

St Philip's School

Curriculum Policy

I. INTRODUCTION

MISSION STATEMENT

GENERAL AIMS AND RELIGIOUS LIFE OF THE SCHOOL

St. Philip's is a Roman Catholic school which accepts boys of other denominations at the discretion of the Headmaster. The aim of the School is to enable each one within the School to discover and respond to God in his/her life and to build a community of service reflected by personal commitment to the teaching of Christ for the greater glory of God.

We hope to develop each pupil's potential as fully as possible by offering a broadly based curriculum open to the incorporation of the best of new ideas.

We wish to see our pupils maturing socially, developing their own personalities, able and willing to respond to the needs of the society in which they live. Above all, we wish to encourage and inspire members of the School community to develop their understanding of, and response to, the Christian faith as expressed in sacred scripture, the teaching of the Roman Catholic Church and the Sacraments.

Every pupil must have a sense of being personally cared for, so that he is aware of the commitment and concern of all his teachers. Having experienced this, he should be inspired to do his best and to pass this concern to others.

The *religious life* of the School may be summarized as follows:

- To promote a sense of religious purpose within the School community that will be an inspiration to all involved
- To develop the spiritual, moral and intellectual well-being of the community and to provide each boy with a proper sense of Christian values.
- To promote an attitude of care and concern, such that all individuals may come to appreciate their true self-worth as children of God.
- To help each other develop those qualities of mind and heart that will enable the members of the community to work with others for the good of all in the kingdom of God.

These aims will be reflected in the general spirit of the school.

ACADEMIC POLICY AND PHILOSOPHY

The vast majority of St. Philip's boys will, at the age of 13+, take the Common Entrance examination for entry to public schools, or equivalent examinations, including scholarships. A very wide number of schools receives our pupils, and it is crucial for their well-being that an appropriate choice of school is made.

The Headmaster will aim to provide up-to-date informed advice to parents concerning their sons' possible future schools, and arranges private meetings on request for this purpose. Parents are encouraged to have several such meetings during their son's career at St. Philip's.

It is our aim to prepare each boy to his fullest potential for a confident academic entry to his next school, but not in a pressurized manner involving cramming or intensive tuition. We appreciate that children develop at different rates and some may not fulfil their academic potential, no matter how excellent the teaching we provide, until secondary school. This underlines the importance of selecting the right school for each child.

In the same spirit, entry to St. Philip's at age seven or eight years is not determined by academic performance alone. Confidential reports provided by our feeder schools normally give a reliable assessment of academic potential of their pupils. These schools also vary greatly in the academic levels their pupils have reached. Hence, we regard a competitive examination for entry to be an inappropriate and unfair means of placement. The limited number of places on offer nonetheless means we have considerable competition for places. A range of criteria is used to determine our placements, the most important of which is that children baptised into the Catholic faith receive priority. An assessment afternoon is organized as a means of screening and is designed to be as informal and relaxed as possible. Relatively few children are rejected on academic grounds alone.

A reasonable mix of academic abilities is a feature of every form at St. Philip's, and one which we feel to be desirable. Bringing on each individual to the best of his ability (whatever that may be) lies at the heart of our academic philosophy.

DEFINITION OF FORMS / YEAR GROUPS:

St. Philip's Form Name	National Curriculum Year Group
8W	Year 8 (upper stream)
8M	Year 8 (lower stream)
7	Year 7
6	Year 6
5	Year 5
4	Year 4
3	Year 3

II. THE WHOLE ST. PHILIP'S CURRICULUM

At St Philip's we aim to provide a full and regarding education by offering a balance between solid academic teaching and a wide range of creative and sporting opportunities both through the curriculum and in the extra curriculum. We hope that every child is given the opportunity to be an achiever in one or more of these areas, so that he feels that he is a valued member of the community. We operate on the firm belief that every child has God-given talents and that it is the school's responsibility to have a broad enough curriculum so that those talents can be brought to the fore.

Aims of the Curriculum

1. To fulfil our mission statement.
2. To fulfil the provisions of the Education Reform Act (1988) by providing a curriculum "characterized by breadth, balance, relevance, differentiation, progression and continuity".
3. To prepare all boys for the schools of their choice, by teaching the Common Entrance curriculum to the highest standards.
4. To develop enthusiastic and enquiring minds, the ability to question and argue rationally and for pupils to apply themselves to a wide range of tasks and physical skills.
5. To use literacy and numeracy skills confidently and effectively.

