

## FOR ACADEMIC YEAR 2008 - 2009

The information and particulars contained in this prospectus relate to the school year indicated on the front sheet and are correct at the time of publication.

It should not be assumed that that there will be no change affecting the relevant arrangements or some matter particularised –

- a) before the start of, or during, the school year in question
- or
- b) in relation to subsequent school years

## SUPPLEMENT TO SCHOOL BROCHURE - SEPTEMBER 2007

### GOVERNING BODY

- 19 persons comprising
- 2 Technology College
- 4 LEA Governors
- 1 Headteacher
- 5 Co-opted Governors
- 4 Elected Parent Governors
- 2 Teacher Governors
- 1 Non-teaching Governor

Number of pupils on roll at September 2007: 800  
The number intended to admit in September 2008 is 220  
(For September 2007 there were 225 applications)

Applications for places should be sent to:  
Suffolk County Council - Local Authority  
Western Area Education Department  
Shire Hall  
BURY ST EDMUNDS  
Suffolk IP33 1RX

and the Admissions Policy is outlined in the “Schools In Suffolk Booklet”.  
If you do require help please ring Marian Merch-Chammon at Samuel Ward Arts and Technology College on 01440 761511

## CHAIRMAN OF GOVERNORS

Bob Shepstone

## HEADTEACHER

Howard Lay MEd

## DEPUTY HEADTEACHERS

John Knighton

Russell Boulton

## SUFFOLK LOCAL EDUCATION AUTHORITY

Mrs R Turner

Director of Children and Young People  
Endeavour House

8 Russell Road  
IPSWICH IPI 2BX  
0845 600 0981

Mrs V Harvey-Samuels

Area Director for Children and Young  
People

Shire Hall

BURY EDMUNDS IP33 1RX  
0845 600 0981

## OUR PURPOSE

To ensure for our Community academic, social and spiritual growth.

## OUR VALUES

- Wisdom – we gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad
- Justice – Justice is making sure we treat others and ourselves fairly
- Courage – Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fall
- Compassion – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people
- Hope – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen
- Respect – Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth
- Responsibility – Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country
- Integrity – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs

## OUR STRATEGIC OBJECTIVES

- Improving learning outcomes for all
- Overcoming Learning equalities
- Developing communications

- Changing the future of learning
- Developing a world-class workforce

## OUR COMMITMENT

- To develop people
- To be outward looking
- To be learner focused
- To be community focused
- To enhance independent learning
- To be innovative and creative
- To develop and use new technologies

## OUR SCHOOL IN SUMMARY

We are a school that aims to be the inspiration for the individuals within our community. We are a school at the cutting edge of education, using innovative technologies and teaching methods and constantly challenging the barriers that can prevent people from excelling. We value highly the success of every individual. The willingness to take risks, to be innovative and to be creative are attributes we wish to develop in everyone. We assert that self respect, resilience and independence are central to success and that honesty and integrity should be celebrated. We believe that everybody should feel safe, happy and enjoy a healthy life. We expect individuals to respect others and the communities in which they live. We care.

## CURRICULUM POLICY

At Samuel Ward every learner is entitled to a curriculum that is rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard.

We promote the view that learning should be challenging, enjoyable and rewarding.

The Education Reform Act 1988 places upon us a statutory duty to ensure that students follow the National Curriculum. We believe that each student should experience a curriculum which is broad, balanced and coherent.

## CURRICULUM

Key Stage 3 (Year 9)

All pupils study the following, however high ability pupils can begin GCSE courses in Year 9. (percentage curriculum time in brackets)

Art / Music / Drama (10%)

English (13%)

Geography / History (13%)

Mathematics (13%)

Modern Foreign Languages (13%)

Physical Education (7%)  
 PSE and Citizenship (3%)  
 Science (13%)  
 Religious Studies (3%)  
 Technology / IT (13%)

### KEY STAGE 4 (Years 10 and 11)

All students follow a programme of study which contains a core element and optional choices which include vocational subjects as well as the more traditional academic GCSE subjects. High ability learners can also begin AS courses in Year 11.

