



Parent Guide

2016-17

'Achievement Through Caring'

**Morda Road
Oswestry
Shropshire
SY11 2AR**

Telephone: 01691 664400
Fax: 01691 671515
E-mail: admin@marchesschool.net
Website: www.marchesschool.co.uk

The Marches School is an 11 to 18 county community comprehensive co-educational day Academy. We serve the market town of Oswestry and the surrounding villages of the border country where Shropshire meets Wales.

Currently there are 1321 students on roll. The Marches School exists on a semi-rural 30-acre site just south west of the town, allowing us to accommodate all of our learners with ease.

Executive Headteacher Mrs S Longville B.A., M.A., NPQH

Associate Headteacher: Mrs A Pearson B.Sc., M.A., NPQH

Deputy Heateachers: Mrs R Lloyd B.A., M.A., NPQH
Mr T Stonall B.A

Assistant Headteachers: Miss C Buckle B.A.
Mr H Jackson B.Sc., M.A.
Mr T Whitworth B.A.

Business Manager: Mrs J Jones

Chair of Governors: Mr A Walpole
Vice Chairman: Mr R Pearson

The contents of this guide are intended to give a broad outline of the education we provide at The Marches School, complementing our pictorial brochure. If you would like more information about the school, its organisation and policies, please contact the school or view the school website. We welcome all communication and look forward to meeting you.

Other information can be found on our website: www.marchesschool.co.uk

This guide was reviewed in June 2016 and relates to the year 2016/17. The information was correct when compiled. Some changes may have occurred as the school develops improved procedures, practices and policies as part of our on-going process of seeking even higher standards.

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INTRODUCTION

The Marches School is a vibrant learning community, comprising of a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a pro-active governing body and an ever developing cross-section of community partners. Children are placed firmly at the centre of all we do and we therefore pride ourselves on offering a wealth of opportunities, allowing all in the learning community to experience success in many different ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

Learning Mission Statement

We believe:

Successful, creative, lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

Our core values:

- To show mutual respect - so that all feel safe and cared for
- To understand our rights and responsibilities – so that we all work together as ‘the Marches team’
- To contribute positively – so that we all help and support the school and the wider community
- To strive to achieve our personal best in our work – so that everyone attains the highest possible standards and makes the most of our learning adventure
- To make the right choices – so that we can all make the most of our opportunities
- To enjoy a healthy lifestyle – so that we develop positive habits for life

Academy Status

We are a confident, forward-thinking, learning community that had the courage to be the first school in Shropshire to become an Academy, as we believe in ensuring that we keep at the forefront of educational thinking. Academy status gives us the autonomy to make local decisions so that our students and community we serve get the best educational offer we can provide in the 21st century.

We provide the full range of National Curriculum subjects and have an outstanding track record for enhancing English, Maths, Science and ICT across the whole school and throughout the local community. The school has an excellent academic record and adds value to the performance of students of all abilities. We pride ourselves on a disciplined, well-ordered atmosphere within our school. The focus of all our activities is on the delivery of high quality learning and teaching activities that stimulate enjoyment, engagement and positive outcomes for students. This school is an exciting, energetic and caring organisation that aims to give all students the best possible start in life.

6th Form Education

2016 is an exciting time as we see the further development of our 6th form. As we move into our fourth year, the expansion of our site and facilities has been completed to include a 6th form centre; the school offers a full range of AS and A2 subjects. Further policies and information can be found on our school website or by contacting our Head of 6th Form – Assistant Headteacher, Claire Buckle.

Facilities

In our rapidly changing world, we at The Marches know the importance of keeping pace with new developments, ensuring that we offer everyone in our learning community and the wider community a contemporary environment in which to explore learning. These facilities include purpose-built Design Technology workshops, ICT facilities, purpose-built science laboratories, a large and spacious Library and a Creative Studies suite with facilities for Art, Textiles, Music and Drama.

‘Achievement Through Caring’

There are extensive play spaces, as well as a sports hall and floodlit all-weather playing area. The site is attractively landscaped and is set out in a college campus style.

The Marches Learning Community tries to keep pace with new technologies and we provide a wide range of opportunities for students to work interactively at school and at home. Students are encouraged to bring in their own laptops or tablets to enhance their learning experience if they wish to; further details can be found in our ICT policy.

All teaching spaces have interactive whiteboard technology, all teachers have lap top computers and our Virtual Learning Environment (VLE) has a wide range of learning tools for our students at all levels.

The student restaurant provides a wide range of healthy food for students to enjoy. The hall is equipped with tiered seating and lighting and doubles as a spectacular auditorium for drama, music and other productions.

We look forward to working with you and your child on this phase of their learning journey.

Sarah Longville
Executive Headteacher

Aims of the School

Our Aims for Ourselves

1. To promote a caring environment in which young people can grow towards adulthood
2. To develop positive teaching strategies geared towards maximising the learning potential of our students
3. To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers
4. To promote constructive evaluation of what we do at all levels
5. Actively to promote the principle of equality for all people whatever their abilities, background, race or gender.
6. To promote and maintain a positive relationship with parents and carers and the local community based upon mutual respect and understanding
7. To strive towards excellence in everything we do

Our Aims for Our Students

1. To develop in each child a positive self-image
2. To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary
3. To promote and provide opportunities within and beyond the curriculum which encourage and enable our students to develop a sense of meaning and purpose in their own life and in life as a whole
4. To 'enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment' (Warnock)
5. To develop skills relevant to employment and to survival in a changing world
6. To develop the ability to think and to manage ideas
7. To develop an enquiring mind with the ability to question and to argue rationally
8. To develop the ability to work positively with and amongst other people and as part of a group
9. To promote high attainment and the pursuit of excellence
10. To educate for responsible adulthood

INFORMATION ABOUT ADMISSIONS

Admissions Policy KS3 and KS4

We are an open access comprehensive school catering for children aged between 11 and 18. The maximum admission number for September 2016 is 270 students at KS3 and KS4.

The Marches School are an admission authority in their own right and the Academy Trust is therefore responsible for determining the school's admissions policy.

For transfers to secondary school in Year 7 the Council's Admissions Team co-ordinates the admissions process and all enquiries regarding Admissions should be addressed to them. They publish a booklet "Parents' Guide to Education in Shropshire" each year with up to date information about schools and a full explanation of the admissions processes. The booklets are available from the Shropshire website or reference copies are available in schools and local libraries. Parents/carers who may wish to speak directly to an Admissions Advisor may also contact them through the Admissions Team. Admissions for any year group other than the start of Year 7 will be classed as In-Year or Mid-term applications and will be handled directly by the school. (Please see Section 7.)

A copy of the determined arrangements are available for viewing on the Council's website at www.shropshire.gov.uk

The contact address is: Admissions Team, Learning and Skills, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 0345 678 9008

or email: school-admissions@shropshire.gov.uk

Website: www.shropshire.gov.uk

Catchment areas for schools can be viewed on Local view which can be found on the above website address.

This school has a Published Admission Number (PAN) of 270 for the Year 7 intake in 2016 (this number also applies to Years 8 – 11). For the year commencing September 2016 the number of preferences received and places allocated was as follows:

Date Of Allocation	Admission Limit	No of 1st preferences received	Total places allocated	No of 2nd preferences allocated	No of 3rd preferences allocated
March 2013	270	292	292	0	0

4. Applications

Parents/Carers of Year 6 children and resident in Shropshire will be required in the Autumn term prior to the school year of transfer to make an application naming 3 preferences via the Shropshire website. The online application facility will be available in early September. Where there are more applications than there are places available, allocations will be made in accordance with the oversubscription criteria. Full details of these criteria are given in the Parents' Guide booklet; therefore it is recommended that parents read the booklet before completing an application, but, in general terms, they are based upon the following (in order):

Children who have a Statement of Special Educational Needs, or and Education Health and care plan, which names the school which the child should attend because their needs can be met best by that particular school, will be offered places before other children. After that places will be offered up to the admission number in the following priority order:

Priority 1: Priority will be given to children in public care, usually referred to as "Looked After Children" and children who were "Looked After" but ceased to be so because they were adopted as defined in the School Admissions Code.