Assessment

1. Informally through observation in class and discussion at staff meetings.
2. Formally by assessing and marking classwork and homework, assignments, project work, internal and external examinations.
3. By SWOT reports (strengths, weaknesses, opportunities and talents logged and updated at staff meetings). Before the start of every new academic year, SWOT reports for all pupils will be updated at a Staff Meeting. SWOT stands for STRENGTHS, WEAKNESSES, OPPORTUNITIES and TARGETS. A proforma for every pupil's SWOT report will be kept in a central file with copies for all staff. When compiling each pupil's SWOT report, all aspects of the curriculum and extra-curriculum need to be considered – academic work, sports, music, art, club activities etc. All staff need to work collectively to aim to achieve the targets set, particularly in the case of boys who need a confidence boost.
4. By standardized assessment of reading, spelling and numeracy levels on a bi-annual basis for every boy in the school.

Reporting to Parents

1. Termly written reports
2. Half term effort grades
3. Parents Evenings
4. Individual meetings with Headmaster and staff.

III. ORGANIZATION OF THE CURRICULUM

The Headmaster is responsible to the Governors for:

1. defining the school's principle and its aims
2. defining the principles and aims of the whole school curriculum and ensuring implementation of the curriculum
3. staffing levels
4. lesson allocation among teaching staff
5. delegating responsibility to individual staff members
6. organizing performance management policy.

The Subject Teacher's responsibilities:

1. ensuring an up-to-date Scheme of Work for their subject
2. writing a Subject Policy for their subject area
3. liaising with the SENCO to ensure appropriate extra provision or differentiated work for individual pupils
4. organizing the deployment of learning resources
5. monitoring their own professional development and others who teach the subject.

Staff Responsibilities:

1. To have due regard for the education of all the pupils in the school in accordance with the Mission Statement and the school's aims.
2. To share in the collective responsibility for the well being, discipline and pastoral care of all the boys.
3. To have full regard for the requirements of the Common Entrance curriculum.
4. To plan lessons effectively in accordance with Schemes of Work.
5. To attend weekly staff meetings and to report any concerns, observations concerning the academic development and general welfare of pupils.

IV. LEARNING SUPPORT POLICY

Definition of SEN

A child has a “learning difficulty” if he has a significantly greater difficulty in learning than the majority of children of the same age.

Aims

All pupils at St. Philip’s should have the opportunity to achieve their full potential, including those with SEN.

SEN Co-ordinator

The SEN co-ordinator is Anna Biggs-Davison B. Ed. Hornsby Dip. She is responsible for the day to day operation of St. Philip’s SEN policy, in conjunction with the Headmaster and the teaching staff.

Admissions Policy

Pupils with SEN may be admitted, at the discretion of the Headmaster and the SEN Co-ordinator, if it is felt that, provided with the extra support which the school can offer, they will be able to cope with the mainstream curriculum. The previous school and any education psychologists’ reports will be consulted, and an individual entrance assessment might be organized if considered appropriate.

Screening at Entrance Assessment

All prospective pupils are given standardised tests in reading comprehension, spelling and numeracy. These provide valuable information as to whether these pupils have specific literacy and/or numeracy difficulties, which can be assessed by the SENCO, who can determine whether or not such difficulties are too profound to be catered for at St Philip’s. If they are deemed to be too profound, it is the school’s policy to provide advice to the parents as to what alternative, more specialized, schooling might be pursued.

Screening at St. Philip’s

All St Philip’s pupils are screened in reading comprehension, spelling and numeracy twice a year – normally October and March – as a means of assessing their progress in these literacy and numeracy areas. If the result of this screening causes concern, the following procedures will be followed:

- a) The Headmaster will be informed and will discuss the matter with the SENCO and the teaching staff at the next weekly staff meeting.
- b) If deemed appropriate following staff discussions, the Headmaster will contact the pupil’s parents to arrange a meeting at which the SENCO will be present. A likely recommendation would be an assessment by an educational psychologist to diagnose any difficulties and to establish how the pupil’s needs can best be met.