#### Core Subjects:

English (11%)  
 Maths (13%)  
 Science (18%)  
 PE (6%)  
 Citizenship (2%)

#### Optional Choices:

Either one Technology subjects (10%) and one Arts subject (10%) from:

Graphic Products	Art
Food Technology	Music
Textiles	Performing Arts
Resistant Materials	Drama

or ONE vocational / BTEC subject (20%) from:

Applied Art	Building Technology	ICT
A College course	Childcare	Hairdressing

Either one Humanities subject (10%) and one Language (10%) from:

History	French
Geography	German
Religious Studies	

or ONE vocational / BTEC subject (20%) from:

Leisure and Tourism	ICT	Sports Studies
Health & Social Care	Media Studies	

and ONE additional GCSE subject (10%) from:

Technology	Art
Languages	Humanities
ICT	GCSE PE
Drama	Music Technology
Additional Science	

### THE SIXTH FORM (Year 12 and 13)

In addition to their academic study all students follow a tutorial programme which includes advice on careers and Higher Education. They are assigned a personal tutor to help them with setting targets. All students follow a programme which covers all aspects of Key Skills, and all have the opportunity to study a range of additional skills.

### TWO YEAR COURSES

Students in Year 12 normally study a course of 4 AS level subjects, (but 5 are possible in exceptional circumstances) or a Level 3 Vocational Course. Most students studying AS courses will follow 3 or 4 of these through to A2 level in Year 13, but it is also possible to combine 1 or 2 A2 subjects with 1 or 2 AS levels. Subjects are normally arranged in five option columns (please see the separate Sixth form brochure). The entry qualifications for these courses is a minimum of five GCSE grades A\* -C.

### 'AS' LEVEL SUBJECTS CURRENTLY AVAILABLE

Accountancy	Art and Design
Biology	Business Studies
Chemistry	ICT
Design Technology	
Drama	English Language
English Literature	French
German	Geography
History	Law
Mathematics	Further Mathematics
Food Technology	
Music Technology	Music
Photography	Politics and Government
Physical Education	Physics
Religious Studies	Sociology
Textiles	

### Level 3 Vocational:

Childcare (CACHE)  
Sport and Exercise (BTEC Nat.)

### ONE YEAR COURSES

Aim – to provide a range of flexible courses that allows continuation to A Level or BTEC National.

- I. BTEC First courses (level 2) in:
  - Media Studies
  - Sport and Exercise
  - Public Services
  - CACHE (level2) in Child Care

2. An opportunity to study core GCSE courses and to undertake Work Experience

NB: A separate brochure detailing the Sixth Form provision is available from the School Secretary.

## HOLIDAY ABSENCE FROM SCHOOL

The School's Policy on requests for students leave of absence for holidays is as follows: Our policy accords entirely with Suffolk County Council's policy that "although each application will be considered on its merits, our general policy is not to give leave of absence for a holiday other than in the most exceptional circumstances": Such circumstances would include for example, for members of the armed forces where holiday is restricted, or for pupils suffering from family break-up or bereavement.

Holidays taken without prior permission will be recorded as unauthorised absence and reported to the Educational Welfare Officer. The reason for the policy is the high correlation between attendance and attainment; pupils who are absent for 2 or more weeks a year tend to perform significantly less well in external examinations.

## SCHOOL GROUPS

Currently Year 9 entrants are placed into one of 16 tutor groups which are balanced according to abilities and skills. Under normal circumstances a tutor group will not exceed 14 students. Most teaching groups are setted throughout Years 9-11.

## HOMEWORK

All students are expected to do homework, the amount of which is clearly laid down at the beginning of a school year in a letter to parents. However, the amount will vary from pupil to pupil in relation to specific subjects. All students are issued with a planner to record homework and the time taken. Parents are expected to check and sign planners weekly. The Tutor will check planners on a weekly basis.

## DISCIPLINE

We try to achieve high standards of conduct by positive encouragement and adherence to the school code of behaviour. However, the school has an agreed policy with the Governors on procedure and discipline in the event of breaches of the code. A copy of this policy is available on request. A range of appropriate sanctions are applied when necessary.

## CODE OF CONDUCT

The school places great emphasis upon praise and has a Merit system to encourage positive attitudes to work.