Priority 2: Children living inside the catchment area will have next priority. If there are not enough places for all the children living in the catchment area, we will look at the following two criteria:

- 1) Priority will be given to children living within the catchment area who will have an older sibling of compulsory school age (11 –16) or a sibling in the 6th Form at the school on the day they are due to start there.
- 2) After that, priority will be given to other children who live within the catchment area.

Priority 3:

Children who have a parent or guardian who is a member of staff that has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage by the school.

Priority 4: After that, any places that are left will be offered to children who live outside the catchment area. If there are not enough places for all of them, we will look at the following two criteria:

- 1) Priority will be given to children living outside the catchment area who will have an older sibling of compulsory school age (11 –16) or a sibling in the 6th Form at the school on the day they are due to start there.
- 2) Secondly, priority will be given to children living outside the catchment area without an older sibling at the school, but who have attended a state-funded primary school that lies within the secondary school's catchment area, for more than a whole academic year immediately prior to transfer.
- 3) After that, priority will be given to other children who live outside the catchment area.

If, in any of the above priority categories, there are more applications than there are places available, priority will be given on the basis of distance measured as a straight line on a computerised mapping system between the home address and the nearest entrance gate of the school by pinpointing their easting's and northings. The shortest distance will be given priority. Where two addresses are within the same block of flats, the lowest number of flat or nearest the ground floor will be deemed to be the nearest in distance.

The 6th Form admissions policy can be found on our school website.

Mid-Term or In-Year Admissions

Where families wish to change the school their child attends at other times of the year after the start of Year 7, please contact the Deputy Headteacher in the first instance in order to make an appointment to visit the school. You will be given an indication of whether there are places available in the relevant year group. If other applicants want that same place we will apply the same published criteria to determine priority for that place. If there are no places available the school will be able to inform you of the Appeals process

Parents and carers with children, at any age, in any primary school wanting to discuss admission to The Marches School, or to visit, are invited to contact the Associate Headteacher or Key Stage Leader for transition at the school.

Parents and carers with children, at any age, in any primary school wanting to discuss admission to The Marches School, or to visit, are invited to contact the Associate Headteacher or Assistant Headteacher – Transition at the school.

We have nine designated partner primary schools:

- Holy Trinity Junior School
- Bryn Offa Primary School
- Woodside Primary School
- The Meadows Primary School

- Morda Primary School
- Whittington Primary School
- Trefonen Primary School
- Our Lady and St. Oswald's Roman Catholic Primary School

Parents and carers of children at all other primary schools may, however, choose to send their child to us in accordance with the admissions policy. This year we are seeing children coming to us from Carregofa Primary, Brynhafren Primary, Ceiriog Junior School, Gobowen Primary, Weston Rhyn Primary, Selattyn Primary, Criftins School and Llansantffraid Primary and beyond.

CURRICULUM AND ORGANISATION

The Teaching Staff

Executive Headteacher	Mrs S Longville
Associate Headteacher	Mrs A Pearson
Deputy Headteachers	Mrs R E Lloyd Mr T Stonall
Assistant Headteachers	Miss C Buckle Mr H Jackson Mr T Whitworth
Associate Assistant Headteachers	Mrs S Peacock Mrs S Wilmot Mr R Brookes

English

Mr H Jackson - Assistant Headteacher English	Mrs R E Lloyd
Mrs E Johnstone - Director	Miss S McGreal
Miss R Lloyd - Assistant Director	Miss R Mullane
Miss C Devlin	Mrs E Robinson
Mrs J Dixon	Miss P Smith
Mrs N Dyke	Mr T Stonall
Mr P Griffin	Miss A Todd
Mrs R Griffiths	Miss L Whitaker
Mr M Kemble	

Mathematics

Mr J Tudor - Director	Mr S Lin
Mr M Hardy - Associate Director	Dr J Marsh
Mr J Lane - Associate Director	Miss H Roberts
Miss N Gabriel	Mr J Roberts
Miss C Garrett	Miss K Roberts
Mr P Jennings	Mr D Pritchard
Mr A Kent	

Science

Mrs S Wilmot - Director	Mrs S Harvey
Mr J Tout - Associate Director	Mr R Jones
Mrs E Devismes - Assistant Director	Mrs J Keeling
Mr R Thomas - Assistant Director	Mr S Mannion
Mrs Anstiss-Smith	Miss L Mates
Mrs K Carter	Mr R Moffatt
Mr R Collier	Mrs A Pearson
Mrs V Edwards	Mr C A Williams

Modern Languages

Mr R Brookes - Assistant Headteacher MFL	Miss S Mulla
Mrs K Spencer - Assistant Director	Miss E Pearce
Mrs Y Baker	Miss S Purnell
Mrs M Egido-Olmo	

Humanities

Mr C Garratt - Director	Mrs S Longville
Mrs G Hughes - Assistant Director	Mr F P O'Brien
Mrs L Evans	Miss S Peacock
Miss H Griffiths	Miss R Phillips
Miss F Jenner	Miss N Richards

Miss J Jordan
Miss J Langford

Mr M Wilson
Mr T Whitworth

Performing Arts

Mrs C Gilpin - Assistant Director
Ms H Craddock - Leader of Music
Miss V Ford - Leader of Art
Miss S James

Miss L Herald
Miss V Stanners
Miss N Wright

Physical Education

Mr N Martin - Director
Mrs L Bladen - Assistant Director
Miss C Buckle
Miss S Cooke
Mr L Deery

Mrs B Edwards
Mr G Dyke
Mr G Jones - Assistant Head of Sixth Form
Miss J Phillips
Miss S Scott

ICAT (Information, Communication Applied Technology)

Mrs S Geddes - Director
Mr C Davies - Associate Director
Mr R Oliver - Associate Director
Mrs D Evans - Assistant Director
Mrs J Amyes-Johns
Mr C Davies
Mrs D Dean

Miss J Edge
Mrs H Heighway
Mr M Lloyd
Mrs H Phillpotts
Miss C Trickett
Miss A Varley

Transition Leader

Miss C Buckle

MAP Consultant

Mrs V Vicars

Progress Leaders

Mr D Pritchard
Miss S Cooke
Miss J Phillips
Mrs D Dean
Miss S James

Assistant Progress Leaders

Mrs H Heighway
Miss V Ford
Mr G Dyke
Miss S Scott
Mr M Kemble

Wellbeing Leaders

Mr S Walker
Mr S Clay
Mrs A Rowe
Mrs L Cheesman
Mr S Harvey

Student Support Centre

Mrs J Holdsworth – SENCO
Miss L Chadwick – Lead Teacher SEN
Mrs C Hayes – Inclusion & Personalised Learning
Mrs S Bellis – School Counsellor

Mr R Thomas - Lead Professional and
Coordinator for External Agencies
Miss A Miner – Admin Assistant

IE Room Manager

Miss C Cass

Services, Administration and Support Staff

Administration

Mrs M Stefanazzi	Headteacher's PA
Mrs B Tetlow	PA to Associate Head
Mrs J Jones	Business Manager
Mr G Bridges	Finance Director
Mrs K Evans	Finance Officer
Miss M Jones	Marketing & PR Assistant
Mrs M Richards	Resources Assistant
Miss N Fox	Personnel Manager
Mrs S Smith	Personnel & Admin

