaching Rooms
- Six Specialist Teaching Rooms for Business & Information Studies
- Six Specialist Teaching Rooms for Humanities
- Four Specialist Teaching Rooms for Modern Languages
- Technology Teaching Suite
- Sixth Form Area
- Art, Music and Drama
- Gymnasium, covered swimming pool, Sports Hall, outdoor areas and a Multi-Use Games Area
- School Hall with retractable tiered seating and gallery
- School Administration Area (Office, Bursar’s Office, Senior Staff Offices,
- Medical Room, Staff Room, Meetings and Interview Room)

We are currently awaiting a new ten classroom block.

## **LIBRARY AND INFORMATION RESOURCE CENTRE**

*The Library is open*

Monday to Thursday

8.20 to 4.00 pm

Friday

8.20 to 3.30 pm

and is staffed by a Chartered Librarian.

Students are allowed to borrow 3 books at a time and, like most libraries, there is a system of fines in operation for overdue books. The tariff is posted in the Library, the maximum fine being £2.00.

We use an automated system for the issue of books, using a Biometric Fingerprint Identifier.

There are 16 networked computers available and five laptops where students can access their work. The Career's Library is also housed in the School Library and contains a comprehensive range of paper and computer based materials ranging from career information to details of Higher and Further education, all of which is up-dated annually.

The Library is available for Sixth Form Private Study and class lessons. A photocopier is available for individual copies of materials and the cost is 5p for an A4 and 10p for an A3 sheet. The charges are posted next to the machine.

The School Library provides all the resources required to enable students to become individual learners in a calm, quiet, supportive environment.

## **PUBLIC EXAMINATION RESULTS**

We are very proud of the achievement of our students which is on and above national averages at all levels.

### **2009 END OF KEY STAGE 3 RESULTS IN ENGLISH, MATHS AND SCIENCE**

The results are published in the core subjects. The school's results this year were again very good and when the presence of grammar schools in Buckinghamshire is remembered, the school's results are in many respects outstanding.

Test Levels: Percentage of pupils, within the school and in England, achieving Level 5 or better at the end of Key Stage 3

<b>ENGLISH J Colet (09)</b>	<b>ENGLISH National (09)</b>	<b>MATHS J Colet (09)</b>	<b>MATHS National(09)</b>	<b>SCIENCE J Colet (09)</b>	<b>SCIENCE National (09)</b>
<b>82%</b>	<b>73%</b>	<b>88%</b>	<b>78%</b>	<b>88%</b>	<b>73%</b>

## RESULTS IN THE GCSE EXAMINATIONS 2009

We were pleased by our GCSE results in 2009. The number of students achieving five or more GCSE A\* to C grades was 67%.

**2009 GCSE RESULTS : TABLE 1 - BY SUBJECT**

SUBJECT	No. of Entries	A*	A	B	C	D	E	F	G	U
ENGLISH LANGUAGE	173	0	18	44	56	30	20	4	1	0
ENGLISH LITERATURE	154	7	41	35	27	25	18	1	0	0
MATHS	175	2	13	35	66	31	17	10	1	0
STATISTICS	13	0	2	6	4	1	0	0	0	0
APPLIED SCIENCE	173	3	19	49	51	34	8	6	2	1
ADDITIONAL SCIENCE	97	0	9	44	36	7	1	0	0	0
ADDITIONAL APPLIED SCIENCE	78	0	0	0	19	25	24	8	2	0
INTEGRATED HUMANITIES	173	4	30	43	38	24	16	10	5	3
GEOGRAPHY	22	0	0	5	7	4	4	1	0	1
HISTORY	54	1	5	18	14	10	2	2	2	0
RELIGIOUS EDUCATION	33	0	5	15	7	3	2	1	0	0
FRENCH	28	5	5	8	8	2	0	0	0	0
GERMAN	32	0	11	10	9	2	0	0	0	0
ART & DESIGN	39	6	6	9	12	4	2	0	0	0
GRAPHICS	47	4	7	9	10	8	4	0	2	3
RESISTANT MATERIALS	35	0	0	6	15	10	2	2	0	0
FOOD TECHNOLOGY	52	2	7	15	15	9	3	1	0	0
TEXTILES	38	0	0	1	7	23	4	1	2	0
BUSINESS STUDIES	60	1	14	16	22	4	3	0	0	0
ICT	62	1	2	3	25	16	7	6	1	1
DRAMA	36	0	0	2	12	10	6	6	0	0
MUSIC	20	1	0	1	5	2	7	4	0	0
P.E.	59	4	10	14	13	13	2	2	1	0
CHILD DEV	29	2	5	7	6	7	2	0	0	0

## **GCSE RESULTS**

**TABLE 2: RESULTS SUMMARY**

<b>GCSE RESULTS</b>	<b>JOHN COLET (2009)</b>
<b>ENTERED 5+ GCSEs</b>	100%
<b>ACHIEVING 5+ A* - C</b>	67%
<b>ACHIEVING 5+ A*-C including English and Maths</b>	53%
<b>ACHIEVING 5+ A* - G</b>	99%
<b>ENTERED 1+ GCSEs</b>	100%
<b>ACHIEVING 1+ A* - G</b>	100%
<b>NO PASSES A* - G</b>	0%
<b>NOT ENTERED</b>	0%

## RESULTS IN THE 16 TO 18 AGE GROUP

John Colet Humanities College offers an 11-18 education. We run a wide range of subjects at A Level. Courses are added according to student demand.

We are very proud of the Advanced Level (A2) results where the pass rate is 100% with nearly half of the grades at A or B.

### 16 TO 18 RESULTS : TABLE ONE

#### ADVANCED LEVEL SUBJECT RESULTS 2009

<b>SUBJECT</b>	<b>Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>Art</b>	5	1	1	3	0	0	0
<b>Biology</b>	3	0	0	2	0	1	0
<b>Business Studies</b>	24	4	12	5	3	0	0
<b>Commun. Studies</b>	15	7	3	4	1	0	0
<b>Design</b>	7	5	0	0	2	0	0
<b>English Literature</b>	12	1	4	4	3	0	0
<b>Film Studies</b>	4	0	1	3	0	0	0
<b>Geography</b>	2	0	1	1	0	0	0
<b>German</b>	2	0	0	2	0	0	0
<b>Health &amp; Social Care</b>	7	0	3	3	1	0	0
<b>History</b>	8	0	2	5	1	0	0
<b>ICT</b>	8	0	3	3	1	1	0
<b>Mathematics</b>	6	3	1	1	1	0	0
<b>Further Maths</b>	2	1	1	0	0	0	0
<b>Physics</b>	2	1	1	0	0	0	0
<b>Physical Education</b>	7	1	2	2	2	0	0
<b>Psychology</b>	12	1	4	6	1	0	0
<b>Sociology</b>	26	1	7	11	3	4	0
<b>Travel &amp; Tourism</b>	10	3	3	3	1	0	0
<b>TOTALS</b>	162	28	50	58	20	6	0