There is a carefully structured pattern of referral in the school for dealing with any student who presents social or disciplinary problems. Sanctions are used as appropriately

as possible, including extra work, school tasks, detention or going on report. Parents are notified if our concern is serious.

Students may be isolated or excluded from school in exceptional circumstances.

The main aim of our School however is to develop self-discipline and to enable students to learn from their experiences.

### CONSULTATION WITH TEACHERS

Parents are invited into school at least five times a year to discuss their child's work and progress with subject teachers. Monitoring of pupils take place 5 times per year for most year groups and information is provided to parents. Other meetings and interviews are arranged for parents at specific points in a child's career through the school – for example, when choosing GCSE courses. Parents are most welcome to get in touch with the school at any time to discuss their child's welfare and progress. They should normally telephone to seek an appointment with the subject teacher, their tutor, Learning Mentor, Inclusion Officer or Assistant Head, though they may of course arrange an appointment with other senior staff including the Headteacher.

Parents will receive a written report on their child's progress once a year. The progress of each student is also monitored by Learning Mentors and tutors on a half termly basis. In the autumn term parents receive a copy of the first termly review. All pupils are informed of their half termly progress.

### PUBLIC EXAMINATIONS

It is school policy that all Year 11 pupils are entered at GCSE level for all subjects in which they have followed a course. The majority of GCSE entries are made through AQA although other boards are sometimes used. A Year 11 pupil will normally sit 10 or 11 subjects. The same examination entry policy applies to those students in Year 12 on GCSE courses or GNVQ (Intermediate).

Students in Years 12 and 13 on AS and A2 courses are normally entered for all the subjects studied at the level, although the school reserves the right not to enter a student for any or all of her / his subjects if there is evidence of a lack of effort during the course(s).

There is ample opportunity to discuss entry decisions with pupils, parents and subject staff. The school is constantly reviewing its provision of examination courses and will introduce new courses if appropriate to the needs of pupils.

### LUNCHES

Hot meals and snacks are provided by a 'cash cafeteria': each day pupils pay for what they require at the dining area tills.

The School is a Healthy School and therefore only sells healthy products.

Students may bring packed lunches. These are eaten in the dining area. There are picnic tables outside for those who wish to eat outdoors in fine weather. It is expected that a lunch box will be provided and litter deposited in appropriate bins or taken home. Details about provision of free school meals are available on request from the School Office.

## AWARDS

- 1982 – Sainsbury's Family Trust Award
- 1984 – Won the Schools Curriculum Award in the first year of this national competition
- 1985 – Won financial support from a Sainsbury Family Trust to develop industry-based learning projects (featured in 'The Sunday Times')
- 1986-93 – first pilot school for the Suffolk School Industry Project which subsequently helped 96 Suffolk schools with a total of £2/3m from the Gatsby Foundation
- 1988 – Royal Society of Arts Awards for Education / Industry partnership
- 1990 – First Suffolk school to win a Schools Curriculum Award for the second time
- 1992 – Invited to take part in Opera Workshop at Aldeburgh Music Festival
- 1992 – Awarded Technology School Status by Department of Education
- 1993 – Awarded Computer-based Learning in Science Project with Homerton College, Cambridge by National Council for Education Technology
- 1993 – Award from Engineering Council's Technology Enhancement Programme
- 1993 – First school to exhibit at 'The Junction' Arts Centre, Cambridge
- 1994 – Invited by Cambridge Institute of Education to become one of six Learning Research Schools in the country
- 1995 – One of top 16 British string quartets to take part in Cambridge Symposium
- 1995 – Assessment for the 'Investors In People' Award
- 1998 – 'Investors In People' Second Award
- 1999 – Top 50 most Improved National Schools
- 1999 – European Network of Innovative Schools
- 2000 – Technology College Status
- 2001 – Artsmark Gold Award – One of only 40 in the country
- 2002 – Sportsmark Award
- 2002 – CISCO Academy Status
- 2002 – Lead school for ICT – Norfolk and Suffolk SCITT
- 2003 – Training School Status
- 2004 – Leading Edge Status
- 2004 – Artsmark Gold second award
- 2004 – Technology College Status second award
- 2005 – Arts and English College Status
- 2005 – Investors in People third award
- 2006 – Artsmark Gold third award
- 2006 – Vocational Specialism

## ARTS AND TECHNOLOGY COLLEGE - KEY STAGE 3 2007 INFORMATION

Number of Pupils: 216

This summary shows the percentage of pupils attaining each level in National Curriculum teacher assessments and tests, both in school, and for comparison, the National figures.