Mrs J White	Business & Community Development Manager
Mrs A Beauchamp	Clerical Assistant
Mrs L Martin	Clerical Assistant
Mrs C Pritchard	Clerical Assistant
Mrs E Swindley	Clerical Assistant
Miss A Nunns	Admin Assistant
Mrs W Woodcock	Receptionist
Mr J Pearce	Admin Assistant &

Mrs G O'Reilly	Coordinator Clerk to Governors & Personnel Assistant	Mr A Lowe	Attendance Pastoral Support & Attendance Officer
Mr D Ward	Health & Safety Officer	Mrs C Jones Mrs M Joyce	Trust Data Manager Exams Manager

Site Management

Mr C Sagar	Site Manager	Mr P Trevor	Caretaker
Mr D McAliece	Assistant Site Manager	Mr M Carruthers	Caretaker
Mr T Pritchard	Assistant Site Manager	Mr J Jones	Caretaker

Science Technicians

Mr A Humphreys	Senior Science Technician	Mrs H Cawley	Technician
Mrs S Kendrick	Technician	Mrs K Roberts	Technician

Technology Technicians

Mr D Alford	IT Technician
Mr D Lloyd Williams	IT Technician
Mr J Ayres	IT Technician
Mrs D Dalton	Home and Food Technology Technician
Mr B Noble	Design Technology Technician
Mr M Keeling	Design Technology Technician

Library (LRC)

Mrs J Towers	LRC Coordinator
Miss D Williams	Library Assistant

Minibus Drivers

Mr L Williams	Mr C Brooke
Mr S Morris	

Teaching Assistants

Miss N Morris	Mrs P Jones	Mrs T Williams	Mrs N West
Miss T Stokes	Mrs S Goode	Miss L Smith	
Ms R Davies	Mrs L Robinson	Mr L Williams	

Training School

Dr J Leoni (Research and Training Facilitator)	Mrs H Lloyd (Training School Admin Officer)
Mr R Collier & Mrs L Evans (Professional Mentors)	Mrs K Aspinall (Training School Business Development Officer)

Education Welfare Officer

: Ms S Skipper

Catering Manager

: Mrs D Pritchard

School Nurse

: Mrs R Cox

Cleaning Contract Supervisor

: Mrs L Varley

Shropshire Youth Advisors

: Ms S Robinson and Ms C Danby

PCSO

: Mr S Robinson

The Local Governing Body

The core functions of the Governing Body can be described as:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Executive Headteacher / Headteacher to account for the educational performance of the school and its students
- Overseeing the financial performance of the school and make sure its money is well spent

A reconstitution of the Governing Body took place on 29th September 2014 and the representation on the Local Governing Body of the Marches School is now as follows:

Parent Governors	5
Other Governors	5
Staff Governors	1
Headteacher	1

Each Governor serves for four years. Our current Governing Body of the Marches School is as follows:

<i>Governor</i>	<i>Status</i>	<i>Until</i>
Mr R Burn	Parent Governor	Sept 2018
Mrs K Faux	Parent Governor	Sept 2018
Mrs A Doggart	Other Governor	Sept 2018
Mr P Wiggins	Parent Governor	Sept 2018
Mr S Clay	Staff Governor	Sept 2019
Mr D Griffiths	Other Governor	Sept 2018
Mrs H Jones	Parent Governor	Sept 2018
Mr M Liquorish	Other Governor	Sept 2018
Mrs S Longville	Headteacher	Until end of post
Mr A Walpole	Other Governor (Chair)	Sept 2018
Mr N Budgen	Other Governor	Sept 2018
Mr B Morris	Parent Governor	Sept 2018

If you wish to contact any of the governors please do so via the Clerk to the Governing Body, Gemma O'Reilly at oreilly.g@marchesschool.net

The Curriculum

The table below sets out the subject areas delivered in our curriculum:

English	Religious Education
Mathematics	A Modern Language (optional after age 14 Extended Route)
Science	History & Geography
ICT	Art (optional after age 14)
Technology (optional after age 14)	Music (optional after age 14)
Physical Education	Citizenship
Drama (optional after age 14)	

There are clearly defined areas of study set by the Department For Education (DFE). Students work towards nationally defined attainment targets. There are guidelines for RE.

For subjects studied to GCSE level or equivalent, the assessment will usually be the appropriate GCSE examination or equivalent.

The School Day

P1 Lesson	08:40	09:35
P2 Lesson	09:35	10:30
Tutor Group/ Assembly	10:30	10:55
Break	10:55	11:10
P3 Lesson	11:10	12:05
P4 Lesson	12:05	13:00
Lunch	13:00	13:40
Reading	13:40	14:05
P5 Lesson	14:05	15:00

Students must be in at the correct place in time for the start of each lesson.

(These are the current operating times. It is possible they may change in future years).

Class Groups and Setting

In Year 7 our students are taught in broad ability bands. For those whose specific learning needs are such that they require additional specialist teaching or support, this is made available to them

through Student Support Services. Also, we deliver a phonics programme for students in Set 5 in English. As students move up through the school they are increasingly taught in sets based on Students in Key Stage 4 are placed in either the E-Bacc Route or the Extended Route. As part of their core curriculum, students in the E-Bacc Route take: English/ Maths/ Science/ MFL/ History or Geography/ IT/ Citizenship and Core PE, plus 2 Option subjects. As part of their core curriculum, students in the Extended Route take: English/ Maths/ Science/IT/ Citizenship and Core PE, plus 3 Option subjects.

The teaching week, excluding assemblies, registration, all breaks and extra-curricular activities is 25 hours. There are 25 lessons per week:

Key Stage 3	Year 7	Year 8	Year 9	Key Stage 4	Year 10	Year 11
English	4	4	4	English	4	4
Maths	4	3	3	Maths	4	4
Science	3	3	3	Science	5	5
ICAT	3	3	3	Geography/History	2	3
Geography/History	2	4	4	Modern Languages French/German/Spanish (EBacc Route)	2	3
Religious Education/	1	1	1	Option A	0 or 3	0 or 2
Citizenship	0.5	0.5	0.5	Option B	3	2
Modern Languages French/German/Spanish	3	2	2	Option C	0 or 3	0 or 2
Performing Arts Art/Music/Drama	3	3	3	Option D	0 or 2	0 or 2
Physical Education	2	2	2	Citizenship	0.5	0.5
				Physical Education	2	2

The curriculum for Key Stage 4 continues to develop at The Marches School. Some courses are offered as part of our collaboration with other local employers, training agencies and North Shropshire College. The number of these courses that are available each year will vary dependent upon the availability of staff expertise and student demand. The choice of collaborative courses adjusts the balance of lessons that those students involved follow in their Key Stage 4 course.

Curriculum Areas

The following pages outline briefly how each subject is organised and what is taught. We are, of course, only touching the surface of a very complex area. Detailed information about individual subject assessment is available from the school on request.

English

Literacy is ultimately at the heart of many aspects of life and we aim to equip learners with the language skills necessary for the future, as well as aiming to foster a love of reading. Learners will be taught how to write for a wide variety of purposes and audiences as well as how to become critical readers of both fiction and non-fiction. The texts studied are varied, with a mix of classic set texts including Shakespeare to more modern novels, plays and poetry.

The Key Stage 3 Curriculum in Years 7 and 8 ensures development of reading, writing, speaking and listening skills. They also learn how to approach exams, with a key focus on question types and response techniques, in preparation for their GCSE exams. Punctuation, spelling and grammar are key features of English lessons. Students in KS3 are working on GCSE skills right from the start of their time here as part of new schemes of work. We aim to enable students to feel confident, competent and ready for the challenge of GCSE through familiarity with the layout of papers, the

question types, the skills needed and the expectations of examiners in GCSE English Language and Literature.