**16 TO 18 RESULTS : TABLE TWO****ADVANCED SUBSIDIARY LEVEL SUBJECT RESULTS 2009**

<b>Subject</b>	<b>Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>Art</b>	9	3	2	1	3	0	0
<b>Biology</b>	15	1	1	3	1	5	4
<b>Business Studies</b>	19	1	4	11	2	1	0
<b>Chemistry</b>	8	1	0	1	2	2	2
<b>Communications</b>	8	3	1	3	0	0	1
<b>Drama</b>	6	0	0	1	2	3	0
<b>Design</b>	9	1	2	3	2	0	1
<b>English Literature</b>	12	1	1	1	8	1	0
<b>Film</b>	9	3	1	4	1	0	0
<b>French</b>	6	0	0	2	0	1	3
<b>General Studies</b>	21	1	1	6	11	2	0
<b>Geography</b>	5	1	0	0	2	2	0
<b>Health &amp; Social Care</b>	12	0	1	6	3	1	1
<b>History</b>	13	2	2	2	3	3	1
<b>ICT</b>	8	0	0	4	2	2	0
<b>Mathematics</b>	8	1	0	1	1	3	2
<b>Further Maths</b>	1	1	0	0	0	0	0
<b>Physics</b>	8	0	2	1	0	2	3
<b>Physical Education</b>	10	3	3	1	1	2	0
<b>Psychology</b>	20	0	0	3	6	5	6
<b>Sociology</b>	23	3	3	5	7	2	3
<b>Travel &amp; Tourism</b>	11	0	3	3	4	0	1
<b>TOTALS</b>	241	26	27	62	61	37	28

**A LEVEL RESULTS SUMMARY : TABLE THREE**

	<b>Average Points Score per candidate</b>
<b>JOHN COLET</b>	647

## HOME LEARNING

### STATEMENT FOR PARENTS

#### **AIMS: Why do we set home learning?**

Home learning fulfils an important function in contributing to our overall curriculum aims. We set home learning because:

1. It helps to reinforce the idea that education is a process that cannot be confined to school hours;
2. It allows the pupil time to pursue work started at school to a greater depth at home;
3. For pupils actively involved in their own education, it is enjoyable to do home learning;
4. It helps to give pupils the experience of working quietly in their own time and further develop their study skills.

#### **TASKS: What task should we set?**

Classroom teaching is intended to achieve many different types of learning. In order to reflect this in home learning, a variety of tasks will need to be set. Tasks will include the more traditional home learning, such as note-taking as well as more open ended ones such as interviewing adults, preparing group presentations, long term projects, watching recommended television programmes or gathering information from home, for example details of the domestic water consumption for a week.

#### **ASSESSMENT**

Staff will explain each home learning activity to ensure pupils know what is required. Follow up will take a variety of forms. Work may need to be assessed by testing or marking and may involve pupils evaluating their own work or the work of others. This last technique is useful to strengthen pupils' understanding of what constitutes good work in different types of home learning.

#### **THE PATTERN OF HOME LEARNING**

It follows from what has already been said that home learning may make a variety of demands upon pupils. This places a considerable responsibility upon pupils to organise their home learning tasks sensibly. This is entirely in keeping with the aims of our home learning policy. However, it also places a responsibility upon the school to make the pupils' management task a reasonable one. Therefore, there must be a framework for setting home learning which staff adhere to. This framework consists of a number of parts:

##### **a) Home Learning Timetables**

The length of home learning will vary, but it is our intention that the average length of home learning should be:

- 20 minutes per subject in Year 7
- 30 minutes per subject in Year 8 and 9
- 40 minutes per subject in Years 10 and 11.

If parents feel that the amount of home learning being set is normally much greater or less than indicated above, they are asked to consult the appropriate Subject Team Leader. Parents may view the home learning their child is set via the School VLE system.

##### **b) Tutorial**

Throughout the school, the tutorial programme looks at and develops learning skills.

c) **Home Learning Diaries**

Pupils receive a variety of home learning to be completed over different time spans. This gives them a considerable organisational challenge in order to help them record their home learning and to plan their time effectively, each pupil is issued with a home learning planner. Tutors will monitor its use regularly.

d) **Parents and Home Learning**

Home learning is an area where the partnership between school and parents can help the pupils. This policy statement is one attempt by the school to make its attitudes clear and we hope that you will support us. Parents can also ensure that pupils do their home learning under suitable conditions, and can help us to establish the importance of home learning by showing an interest in what is set. We ask parents to sign this planner at the end of each week and we invite them to use it to communicate with us about home learning as and when they wish.

### **SEX EDUCATION**

As agreed by the Governors, the school's Sex Education Programme is taught when and where appropriate within the curriculum. As would be expected, most of the teaching falls within the area of Education for Personal Relationships, which is covered through the Active Tutorial Programme. Elements of Sex Education are also found in the Science curriculum and Humanities curriculum. It is necessary to add that parents have the right to withdraw their pupils from the Sex Education programme if they wish. Parents wishing to discuss this further should not hesitate to contact the Headteacher at the school.

### **EQUIPMENT**

Having the right equipment for school is indicative of the importance the pupil attaches to schooling. Each child should have at least a dictionary, ink pen, pencil, ruler, rubber, pencil sharpener and scientific calculator and we will, of course, help where we can in cases of financial difficulty.

If a child comes to school without basic equipment, then a pack can be bought from the school office for a nominal sum.

### **VOCATIONAL EDUCATION**

In Year 7 students work with their tutors on 3 lessons that have a vocational focus. They will identify how Careers Education will help them, consider the lessons learnt in making the transition from one school to another and they will begin some assessment of themselves and their personal qualities.

In Years 8-11 students are taught careers as part of the PSICHE rotation in each year. They will have 5 or 6 lessons of careers by the end of the year, delivered by tutors and careers specialists from the Connexions Service. In year 8 all students work on identifying their: skills, goals, values, priorities and action planning. They will set personal and school related targets. They also begin to examine employment trends.

In Year 9 students are given an introduction to the careers library and how to research job information. Students will also be informed about the diplomas available currently including; Hospitality, Construction and Creative and Media. They begin assessing their achievements and personal qualities. They do further work on their goals with a link being made to the 'options' process in school and changes in the world of work. Students begin to consider how best to present themselves in writing by drafting a C.V. and a personal statement.

Students will also have a chance to attend 'taster sessions' run by various external providers of vocational courses including; beauty, catering, childcare, construction, creative skills, engineering, horticulture, motor vehicle and painting and decorating. Students can then make informed decisions about these courses as part of the options process. Some students in Year 9 will have Targeted Support from the Connexions service. In addition, Connexions Personal Advisors will attend Annual (transitional) Reviews for students in Year 9, and may also be involved in Pastoral Support Programmes for students with behavioural difficulties. Connexions Personal Advisors will be available at Year 9 Parents' Evening and Options Evening, and will also deliver assemblies regarding Year 9 Options and Decision-Making, and an Introduction to the Connexions Service. Attendance at Parents' Evenings, Annual Reviews and Pastoral Support Programmes will be ongoing from Years 9 – 13 by the Connexions team.

