

# Notes



Sir William Romney's School



## **CURRICULUM AND PASTORAL GUIDE**

### **YEAR 10**

### **ACADEMIC YEAR 2015-2016**

# Teaching Staff Email Addresses

| NAME             | POSITION / DEPARTMENT  | EMAIL ADDRESS  |
|------------------|--|--|
| Barker, Mr D     | Leader of Learning Science & PE                              | <a href="mailto:d.barker@swr.gloucs.sch.uk">d.barker@swr.gloucs.sch.uk</a>         |
| Blackwood, Mr F  | Second in Mathematics  | <a href="mailto:f.blackwood@swr.gloucs.sch.uk">f.blackwood@swr.gloucs.sch.uk</a>   |
| Blake, Mrs L     | Curriculum Coordinator Drama / Learning Manager Y10-11       | <a href="mailto:l.blake@swr.gloucs.sch.uk">l.blake@swr.gloucs.sch.uk</a>           |
| Brown, Miss K    | Teacher of Girls' PE   | <a href="mailto:k.brown@swr.gloucs.sch.uk">k.brown@swr.gloucs.sch.uk</a>           |
| Brown, Mrs S     | Learning Manager Y7 / Teacher of Childcare                   | <a href="mailto:s.brown@swr.gloucs.sch.uk">s.brown@swr.gloucs.sch.uk</a>           |
| Copcutt, Mrs S   | Second in Science  | <a href="mailto:s.copcutt@swr.gloucs.sch.uk">s.copcutt@swr.gloucs.sch.uk</a>       |
| Daniels, Miss J  | Assistant Headteacher  | <a href="mailto:j.daniels@swr.gloucs.sch.uk">j.daniels@swr.gloucs.sch.uk</a>       |
| Davies, Mr C     | Leader of Learning Creatives                                 | <a href="mailto:c.davies@swr.gloucs.sch.uk">c.davies@swr.gloucs.sch.uk</a>         |
| Dorber, Mr J     | Learning Manager Y9 / Teacher of Mathematics                 | <a href="mailto:j.dorber@swr.gloucs.sch.uk">j.dorber@swr.gloucs.sch.uk</a>         |
| Duke, Mr M       | Curriculum Coordinator ICT                                   | <a href="mailto:m.duke@swr.gloucs.sch.uk">m.duke@swr.gloucs.sch.uk</a>             |
| Fairclough, Mr J | Teacher of History   | <a href="mailto:j.fairclough@swr.gloucs.sch.uk">j.fairclough@swr.gloucs.sch.uk</a> |
| Farr, Mr J       | Curriculum Coordinator Boys PE                               | <a href="mailto:j.farr@swr.gloucs.sch.uk">j.farr@swr.gloucs.sch.uk</a>             |
| Findlay, Miss D  | Learning Manager Y8 / Teacher of English                     | <a href="mailto:d.findlay@swr.gloucs.sch.uk">d.findlay@swr.gloucs.sch.uk</a>       |
| Gibson, Mrs J    | Teacher of Science / T&L Coordinator                         | <a href="mailto:j.gibson@swr.gloucs.sch.uk">j.gibson@swr.gloucs.sch.uk</a>         |
| Godwin, Mr D     | Curriculum Coordinator History                               | <a href="mailto:d.godwin@swr.gloucs.sch.uk">d.godwin@swr.gloucs.sch.uk</a>         |
| Hancock, Miss R  | Curriculum Coordinator Music                                 | <a href="mailto:r.hancock@swr.gloucs.sch.uk">r.hancock@swr.gloucs.sch.uk</a>       |
| Harrison, Mrs C  | Teacher of French  | <a href="mailto:c.harrison@swr.gloucs.sch.uk">c.harrison@swr.gloucs.sch.uk</a>     |
| Hopson, Miss K   | Assistant Headteacher / Leader of Learning Mathematics & ICT | <a href="mailto:k.hopson@swr.gloucs.sch.uk">k.hopson@swr.gloucs.sch.uk</a>         |
| Jones, Miss C    | Teacher of DT Food   | <a href="mailto:c.jones@swr.gloucs.sch.uk">c.jones@swr.gloucs.sch.uk</a>           |
| Jones, Mrs J     | Curriculum Coordinator Geography                             | <a href="mailto:j.jones@swr.gloucs.sch.uk">j.jones@swr.gloucs.sch.uk</a>           |
| Lomas, Mrs I     | Curriculum Coordinator RE                                    | <a href="mailto:i.lomas@swr.gloucs.sch.uk">i.lomas@swr.gloucs.sch.uk</a>           |
| Lynham, Mrs T    | Leader of Learning Humanities                                | <a href="mailto:t.lynham@swr.gloucs.sch.uk">t.lynham@swr.gloucs.sch.uk</a>         |
| Mackay, Mr S     | Headteacher  | <a href="mailto:s.mackay@swr.gloucs.sch.uk">s.mackay@swr.gloucs.sch.uk</a>         |
| Manser, Mrs B    | Teacher of Mathematics                                       | <a href="mailto:b.manser@swr.gloucs.sch.uk">b.manser@swr.gloucs.sch.uk</a>         |
| Pullin, Dr C     | Teacher of Science   | <a href="mailto:c.pullin@swr.gloucs.sch.uk">c.pullin@swr.gloucs.sch.uk</a>         |
| Regan, Mr C      | Teacher of French / German                                   | <a href="mailto:n.randell@swr.gloucs.sch.uk">n.randell@swr.gloucs.sch.uk</a>       |
| Rogers, Mrs N    | Teacher of Art / DT  | <a href="mailto:n.rogers@swr.gloucs.sch.uk">n.rogers@swr.gloucs.sch.uk</a>         |
| Skipp, Mr R      | Leader of Learning English with Drama & MFL                  | <a href="mailto:r.skipp@swr.gloucs.sch.uk">r.skipp@swr.gloucs.sch.uk</a>           |
| Smith, Mrs C     | Teacher of Science   | <a href="mailto:c.smith@swr.gloucs.sch.uk">c.smith@swr.gloucs.sch.uk</a>           |
| Staynings, Mr J  | Teacher of English   | <a href="mailto:j.staynings@swr.gloucs.sch.uk">j.staynings@swr.gloucs.sch.uk</a>   |
| Wagner, Mr M     | Curriculum Coordinator DT                                    | <a href="mailto:m.wagner@swr.gloucs.sch.uk">m.wagner@swr.gloucs.sch.uk</a>         |
| Williams, Mrs K  | Teacher of English and Drama                                 | <a href="mailto:k.williams@swr.gloucs.sch.uk">k.williams@swr.gloucs.sch.uk</a>     |