In Key Stage 4 English Language, students develop skills in literacy as well as preparing for exams in both Reading and Writing. Students will follow the brand new GCSE English Language course that is fully assessed by examinations and will explore textual analysis of 19th to 21st Century prose texts (both fiction and non-fiction) and a range of both creative and transactional writing responses. All learners also take an additional GCSE in English Literature. In Year 9, students will begin preparations for the GCSE English Literature qualification, where they will study a Shakespeare play, 19th Century novel, a post-1914 novel or play and an anthology of poetry set by the examination board WJEC/Eduqas. This course will again be fully assessed by examination.

Speaking and listening skills are emphasised in our work with students throughout their five years with us. There are also assessments that are made as part of the GCSE qualification, including an individual presentation.

Mathematics

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination.

The Maths department at the Marches School are committed to supporting all students to reach their full potential. We strongly believe that **all** students are capable of achieving high standards in Mathematics, whatever their previous experiences in the subject.

Year 7 and 8 will follow a two year Key Stage 3 program designed to build on skills developed at primary school. This will focus on increasing depth of understanding, improving numerical fluency and nurturing mathematical maturity and independence to approach problem solving with perseverance and determination to succeed. This will ensure all students are ready for the rigour of the Key Stage 4 course that starts in Year 9.

Year 9 and 10 will focus on developing confident understanding of the skills required for the new GCSE Maths exam. This program will be completed in Year 11 leaving time to revise and develop exam technique before the GCSE exams.

Programs for each year group are split into six units of six weeks. Understanding of the skills taught during each unit is assessed at the end of each unit.

Science

Science is a very important part of our curriculum.

During Key Stage 3, all learners follow a highly practical course which develops the skills of scientific enquiry, an appreciation of how science works and an introduction to the major areas of scientific knowledge and understanding.

The KS3 course is designed to develop the skills and understanding needed as a foundation to the GCSE course.

In the new Year 7 and 8 curriculum there are 6 themed units in each year which link scientific areas together. Assessment is based around recall, scientific knowledge, application, data handling, scientific skills and literacy. This may be in a variety of forms including tests, homework assessments and assessment of practical skills.

The new KS4 curriculum is based on the AQA suite of qualifications. Learners begin their KS4 studies in Year 9 following either:

- Double Award Science (2 GCSE grades),
- Three separate Sciences

All KS4 examinations take place in the summer of year 11 and these examinations are 100% of the GCSE assessment.

Learners following the Separate Science route over Years 9-11 will gain three GCSE qualifications, one each in Biology, Chemistry and Physics on completion of the course at the end of Year 11. Both routes can lead to A level Science studies, subject to course entry requirements.

Full attendance during all years is essential for learners to achieve their full potential. Revision guides and study guides to support all KS4 courses can be bought at discount through the science technicians.

Technology

All learners study Design and Technology at KS3. The subject develops knowledge and understanding of working with a range of materials, equipment and processes in order to design and make a range of products. It encourages creative thinking and the ability to develop solutions to problems.

In Years 7, 8 and 9, learners develop their understanding of Resistant Materials; Food Technology; Textiles; Graphics; Engineering Systems and Control with Computer Aided Design, following project based plans which together form a foundation for further development.

In Year 10 and 11, learners can choose to study:- GCSE Food and Nutrition, GCSE Design and Technology or CiDA Artwork and imaging.

Information and Communication Technology

Information and Communication Technology is a vital part of all curriculum areas at our school.

Learners are taught basic ICT and computer science from Year 7. In Year 8, learners develop the knowledge and skills using activities based on presentation, research and processing and develop these skills through to Year 11 and beyond. Learners are given the opportunity to prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT.

In Year 9, learners progress onto preparing for their Key Stage 4 assessments. A practice project covering GCSE specifications is completed.

Students in Year 10 and 11 are given an option to study the new GCSE ICT or Computer Science.

All learners have a personal "User Name" and "Password" to access networked computer facilities and have access to the Internet and e-mail for subject research. Learners are encouraged to use the Internet in lessons, under controlled conditions. The school has a detailed Internet Policy available on request.

The school web site is www.marchesschool.co.uk.

Humanities (*Geography, History and RE*)

In Years 7, 8 and 9 all learners follow courses in Geography, History and Religious Education. These courses are informed by the National Curriculum and the RE syllabus is based on the Agreed Syllabus for Shropshire RE.

In Year 7 Geography students will study a wide variety of natural hazards, such as volcanoes, earthquakes and tsunamis. They will investigate how and why these events occur, and the impact that they have on people and the environment. In History, students will develop and use historical skills and will learn about why William Duke of Normandy was able to win the Battle of Hastings. They will examine how castles have developed over time and what life was like under the Anglo Saxons. In RE, students will embark on a "World Tour" encompassing the key skills and concepts of RE with reference to all major religions including, Christianity, Islam and Buddhism. There will be a Humanities Growing Minds Day where the Year 7 students will have the opportunity to take part in a World War I day. Here, Geography will examine the War through the British Empire. History will

examine the impact of the War and as a whole and RE will look at the number of different religions and cultures fighting together with Britain's allies.

The Geography units in Year 8 and 9 include work on physical, human and economic Geography, for example, weather and climate, population and development issues and environmental concerns. The History units of work include work on the Tudors, World War I and World War II, an enquiry into who was to blame for the Titanic disaster and the Cold War. RE units include creation stories, festivals, and the use of symbols by different religions, places of worship and philosophy of religion.

All assessments are based on GCSE skills, so every half term students will either be assessed in an exam format or subject skills in class.

Modern Foreign Languages (French, German, Spanish)

The MFL department aims to ensure that all learners have the highest degree of confidence, fluency and enjoyment of foreign languages and cultures. The learners are taught language for real purpose and the emphasis is on communication.

All Year 7 learners will study one language choice from French or Spanish and continue with this language throughout KS3. We have created a new scheme of work for year 7 which involves using actions, lots of speaking, performing a play and then leads onto writing creatively and developing grammatical understanding as the year progresses.

A significant number of students will begin their GCSE language course in Year 9 in order to achieve the English Baccalaureate at the end of Year 11. Those who do not do this will follow a Foundation certificate course examined by the AQA examination board within their language learning lessons.

In Years 7 and 8, learners are assessed regularly in listening, speaking, reading, writing, group-talk, dictionary skills and translation. In Year 9, learners are assessed in listening, speaking, reading and writing as required by the examination board to attain their chosen qualification.

At Key Stage 4, learners are assessed in listening, speaking, reading and writing to attain a GCSE certificate in their chosen language.

The Languages department is also passionate about widening the language and cultural experience of learners, and organises regular trips to the target language countries. These are incredibly exciting, enjoyable and valuable experiences, which enable learners to develop their speaking skills and gain a greater cultural understanding.

Performing Arts

The Performing Arts Department provides all students with an extensive range of arts experiences and opportunities including work in Music, Drama and Art.

The Curriculum in Performing Arts allows students to develop the key skills required to develop mastery in Art, Drama and Music. These skills are revisited each year to fully prepare students for GCSE and A-Level. Learners have the opportunity to participate in extracurricular activities and whole school events throughout the year.

In Years 10 and 11, students can choose from a range of subjects including GCSEs in Art, Drama and Music. Students may opt for these subjects in combination, allowing them to develop their expertise to a higher level. We look to provide exciting and challenging lessons that allow students to thrive in the Arts and progress onto A-Level.

Students may also wish to learn a musical instrument with one of our specialist instrumental teachers in order to prepare them for GCSE Music which now requires students to perform at Grade 3 standard or above. Please ask for more details if you are interested.