In Year 10 students do further work researching and using careers information and complete an interests' questionnaire online that suggests potentially suitable jobs / careers and offers more info on them. They are prepared for their work experience by discussing values, attitudes and choices. We also study issues of health and safety and rights and responsibilities at work. Students will have a chance to complete a qualification in health and safety. All students will take part in two weeks of work experience during the summer term. Students may make their own arrangements for work experience (subject to approval by the Bucks Education Business Partnership) as this allows for greater personal choice. It is hoped that each student undertaking a local placement will be visited by a school or careers' representative, and the completion of log books by students working towards 'Work Experience Awards' is encouraged. Meetings and briefings for parents and students will take place in and after school throughout the year. In addition more students will have Targeted Support from Connexions Advisers.

In Year 11 students examine the full range of options post-16. They are prepared for interviews by a session on interviewing technique. Two IT sessions result in the completion of formal C.V.s and covering letters. Students may also benefit from individual guidance interviews with Connexions Personal Advisors. Students are also able to participate in a series of seminars, known as Occupational Interest Groupworks. Students are asked to identify a vocational area in which they are interested, and a member of the public, on occasion a John Colet parent, comes into school to talk about their job. Recent speakers have included the Production Manager for the Guildhall School of Music & Drama, a local beauty therapist and a Warrant Officer from RAF Halton.

In the Sixth Form tutors again deliver the bulk of careers education with Connexions staff assistance. A great deal of the focus is in preparing students to make university applications, although attention is given to students wishing to seek work post-18. A range of outside speakers enriches the programme. Students are offered individual guidance interviews, and are well-aware of the process of self-referral. The Connexions team are involved with the Induction process into sixth form, attend Parents' Evenings, Introduction to the Sixth form Evenings, and were recently involved with the innovative 'Introduction to UCAS' Parents' Evening. Additionally, an annual University visit takes place, and a representative from the Connexions team would generally attend this.

## DESTINATIONS OF YEAR 11 LEAVERS

Our 'Connexions' service run by Careers Management (Bucks & Milton Keynes) supply us with the following figures based on responses by pupils and their parents to enquiries from the Careers team:-

DESTINATIONS	(%2008)	(% 2007)
Continued in full-time education	77	81
Entered training (non employed status)	0.6	1.7
External employment with training (inc modern apprenticeship)	13.9	8.1
Entered employment without training	2.4	2.9
Voluntary, Part-time & Unemployed	4.9	3.4
Moved away / unavailable	0.0	1.7
Unknown	1.2	1.2

## ATTENDANCE

All pupils should attend school regularly and be absent only for personal medical reasons. In the case of dental or hospital appointments in school time, a letter should be sent **BEFOREHAND** to the Form Tutor. As our school day finishes at 2.55 pm, it is appreciated if such appointments can be made out of school hours if at all possible.

In the event of absence, parents are asked to telephone the school on the **first day of absence** and to follow this up with an explanatory note to the Tutor **on the day of their child's return**.

If it is necessary to take family holidays in term time, parents should complete a leave of absence request form, which can be obtained from the school office, at least one month in advance. Parents should note that students with attendance below 90% or who have internal/external examinations or work experience during the requested period will not have the request authorised.

## SCHOOL ATTENDANCE RATES 2008/2009

Number of pupils of compulsory school age	885
Percentage of half days lost during the year because of authorised absence	7 %
Percentage of half days lost during the year because of unauthorised absence	0.5 %

## MEDICAL PROBLEMS

If your child has any medical problem or condition which could have an effect on his or her life in school, it is very important that we should know. Obviously, the staff will respect the confidentiality of parent and child over such matters. Should it be necessary for medication to be administered, we will require written permission, stating dosage, timing etc.

## **SCHOOL'S COMPLAINTS PROCEDURE**

The school will take any comments from parents about its policies and procedures seriously. A concern or complaint expressed by a parent may well draw our attention to an area that would not otherwise have been improved.

In the first instance, parents are asked to approach the Headteacher either informally or through writing, and in most cases matters of concern can be settled at this stage. In more extreme cases, however, the parents may wish to write to the Chair of Governors. A copy of the school complaint procedure is available from the Headteacher or from the school website [www.johncolet.co.uk](http://www.johncolet.co.uk)

It cannot be over stressed that the school wishes to be informed of matters about which parents may be worried.

## **LUNCHTIME ARRANGEMENTS**

We believe that parents appreciate the fact that all students who do not go home for lunch stay on the school site at lunchtime. No member of the Main School may leave school at lunchtime without a written note of permission from parents, and because of our early finish, and because of our having a short lunch break, we expect these occasions to be very few.

## **BICYCLES**

Pupils who wish to cycle to school need to obtain an official permit from the school office. At the school, there is a secure, sheltered compound for bicycles. Parents/carers need make sure that the bike is fit and safe for use, that the pupil has an appropriate safety helmet and visibility jacket.

## **PAID EMPLOYMENT**

Many pupils have part-time work. We think that parents should keep a careful eye on this and make sure that paid work does not hinder progress with school work. Where a pupil must take a part-time job, the following extract from Bucks County Council Employment of Schoolchildren Regulations may be of interest to parents:

1. The lower age limit for employment is 13.
2. On school days, children may work for only 2 hours between 7 and 8.30am and 4.30 and 6.30pm. Only one hour may be worked before 8.30am.
3. On Sundays, a child may work a maximum of 2 hours.
4. Children must obtain a work permit before starting employment, and it must be carried with them at all times when working.

If you require any further information on the subject of employment, please contact the school.

## **John Colet Humanities College**

### **Charging and Remissions Policy for Educational Activities**

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs and visits, can make towards a student's education. The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the students of the school and as additional optional activities.

The relevant statutory provisions are contained in Chapter III of Pt VI of the Education Act 1996. This requires the Governing Body to determine and keep under review a Charging and Remissions Policy. Parent/carers have a right to ask for this information and a summary must be included in the school prospectus. The school must also comply with the Buckinghamshire County Council Scheme for Financing Schools, Finance Section F7 Charges for Educational Activities.

There are two types of financial contributions for which parent/carers can be asked in relation to educational activities:

- Voluntary contributions
- Permitted charges

They have different limitations as set out below.

#### **Voluntary Contributions**

There is no limit to the level of voluntary contribution that may be asked for or any restriction on the way in which it is used. Voluntary contributions therefore can be used to subsidise parent/carers of students who are unwilling or unable to pay the charges made, to cover the cost of cover for accompanying teachers and to pay the travel and accommodation costs of accompanying teachers or adults.