## Extra-Curricular Activities

There is a wide range of clubs and activities available to students throughout the Year. The majority of these take place either at lunchtime or at the end of the school day. There are sometimes visits organised by the school in the evening and you will be informed about these as they occur.

| <b>LUNCHTIME CLUBS</b>    |   |   |   |
|---------------------------|---|---|---|
| <b>DAY</b>                | <b>YEAR</b>                               | <b>WHAT</b>   | <b>WHERE</b>  |
| <b>Monday</b>             | All<br>10 & 11<br>All                     | SEN Club<br>Multi Gym<br>Cross Country Club                 | Sports Hall<br>Sports Hall<br>Outside                         |
| <b>Tuesday</b>            | All<br>7<br>All                           | Netball Shooting<br>Rugby<br>Help with school work          | Sports Hall<br>Outside<br>Library (from 1.30pm)               |
| <b>Wednesday</b>          | 10 & 11<br>All<br>All<br>All              | Multi Gym<br>Ukulele Club<br>Freeball<br>Design Technology  | Sports Hall<br>Music<br>Sports Hall<br>DT                     |
| <b>Thursday</b>           | All                                       | Badminton   | Sports Hall   |
| <b>Friday</b>             | All<br>10 & 11<br>10 & 11<br>All          | Gymnastics<br>Multi Gym<br>Indoor Football<br>Recorder Club | Gym<br>Sports Hall<br>Sports Hall<br>Music                    |
| <b>AFTER SCHOOL CLUBS</b> |   |   |   |
| <b>Monday</b>             | 11  | Photography*  | AR1 (finish 4.40pm)   |
| <b>Tuesday</b>            | 7 to 9<br>7 to 9<br>All<br>10 & 11<br>All | Netball<br>Rugby<br>Choir<br>ICT<br>Japanese                | Tennis Court<br>Outside<br>Music<br>IT<br>HU2 (finish 4.30pm) |
| <b>Wednesday</b>          | 10 & 11<br>10 & 11<br>7<br>10 & 11        | Netball<br>Rugby<br>Pottery*<br>Music GCSE Composition      | Tennis Court<br>Outside<br>AR2 (finish 4.40pm)<br>Music       |
| <b>Thursday</b>           | All<br>10 & 11                            | Design Technology<br>Music GCSE Composition                 | DT<br>Music   |

KS3 Future Tech & Coding Club - tba

\*Please see Mr Davies, Leader of Learning Creatives, if interested in Pottery or Photography Clubs

## Welcome to Year 10

Year 10 is an exciting but sometimes daunting year for students. It is a year in which they embark upon their examination subjects. It is a year in which the assessments they do begin to count towards their final grades. It is also a year in which they begin to make decisions about what and where they will study when they leave SWR.