Physical Education

The Physical Education programme aims to give all learners a varied but balanced range of activities. In Key Stage 3 the emphasis is on movement, team games and the development of skills.

Fitness and health are of high importance in lessons and students will be encouraged to be active for sustained amounts of time. In Key Stage 4 there is more emphasis on health-related activities, leisure activities and tactical appreciation.

In Years 7, 8 and 9, learners follow a programme including team games, gymnastics, dance, athletics and racket skills. In Key Stage 4 there are opportunities for coaching, leading sessions and acting as officials alongside self-improvement, fitness and leisure. An extensive range of activities is offered including aerobics, weight training and circuit training. Learners can also study for a GCSE qualification in Physical Education.

Our policy is to involve as many learners as possible in physical activities, regardless of sporting attainment. The ultimate aim is maximum enjoyment leading to full participation and an awareness of the value of leisure and health pursuits. We want learners to have a good sporting attitude and believe that participation in sport will lead to a lifetime of enjoyment and fulfilment.

Citizenship

At the Marches School, education in Citizenship is seen as an important part of a young person's full education. Citizenship is a key element in achieving the national requirements for each student's Social, Moral, Cultural and Spiritual education and to prepare all learners for the responsibilities and experiences of life'.

Elements of Citizenship are delivered through all areas of the curriculum as an integral part of subject specific learning. In addition to this all students in the school will take part in Citizenship lessons on a rolling programme every 2 weeks and an SMSC session each week. We believe that the Tutor plays a pivotal role in the development of young people and for this reason all SMSC and Citizenship sessions will be taught by your child's Tutor following a whole school programme.

Provision for Learners with Special Educational Needs

As a school we make special provision for those learners who experience learning difficulties and Student Support Services has purpose built accommodation with excellent facilities and equipment. Children in all years have access to information technology and Teaching Assistant support to help them advance their skills.

We have a team of experienced specialist staff who provide flexible and sensitive support for a whole range of learning difficulties. Some support takes place in the classroom alongside subject teaching staff, other support includes intervention withdrawal in small groups or 1:1 aimed at a specific need.

A range of interventions are used to support students throughout the school. These include:

- Teaching Assistant statement support
- Phonics programme for selected year 7 students
- Literacy withdrawal
- Numeracy withdrawal
- Social skills groups
- Autism support
- Behaviour intervention groups
- Transition programme
- Visual impairment resource modifications
- Pet Therapy
- Life skills coaching
- Paired-reading
- Handwriting skills
- Mentoring programmes

- Referral to specialist agencies such as Speech Therapy, Occupational Therapy, Sensory Inclusion Service, Educational Psychologist, CAMHS
- Access arrangements for public examinations
- Dyslexia screening
- Counselling service

All Year 7 students are tested on entry and following this parents and carers are informed if their child is experiencing learning difficulties.

We visit feeder primary schools for specific SEN information and attend Year 6 Annual reviews for Statemented students.

Parents and carers who believe their child has problems needing extra help or further investigation should contact the school Special Educational Needs Co-ordinator (SENCO).

More Able Pupils

Here at the Marches, we recognise the importance of providing appropriate education for all students, none more so than our most able learners. The excellent provision we provide has previously been recognised by the National Association for Able Children in Education (NACE).

We are continually developing individual learning programmes to challenge our more able learners. We also use setting by ability from Year 7 to enhance progress and the most able learners may take GCSE exams early in some subjects such as Languages.

As well as opportunities which arise for the most able students within the classroom there are also countless opportunities for them in our extra-curricular provision, ranging from Junior Sports Leader Award to live theatrical performances, additional music related opportunities such as lessons, and summer schools or tours. We also encourage more able students to take part in national competitions for example STEM challenges. For those who prefer a more mathematical challenge, we participate in the National Maths Challenge. This and many other opportunities mean that all gifts and talents are recognised, appreciated and encouraged to develop.

We continue to develop our provision for our KS4 and 5 students, in particular providing as much support as possible regarding options for when they leave The Marches. Our students are given the opportunity to attend University days including amongst others the University of Cambridge, Careers Conventions and workshops which all provide valuable information regarding the next steps in their education.

We have a belief in the ability to achieve potential for all our learners, and will always do our utmost to guide, support and reward each individual in order to reach this goal.

Assessment and Target Setting

We have developed a whole school assessment policy for all children. GCSE targets and grading **are** used in all years to help parents and carers have a clear picture of the outcomes for their child. Parent learning events to explain these changes will be offered in the Autumn term 2015.

Assessment for Learning

We believe in constantly assessing how learners are achieving by questioning in lessons and encouraging discussion and communication to inform our teaching about how the group are developing their learning. Written work is often marked by groups of students themselves, following clear criteria. When teachers mark books the focus is on explaining what has been done well and setting clear targets inside a yellow box – the size of the box indicates the depth of the response that is needed, learners are expected to respond to these targets by completing the tasks set, developing their work and their learning. Parents and carers can support their children by regularly talking through targets set in books and checking that their child has completed all responses.

Regular formal assessment should result in a level or a grade being shared with students. All students should be clear about what their targets are and which grade they are currently working at

or are on target for at as well as the steps they need to take to move to their work on. Targets will be recorded in each student's planner.

Homework – Home Learning

It is school policy to set Homework. All students must record their tasks in their Student Planners. Parents and carers are asked to check and sign the Student Planners on a weekly basis. Home learning is reviewed at regular intervals throughout the year. From September 2017 the school will be introducing a new digital system for setting Homework called MILK. Teachers will set homework using the MILK system. Students and parents will have log-ins. Further information can be found in the student planner.

Home Learning is set for a number of reasons:

- It encourages students to work independently and develops the skills of lifelong learning
- It allows for activities which we could not easily cover in school time
- It links school to home life
- It helps to keep parents and carers in touch with school work
- It is essential for older children if they are to cover examination courses

The amount of home learning set may vary between subjects and some learners will take longer than others over the same piece of work. Different learners in the same group will also not necessarily be set the same work.

Learners will receive two kinds of home learning.

Teacher directed tasks; this is when the teacher formally sets work, with a deadline for completion.

Self-directed tasks; require more independent and self-disciplined work from learners. The teacher may start the work and the student continues the task over an extended period of time. Sometimes a task is given which needs teacher monitoring (e.g. learning words, remembering facts etc.) or learners may be asked to read and research an area. Parents and carers are asked to take an active part in encouraging and monitoring independent work at home.

Standards Reviews

It is the responsibility of all learners to take care of all text and exercise books entrusted to them by staff. In the event of loss or damage, the cost of replacement must be borne by the students. Student Planners are issued to all students to record homework and important information. They are a vital tool to the learning process and parents and carers are asked to check and sign the Student Planners on a weekly basis.

The teacher looks at and checks completed work on a regular basis and the Leadership Group and Subject Leaders undertake Year Focus reviews through the year, examining whole school books, folders and planners. We encourage parents and carers to be involved in supporting and reviewing the learning process.

Careers Education and Guidance

The Careers Education and Guidance policy in accordance with the Investors in Careers Award aims to help our students to:

- Gain the knowledge, skills and attitudes they need to begin the management of their own lifelong learning and development
- Understand themselves better and develop their capabilities
- Make choices about their own career paths, continuing education and training
- Be aware of education training and career opportunities
- Manage transition to new roles and situations
- Assist them in decision making.