Letters requesting a voluntary contribution for an activity must indicate that there is no obligation to contribute and that students will not be treated differently according to whether or not their parent/carers have made any contribution in response to the request or invitation.

#### **Permitted Charges**

Permitted charges are a direct request to cover certain costs involved with a school activity or visit. No charge can be made in respect of education provided during school hours (which excludes the midday break). Further more, no charge can be made for any education provided outside of school hours if this forms part of the syllabus for a public exam, or as part of the National Curriculum or religious education (non-chargeable education). A charge may be made however for board and lodgings on any residential educational visit (subject to the provisions of the LA and school's remissions policy).

#### **Materials & Textbooks**

Where a student or parent/carer wishes to retain items produced as a result of art, craft and design, or design and technology, a charge may be levied for the cost of the materials used. In the case of Food Technology, students usually provide their own ingredients, but if the student forgets, the school provides the ingredients and levies a charge. Textbooks are provided free of charge, but in some subjects, additional revision guides are available, for which a charge is made. If a student wishes to write notes in a textbook then a charge can be made for the cost of the book.

#### **Music Tuition**

The school levies charges in respect of individual music tuition, and group music tuition up to and including 4 persons, if the teaching is not an essential part of either the National Curriculum or a public examination syllabus being followed by the student.

### **Residential Activities/Activities Outside School Hours**

If the activity is held outside school hours and is education other than non-chargeable education, then it is regarded as an “optional extra”. A charge may be made for the full cost of the activity but must not exceed the actual cost of providing the activity. The charge may include the costs of travel, board and lodgings, additional staff costs, entrance fees, insurance, materials and equipment. However, the charge made to individual parent/carers cannot include any cost added to subsidise parent/carers of children who are unwilling or unable to pay the charge.

### **When is an activity held in school hours?**

A day visit is in school hours if 50% or more of the total time (including travelling) occurs in school hours. School hours do not include the normal midday break.

A residential visit is in school hours if the number of school sessions missed is 50% or more than the number of half days spent on the visit (including travel). A school session equates to a registration session (i.e. 2 per day). A half-day is a 12 hour period ending at midday or midnight.

### **Examination Entries**

A charge will be levied in respect of examination entries for students where the school has not prepared the student for the examination, for example resit examinations or where the student’s parent/carer wishes the student to be entered (or student him/herself when over 18 years old).

A charge will be levied where a student fails without good reason to complete the requirements of any public examination where the school paid or agreed to pay the entry fee.

### **Damage/Loss to Property**

A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Headteacher may decide.

### **Lettings**

The school will make its facilities available to outside users at a charge of at least the cost of providing the facilities. The scale of charges will be determined annually by the Finance Committee and approved by the Governing Body.

### **Other charges**

The Headteacher, Finance Committee or Governing Body may levy charges for miscellaneous services up to the cost of providing such services e.g. for providing a copy of an OFSTED report.

### **Remissions Policy**

Where non-chargeable education is provided during a residential visit, then the parent/carers of a student who is eligible for free school lunch shall receive a complete remission of any charges that would otherwise be payable in respect of board or lodgings.

Under current regulations children whose parent/carers receive the following support payments are eligible for free school meals:

- Income support
- Income based job seekers allowance
- Child Tax Credit except if the parent/carer meets ANY of the following criteria -
  - i) entitled to working tax credit (regardless of income)
  - ii) have an annual income in excess of £15,575 (Please note that this figure is for April 2008 and that it changes in April each year).
- Support under part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit

Where charges are to be made by the governing body for optional extras, parent/carers will not receive a remission of the charge.

## ADMISSIONS

Please refer to Buckinghamshire County Council's "Guide for Parents".

## SCHOOL UNIFORM AND PE KIT

### **John Colet Humanities College Uniform Policy (Years 7 – 11) Sixth Form Dress Code Staff Dress Code**

Our uniform policy and dress codes have been drawn up in consultation with students, parents, carers, staff and groups representing different faiths. The revised policy will be implemented from September 2008.

#### **Aims**

A high standard of personal appearance is expected of all students and staff. Through our uniform and dress codes we aim to:

- Encourage pride in the school
- Support teaching and learning
- Enable students to be comfortable, safe and secure
- Ensure that students and staff of different social, religious and ethnic groups feel welcome
- Encourage a sense of equality and cohesion
- Protect students from social pressures to dress in a particular way
- Ensure students present the school in a positive way within the community
- Encourage greater individual responsibility for personal presentation as students move from compulsory to post-compulsory education

In this way, the uniform and dress codes contribute to the overall aims of the school. The policy applies to school trips when uniform is to be worn.

#### **Uniform Years 7 to 11**

**Regulation** items of uniform can be purchased from Stevensons, 131-135 Victoria Street, St Albans, Hertfordshire. Tel: 01727 853262. Stevensons are also able to provide various aspects on non-regulation uniform.

#### **Boys:**

- **Regulation** white John Colet polo shirt
- **Regulation** maroon John Colet sweatshirt
- Plain black trousers (not cords or jeans) Trousers which look like "jeans" are not permitted
- Plain white or black socks
- Plain black shoes (**not training/leisure shoes**) which are suitable for wearing during the day and to and from school
- The Sikh turban and Jewish skull cap are permitted
- Dark coloured outdoor coat

#### **Boys PE:**

- Rugby jersey (fully reversible in black/sky blue)
- Sky blue with black trim gym tee-shirt
- Black shorts

- Sky blue rugby/football socks
- Swimming trunks/shorts
- Rugby/football boots
- Training shoes which have adequate support and sturdy soles. “Leisure Shoes” are unsuitable for PE
- Optional black sweatshirt
- Optional black sweatpants/tracksuit bottoms
- All kit needs to be clearly marked with the student’s name either in indelible pen or embroidered on the outside of the garment

**Girls:**

- **Regulation** white John Colet polo shirt
- **Regulation** maroon John Colet sweatshirt
- Plain black trousers (not cords or jeans) which are straight leg or with small bootleg. Trousers which look like “skinny jeans” or “jeans” are not permitted
- Plain black skirt (not layered) which is just above or below the knee
- Plain white or black socks, or black or flesh coloured tights
- Plain black shoes (not boots or training/leisure shoes) with a low heel which are suitable for wearing during the day and to and from school
- Muslim students who wish to wear hijabs may do so provided that the fabric is plain and lightweight
- Dark coloured outdoor coat

**Girls PE:**

- Sky blue PE polo shirt
- Black shorts
- Swimming costume
- Sky blue hockey socks
- Black sweatshirt
- Black sweatpants/tracksuit bottoms
- Training shoes which have adequate support and sturdy soles. “Leisure Shoes” are unsuitable for PE
- All kit needs to be clearly marked with the student’s name either in indelible pen or embroidered on the outside of the garment

**Summer Uniform**

- After May half-term, the sweat shirt becomes optional for all students in Years 7 to 11. Another over garment cannot be worn in place of the sweatshirt.