Provision

1. During the school day, the child can be provided with one-to-one specialist teaching, at the child's parents' expense, within the school. The timing of such lessons is determined in conjunction with form and/or subject teachers by the Headmaster.
2. The specialist teacher will liaise with the SENCO, Headmaster and teaching staff in order that appropriate differentiated strategies are put in place in class teaching for the benefit of the pupil.
3. The SENCO will recommend an IEP (Individual Education Plan) be devised by the teaching staff to address the pupil's needs within the framework of the classroom, using the recommendations of the educational psychologist's report. The Headmaster will then call a meeting of the parents, attended by the SENCO, to discuss the IEP. Once agreed upon, the parents will sign the IEP, which will also be shown to the pupil by the SENCO. Copies of the IEP will then be distributed to all members of the teaching staff to be acted upon.

Evaluation

A review may be held near the end of each term, involving the specialist teacher, SENCO, Headmaster, parents and any other appropriate party, in order to:-

- a) Assess the progress made by the child;
- b) Assess the effectiveness of the support provided;
- c) Discuss updated information;
- d) Plan future action and set new targets;

Minutes of the review will be taken and distributed to those in attendance as well as staff.

Staff Involvement

- a) Staff are expected to adopt a positive attitude towards the needs of all SEN pupils.
- b) Staff are encouraged to seek guidance from the SENCO and/or the child's specialist teacher where appropriate. It is important that a rapport is established between the support teachers and our own staff for the benefit of the pupils concerned.
- c) Staff receive written information provided by the SENCO and specialist teacher concerning all SEN pupils, regularly updated.
- d) Staff are required to attend any courses on INSET days organized by the school for the purpose of meeting the needs of SEN pupils.
- e) Difficulties concerning pupils with SEN should be referred first to the Headmaster.

V. WORK PRESENTATION POLICY

HANDWRITING, PRESENTATION AND SPELLING POLICIES

- DATE in the style 30th April 2000 in the top left-hand corner at the beginning of work, underlined.
- TITLE underlined on the same line
- Skip one line after the title and then commence work
- Write on consecutive lines; in exceptional circumstances – usually in the younger classes – every second line may be used
- The margin is to be observed
- Neat, joined-up cursive or italic handwriting
- Defacing an exercise book in any way is inadmissible and should be reported to the Headmaster
- Tip-ex must not be used in any work.
- Pen must be used in Form 6 and above, except in handwriting exercises.
- Please ensure that boys keep their non-writing hand on their page or book when writing in class. Give Minuses to boys who fail to do this.
- Boys with bad pencil grips should be corrected, if necessary, using plastic pencil grips.

EXAMPLE

27th April 2000

The First Holy Communion Mass

Last Wednesday, the whole school went to the Little Oratory where we attended Mass. It was a lovely service, and the lucky ones who got done were given the afternoon off, which meant that they missed lessons.

I stayed at school because my mum was too mean to take the day off work and buy me a McDonalds.

SPELLING POLICY FOR SUBJECT TEACHERS

Spelling is the concern of every teacher. While the teaching of spelling is primarily the responsibility of teachers of English, all subject teachers throughout the School must indicate and correct bad spelling which is subject-related. For example, if a pupil spells “Monarchy” incorrectly in a History prep, the word should be indicated by underlining and the correct spelling written on the exercise, because the word is subject-related. The introduction of subject vocabulary books to help pupils avoid such mistakes is encouraged. Subject related vocabulary in regular use and corrected subject related spelling mistakes can be entered in these books. Alternatively, a glossary may be kept at the back of the subject exercise book.

Other spelling errors must be indicated by underlining. In the latter case, if the error is general, it must be corrected during class and on a boy’s written exercise. A rough guide to general would be four times or more. For example, if a pupil spells “piano” incorrectly in a History assignment, the work should be indicated by underlining only, because it is not

subject related. Should the pupil make this mistake four times or more in a piece of work, then the correct spelling must be given on the exercise, because it is clearly a general error.

The object of addressing bad spelling is to prevent it being repeated. When it occurs, a pupil must be shown the error, the correct spelling and advised of an appropriate method of eliminating the error in future. Over-learning of the correct spelling will assist in this regard.

When correcting spelling mistakes, teachers must give specific guidance to pupils about how to learn the correct spelling. This advice should include devices such as mnemonics, words within words, word pictures and the LOOK (study the word and think about it) SAY (repeat the work aloud, breaking it up into syllables) COVER (cover the correct spelling of the work) CHECK (ensure the spelling is correct – if not, start again) method.