The main components of our Careers Education and Guidance programme are:

- A planned programme of Careers Education throughout the curriculum.
- Information about the world of work and educational, vocational and training opportunities (accessed through ICT, the careers library, self-directed research, group sessions with a personal advisor from Shropshire Youth).
- Experience of work
- Individual guidance

Shropshire Youth

The school works closely with local advisors from Shropshire Youth. They contribute to the school's careers guidance and counselling programme and provide information and advice about further education, training, employment and lifestyle issues. Advisors conduct individual interviews and group discussions and provide support for the careers education programme in Years 8, 9, 10 and 11. They help students with individual career development plans.

Work Experience

Students undertake a work experience placement in of Year 10. Work experience is a way of learning about the world of work and the workplace environment. It also provides insight into specific areas of employment. Although it is not intended to provide preparation for a particular job, work experience does promote personal and social development. It helps to improve attainment by making learning more relevant and also broadens the range of continuing education, training and employment which students consider.

Links with Post 16 Education

The school offers appropriate advice and guidance through pastoral team, Shropshire Youth and links with other educational establishments in the area.

Arrangements for Assemblies and Collective Worship

School assemblies, which incorporate the collective act of worship, take place each day. In accordance with the 1988 Education Act, our assemblies are conducted broadly within the Christian tradition of our country, but are not in any sense denominational. Parents and carers have the right to withdraw their children from assemblies if they wish to do so, and parents and carers wishing to exercise this right should contact the Headteacher personally.

A Carol Service, in partnership with our local primary schools, is held in one of the town's churches in December and we warmly welcome all parents, carers and students.

SCHOOL RULES AND WELFARE

The Code of Dress

How students dress for school is an important part of how they behave and helps to set the right expectations and standards as a community. Any student failing or refusing to follow these guidelines will be sent home or isolated until they are able to do so.

With all aspects of uniform we do our utmost to provide images of acceptable and unacceptable uniform on the school website to allow correct choices to be made. If in doubt, please refer to this information and ask for advice before making purchases.

It is at the discretion of the school to make decisions regarding uniform that does not conform to the requirements set out in this guide. Please remember that choosing The Marches School implies a willingness to conform to our school uniform guidelines at all times. This policy is also fully endorsed by the school's board of governors.

THE CODE OF DRESS

Full guidance and images to support choices are available on the school website

Plain white shirt with collar and buttons that fasten to the neck, not polo shirts or a blouse

School tie worn in a small knot that covers the top button - purchased from the school

School V neck sweater (school logo style) grey (Black in Year 11) - Purchased from the school

Trousers must be smart school style only. Trousers must not be skin tight below the knee, hipster style or legging style. Material must not be cord, denim, stretch legging style or canvas or jean style cotton and should not contain cargo pockets, jeans style rivets or logo labels (e.g. a red label on the back). A suitable style is available from RAM Leisure on our kit list in a range of sizes.

Skirts as of September, skirts must be tailored with pleats and and no shorter than 2cm above the knee with no fashion detailing such as pockets, patches or zips; they should not cling to the body or ride up whilst walking. Skater style skirts and stretch legging style or materials are not appropriate. A suitable style is available from RAM Leisure on our kit list in a range of sizes.

Plain, non-patterned socks or tights in white, black or grey – socks must be ankle length only.

Shoes (or boots worn under trousers only) must be plain black leather style not canvas, in any sensible style with a maximum of 2cm heel. Footwear must not have coloured flashes in any part of the shoe. Trainers or canvas style pumps are not permitted. Boots are not permitted with skirts. Shoes must not carry any logos, this includes 'Converse' and 'Vans'.

Coat plain coats without patterns, logos or slogans may be worn. Tracksuit tops and Hoodies (either over the head or zip up) are not allowed as outdoor coats.

Summer Uniform (in the last half term of the year)

Jumpers do not need to be brought into school. If students wish to wear a shirt that does not tuck in, this should be a **short fitted variety** with a collar and button fastening to the neck in the usual way. Normal longer shirts may be worn but these will need to be tucked in.

Jewellery - Only one plain ear stud in each ear is allowed. Only one ring is allowed. Bangles or visible necklaces are not permitted. Stretcher or flesh ring style earrings must be flesh coloured and flat to the ear.

Hair - Extreme hair styles including tram lines or unnatural colours are not permitted - Hair length should be a minimum "number two" in length. Fashion hair accessories such as bows and flowers and baseball caps are not permitted.

Makeup – Nail polish and makeup is not permitted in KS3. At KS4 makeup should be natural and modest; nail polish must not be worn.

Belts – May be worn if black and being used for its functional purpose, not for fashion, and not visible below or on top of the jumper. **Visible facial or body piercing** including **tongue piercings** may not be worn unless worn as an aspect of a clearly identified religious faith.

Any extreme fashion which may from time to time become popular should be reserved for leisure wear outside school and should not be worn to school

Kit for Physical Education

Boys

Marches black shorts
Marches red and black reversible rugby top
Marches red and black short-sleeve polo shirt
Marches red white and black hooped socks
White sports socks
Football boots
Trainers
Shin guards (compulsory for hockey and football)
Mouth Guard*

Optional items

Long Sleeved Black baselayer
Marches fleece jumper

Girls

Marches black "skort"
Marches red and black short-sleeve polo shirt
Marches red white and black hooped socks
White sports socks
Trainers (not pumps)
Shin guards (compulsory for hockey)
Mouth Guard*
Optional items:
Long Sleeved Black baselayer
Black leggings – NOT TIGHTS
Marches fleece jumper

* In line with Shropshire County Council guidelines a custom fit mouth guard is **strongly recommended** for girls and boys. Boys are **strongly recommended** to wear a mouth guard for Rugby and Hockey lessons. Girls are **strongly recommended** to wear a mouth guard for Hockey lessons.

Students will need to bring kit for all Physical Education lessons **even if they are not taking part**. In these rare instances, students will still be involved in learning and need to be dressed appropriately. Kit expected is as for a normal lesson with black tracksuit bottoms and a topcoat for outdoor lessons. These measures ensure students can be involved with their classes and have clean dry uniform for other lessons.

Every student has PE twice a week and sometimes students misplace items. Please make sure your son's/daughter's name is marked clearly in their PE Kit and school uniform so that we can return it to them if found in the PE areas.

Where possible, students who do not have kit will be provided with it by PE staff. All students are expected to participate in lesson. If a student forgets their kit three times they will receive an after school detention.

Behaviour and Expectations

We place considerable importance on high standards of personal behaviour. We have written guidelines for our students outlining what we expect in positive terms. These are made clear to all children when they start with us and are continuously reinforced through our whole practice as a school. Our expectations are shared in the Home School Agreement.

Home School Agreement for Learning Success

Home and School are a working partnership with the student at the centre of the relationship; they should enjoy a relationship based on mutual support, trust and respect.

We all need to feel valued:

Teachers as professionals, **Parents and Carers** as partners and each **Student** as contributing something to the school community.