In Year 10 students will continue to set regular targets throughout the year. This process involves students reviewing their current achievements and then setting themselves weekly targets. Students are guided to ensure that these targets are specific and appropriate; have a clear timescale; and success is able to be measured clearly. They then work out a plan of the steps they need to take in order to achieve their targets. This plan includes actions they need to take both at school and also at home. These targets and plans are discussed with tutors.

In order to prepare for post-16, students will also have one afternoon tutor session per fortnight dedicated to careers in which they will have the opportunity to browse prospectuses and use careers software. They will also look at writing CVs and letters of application.

Year 10 is an exciting year in which students have the opportunity to continue to form positive study and work habits which will set them up for success throughout life. As Learning Manager, I will be supporting and encouraging them to develop these skills and look forward to helping your child achieve their potential.

I hope this pastoral guide is helpful in giving you information and in guiding you to the correct point of contact in the school. If you have any other concerns, please do not hesitate to contact me. I look forward to meeting many of you in the coming year.

Mrs L Blake  
Years 10 & 11 Learning Manager

## Curriculum

The curriculum in Year 10 consists of the core curriculum of: Mathematics (6 periods), English (7 periods), Science (10 periods), Religious Education (3 periods), Personal Development (1 period) and Games (3 periods) over a two week timetable cycle. In addition students study four option subjects (5 periods each).

The key content of the English, Mathematics and Science is as follows:

### English

In Key Stage 4 all students will study for two GCSE qualifications, English Language and English Literature. Both are terminally assessed courses with all examinations taking place at the end of Year 11. For the first time, students will not receive a grade from A\*-G in this subject but instead will receive a number grade from 9-1. To ensure students have a clear understanding of their current attainment this will also be the grade that is sent home in reports.

**English Language:** In this subject, students will sit two exams. Paper 1 will focus on Creative Reading and Writing. Paper 2 will focus on Non-fiction Reading and Writing. Both exams are worth 50% of the overall grade. In preparation for this, students will study narrative, descriptive and non-fiction writing types from both modern writers and the 19th Century. Students will also be required to deliver a formal presentation and respond to questions on this but this will not form part of their overall grade.

**English Literature:** In this subject students will sit two exams. Paper 1 will focus on their study of a Shakespeare play and a 19th Century novel, it will be a 1 hour 45 minute paper. Paper 2 will assess their understanding of a Modern Novel or Play and a range of poetry, both seen and unseen, this exam will be 2 hours and 15 minutes long. Paper 2 is worth 60% of the overall marks. Students will study a range of literary texts including prose, poetry and drama from a range of time periods. As the course progresses they will learn and develop skills of analysis and evaluation.

In English, students will be set homework every week and will be expected to complete wider reading and additional notes in their own time.

## Trips and Visits

The following trips involving Year 10 students are planned for this year. In addition, trips planned for other year groups are included to give you an overview of the experiences offered in later years in the school. This may be subject to change. An estimate of the cost of each trip is provided.

### Year 10:

|              |          |     |
|--------------|----------|-----|
| Mini UN      | November | £0  |
| Science Live | January  | £15 |