NOTES FOR TEACHERS OF ENGLISH

Specialist teachers of English are required to support colleagues teaching other subject specialities by modelling the highest standards of good practice in the teaching and correcting of spelling.

At the very minimum, twenty minutes' classroom time per week is to be devoted explicitly to the teaching of spelling. It should be regularly tested (at least six times per term). The aim is that pupils will be able to demonstrate both through their work and by being questioned a knowledge of the following spelling rules:

1. "i" before "e" (when the sound is "ee") except after "c". For example: piece, achieve, receipt, deceive (but be careful of words such as weigh and their).
2. When adding to words ending with an "e" you drop the "e" if the addition begins with a vowel – e.g. wake/waking – but keep the "e" when the addition begins with a consonant, e.g. wake/wakeful (but be careful of exceptions such as true/truly).
3. When you add to a word ending with "ce" or "ge", keep the "e" to soften the "c" or "g" unless the addition begins with "e" or "i". For example: outrage/outrageous, peace/peaceable, pace/pacing, wage/waging.
4. Most words ending "ll" drop one "l" when combined with other words. For example: cup + full = cupful, skill + full = skilful.
5. Most words ending "our" drop the "u" when the suffix "ous" is added. For example: humour/humorous.
6. Singular words ending *vowel+y* form their plurals by adding "s". For example: donkey/donkeys.
7. Singular words ending *consonant+y* form their plurals by changing the "y" into "i" and adding "es". For example: lady/ladies.
8. When a stressed syllable with a short vowel precedes a consonant, double the consonant when adding to the word. For example: mat/matting
9. When an *unstressed* syllable with a short vowel precedes a consonant, do not double the consonant when adding to the word. For example: profit, profiting.
10. When the vowel before the consonant is long, double the consonant when adding to the word. For example: prefer/preferring.

A subject-related spelling mistake for English is one which breaks a rule listed above. These are to be corrected in writing on the pupil's exercise. Other spelling mistakes are to be underlined in the usual way.

Reading and Essay Writing

One full-length book appropriate to the child's age must be read each term, after which, in Form 5 and above, a book review should be completed. Book lists are provided by the Head of English. Reading books for Forms 3 and 4 are colour-coded.

Every English class from Form 3 to Form 8 must write a minimum of two essays per term (excluding exams)

VI. CROSS-CURRICULAR ELEMENTS IN THE CURRICULUM

Whenever possible cross-curricular links should be made, to add balance to the curriculum, in particular links with ICT and citizenship/PHSE.

VII. SCHOOL TRIPS

Every year group takes part in at least one school trip each term. School trips are seen as an enriching experience, which can bring to life aspects of the learnt curriculum. Regular trips currently undertaken include:

Form 8: Geography and Ecology field trips (residential), Houses of Parliament

Form 7: Ypres and The Somme (residential), City of Bristol (residential), Ham House, National Maritime Museum

Form 6: Lille (residential), Tower of London, Golden Hinde and Southwark Cathedral, Lewes Castle and Anne of Cleves House, Discovering Medieval (with Form 4), Woodberry Down (Science and Geography - residential)

Form 5: Fishbourne Palace, Pevensey, Battle Abbey and Bodiam Castle, Canterbury Cathedral

Form 4: Imperial War Museum, City of London tour, Museum of London, art exhibitions, Discovering Medieval (with Form 6)

Form 3: Investigate at Natural History Museum, Science Museum, British Museum, local Brompton library (weekly)

The school takes a party of pupils to Rome every three or four years on a pilgrimage, normally lasting four days. In January 2007, 40 boys and 7 adults took part in this trip.

From 2004 to 2006 the school organized a ski trip to Courmayeur in the Italian Alps during the February half term holiday.

VIII EXTRA CURRICULAR ACTIVITIES AND CLUBS

A wide variety of extra curricular activities and clubs is on offer to pupils. Not only do those who participate benefit from taking part in something which they particularly enjoy and can therefore acquire and develop new skills and aptitudes, but they can develop friendships, often with pupils of different age groups, as a result of shared enthusiasms. Currently the following opportunities exist:

Garden activities: badminton and table tennis (three times a week in afternoon breaks)

After lunch activities: art club (weekly), junior choir, band practice

After-school clubs: (weekly) science club, schola cantorum(church choir), drama club, verbal reasoning club, senior maths club, study skills (Michaelmas and Lent Terms), cricket Club (Summer Term), judo club, chess club, fencing club.