<b>School 2007</b>									
<b>Teacher Assessment</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>A</b>	<b>N</b>
English	1	8	40	72	64	30	-	1	-
Mathematics	2	13	24	58	49	59	10	1	-
Science	-	3	31	99	59	23	-	1	-
<b>Tests</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>A</b>	<b>N</b>
English	-	7	39	100	43	11	-	6	10
Mathematics	1	15	42	50	51	48	7	-	2
Science	2	15	52	78	44	22	-	2	1

## GCSE RESULTS (Students aged 15)

<b>Subject</b>	<b>Entries</b>	<b>Short Course</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>N/A</b>
<b>Art &amp; Design</b>												
Boys	36	0	0	5	5	11	7	4	2	1	1	0
Girls	72	0	2	33	19	13	2	2	1	0	0	0
<b>Art Applied (Double)</b>												
Boys	13	0	4	2	0	6	8	2	2	0	2	0
Girls	27	0	16	16	6	4	8	2	2	0	0	0
<b>Business (Double)</b>												
Boys	12	0	0	0	2	10	6	4	0	0	2	0
Girls	23	0	0	0	10	22	10	0	0	4	0	0
<b>Performing Arts</b>												
Boys	6	0	0	0	0	4	2	0	0	0	0	0
Girls	16	0	0	0	6	5	2	2	1	0	0	0
<b>Drama &amp; Theatre Studies</b>												
Boys	11	0	0	0	3	3	5	0	0	0	0	0
Girls	16	0	0	3	7	4	1	1	0	0	0	0
<b>Media/Film/TV Studies</b>												
Boys	21	0	1	8	6	6	0	0	0	0	0	0
Girls	32	0	2	15	12	2	1	0	0	0	0	0

<b>Subject</b>	<b>Entries</b>	<b>Short Course</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>N/A</b>
<b>English</b>												
Boys	104	0	2	7	12	22	27	25	4	5	0	0
Girls	120	0	3	17	22	46	22	7	1	0	2	0
<b>English Literature</b>												
Boys	93	0	0	11	10	18	18	25	5	4	2	0
Girls	114	0	0	13	36	34	21	6	2	0	2	0
<b>Graphics</b>												
Boys	9	0	0	1	1	2	1	0	1	2	1	0
Girls	7	0	0	1	2	0	2	1	0	0	1	0
<b>Resistant Materials</b>												
Boys	42	0	0	1	6	18	10	5	1	1	0	0
Girls	7	0	0	0	2	2	0	1	2	0	0	0
<b>Textiles Technology</b>												
Boys	0	0	0	0	0	0	0	0	0	0	0	0
Girls	16	0	0	6	2	5	2	1	0	0	0	0
<b>Construction (Double)</b>												
Boys	9	0	0	0	2	4	10	0	2	0	0	0
Girls	0	0	0	0	0	0	0	0	0	0	0	0
<b>Food Technology</b>												
Boys	15	0	0	1	2	11	1	0	0	0	0	0
Girls	41	0	1	11	11	18	0	0	0	0	0	0
<b>French</b>												
Boys	32	0	0	2	10	6	9	5	0	0	0	0
Girls	62	0	0	5	32	20	4	0	1	0	0	0
<b>German</b>												
Boys	13	0	0	0	2	8	1	2	0	0	0	0
Girls	14	0	0	0	6	6	1	0	1	0	0	0
<b>Geography</b>												
Boys	27	0	1	4	5	7	4	3	1	1	1	0
Girls	38	0	1	4	9	10	5	4	3	2	0	0
<b>History</b>												
Boys	23	0	1	2	1	3	4	3	4	5	0	0
Girls	23	0	1	2	5	4	3	4	3	1	0	0