### Foreign trips:

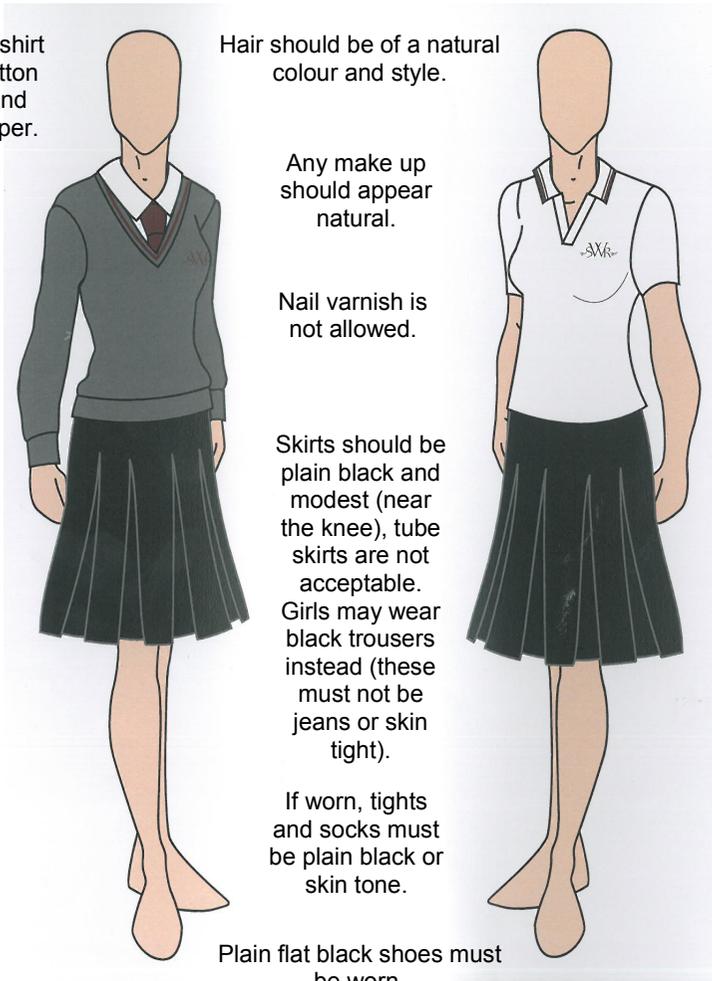
|  |           |      |
|--|-----------|------|
| Ardeche 2017 (Year 8 to 11)                | July      | £760 |
| Iceland 2016                               | June/July | £900 |
| Ski tour to Austria 2016 (all year groups) | Feb       | £865 |

### Curriculum trips:

There are a number of curriculum-based trips during the year and parents will be informed of these as they occur. In general these are relatively low cost (£10-£25). These include drama, art and sports trips and are often open to all year groups.

Plain white shirt with top button done up and school jumper.

School tie must be worn with the knot up to the neck.



Hair should be of a natural colour and style.

Any make up should appear natural.

Nail varnish is not allowed.

Skirts should be plain black and modest (near the knee), tube skirts are not acceptable. Girls may wear black trousers instead (these must not be jeans or skin tight).

If worn, tights and socks must be plain black or skin tone.

Plain flat black shoes must be worn.

A maximum of one small, plain stud may be worn in each ear. No other piercings are allowed.

A watch may be worn but no other jewellery is permitted.

Black tailored shorts may be worn in the summer.

**Winter Uniform**

**Summer Uniform**

### Mathematics

All students will study a two year GCSE Mathematics course. This is a linear course with no coursework and is examined at the end of Year 11. For some students where it is appropriate, we offer a Level 2 Further Mathematics course which builds on GCSE to introduce A Level Maths content. As with English students will receive a number grade from 9-1 in 2017.

The GCSE Mathematics course consists of units of Number, Algebra, Shape, Space and Measure, and Handling Data, with plenty of opportunities for enrichment and further study.

### Science

Most students will be working towards their Core Science qualification during Year 10. Those who opted to do Triple Award Science will complete their Physics GCSE in Year 10 and begin studying for their Biology GCSE. All students will complete a controlled assessment which contributes 25% towards their final grade. All exams are in May and June. All students will sit 3 one hour exams. In Year 11 most students will study Additional Science while Triple Award students complete their Biology and Chemistry GCSEs.

## The Year 10 'Experience'

The best way to give parents an overview of Year 10 is to tell the story of the year...

| Month     | Date      | Event  |
|-----------|-----------|--|
| September | 15th      | KS4 Information Evening<br>6pm to 8pm<br>(parents learn all about new GCSEs/BTECs and assessments) |
| November  | 9th -12th | Academic Mentoring   |
| April     | 19th      | Parents' Evening<br>5pm to 7.30pm  |
| July      | 4th - 8th | Work Experience  |