**Sixth Form Dress Code:**

**Girls:**

- Smart professional work wear (no jeans/combat trousers, no low skimpy tops or bare tummies, no shorts or leggings, no obvious logos on tops)
- Suitable footwear (no trainers or beach type flip flops)

**Boys:**

- Smart professional work wear (no jeans/combat trousers, no shorts, no obvious logos on tops) including a tie
- Suitable footwear (no trainers or canvas shoes)

**All Students:**

- “Plain” is defined as being without embellishment i.e studs, additional zips, braiding, logos etc
- Unnatural hair colouring is not permitted; the interpretation of “unnatural” is as follows:
  - A colour that is not found within the natural colour spectrum, i.e. a bright, extreme or vivid colour
  - A combination of colours that is easily visible or stark in contrast
- If hair extensions are worn, no beading is permitted. Extensions must also be in a colour that naturally blends with the hair

- One single stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and should be removed for PE; students wearing studs in their ears other than in their lobes will be expected to remove them
- Jewellery (except a watch) is not permitted; however, if there are religious or family reasons for wearing an item of jewellery then permission must be sought from the Head of Year. Jewellery is the responsibility of the owner and is worn at the owner's own risk
- Other visible body piercings are not permitted and the student will be expected to remove them
- Natural, subtle and basic make-up may be worn to cover skin complaints
- Clear nail varnish may be worn but fingernails must be short and nail extensions of any kind are not permitted
- No visible body art
- Garments which cover the face or whole body are not permitted
- Baseball caps are not permitted
- Students may remove their sweatshirt without the permission of a member of staff during a lesson but the sweatshirt must be replaced before leaving the lesson
- All uniform should be marked in permanent pen with the owner's name

### **Staff Dress Code:**

- Smart professional work wear (no jeans or leggings) which sets a good example to the students (i.e. no low cut tops or trousers)
- Suitable footwear (no beach type flip flops, trainers or boots worn outside of trousers) which portrays a professional image; trainers are permitted for PE staff
- Ties for men are preferred
- One single earring in each ear
- No other visible body piercings
- No visible body art
- Garments which cover the face or whole body are not permitted

This dress code applies to all employees of the school. It is in force during the school day and at any parental meetings.

### **Cost of uniform**

We want to ensure that the cost of uniform does not deter any student applying to the school, nor leads to students feeling socially excluded or unable to afford other necessities. Parents/carers who are unable to provide their child with the required items of school uniform should contact the Headteacher. Such approaches will be handled with discretion and sensitivity. The uniform suppliers, costs and quality of the uniform are reviewed annually to ensure that it provides good quality clothing at an affordable price. Parents/carers are regularly consulted on their views in this respect.

### **Enforcement of the uniform policy**

It is the responsibility of parents/carers to ensure that their child comes to school in the correct uniform (see the Home School Agreement). Form tutors are responsible for monitoring uniform; all staff are responsible for ensuring that students are correctly dressed in class and elsewhere on the school site.

Their Form Tutor will speak to a student who is wearing incorrect uniform. If it is not addressed for the next school day then the student will be referred to the Head of Year. In the event of repeated uniform infringements parents will be contacted and the student will risk being sent home. In the case of jewellery and other accessories, the student will be asked to remove the item, which will be confiscated. A parent/carer will then need to come in to school to collect the item in line with school policy.

A member of staff wearing inappropriate clothing will be interviewed by their Line Manager and asked to address the issue ready for the next working day.

The Headteacher is the final arbiter in all matters of uniform and dress.

### **Issues arising from the policy**

Parents/carers should raise any issues relating to school uniform, dress codes or other aspects of appearance with the Headteacher. Requests to vary the uniform requirements for particular reasons, such as medical needs, will always be carefully considered.

Students should raise issues with their tutor and Head of Year; they may also request that uniform matters, including proposals for change, be put onto the agenda of Year and School Council meetings.

Staff should raise issues with their Line Manager. Requests to vary the dress code for particular reasons, such as medical needs, will always be carefully considered.

### **Policy reviews**

Our uniform regulations are reviewed annually; the review includes consideration of uniform items, supply, cost and value for money. Parents, carers, students and staff are consulted regularly and no less frequently than every two years.

## **Learning and Teaching Policy**

### **Mission statement**

Every learner is given opportunities to experience success and to feel that their contribution is valued. A range of opportunities is provided through carefully planned teaching strategies which help our students become independent learners and realise their potential.

### **Guiding principles**

Our Learning and Teaching policy is structured in five sections. These are :

- Learning and teaching methodology
- The learning environment
- Standards of conduct and behaviour
- Assessment and feedback
- Personalised learning and self development

Our Learning and Teaching policy is based on the principle of shared responsibility for learning. This means that students:

- are entitled to have certain expectations about their learning
- have responsibilities for their own learning.

Each section of the policy is therefore set out using these points as subheadings.

### **1. Learning and Teaching Methodology**

Our learners are entitled to :

- Objectives that are clear and shared at the start of the lesson.
- Consistently high expectations of their behaviour and achievement.
- A variety of tasks and activities that cater for all learning styles and abilities.
- Lessons that are well planned and use a wide variety of resources and multi-media (where appropriate).
- Cross Curricular links that are signposted and explained.
- Opportunities to work independently and in groups of varying size.

- Learning which enables them to build on their own experiences and prior knowledge from across the curriculum.
- Lessons which support the principles of healthy eating, ethical behaviour, personal and economic well being.

Our learners have a responsibility to :

- Arrive at lessons with an attitude that enables them to learn.
- Exploit the full range of learning opportunities created for them in and out of the classroom.
- Engage fully within group work.
- Act upon feedback and seek to raise achievement independently.
- Agree personal targets and development areas.

## **2. The Learning Environment**

Our learners are entitled to :

- A clean, safe, secure and stimulating environment.
- Interactive, informative displays that are changed frequently.
- Resources that are comprehensive and appropriate to learners' needs.
- An environment that is open and supportive.
- Accommodation which is organised to allow for flexibility of both teaching and learning styles.
- Opportunities for learning to be extended outside of the school environment.

Our learners have a responsibility to:

- Respect the learning environment and resources.
- To co-operate with both adults and peers.
- Contribute in a positive manner – orally, practically and in written work.
- Want to learn and achieve.
- Exercise self discipline, particularly when taking part in activities that provide opportunities for independent learning.

## **3. Standards - Conduct and Behaviour**

Our learners are entitled to :

- Teachers and support staff who are polite, courteous and respectful.
- Well paced lessons delivered in an inspirational manner.
- Teachers and support staff who do not display any prejudice (racial, political, sexual) or favouritism.