<b>Health &amp; Social Care (Double)</b>												
Boys	3	0	0	0	2	2	2	0	0	0	0	0
Girls	41	0	0	14	24	32	6	4	0	0	2	0
<b>Subject</b>	<b>Entries</b>	<b>Short Course</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>N/A</b>
<b>ICT</b>												
Boys	7	0	0	0	0	0	2	1	0	2	2	0
Girls	8	0	0	0	0	1	4	1	0	2	0	0
<b>Maths</b>												
Boys	104	0	0	9	19	23	34	14	4	0	1	0
Girls	120	0	0	13	24	36	22	16	7	1	1	0
<b>Music</b>												
Boys	8	0	0	0	1	3	2	1	1	0	0	0
Girls	13	0	0	2	6	4	1	0	0	0	0	0
<b>Sport / PE Studies</b>												
Boys	16	15	0	0	6	5.5	8.5	3.5	0	0	0	0
Girls	7	4	0	2	1	1	1.5	3.5	0	0	0	0
<b>Religious Studies</b>												
Boys	1	52	0	0	2	5	3	5.5	4	4.5	3	0
Girls	14	75	0	3	12	16	5.5	5.5	4.5	4	1	0
<b>Science (Single)</b>												
Boys	29	0	0	0	0	6	6	11	3	3	0	0
Girls	32	0	0	0	0	4	10	7	8	3	0	0
<b>Science (Double)</b>												
Boys	65	0	2	18	26	36	28	18	2	0	0	0
Girls	83	0	0	8	30	72	38	14	4	0	0	0
<b>Biology</b>												
Boys	4	0	0	0	3	1	0	0	0	0	0	0
Girls	5	0	0	1	3	1	0	0	0	0	0	0
<b>Subject</b>	<b>Entries</b>	<b>Short Course</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>N/A</b>
<b>Chemistry</b>												
Boys	4	0	0	2	2	0	0	0	0	0	0	0
Girls	5	0	1	3	1	0	0	0	0	0	0	0
<b>Physics</b>												
Boys	4	0	0	1	3	0	0	0	0	0	0	0
Girls	5	0	0	0	3	2	0	0	0	0	0	0

<b>Digital Applications</b>	<b>Award Level 1</b>	<b>Certificate Level 1</b>	<b>Award Level 2</b>	<b>Certificate Level 2</b>
Boys	17	2	4	10
Girls	0	0	0	1

### A LEVEL RESULTS (Students aged 16, 17 or 18)

<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>N/A</b>
<b>Art and Design</b>								
Boys	4	0	1	0	1	1	1	0
Girls	9	5	1	2	1	0	0	0
<b>Art &amp; Design (Photography)</b>								
Boys	3	0	0	1	2	0	0	0
Girls	7	0	2	1	2	1	1	0
<b>Biology</b>								
Boys	2	0	1	1	0	0	0	0
Girls	7	1	0	2	3	1	0	0
<b>Chemistry</b>								
Boys	6	3	1	1	0	1	0	0
Girls	3	1	0	2	0	0	0	0
<b>Physics</b>								
Boys	4	1	0	0	3	0	0	0
Girls	0	0	0	0	0	0	0	0
<b>Media</b>								
Boys	3	0	1	0	2	0	0	0
Girls	6	0	1	2	3	0	0	0
<b>D &amp; T Product Design</b>								
Boys	4	0	0	0	0	3	1	0
Girls	2	0	1	0	1	0	0	0
<b>Drama &amp; Theatre Studies</b>								
Boys	2	0	0	1	1	0	0	0
Girls	2	0	1	1	0	0	0	0
<b>English Language</b>								
Boys	10	0	1	2	3	4	0	0
Girls	6	0	1	1	2	2	0	0

<b>English Literature</b>								
Boys	4	1	0	1	2	0	0	0
Girls	4	0	2	1	1	0	0	0
<b>Geography</b>								
Boys	7	1	2	1	1	2	0	0
Girls	3	0	0	2	1	0	0	0
<b>History</b>								
Boys	3	0	2	0	0	1	0	0
Girls	3	1	0	1	1	0	0	0
<b>French</b>								
Boys	1	0	1	0	0	0	0	0
Girls	0	0	0	0	0	0	0	0