School debates: termly, attended by the whole school

Poetry Competition: annually (Summer Term)

Altar serving: six times per term

School Concert: annually (Lent Term)

Swimming Galas: annually (Summer Term)

School drama production: twice weekly rehearsals after school (Lent Term)

IX TEACHING STYLES

St Philip's encourages a broad range of teaching styles and methods within a clear, consistent structure to ensure high standards. We believe that this range creates a stimulating atmosphere. Lesson observations, informally arranged between staff, is encouraged. A programme of more formal lesson observations, organized by the headmaster, is now organized on a termly basis.

X SUBJECT ARRANGEMENT

We aim to use morning sessions for the majority of the core curriculum, while art, music and physical education lessons are usually timetabled for afternoons.

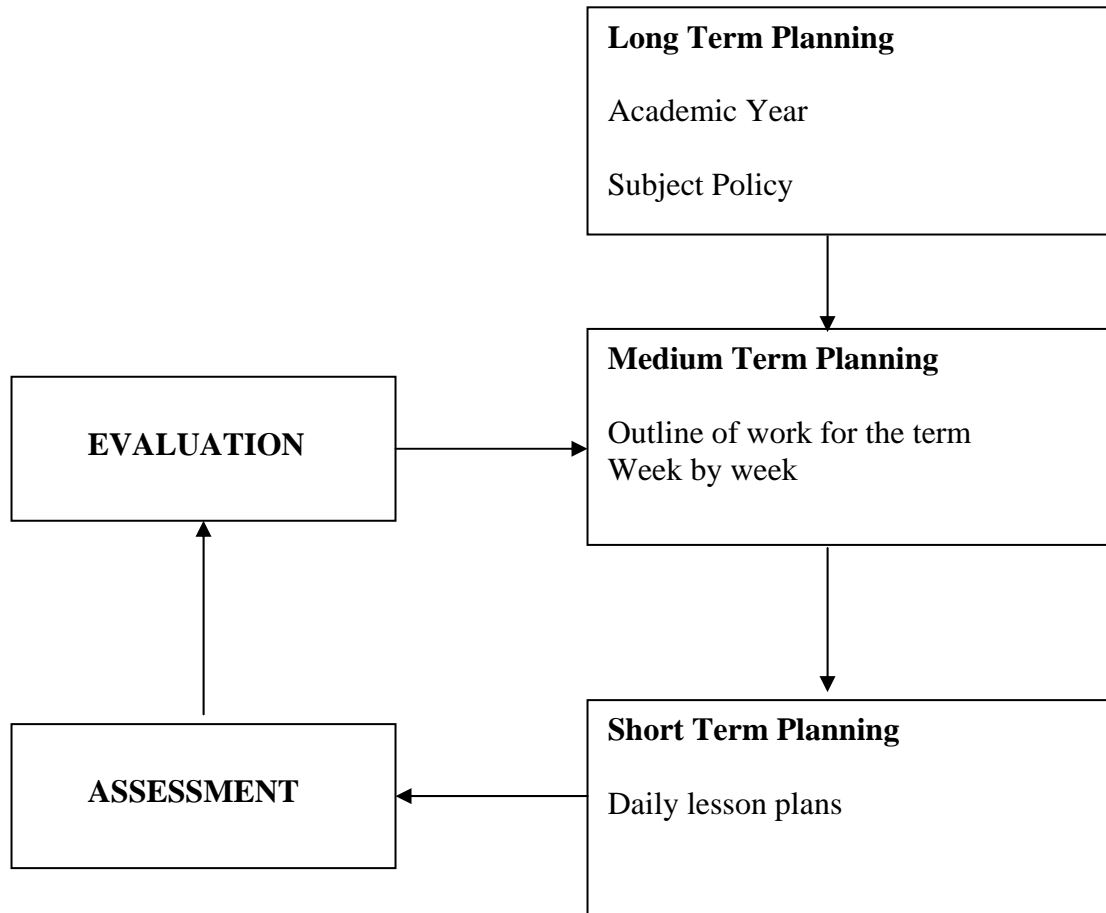
XI FORM ARRANGEMENT

1. There is a maximum of twenty pupils in each form.
2. There is setting in Year 8 for English, Mathematics, French, Science, History and Latin.
3. There is flexibility for setting in other year groups and subjects. Currently Form 6 has two sets for English Comprehension and Spelling.