Our learners have a responsibility to:

- Be polite, courteous and respectful to teachers, support staff and students alike.
- Have a positive attitude in lessons - listen, work, learn - and take an active part.
- Bring the correct equipment - materials and ongoing work.
- Arrive at lessons promptly and have a good attendance record.
- Be receptive and sensitive to other people's learning styles, views and feelings.

## **4. Assessment and Feedback**

Our learners are entitled to :

- A universally accepted system of assessment that it is used consistently.
- A range of assessment opportunities that allows them to have the chance to succeed.

- Teachers who are aware of their previous attainment and targets, with strategies in place to help these to be met.
- Regular information about current achievement and performance with steps for them to improve.
- Homework that is used, where appropriate, as a tool to consolidate learning.
- Full preparation for external examinations through study of appropriate exam techniques.
- Teachers who are up-to-date with the latest thinking in educational assessment.

Our learners have a responsibility to :

- Get involved in and take responsibility for their own learning.
- Take an active part in peer and self-evaluation.
- Act on the advice given to them on assessed work and through informal feedback.
- Take the opportunities provided for assessment for learning.
- Evaluate and review their own learning.

## **5. Personalised Learning and Self Development**

Our learners are entitled to :

- Be able to approach work using a variety of learning styles and have teachers who are aware of their preferred learning styles
- Learning objectives that are clear and concise.
- Realistic and clear targets that they can be involved in setting for themselves.
- Target levels that are displayed and referred to frequently.
- Adequate resources to enable achievement of personalised learning.

Our learners have a responsibility to :

- Try to learn to work independently.
- Become engaged in self assessment and their self development.
- Understand their target levels and how to exceed them.
- Develop organisational skills for their self development.
- Use resources appropriately to enable their independent learning.

## **John Colet Humanities College Behaviour for Learning Policy**

John Colet Humanities College seeks to create a positive and secure environment in which effective teaching and learning can take place.

We are committed to the following principles:

- Respect: for self, others and the environment
- Inclusion
- Collaboration
- Developing learning skills and personal qualities across the curriculum, inside and outside the classroom

The policy seeks to promote the following Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve and make a positive contribution.

## **Promoting good behaviour**

All interactions within school provide the opportunity to model good behaviour. Students need to learn how to act in keeping with the school's values, attitudes, and expectations by taking responsibility for their own behaviour. The school's Teaching Learning Policy describes expected practice and will support staff in teaching approaches that promote positive behaviour:

- Follow and uphold the behaviour for learning rules
- Know and use students' first names
- Have a seating plan for each class taught which uses boy/girl seating
- Have well planned lessons with a variety of activities
- Cater for the needs and learning styles of students
- Make the teaching environment welcoming
- Use positive language
- Apply sanctions calmly and with consistency
- Celebrate good behaviour and achievement.

## **Roles and Responsibilities**

### a) Governors:

- agree the school's ethos, purpose and values in which the policy is based
- review, amend and approve the Behaviour for Learning Policy annually
- model good behaviour to other members of the community

### b) Staff:

- Have been consulted about the principles and values on which the policy is based
- A representative group of staff have written the policy
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour to other members of the community

### c) Students:

- have had a role in constructing the school's classroom rules and code of conduct
- are expected to uphold the policy and its principles when in uniform
- model good behaviour to other members of the school and wider community when representing the school

### Parents/Carers

- work in partnership with the school to maintain high standards of behaviour both inside the school and within its community
- uphold the Home/School Agreement

## **Setting high standards of behaviour**

John Colet Humanities College has a Code of Conduct which is based on rules designed to set high standards of behaviour which will be consistently applied by members of staff.

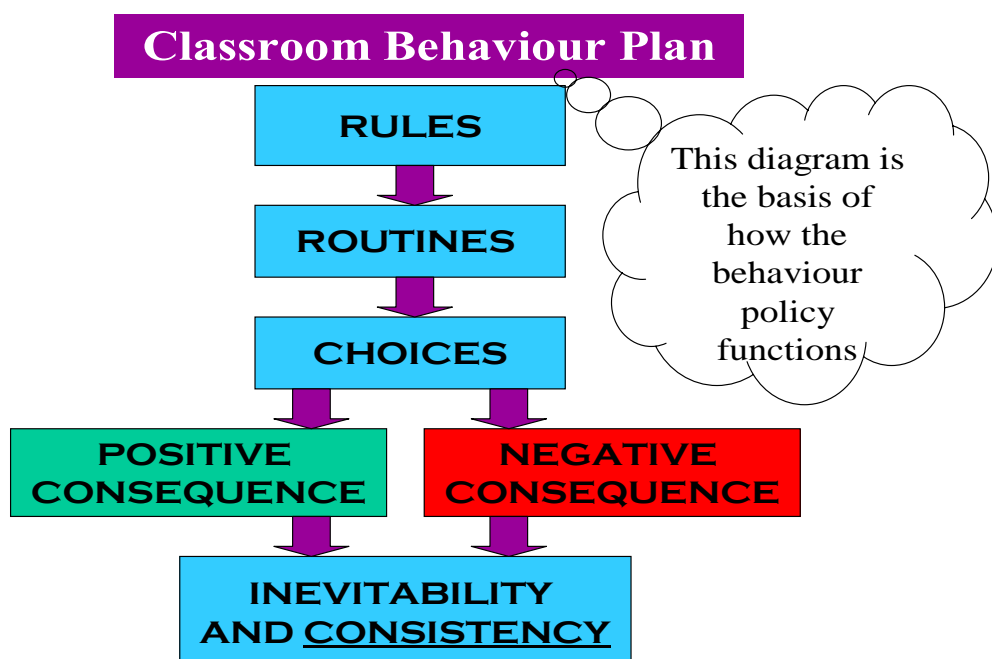
## The Code of Conduct

- ✓ Follow the classroom rules.
- ✓ School is a place for learning and all aspects of students' behaviour in and out of the classroom must reflect this.
- ✓ Students must respect the right of others to work.
- ✓ Attendance and punctuality are vitally important to success.
- ✓ Smart school uniform (as described in the official school uniform list) must be worn and students should understand that when they are in uniform, they are representing the school.
- ✓ Possession of alcohol and tobacco is forbidden on the school premises.
- ✓ Possession of fireworks, offensive weapons or drugs is illegal.
- ✓ Respect and look after the school environment.
- ✓ Mobile telephones and personal music players will be confiscated by a member of staff if they are seen or heard within school.
- ✓ Bullying of any kind, racism and sexism will not be tolerated.

For the purposes of this policy, consistency is taken to mean that:

- a) Any breach of the Code of Conduct will be challenged; individual circumstances will be taken into consideration when deciding on consequences.
- b) Teachers will create a logical and dependable behaviour framework within their classrooms that is clearly understood and operates on the basis of certainty of consequence rather than severity.
- c) There will be zero tolerance of the following: the chewing of gum, the wearing of jewellery, bringing electronic devices to school, and the possession of illegal substances. The standardised response for dealing with each is located in the appendix.