<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>N/A</b>
<b>ICT Applied</b>								
Boys	8	0	1	1	0	5	1	0
Girls	3	0	0	1	1	1	0	0
<b>Law</b>								
Boys	2	0	1	1	0	0	0	0
Girls	3	0	1	1	1	0	0	0
<b>Mathematics</b>								
Boys	12	6	1	0	4	1	0	0
Girls	3	2	0	1	0	0	0	0
<b>Mathematics (Further)</b>								
Boys	3	1	1	0	1	0	0	0
Girls	0	0	0	0	0	0	0	0
<b>Sociology</b>								
Boys	1	0	1	0	0	0	0	0
Girls	6	1	3	1	1	0	0	0

## ATTENDANCE FIGURES 2006-2007

### % AUTHORISED ABSENCE % UNAUTHORISED ABSENCE

Authorised absence as percentage of total possible sessions	4.86%
Unauthorised absence as percentage of total possible sessions	1.69%

## ILLNESS

Minor accidents and illnesses are dealt with in the school by qualified 'First Aiders'. There is a medical room.

It is essential that we have an up-to-date contact telephone number to get in touch with parents where a more serious accident or illness make it necessary to send a pupil home or to hospital. Parents are requested to contact the school office on the first day of absence / illness and on subsequent days if the illness persists.

Periods of illness longer than 1 week should be supported by a medical note.

## TRANSPORT

All enquires about free transport and concessionary bus places should be directed to: Transport Section, Education Department, County Hall, Ipswich, Suffolk IP4 1LJ. 01284 352000 – ask for Education Transport Customer Service.

## SEX EDUCATION

A co-ordinator has been appointed to oversee the personal, spiritual education curriculum and tutorial programme throughout the school, both of which will include health education and sex education taught in a balanced and healthy way.

Aspects of health and sex education, including the physical and moral aspects, are delivered not only through PSE and the tutorial programme, but also through science lessons at the appropriate times from Year 9 upwards. Aspects of health and sex education may also be included in the programmes of study of other subjects but within the terms of the agreed policies on health education and sex education. The emphasis is on health and personal responsibility and the family.

## CHARGING POLICY

Under the Education Act (1988) charges may only be made for board and lodging on residential visits, individual tuition in the playing of a musical instrument, or activities taking place wholly or mainly outside school hours.

Voluntary contributions will be invited in respect of other activities organised by the school.

Parents will be asked to pay if a pupil loses or damages school property. Under certain circumstances parents will be asked to pay for examination fees, but not where a pupil sits for the first time a prescribed public examination for which she or he has been prepared by the school.

For all educational visits there is a scheme to assist parents/guardians who are in receipt of income support or income based job-seekers allowance. Further details are available from the school.

## ILLEGAL SUBSTANCES, ALCOHOL ETC

Pupils engaging in the following activities are likely to face exclusion (fixed term or permanent):

- bringing illegal substances, alcohol or poppers into school
- bringing illegal substances, alcohol or poppers into school for personal use or for the consumption by others
- receiving illegal substances, alcohol or poppers from others
- taking or giving money for illegal substances, alcohol or poppers

These four points apply to journeys to and from school, school visits, or any situation where the school is used as a vehicle to arrange a purchase or exchange of illegal substances or consumption of illegal substances, alcohol or poppers.

## SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT

Samuel Ward's aim is to provide a framework of 'in-class support' for pupils with a range of learning difficulties. We do not normally withdraw students from lessons, but instead provide them with the necessary help to function across the curriculum and thus have access to the National Curriculum.

Samuel Ward is a non-selective school and there is close liaison between the learning support department and feeder schools to ensure that we are aware of pupils' needs as soon as possible. To this end, we always welcome close involvement with parents.

In line with the 1993 Education Act and the resulting Code of Practice Samuel Ward has a five-stage assessment programme. A parent's guide to the Code of Practice may be obtained from the Central Office of Information for the Department for Children, Families and Schools. Samuel Ward has developed a whole school approach to Special Needs and the work is co-ordinated by a Special Education Needs Co-ordinator, currently Mr R Worley.