XII. SUBJECT POLICIES

Every subject teacher is responsible for his or her own subject policy in which the aims, principles and strategies for the teaching of that subject are outlined. Resources used should also be listed.

XIII. PLANNING POLICY



- 1. Long Term:**
 - All topics to be covered throughout the year
 - Area of knowledge skills and understanding to be taught
 - Contribution to literacy and numeracy, ICT and Citizenship
 - Resources available
- 2. Medium Term:**
 - Areas of study covered during the term
 - Learning objectives
 - Activities planned to deliver objectives
 - Resources to be used

3. **Short Term: Daily Lessons**
- Learning objective for the lesson
 - Any assessment activities
 - Outline of teaching strategies
 - Resources to be used
 - Differentiation strategies
 - Any homework task set

Record Keeping

1. Mark Books – names, marks, details of topic and any comments
2. Standardized assessment results (collated by the SENCO)
3. End of term reports
4. Half term effort grades.

XIV. HOMEWORK POLICY

Timetabled homework is given each night. Forms 3 and 4 should take about half an hour over their homework, 5 and 6 about forty minutes, rising to forty minutes per subject in Forms 7, 8W and 8M. Each boy keeps a homework diary in which he writes the assignment for each evening. This must be signed by a parent or responsible adult each night, and checked by the form teacher at registration every morning.

Members of staff are to ensure that homework (prep) is always set and carefully marked in accordance with the Recording and Marking Policy.

Please ensure that careful consideration is given to the following:

- If homework set involves research, extra time (a week or weekend's notice) should be given for pupils to consult books, visit libraries, etc.
- Consideration should be given to boys with individual needs and, where appropriate, different homework set.
- Homework should be based on what a boy knows, understands and can do. In other words, no child should find the homework impossible or have to ask his teacher or his peers endless questions about the work.
- Ideally, homework should be based on the previous lesson/lessons taught, and errors, failures and inabilities made in the homework attended to in the following lesson.

If homework is inadequately done, a Minus should be given automatically, and the work re-set for that evening. In the event of repeated poor homework, detentions may be set by the Headmaster, who will contact the boy's parents.

No extra homework or detention work may be set without consultation with the Headmaster. Homework which is well done should be rewarded with a House Point, or two House Points for exceptional work. Please do not “devalue the currency” by giving too many House Points at one time.

Homework handed in late or left at home should always be noted by giving a Minus. A “red card” should be given to the offending pupil to take home that evening. This informs the parents that their son has not handed in the previous day’s homework and asks them to sign the “card” which has already been signed by the subject teacher. Failure to return the card to the subject teacher the following day will result in an automatic detention. “Red cards” are obtainable from the school secretary’s office.

Homework should be marked promptly and, wherever possible, returned the following lesson.

Staff should be aware that written homework may be of a higher standard than classwork due to parental help. It is good practice, therefore, to set equivalent work to be done in lessons. If staff are concerned that boys are receiving too much help from home, they should inform the Headmaster.

XV EXAMINATIONS POLICY

Internal examinations are held for every year group in the Michaelmas Term (a test of the term’s work) and in the Summer Term (a test of the whole year’s work). These are set and marked by the subject teachers. A list of examination rules is displayed on all notice-boards on days when exams are held, and is issued to all members of staff.

Staff are asked to hand into the office a copy of each question paper they set before the exam is taken. All the above exam results, expressed as a percentage, will be published in the end-of-term reports.

In March, Form 8 will sit the February Common Entrance Paper for their Common Entrance trial exam.

XVI PERFORMANCE MANAGEMENT

Teacher Performance Targets

1. Good subject knowledge.
2. Effective planning which sets clear learning objectives that are accessible to the pupils.
3. Good classroom management and high standards of pupil behaviour.

4. Effective use of ICT where appropriate.
5. Thorough assessment of pupils' work.
6. Effective use of homework to reinforce and/or extend what is learnt in school.
7. Clear feedback to the pupils in order for them to be able to improve their standards.