The School aims to always:

- Provide the highest standard of engaging learning and teaching for all students in all subjects to allow the students to achieve their highest levels and grades and to develop and sustain a love of learning for life
- Value each student as an individual and work with them to set appropriate targets for future learning
- Provide support and guidance for students in the completion of all classwork, coursework, and home learning as needed, including personalised programmes of support where needed
- Encourage students to work together with respect and friendship so the school is a safe haven for learning

- Maintain a regular conversation with students, parents and carers and progress and attitude to learning
- Provide opportunities outside of the school day where necessary to assist students in maximising their potential
- Provide events for parents to support and assist them in working with their children to improve their learning
- Contact parents and carers if there is a problem with attendance, punctuality or issues that may affect a student's work or behaviour and work together in finding solutions
- Set, mark and monitor work which will support students' learning and achievement.
- Provide regular newsletters to inform and involve parents and carers in school life
- Provide a balanced and appropriate curriculum for each student
- Be open and welcoming at all times and offer opportunities for parents and carers to contribute to school life
- Develop an open mindset in students so that they understand that sustained effort is the key to success

The Parent or Carer aims to always:

- Understand that you are the primary educators of your child and have an irreplaceable role to play in supporting and encouraging your child's learning at school
- Discuss your child's learning with them, being aware of their current achievement and areas to develop and seek ways to support them in this development
- Discuss targets with your child when they are set, using data supplied by the school.
- Provide support and guidance where possible for students in the completion of all classwork, coursework, and home learning as needed, including supporting the arrangement of personalised programmes of support where needed
- Take part in a regular conversation with the school about your child's progress and attitude to learning, including attending parents' events set up for this purpose
- Support the school in arranging for your child to attend opportunities outside of the school day where necessary to assist your child in maximising their potential
- Attend events for parents designed to support your child's learning
- Contact your child's tutor if there is a problem with attendance, punctuality or issues that may affect a student's work or behaviour and work together in finding solutions
- Encourage your child to work together with their peers within an atmosphere of respect and friendship
- Review your child's books and other work with them, checking for understanding and recognising their efforts and achievements
- Read and engage with news and consultations to help us to improve the learning experience for your child
- Ensure your child attends school every day and is on time, arriving at school ready for learning and with the correct equipment
- Help your child to have an open mindset so that they understand that sustained effort is the key to success
- Support the school in enforcing the policy on behaviour – including the setting of detentions beyond the school day, understanding that information is shared but permission to set sanctions is not needed by schools in England
- Understand that staff are not available to see you without an appointment and that when visiting the school, all adults must sign in at reception and be escorted through the building by a member of staff
- Understand that students should not ring home when ill to be collected. Where the medical room staff feel that your child needs to go home, they will ring you directly. If your child rings or texts, please tell them to speak to their teacher to ask to go to the medical room
- Inform the school **every day** using the absence line when your child is not in school

The student aims to always:

- Take part in all learning with a positive attitude, aiming for the highest levels and grades and to develop and sustain a love of learning for life
- Be involved in your target setting with teachers and their parents or carers
- Know your current achievement and the next steps you need to take in each subject to improve

- Seek help and guidance for all classwork, coursework, and home learning as needed, including taking up personalised programmes of support when offered by the school.
- Take responsibility for your own behaviour and ensure this does not negatively affect the experience of other students in the school
- Take part in regular conversations with your tutor, parents and carers about your progress and attitude to learning
- Take advantage of opportunities outside of the school day where necessary to assist you in maximising your potential
- Discuss with staff any problems with attendance, punctuality or issues that may affect your work or behaviour and work with us in finding solutions
- Work with other students within an atmosphere of respect and friendship
- Read comments on your work, respond to targets and take the next steps to improve your work
- Attend school every day, making sure you arrive on time, ready for learning and with the correct equipment
- Have an open mindset and understand that through sustained effort you can achieve.
- Comply with the school's Technology policy and internet access policy
- Follow the school's dress code and SMART system at all times
- Know that if choices break the behaviour policy, there will be fair and consistent consequences that need to be accepted and understood
- Always have the planner to hand, understanding that this remains the property of the school

Parents and carers are asked to sign the Home-School Agreement in the Student Planner at the beginning of the academic year.

Additional Key Stage 4 – Learning Agreement – Copy

Key Stage 4 is the final crucial stage in compulsory education; there are specific challenges and events linked to this time. **As a partnership we all agree that we will work together.**

The School aims to always:

- Work with the student to set aspirational Personal Best targets for all subjects and support the student towards achieving them
- Set clear deadlines for coursework and provide the necessary guidance and support.
- Work with students and parents/carers to ensure that the qualifications each student is entered for are the best choices
- Provide Grade Improvement Activities and other events to support each student's studies outside of school hours, at evenings, weekends and some holiday periods
- Provide parents' events to share and act on information about current assessments and attitude for learning
- Provide a series of KS4 specific events to support parents in understanding the GCSE process and how they can best work with their child
- Share with each student their timetable for examinations and ensure they have guidance about exam conduct and expectations
- Listen to students or parents contacting us with issues that may affect a student's achievement and work together towards solutions
- Never give up on a student, and work together with parents and students positively to achieve each student's personal best

The Parent or Carer aims to always

- Discuss target setting data with your child to help them to set aspirational Personal Best targets for all subjects
- Support your child in the completion of all coursework to the deadlines set.
- Ensure your child attends all lessons on time with the correct equipment and an excellent attitude to learning
- Be aware of the qualifications your child is to be entered for and ensure that they are the best choices

- Ensure your child attends Grade Improvement Activities and other events to support your studies outside of school hours, at evenings, weekends and some holiday periods
- Attend parents' events to be informed of, and to act on information about current assessments and attitude for learning
- Attend KS4 specific events to better understanding the GCSE process and how you can best work with your child
- Know, via your child, when their exams are scheduled and ensure that attend all examinations on time, with the correct equipment
- Discuss any issues that may affect your child's achievement early and meet with teachers to work towards solutions
- Never give up, and work together with your child and their teachers positively to achieve their personal best

The student aims to always:

- Work with your teachers to set aspirational Personal Best targets for all subjects and work towards achieving them
- Complete all coursework to the deadlines set, asking for support in good time when it is needed
- Attend all lessons on time with the correct equipment and an excellent attitude to learning.
- Take part in discussions with teachers to ensure qualifications you are entered for will give you the best possible results
- Attend Grade Improvement Activities and other events to support your studies outside of school hours, at evenings, weekends and some holiday periods
- Attend parents' events and to be proactive in working on targets set for you on the evening
- Share when your exams are scheduled with your parents/carers and ensure you attend all examinations on time, with the correct equipment
- Discuss any issues that may affect your achievement early and meet with teachers to work towards solutions
- Never give up, and work together with your parents and teachers positively to achieve your personal best

Remember:

93% attendance or better will give you a **73%** chance of achieving **5A-C GCSE qualifications**, whatever your ability,
Below 90% attendance and this drops to only **27%**

Parents and carers are asked to sign the Key Stage 4 Learning Agreement in the Student Planner at the beginning of the academic year.

Basic Rules

Some basic rules about behaviour are also necessary:

1. Respect **all** property
2. Keep to the left and the one way systems when moving about the buildings.
3. Cycles may be pushed rather than ridden once on the school premises
4. No student can leave the premises without permission and a sign out slip
5. Our Technology policy for the use of electronic devices, including mobile phones, MP3 players and personal laptops within school is under review. Please see the school website for the up to date policy
6. Chewing gum is not allowed both inside and outside the building
7. The school site (including the grounds) is a non-smoking site, we ask all adult visitors to comply with this

We do insist our students meet our high expectations of behaviour, respect and appearance and look forward to working positively with you in this respect.

Basic Equipment

Being prepared for lessons is a vital part of life at The Marches School. Items that we feel need to be with students every day are:

1. Student Planner
2. Pencil case – pens, pencils, ruler, coloured pencils, rubber, pencil sharpener. Tippex is NOT allowed.
3. Compass and Protractor
4. Scientific calculator
6. Memory Stick

We recommend a rucksack worn over both shoulders to carry school materials.

Rewards

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well – in words or in writing.

All members of staff award “points” for a range of reasons; these include effort in a task, outstanding achievement, contribution to activities in school, attendance and consideration to others.

Points are awarded electronically in the school management information system. All members of staff award electronic “points” for a range of reasons; these include Effort in a task, Outstanding achievement, Contribution to activities in school, Attendance and Consideration to others.