The Learning Support Department works closely with outside agencies such as the Suffolk School Educational Psychology Service, the school's medical services and other agencies which can offer support, assessment facilities or advice.

The work of the Learning Support Department is partly funded by Suffolk County Council, but also from within the school's own budget.

The progress of children with special educational needs is subject to regular review and involves parents at all stages. All children are fully integrated into mainstream school.

If you would like further information about the Code of Practice, learning support or Samuel Ward's policy on special educational needs, please contact the school.

### COMPLAINTS PROCEDURE

If a parent has a complaint about any matter they should inform the Headteacher in the first instance. Every effort will be made to consider the matter sympathetically, and, as far as possible, resolve it informally.

If it is not possible to resolve the matter in this way, the Headteacher will supply the parent with the full arrangements for considering complaints and the method of making a complaint to the Governing Body.

### SCHOOL UNIFORM

School uniform is compulsory for all students in Years 9 – 11. The school uniform consists of :

For Girls:      Navy Blue sweatshirt with Samuel Ward logo  
                     Navy Blue Polo shirt with Samuel Ward logo  
                     Black skirt or trousers (plain, formal) (skirt must reach the knee, trousers  
                     must be ankle length)

Black shoes (not trainers, must have backs, low, broad heels)  
Navy Blue Fleece or Reversible waterproof jacket with SW logo

For Boys: Navy Blue sweatshirt with Samuel Ward logo  
Navy Blue Poloshirt with Samuel Ward logo  
Black trousers (plain, formal)  
Black shoes (not trainers)  
Navy Blue Fleece or Reversible waterproof jacket with SW logo

Technology / Art apron\* for both boys and girls

(black plimsoles will be issued if there is a problem with school shoes)

For PE pupils will also need:

For Girls and Boys:  
Blue polo shirt  
Blue reversable rugby / sports shirt  
Black shorts (no logos)  
Plimsoles or trainers

Prices on request.

If pupils are not able to take part in PE for more than one week, a medical note is required

### RESTRICTED ITEMS

We apply the following rules very strictly and do not allow:

- jeans or denim items
- hat or other headgear
- trainers (except for PE) or unsuitable footwear
- excessive make-up or jewellery (a watch, 1 ring and 1 pair of earrings is permitted)
- body / face piercing
- shaved haircut
- team football strips for PE
- mobile telephones
- personal stereos / CDs / MP3 players
- outdoor coats and jackets (other than navy fleece / reversible with SW logo)
- coloured / two-tone hair / hair shorter than no. 3
- high heels or clogs without backs

The School reserve the right at all times to judge what is acceptable in terms of appearance.

### SCHOOL MEALS

Samuel Ward has a cafeteria system at lunchtime, with a good choice of healthy and nutritious food. Pupils can also buy snacks and drinks at morning break.

### FINANCIAL HELP

To apply for free school meals, please contact the school office. If you are claiming Income Support or Income based Job Seekers Allowance free school meals are available. (There is no longer a clothing grant available from the Local Authority)

For pupils staying on after 16, a maintenance allowance (EMA) may also be available. There may be other ways the school can help or give advice. Please contact us in confidence if you would like to discuss this.

### PROPERTY AND SECURITY

Pupils should not bring expensive items or large sums of money into school and all clothes and personal items should be clearly named. The school cannot accept responsibility for valuables or personal property (including bicycles). However, we do have a lost property service, and if something is lost, damaged or stolen, we will always take action.

We will charge for any damage to school property.

We strongly advise parents to take out personal student insurance. Please contact the Bursar for more details.

### HOMEWORK POLICY

'Homework is widely accepted as an essential and valuable element of learning ... good practice in homework builds upon and reflects broader changes in education thinking, relating to learning as a life long process' (Department for Children, Families and Schools)

#### The Purpose of Homework

- Building and maintaining an effective partnership between the school and the parents in pursuing the aims of the school
- Consolidating and reinforcing skills, knowledge and understanding School learning
- Exploiting opportunities for learning of all kinds at home and in the community
- Ensuring progression towards independence and individual responsibility. This is vital given the importance for pupils in the future of life long learning and adaptability
- Improving the quality of learning experience offered to pupils
- Managing the demands of examination courses such as GCSE coursework

#### The Amount of Homework Appropriate for Pupils of Different Ages

Year 9                      8 hours per week

Year 10	10 hours per week
Year 11	12 hours per week
Year 12	15 hours per week
Year 13	15 hours per week

These figures are intended as a framework and guideline for teachers, pupils and parents. The quality of the homework set is more important than the precise amount of time spent on it.