Procedures in place at St Philip's to ensure that all these aspects are monitored

1. Lesson observation
2. Lesson planning
3. Work scrutiny
4. Termly plans

Two main strands of managing performance will operate:

1. Lesson observation both formally as organized by the headmaster or informally between colleagues. A proforma for lesson observations (attached) should be obtained from the headmaster, completed by the observer, discussed between the two colleagues, signed by both and a copy given to the headmaster.
2. Work scrutiny undertaken by the headmaster or senior members of staff, whereby a sample of exercise books (normally one high achieving pupil's, one mid range pupil's and one lower level pupil's) is scrutinised, as indicated on the proforma (attached).
3. Inspection of lesson planning, medium and long term plans.

XVII DIFFERENTIATION

St Philip's is essentially a mixed ability school. Hence there are differences between pupils. Each pupil has his own ability to learn in a unique way and at his own speed. A differentiated approach is therefore needed in order to get the best out of the pupils in each form. At St Philip's some teaching periods allow for group work, with the teacher monitoring progress at different levels within one class.

XVIII LIBRARY POLICY

Aims and Objectives

- The Library aims:
- To promote a positive environment for reading

- To promote a responsible and careful attitude towards books as a source of learning
- To encourage good reading habits
- To provide a wide range of fiction suitable to the age and ability of the pupils
- To support subjects across the curriculum by providing reference resources accessible to boys
- To enable pupils to learn how to use a library to find out information for themselves

Reading environment

The Library is on the first floor of the school. It offers a comfortable and attractive environment for students. The Library is not used as a general classroom, although part class visits are occasionally used during English reading lessons and to pursue lines of enquiry in other subjects.

Stock

There are some 3,000 books shelved in the Library. There are books suitable for all age groups

The fiction section carries a range of material suitable for the age groups which make the most use of the Library (Forms 5 –8). Contemporary writers of children’s books, such as Penelope Lively, Nina Bawden, Joan Aiken, Leon Garfield, Philippa Pearce, are represented, as well as those “classic” authors such as R L Stevenson and John Buchan. A selection of pre-20th century literature – Dickens, Austen, Bronte and so on – accessible to the mature pupil, is also included.

The reference section is strongest for history, biography and the natural world. Recently, a number of French books have been purchased. A number of Art and Science books are kept in the respective rooms.

A resources centre, which includes a CD Rom computer, shares the space and is available to staff and pupils (under supervision)

Organization

The fiction section is arranged alphabetically by author, while the reference section broadly follows the Dewey categories.

Book Lending Procedures

Boys may borrow two books at a time, for a fortnight. They may renew these as required. A ticket is kept in each book, the boy’s name written on it, and kept in a file card when he borrows the book. This provides the English teacher with a rule-of-thumb record of which books are borrowed by any pupil.

Book Reviews

Book reviews are set each term, and every boy from Form 5 to 7 is expected to read and review one book on the set-book list. In the top year, 2-3 books per term are expected to be reviewed.

Completed reviews are returned to the English teacher in the first instance. A selection of reviews will be displayed in classrooms so that other boys can read them and form an impression of what their peers are reading.

Opening times

Books may be borrowed and returned during any Library period, i.e. every weekday morning in term time from 8.20 until 8.40 a.m. and every afternoon from 3.45 until 4.00 p.m.

Librarians

The member of staff in charge of the Library has responsibility for the foregoing, and is assisted by a number of boys in the top year, who are appointed School Librarians. Their duties are to look after the desk during openings; sort the fiction and reference sections, and chase overdue books.

Book Fair

A Book Fair is held in the school from time to time, where a company is invited to display and sell books to the boys and their parents. The Library benefits in two ways: firstly, a commission is given by the Company to the Library, and parents often buy books direct for the Library.

XIX DISPLAY POLICY

Display is an essential element of the school environment. The existence of attractive display within the classroom not only makes the environment much brighter, but also serves a number of other important functions.

Display should be a celebration of success. Children should feel proud of their work, and this can be aided by effective display of high quality work.

It should not be an end product in itself, but should be interesting and used for the continuing learning which is taking place.

It should provide information about what our children are learning to people both inside and outside the school community.

In order for the displays to be of the highest standard, the following should be considered:

Pupils who have spent time and effort preparing work are entitled to have care, time and effort given to its display.

Displays form part of the classroom environment and, as such, are not planned purely for “special occasions”. It is important that walls look interesting even from the first day of term. Obviously, displays of pupils’ work cannot be contrived within the first few days of the Michaelmas term so posters, etc, can be used at this time in order that the walls are not left bare. It is inappropriate for work from the previous year to be displayed during this period.