Consistency is achieved through all members of the school sharing the same principles, values and beliefs and working within the behaviour framework.



## **Rewards**

The school's code of conduct is supported by a coherent system of rewards. Positive behaviour and regular attendance is rewarded and celebrated across all aspects of school life. The school aims to establish a positive climate through the use of praise, acknowledgement and formal rewards. The school recognises that rewards are a significant factor in motivating students to aspire to higher levels of good behaviour.

All members of staff are expected to offer praise and encouragement to students for good behaviour as an integral part of their classroom management. More formal praise may be through written comments when marking and assessing students' work or on subject reports throughout the year. When using rewards the following points should be considered:

- a) ensure they are fully earned by students;
- b) they are valued by students;
- c) be seen to distribute them fairly;
- d) they recognise effort, contribution, achievement, attendance, citizenship and improvement;
- e) they apply to whole classes as well as individuals;
- f) ensure praise is personalised.

## **Sanctions**

Effective sanctions are designed to promote good behaviour. Initial sanctions are best applied by the member of staff concerned, with the aim of addressing the breakdown in behaviour. Sanctions are more likely to promote positive behaviour and regular attendance if they are applied consistently and students see them as fair. When using sanctions the following points should be considered:

- a) make it clear that you are condemning the behaviour not the person;
- b) give students a clear choice of appropriate behaviour or consequences.
- c) avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- d) avoid whole group sanctions that punish the innocent as well as the guilty;
- e) take account of individual circumstances. For example, a student who has not completed his/her homework because there's been a family crisis.  
On occasions, using the school's support system will be more appropriate than giving a sanction.
- f) encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching.

## **Support for Students**

In order to pre-empt the escalation of behaviour problems, the school offers the following support:

- Subject reports.
- HoD/HoY/tutor discussion of emerging behaviour issues
- Extra curricular support groups
- Sixth Form Support (Buddy system)
- Restorative Justice process
- Contact with parents at an early stage.
- Three stage monitoring card
- Learning mentor support for selected students.
- Withdrawal through on call system
- Referral to SENCO.
- Referral to school counsellor
- Alternative curriculum provision for selected KS4 students

- Establishment of Pastoral Support Programme.
- Referral to the local PRU for outreach or placement.
- Referral to other agencies - EWS, EPs, GPs, Connexions

### **Support and Training for Staff**

- Induction for all new staff.
- NQTs have a 10% reduction in teaching load.
- Sharing of good practice via lesson observations and department meetings.
- The referral structure; support from tutor, HoDs, pastoral leaders, SLT and outside agencies.
- Classroom management coaching for individual teachers
- Whole school training.
- Opportunities for Continued Professional Development
- Identification of training needs through annual performance management.
- Whole school policies – SEN, Teaching and Learning, anti-bullying, attendance.

### **Support for Parents**

- Home School agreement to clarify expectations.
- Communications – phone calls, reports, homework planners, letters
- Year 6 induction evening
- Year 7, 8, 9 & 10 tutor/parents evening
- Parents’ evenings
- Face to face meetings for early intervention; advice given for strategies to use.
- Referrals are made to relevant outside agencies.
- Pastoral support programme meetings
- Readmission meetings after exclusions to avoid future problems.
- Translators used when required.

### **Resources**

- Reduced teaching loads for pastoral leaders, HoDs and SLT.
- Non-teaching learning mentor.
- Administrative support.
- Budget for rewards system.
- Training budget.
- Alternative curriculum provision
- School counsellor
- School nurse drop in service

### **Consultation for behaviour for learning policy**

- Whole staff consultation on school values, principles and beliefs.
- Staff: opportunity to join working party.
- Students: all students’ views on rewards and sanctions sought. School Council consulted on the classroom rules and the Code of Conduct.
- Secondary Strategy behaviour and attendance consultant.
- Governors: feedback on suggested policy.

### **Monitoring and Evaluation**

HoYs, Subject Leaders and Form tutors undertake analysis of information slips. Patterns and trends of individual students are identified.

Patterns and trends at a Year Level are identified by HoY and presented to SLT at regular Year Team meetings chaired by the Assistant Head: Pupil Support.

The Assistant Head (Pupil Support) will identify patterns and trends at a whole school level: focusing on:

- exclusions
  - internal exclusions
  - on call system
  - detentions
  - member of staff
  - department
- Analysis of sanctions to be used to target support.
  - Impact and consistency to be evaluated by Assistant Head: Pupil Support.

## **CODE OF CONDUCT TO BE APPLIED ON SCHOOL VISITS**

### **INTRODUCTION**

1. This Code of Conduct is sent to parents at the beginning of each school year as part of the School's Behaviour Policy. We require each parent to acknowledge receipt of the Behaviour Policy.
2. Parents will also receive the Code of Conduct each time a letter is sent to inform them of a residential or non residential trip. They will confirm that they understand and accept the conditions laid down in the Code of Conduct each time they consent to their child's participation.
3. Staff accept a huge responsibility in taking pupils out of school and members of the trip should not have their safety jeopardised by poor behaviour on the part of a few. It is crucial that the educational and social aims of the trip are not compromised by poor behaviour.
4. Should a child's name be on school records for misbehaviour in or out of school, the school reserves the right not to allow that child to participate in a particular school visit.
5. All educational visits from John Colet Humanities College are conducted within the constraints of firm guide-lines laid down by the Local Education Authority. These guide-lines apply to such areas as pupil teacher ratios and the particular qualifications of the members of staff in charge.

### **THE CODE OF CONDUCT**

1. For the duration of the trip all those conditions related to the authority of the teacher over the pupil, and that are regarded as normal during the school day at school, shall apply. In the case of a residential trip, this will be for twenty four hours of each day.
2. The teacher's judgement as to the kinds of behaviour that are acceptable, safe and appropriate to the particular circumstances is final.
3. Particular examples of the areas where the need for pupils to understand the requirements of this Code include the following:-
  - it will be essential that instructions to do with keeping to the required times are followed, for example, being 'back at the coach' at a specific time;
  - pupils must remember that they represent the school and during the trip their behaviour must reflect well on themselves, the group and the school;
  - alcohol must not be bought or consumed by any pupil in Years 7 to 12;
  - smoking is not allowed at any time during any school trip;

- no pupil will leave the confines of the Centre, Hotel or other base of the trip without permission from the teacher in charge. At no time should any child go off alone.
4. Additional requirements may be imposed for specific activities. Parents will be informed of these before they agree to their child's taking part in the trip.
  5. In cases where the terms of this Code of Conduct are broken, the teacher in charge will judge the appropriate response, which may be to have a particular pupil sent home; were this to happen, the parent would be informed and would be responsible for bringing the pupil home and the associated costs.