### How Homework is Planned, Set, Co-ordinated and Monitored

#### Pupils

Pupils are issued with a planner and a homework timetable. It is the responsibility of the pupil to record the details of the work and date for completion. Pupils should also record time taken in the appropriate column. If no homework is set pupils should record a reason 'History: none set – exam today'..

#### Parents

We ask parents to support their children's work. This involves asking to see work, discussing work with youngsters, check work before it is submitted, signing the planner each week as a record of this support. We also request that parents make other appropriate comments in the record book, for example: 'John had trouble finishing this work in the allocated time'.

#### Class Teacher

It is the responsibility of the class teacher to plan and set work appropriately differentiated to the needs of the pupils. Homework should not be set in the final 5 minutes of the lesson, in the rush some pupils may not adequately record or understand task. Wherever possible we recommend that homework is set in the first half of the lesson. The task should always be written down for pupils to copy into the record book with a date for completion. Some pupils may have difficulty in recording work and may need help from a Teaching Assistant or the teacher.

It is the responsibility of the class teacher to ensure that the work is completed on the date requested. Non-completion will result in a warning on a first or irregular occasion. Detention is appropriate for recurrent non-completion of homework. Non-completion of homework should be recorded in the record book to communicate this to parents.

#### Heads of Subject

Each school will have a homework policy amplifying these guidelines in a way appropriate for that subject. The Head of Subject should co-ordinate the planning of work which should be an integral part of the Scheme of Work. The sharing of planning of tasks can

greatly reduce the burden on teachers and lead to better quality work. The Head of Subject should monitor the suitability and frequency of homework set with the faculty and bring concerns to the attention of the class teacher.

#### Tutors

Tutors will regularly check and countersign planners. Ideally this should occur every week and certainly at least fortnightly. The tutor should insist on proper layout of the book and recording of time spent. Tutors should strongly encourage pupils to get their parents to sign the record book. Where tutors have concerns that tutees have too much or too little work or that parents are regularly not signing they should bring the matter to the attention of the Assistant Head.

#### Assistant Head

Assistant Heads' responsibility is to monitor the quality and regularity of homework, to respond to parental concerns and to guide and support tutors in monitoring record books. Assistant Head will bring to the attention of Heads of Faculty problems with homework in a particular class or classes.

#### Leadership Group

The Leadership Group have a responsibility to ensure consistency in the setting of work throughout the school. Line Managers will discuss homework with Heads of Subject and Assistant Heads and ensure that Schemes of Work incorporate appropriate homework.

In each term the Assistant Head will undertake two homework reviews. One of these will focus on a particular year group. The purposes of this monitoring is to enable Heads of Subject to set an overview of the range and quality of homework set, to help a faculty with evaluation and to report on homework set for a year group. This will involve examination of homework done by three pupils in each teaching group involved and result in written summary with action points.

#### Appropriate Tasks

The homework set should be a coherent part of the work being done. Homework will vary from subject to subject but may include:

Reading	Drafting	Research tasks
Revision	Drawing	Essay or report tasks
ICT tasks	Coursework assignments	Designing
Visiting the library	Learning vocabulary	
Interviews with neighbours or members of the family		
Watching a TV programme such as Horizon or QED		
Simple experiments or observations		
Practice or consolidation of a new skill or technique		

Work should be both manageable and relevant and some tasks do not require formal marking

### Support in School

Some pupils find homework difficult. All pupils have a right to be set appropriate work. A balance has to be drawn between allowing all pupils the opportunity to participate fully in the curriculum with their own learning needs.

A homework club operates 3 evenings a week after school and further help is available at lunchtimes. The library is open and staffed every lunchtime for pupils to complete tasks requiring Information Technology or research. In some subjects it is possible for pupils to work on practical tasks during lunchtime