## Contact Details - Who's Who

Mrs L Blake - Years 10 & 11 Learning Manager  
l.blake@swr.gloucs.sch.uk

Mrs K Williams - Tutor for 10KW  
k.williams@swr.gloucs.sch.uk

Mr J Farr - Tutor for 10JF  
j.farr@swr.gloucs.sch.uk

Mr M Duke - Tutor for 10MD  
m.duke@swr.gloucs.sch.uk

Mrs R Hancock - Tutor for 10RH  
r.hancock@swr.gloucs.sch.uk

Miss J Daniels - Assistant Headteacher  
j.daniels@swr.gloucs.sch.uk

Miss L Scourfield - SENCO  
l.scourfield@swr.gloucs.sch.uk

Mrs L Lamsdale - Exams Officer  
l.lamsdale@swr.gloucs.sch.uk

### Enquiry Guidance

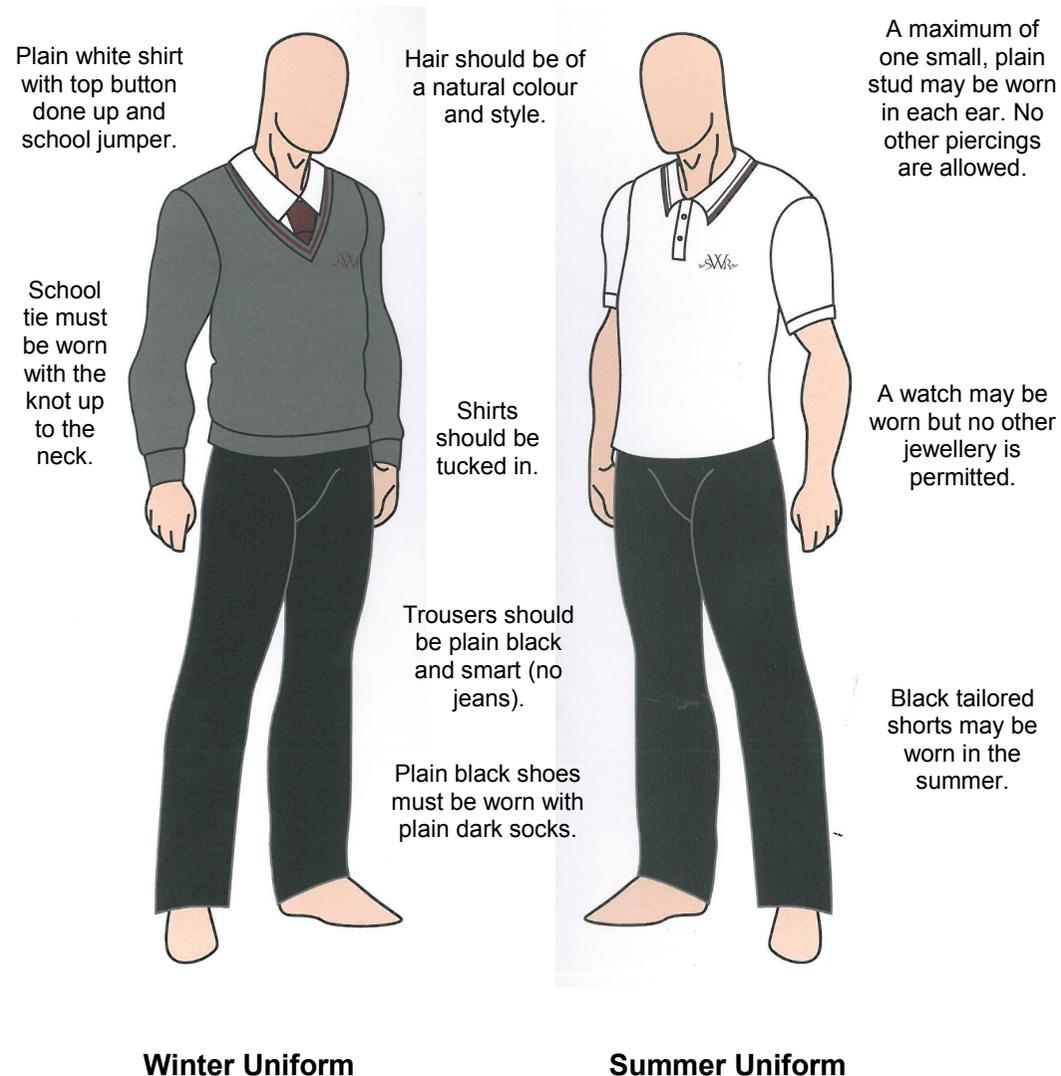
For most enquiries the first point of contact should be the member of staff best able to deal with the issue in the first instance:

- Single subject related - subject teacher then Head of Subject
- Multi-subject / general progress issues - Form Tutor then Learning Manager
- Tutor group related - Form Tutor then Learning Manager
- Concerns about relationships/well-being - Form Tutor then Learning Manager
- Support for Learning - Miss Scourfield
- Attendance - Mrs Lomas
- Behaviour - Mrs Andrews
- Exams - Mrs Lamsdale

Any other enquiries - school office for advice

## School Uniform

The winter and summer school uniforms are represented below. The winter uniform is worn from October until the end of Term 4 (usually April). The summer uniform is worn in Terms 5 and 6 until the end of September in Term 1. Sweaters, ties, polo shirts and PE kit are sold through the school.