Displays should be carefully and appropriately labelled, ensuring that pupils’ names are correctly spelt.

Displays should be aesthetically pleasing.

Displays should be interesting and varied.

Work should be double-mounted whenever possible.

It should be remembered that the focus of the display should be the work. Therefore, the means by which it is attached to the mount and display board should be discreet – i.e. straight pins placed at an angle, or staples. Drawing pins should be avoided.

XX PERSONAL SOCIAL HEALTH EDUCATION POLICY (PSHE)

PSHE is a cross-curricular subject because it encompasses a wide range of issues. Contributions can and should be made by every member of staff, both in academic lessons and outside. To be effective a coordinated approach to teaching PSHE should operate.

Ways in which PSHE is already taught at St Philip’s

1. Through academic work enhanced by school trips and visits to venues such as Parliament (already undertaken by Peter Mules with his Form 8 History group annually), Natural History Museum (already undertaken by Trisha Hitch and Lily Macey with Science groups), etc.
2. Through daily school assemblies, which have been undertaken for many years by Anthony Jeffery (Head of Religious Education) and the Headmaster (e.g. series of talks on bullying at the start of each new school year).
3. Through religious knowledge lessons taught by Fr Dominic, Anthony Jeffery, John Milward and Harry Biggs-Davison in which moral issues are covered and discussed from a Roman Catholic perspective.
4. Through school debates and presentations which occur during the school year.
5. Through health and safety awareness sessions and subsequent project work organized by Peter Mules and Lily Macey.
6. Through project work which often has a PSHE related theme.

Ways by which PSHE could be developed at St Philip's

1. Through incorporating PSHE into teaching staff's timetable in a coordinated fashion at certain periods of the year, such as after examinations near to the end of term.
2. To set aside days for outside speakers and educators to organize sessions with the pupils in their year groups. This already happens from time to time when representatives from the police visit the school to talk to different age groups on a range of themes (from drugs to road safety).
3. To organize staff training in order that they feel confident about leading discussions with pupils on matters of sensitivity. In a Roman Catholic school great care has to be taken with certain moral issues such as sex education, attitudes to birth control etc.

Work Scrutiny

Subject:..... **Teacher's initials:** **Date of Scrutiny:**.....

Criteria	M	PM	NM
Headings are underlined, using a ruler.			
Each piece of work is dated in the top left hand corner and underlined.			
Blue ink is used by pupils in Forms 6, 7 & 8; pencil is used in Forms 3, 4 & 5.			
Tip-ex is not used to correct errors.			
Pencil is used for diagrams and drawing – frames are drawn with a ruler.			
Spelling mistakes are corrected appropriately.			
Work is marked in coloured ink (not blue, black or pencil).			
Work is shown to be monitored by the use of tick marks or comments at the end of each piece of work.			
Illegal entries, messes, omissions etc in exercise books are commented on appropriately.			
All work corresponds generally to termly planning documents.			
Constructive criticism and positive comments are made whenever possible.			
There is evidence that IEPs are being followed.			
Clear homework instructions are written in diaries on relevant days.			

Scrutiny by:

M - Criteria fully met
PM - Criteria partially met
NM - Criteria not met

Lesson Observation

Lesson	Teacher's initials	Date	Time	Observer's initials

Criteria	Grading
The content builds on previous learning and this progression is explained to the pupils at the start	
The lesson is well-structured with a beginning, a middle and an end	
The desired outcomes – what you expect the pupils to learn and achieve – are outlined at the start	
There is a good pace to the lesson	
The content is interesting and stimulating, encouraging the pupils to stay on task	
There will be some challenging content to the lesson	
Different teaching strategies are employed	
Good classroom management is shown	
There is some evidence of differentiation of approach and tasks for some pupils as appropriate	
The teacher involves all the pupils in some way	
The teacher periodically checks for pupil understanding	
The classroom is a pleasant and stimulating working environment	
The teacher shows a sense of humour, producing an enjoyable lesson	
The teacher provides a summary of the lesson	
The objectives outlined in the lesson plan have been achieved	

Criteria Grading

- | | |
|------------------------|------|
| Criteria fully met | = M |
| Criteria partially met | = PM |
| Criteria not met | = NM |
| Not applicable | = NA |

Any Extra Comments