**JOHN COLET HUMANITIES COLLEGE  
HOME – SCHOOL AGREEMENT**

**Name of Pupil:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

**i. The Parents**

I/We shall try to:

- see that my child goes to school regularly, on time, and properly attired and equipped;
- let the school know about any concerns or problems that might affect my child's work or behaviour;
- support the school's policies and guidelines for behaviour as set out in the two Statements of Behaviour Policy attached to this Agreement;
- support my child in homework and other opportunities for home learning;
- sign the homework dairy each week;
- attend parents' meetings and discussions about my child's progress;
- avoid family holidays during school term times;
- get to know about my child's life at school;
- keep a careful eye on the amount (if any) of paid employment done by my child.

**ii. The School will :**

- contact parents if there is a problem with attendance, punctuality or equipment;
- let parents know about any concerns or problems that affect their child's work or behaviour;
- provide a rigorous and balanced curriculum;
- plan teaching so that the needs of each child are met;
- set, mark and monitor homework and provide facilities for children to do homework in school;
- send home regular assessments and an annual report;
- arrange parents' meetings during which progress will be discussed;
- keep parents informed about school activities through regular letters home, news sheets and notices about special events.

**Signed:** \_\_\_\_\_ **(Parent)**

**Signed:** \_\_\_\_\_ **(Headteacher)**

# **John Colet Humanities College Equality and Diversity Policy**

## **Purpose**

The purpose of this policy is to encourage positive attitudes to gender, disability, cultural diversity and special needs of any kind. In addition it is to encourage the empowerment of individuals so that they take the opportunities available irrespective of their gender (including trans people), race, social background, age, disability, religion or sexuality.

The ethos of the school will support equality of opportunity by countering stereotypes and prejudice and helping students to accept and understand social diversity. This will engender a positive, calm and respectful teaching and learning environment.

## **Implementation**

All interactions within the school and between the school and other agencies must be and be seen to be non-discriminatory.

## **Written Communications**

The language of written communications should be non-gender specific.

## **Teaching Materials**

Teaching materials should not be stereotyped or discriminatory. New materials should contain positive role models.

## **Staff Expectations**

Teachers should have equally high expectations of their students regardless of gender, disability, ethnic or social background. In the classroom groups should be mixed and a climate of cooperation encouraged. Any discriminatory comments should be dealt with at the time of their occurrence. A record of the incident should be made on a referral form. We should also be aware of current concerns about the underachievement of boys and try to foster a climate of success by rewarding good behaviour rather than punishing bad.

## **Self-awareness**

All staff should question their own attitudes and try to become more aware of their own prejudices. All staff are role models for students and we must recognise this.

## **Recruitment**

We will encourage applications for jobs from all members of the community.

## **Conditions of employment**

These must be non-discriminatory, e.g. when dealing with religious holidays, maternity/paternity leave, illnesses covered under DES, part time employees and compassionate leave.

## **Curriculum**

We should have multicultural perspectives in the curriculum to help students to question prejudice and develop open-mindedness. In the same way, we should challenge society's attitudes to gender, disability, race, class and sexuality and encourage understanding and respect. Equal opportunities are an integral component of the teaching and learning of all subjects.

## **Buildings**

New buildings should be more user friendly. Lifts, signage, automatic doors and ramps must be considered as part of any major rebuilding programme.

## **Monitoring**

The monitoring of such a policy may be subjective as a change in attitude is difficult to quantify. However, departments should monitor their teaching materials and where possible reject those not conforming to the policy. School displays should be checked regularly by Subject Team Leaders.

## **Evaluation**

- Equal opportunities policy in prospectus and staff handbook.
- Recruitment advertisements will have equal opportunities statement.
- Written communications to be checked for any discriminatory content by the Office.
- Subject Team Leaders are responsible for checking content of schemes of work and materials.
- Student referral slips to be monitored by Form Tutor.
- Site Manager to monitor the plans for new buildings.

## **Linked Policies**

Racial Equality Policy

Behaviour for Learning Policy

Attendance Policy

Disability Equality Scheme

Learning and Teaching Policy

SEN Policy

Gender Equality Scheme

## SECONDARY TRANSFER 2008 – PREFERENCES OF SELECTION APPELLANTS

School Name	School Type	PRE - QUALIFICATION						POST- QUALIFICATION (Score only)					
		Highest Preference	2nd Highest Preference	3rd Highest Preference	4th Highest Preference	5th Highest Preference	6th Highest Preference	Highest Preference	2nd Highest Preference	3rd Highest Preference	4th Highest Preference	5th Highest Preference	6th Highest Preference
Amersham School	U	273	129	37	5	5	0	184	90	31	3	5	0
Buckingham School	U	235	61	5	1	0	0	198	45	4	1	0	0
Burnham Upper School	U	157	19	6	0	2	0	148	16	6	0	2	0
Chalfonts Community College	U	547	86	10	2	1	0	382	58	7	2	1	0
Chesham Park School	U	112	43	22	1	0	0	101	33	17	1	0	0
Cottesloe School	U	350	73	34	17	2	0	267	67	29	14	2	0
Cressex School	U	69	24	12	9	3	1	66	24	10	8	3	1
Great Marlow School	U	446	132	58	32	12	3	323	105	49	29	10	3
Highcrest Community School	U	136	81	40	25	13	0	133	69	35	21	10	0
Holmer Green School	U	334	266	88	30	6	2	242	187	71	26	6	2
John Colet Humanities College	U	295	146	63	15	5	1	233	121	53	15	5	1
Mandeville School Specialist Sports College	U	238	110	57	14	3	0	225	105	52	12	2	0
Misbourne School	U	424	252	106	32	14	1	263	180	72	27	13	1
Princes Risborough School	U	263	104	56	24	7	3	212	70	38	17	7	3
Quarrendon School	U	113	61	27	16	3	0	110	61	27	16	3	0
Sir William Ramsay School	U	256	229	129	38	3	2	207	172	89	26	1	2
St Bernard's RC School	U	173	80	30	15	3	2	125	59	25	11	3	2
The Beaconsfield School	U	365	127	46	11	4	0	249	110	32	10	4	0
The Grange School	U	224	190	60	24	2	0	202	178	49	20	2	0
Waddesdon School	U	305	48	25	8	2	0	242	33	24	7	2	0
Wye Valley School	U	172	122	91	31	9	1	155	100	79	25	8	1

Note - this analysis looks at upper school preferences only. Where there were higher ranking preference for other types of school these have been ignored (including out of county comprehensive and selective schools) and the upper preferences 'promoted'. This is why the preferences above are described as 'highest' as this is not a reflection of the true preference ranking. The 'Post Qualification' figures take account of those children not qualifying for a grammar school education as a result of the 11+ verbal reasoning tests. Selection appeals will be completed by mid February and their outcomes will, generally, have a downward impact on the number of children seeking a place in an upper school.