At this stage, many students do not have a firm idea of what they wish to do in the future, so one way of starting this journey is to work on the negative, i.e. exclude roles a student would not like to do, which leaves positive routes open by default. Careers guidance is available within school and the SWR Learning Resource Centre has many books, leaflets and a range of College prospectus for students to study.

### **Other useful Information**

This Pastoral Guide includes examination board details. Should parents wish to purchase any materials for study at home (such as books or DVDs), it is very important that the material is for the correct examination board. If there are any concerns, please contact the Head of Subject.

Parents will also see a change on reports from the numbers used at Key Stage 3 to letters used at Key Stage 4. GCSEs are graded A\*, A, B, C, D, E, F, G or U (Ungraded), or 9, 8, 7, 6, 5, 4, 3, 2, 1 in Maths and English.

In very broad, general terms, a student who has achieved a good level 5 at Key Stage 3 can probably expect to proceed to at least a Grade C at GCSE (level 6 – Grade B etc), BUT this is entirely dependent on them working hard and studying diligently.

## **Homework**

All subjects set weekly homework in Key Stage 4 (Year 10 & Year 11). Each piece should take 40 minutes and students are given a **homework timetable** at the start of each year which indicates which days subjects will set homework. All homework is recorded by the student in her/his planner. There is an after school homework club on a Tuesday and Thursday from 3:20pm to 4:20pm to assist students in completing their homework. Some students may receive individual notices to attend homework support if they are behind with GCSE/BTEC coursework, as one method of offering additional support for progress on an individual basis.

## **Learning Resources Centre**

The Learning Resources Centre is open at break and lunchtime for quiet reading, newspapers and board games including chess and draughts. It is also open after school on Tuesday and Thursday to complete homework, do coursework or for revision. The Learning Resource Centre lends fiction books which all students should have in their bags for registration and English. There is also a wide selection of non-fiction books, both curriculum-based and for hobbies.

## **Resilience**

At Sir William Romney's school we value resilience highly. We encourage students to develop this skill and we report on their level of resilience in every report.

Resilience is seen through perseverance; being on task in lessons; avoiding distractions; working to the best of one's ability and bouncing back quickly from disappointments. It can be viewed as a combination of effort and attitude. Resilience is a vital skill for succeeding in life – in education, in employment and in all other areas of society.

## **Setting Arrangements**

In Key Stage 4 the school has setting arrangements in Mathematics, English and Science. It is very important that students are placed in an appropriate group in the areas that are set by ability to ensure that they are challenged and engage with their learning. As students can make progress at different rates, at each reporting interval the progress and achievement of all students in the year is evaluated by the Learning Manager, and decisions about movements between sets are made in discussion with Leaders of Learning. Parents will be informed of any such decisions as soon as possible, usually by phone call and then by letter.

## Reporting

Reports on students' progress are called Interims and are issued at key points during the year.

*Interims include:*

- current working levels/grades for each subject
- the students' target grades in each subject
- homework
- attitude to learning  
(both on a scale of 1-4, with 1 being high and 4 being low)
- attendance percentages
- behaviour report

The interims indicate through colour coding, whether the achievement has increased from last report and whether they have reached their target grade.

There are opportunities following every interim to contact school with any questions you may have via staff email addresses or by contacting the school office.

## Marking & Feedback

Students will have their work marked on a regular basis. Marking will be formative and students will be told why they have succeeded (What Went Well) and how to improve (Even Better If). All marking will require students to improve their work based on their EBI comments. This will be completed in green pen. You are encouraged to check their work and to track their progress in their books.

## The Route towards Employment and Further Study

Now your child is in Key Stage 4 it is important to seriously consider and investigate which route they will follow after their time at SWR. As you will be aware, it is now compulsory for all children to be in full time education or training until they are 18 years of age.

It may seem premature to look ahead to ideas such as university, college and the world of work but choices and actions taken at KS4 can have an impact on future goals.

The general description of work at GCSE is entitled 'Level 2'. When students progress and leave SWR, some may wish to move upwards and study 'A' levels or BTECs at a Sixth Form or Further Education College and would move onto what is generally described as 'Level 3'. The usual requirement for this study is at least 5 GCSEs (usually including English and Maths) at Grade C or above. Many institutions also want at least a B in the subjects to be studied further, (but this needs to be checked by looking up specific, individual requirements for each Sixth Form/College). Some students may undertake an apprenticeship rather than BTECs or A Levels. These allow students to earn a wage whilst learning a trade. In order to help students make an appropriate informed choice each student will also be given an individual interview with Mrs Brown (the school careers advisor).

For students who wish to study vocational subjects, they may move sideways and continue with 'Level 2', for which very generalised, broad requirements may be 2 or 3 GCSEs at D or above (but again this needs to be checked by looking up specific, individual requirements for each Sixth Form/College). Once achieved, students may then be in a position to move upwards to study 'Level 3' material.

Study at a Sixth Form, or Further Education College, is free for students age 16-18 years, although transport costs are chargeable.

At aged 18 many students continue studying at a Higher Education College or University. This is chargeable and student loans are available.

To assist parents and students with choices, we have Further and Higher Education Colleges in school on Parents Evening, so a wide range of options can be explored. We also take our students in Year 11 to visit local colleges and to experience 'taster sessions' for different subjects. Parents are also advised to attend public College/Sixth Form Open Days to discuss options with college staff.

# KNOW THE STEPS TO EXAM SUCCESS

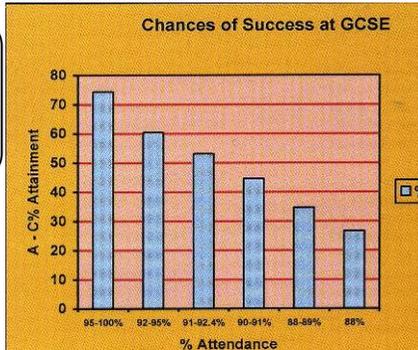


**E** Experts believe you should drink plenty of water. Water can improve performance. Dehydration can reduce it

**X** Exercise : healthy body = healthy mind.  
Blood flow is improved to the brain

**A** Attendance = Achievement

90% attendance is 100 hours of lost learning  
17 missed days could mean a whole GCSE grade drop



**M** Make sure you revise in short bursts. Lots of x 20 mins are better for memory retention

**F** Eating fish once a week can add 7% extra brain power



**A** Alcohol can cause loss of performance. Just 2 units a night can cause 10% reduction in memory tasks for teenagers



**C** Conditions are important. Listening to music may put you in a good mood but it can also hinder your ability to memorise facts



**T** Take time to revisit your work. 66% of material is forgotten in 7 days if not revisited



**S** Sleep is vital.



## 'Aim High and Achieve' Action Planning for Year 10

In Year 10 students work through a process of target setting called 'Aim High and Achieve' - AHA.

"The ability of a student to self-monitor his or her performance is a natural step towards becoming independent, which can only happen when students take responsibility for their own behaviour and essentially become "agents of change" (Malcolm Hanson 1996)

**Aim High and Achieve is a system which:**

- Empowers students to take responsibility for their own progress
- Allows tutors to have effective and powerful learning conversations with each tutee
- Builds a partnership between home and school to support students in progressing and achieving
- Teaches the students skills that they will need in the workplace

This process will involve students reviewing their current achievements and then setting themselves targets. Students will be guided to ensure that these targets are specific and appropriate; have a clear timescale; and success is able to be measured clearly. They will then work out a plan of the steps they need to take in order to achieve their targets. This plan will include actions they need to take both at school and also at home. These targets and plans will be discussed with tutors.

## SMART Targets

The targets students set will be SMART targets. This means that they will be:

- Specific**
- Measureable**
- Achievable**
- Realistic**
- Time bonded**

### For example:

I want to achieve a Grade B in English for my next assessment.  
 I want to get over 80% in each of my next three maths tests.  
 I want to get all 1s and 2s for resilience on my next report.  
 I want to put my hand up and contribute in at least three lessons per day.  
 I want to complete all homework on time by the end of Term 2.

## Phoenix Room

Mrs F Phillips & Mrs M Bannatyne  
 Tel: 01666 502378 Extension 267/260  
 Email: f.phillips@swr.gloucs.sch.uk  
 Email: m.bannatyne@swr.gloucs.sch.uk

The Phoenix Room is staffed by Mrs Phillips and Mrs Bannatyne. The Phoenix Room is the Inclusion Centre for SWR and caters for students with emotional, social or behavioural problems. In short any student experiencing any issues whether at home or school, which impact upon their ability to learn, can be supported. This support may take the form of 1:1 sessions, small group work or in-class support. Referrals to the Phoenix Room are made by the relevant

## Examinations

The Exam Boards have websites that give further information on all subjects:

| Website     | Subject (GCSE unless otherwise stated) | Syllabus code |
|-------------|--|---------------|
| aqa.org.uk  | Art & Design                           | 4201          |
|             | DT Graphics                            | 4552          |
|             | DT Resistant Materials                 | 4562          |
|             | English Language                       | 8700          |
|             | English Literature                     | 8702          |
|             | French                                 | 4658          |
|             | Geography                              | 9032          |
|             | German                                 | 4668          |
|             | Music                                  | 4270          |
|             | Physical Education                     | 4892          |
|             | RE – full course                       | 4057          |
|             | RE – short course                      | 4056          |
|             | Science – Core                         | 4405          |
|             | Science – Biology                      | 4401          |
|             | Science – Chemistry                    | 4402          |
|             | Science – Physics                      | 4403          |
|             | Science - Additional                   | 4408          |
| edexcel.com | ICT (Single)                           | 21T01         |
|             | Childcare – BTEC First Certificate     | HDH46         |
|             | Sport – BTEC First Certificate         | BRL58         |
|             | Maths                                  | 1MA0          |
| ocr.org.uk  | Drama                                  | J315          |
|             | History                                | J415          |
| wjec.org.uk | Business Studies                       | 4080          |
|             | Catering                               | 4730          |

If you have questions regarding exams, results or certificates please feel free to contact the Exams Office either by phone 01666 502378 or drop in to school.

## Absence

Attendance at SWR is good and individual records of attendance appear as a percentage on a student's report. Students should aim for 100% attendance. If a child is absent from school, parents/carers are asked to phone the:

**SCHOOL ABSENCE LINE 01666 501099**

On each day of the absence, please leave a short message giving a reason and an indication of how long the student may be absent. If no explanation has been received for an absence, this may trigger an automatic absence alert call to home or mobile number.

Family holidays should be arranged during school holidays in order to ensure continuity of education for students. Please do not ask for leave of absence for a family holiday in term time. It is only in exceptional circumstances that the Headteacher has the legal authority to grant leave of absence in term-time.

### Lates

If a student arrives late at school, they must sign in at Reception. If a student is late twice in a week, without good explanation, we will require them to attend an after school SLT detention.

## Behaviour

Mrs L Andrews  
Tel: 01666 502378 Ext 283  
Email: l.andrews@swr.gloucs.sch.uk

The great majority of our students behave very well and are a credit to the school. However there are instances when the behaviour of individual students can affect the learning of others. If this is the case and a student does not follow staff instructions, the student may be relocated. On rare occasions this may result in isolation of the student in the Focus Room and this may include break and/or lunchtime, and parents are informed by letter. Students who behave in an unsafe, inappropriate or disrespectful manner at break or lunchtime are placed in the "Sin Bin".

## Inclusion Room

Miss M Gatley & Miss L Kimber  
Tel: 01666 502378 Extension 280  
Email: m.gatley@swr.gloucs.sch.uk l.kimber@swr.gloucs.sch.uk

We offer tailored support to referred individuals and groups in the following areas:

- Academic mentoring (all key stages) in class and in the inclusion room
- KS4 GCSE coursework catch-up and academic success plans
- Behaviour for learning 1:1/group work
- Enrichment for behaviour and learning
- Transition support/mentoring.

## Attendance

Mrs V Lomas  
Tel: 01666 502378 Ext 227  
Email: v.lomas@swr.gloucs.sch.uk

### Students are expected to:

- Be punctual and maintain a high level of attendance
- Attend registration at 8.55am and 2.05pm
- If arriving late, to sign in at the School Office and collect a late slip
- Not leave the school grounds without permission. Prior notice is required from parents for all medical/dental appointments where possible. For emergency appointments, parents should contact school on the morning of that day.
- Make every effort to catch up with any work missed when returning to school following any absence
- Report to their tutor, Learning Manager or Mrs Lomas any issues or problems they are having within the school that may affect their learning and attendance

### Persistent Absence

A student becomes a "persistent absentee" (PA) when they miss 10% or more schooling across the school year **for whatever reason**. Absence at this level does considerable damage to a student's educational prospects. All PA students (and those close to PA) are tracked and monitored very carefully.