Each week tutors add points to the system:

- 5 points for a clean SMART card
- 5 points for no detentions in the week
- 10 points for no late marks in the week
- 20 points for every Marches Futures Award badge

For every 100 points awarded, your child will receive an awards postcard via their tutor. This is also emailed home as a virtual postcard. Each half term the tutor competition will end and a small prize will be awarded to each year in assembly.

Each term a rewards trip is held with all years joining together for an activity. There is a cost for these activities and they take place after school or at weekends. Access to letters for the trips uses the rewards rankings with a fixed number given their letters in advance of others to allow them priority in booking their place.

At 300 points, students are invited to the “Headteacher’s Lunch” which is held at the end of each term.

At the end of each year, an awards assembly is held for each key stage with certificates and prizes.

A Governors’ awards evening is also held for the top 10 students in each year group to attend with their parents to receive certificates and trophies.

In the summer term, a rewards newsletter is produced which celebrates winning students and their achievements.



Sanctions

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all students must be our first concern.

Where high standards of work/behaviour are not met, a number of different sanctions apply. Students may be kept in at break by individual staff or in department detentions. Students may also be placed on report for a period of time in order to monitor particular aspects of behaviour, attitude and performance. Specific targets for improvement are set and parents/carers are fully involved in helping to monitor progress towards achieving these targets.

Serious incidents of poor behaviour are dealt with by Student Support Centre staff or the Leadership Group. Parents/carers are contacted as appropriate and a strong emphasis is placed on partnership with parents/carers to achieve high standards in all aspects of school life.

After School Detention System (Copy of Planner Pages)

Teachers will

- Discuss the detention with you
- Write this into your planner **(date, time, length and reason must be given)**
- Where your planner is not available a detention letter will be given
- **24hrs** notice at least will be given
- Collect you on the day from the restaurant

Tutors will

- Check daily notices as a reminder
- They may bring you to the restaurant where you will be logged in by the SSC team
- **Come to the restaurant to give absences or inform that students have refused to attend**

SSC Role

- Post names onto daily notices
- Post names on wall in the restaurant
- Missed detentions – **You will automatically be booked in for a TWO hour detention on Thursday if you do not attend your detention**
- **Failure to attend this detention will result in Afternoon school 12-5pm sanctions or further steps through the schools behaviour C system.**

Students Role – It is YOUR responsibility to attend a detention on the correct day even if your tutor has not reminded you. You MUST report to the restaurant at 3pm to be collected by the correct member of staff.

Missing session 6 is not an acceptable reason for missing a detention

- Provide a planner for staff to write in detentions
- Know what day your detention is set for
- Watch daily notices to remind you of your detention date
- Check the wall in the restaurant if your tutor is away or has not shown the daily notices
- Ensure you arrive in the restaurant on time on the correct day
- Be collected by the teacher who has set your detention and go with them
- Stay for the full detention, working quietly and purposefully
- Share your detention with your parent/carer so they can make any arrangements

Internal Isolation Room

The Internal Isolation room (IE) allows us to remove students from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Students have access to lesson materials through schemes of work and access to VLE resources.

IE sessions can be for part or whole days. Where a student has been placed into IE for a full day, this will end at **4pm**, with the final hour being served in the full pastoral detention.

On occasions, the IE room or detentions will continue until 5pm or be part of an “afternoon” school from **12.00 to 5.00pm**.

SSC use of the 24 hour notice period for detention beyond 3.00pm

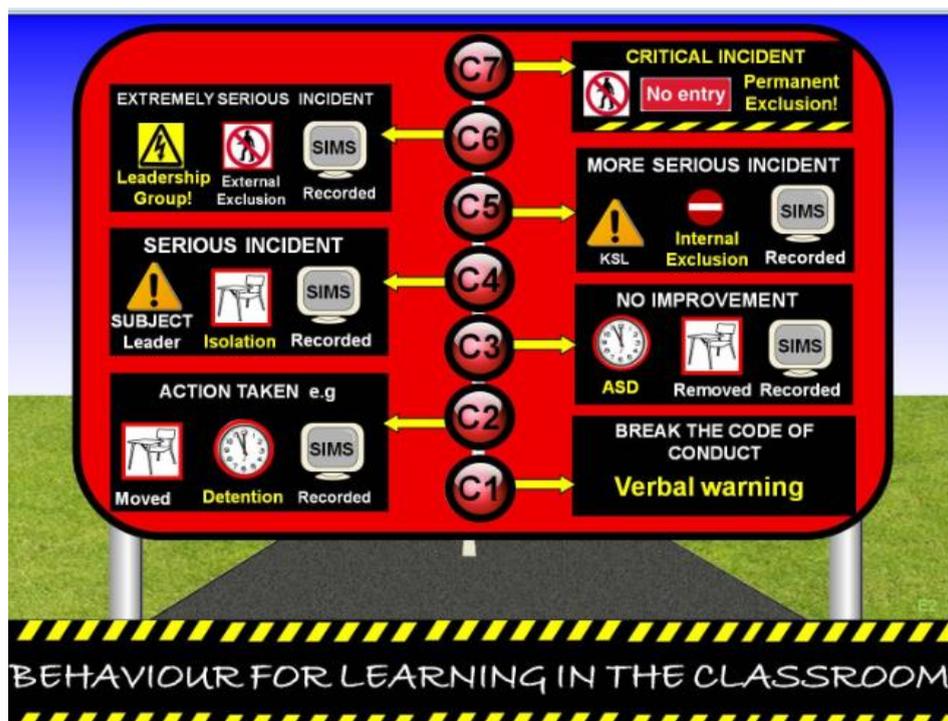
When an incident occurs in school that warrants a student spending time in SSC or the IE room staff will endeavour to contact parents. Where it has been decided that a day or longer in the IE room is to be served, this will begin as soon as possible, usually immediately.

Staff in SSC will contact parents with a view to keeping the student on the day to 4pm. Where this is not possible, the 3.00-4.00pm element of the day in IE room will be served on the following day, using the usual school contact of writing the detention in the school planner.

Detaining of a student on the day of issue only occurs in agreement with parents, contact being made to ensure that arrangements are in place for the student to get home safely. Contact is not made to gain permission for the 3.00-4.00pm sanction and is not required by law.

Discipline of Students beyond the school grounds

The school has a statutory power to discipline students for misbehaving outside of the school premises where the behaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.



Lunches and Lunchtime Arrangements

The school has a new cafeteria-style restaurant, which offers a wide range of meals and snacks. Students are registered for finger recognition (not finger print) payment before they start in Year 7. Money can be credited to a student’s account at three revaluation units around the school. Parents and carers can also pay by cheque via a cheque box in the restaurant. Students may bring a packed lunch from home and eat in the area provided. There is a sub-committee of the Governing Body which works with the school restaurant staff to provide healthy eating.

Permission must be obtained from the school if students are to go home for their lunch. We ask for a letter from parents and carers confirming this and issue a lunch pass on receipt of a passport-size photograph. Parents and carers are asked to ensure that students go straight home and come straight back to school in time for the afternoon session.

We do not allow students to leave the premises at lunchtimes for any other reasons, except accompanied by parents and carers. This is a policy which has the full support of the Governing Body, parents and carers and the people of the town of Oswestry. It enables us to ensure that students are properly supervised during the lunch break.

Respecting the Environment

The Governing Body plays an active part in promoting environmental consciousness, and has designated a Governor with responsibility for promoting sustainable development at the school. We are committed as a school to developing the widest possible awareness of environmental issues through both the curriculum and out of hours learning. Protecting and respecting the environment is a growing aspect of our school commitment.

It is also important that our children are aware on a day-to-day basis of environmental issues in their own life. We discourage unnecessary waste of materials and we are particularly concerned that learners are conscious of the problem of litter. We encourage all students to make their contribution to keeping the school free from litter. As a whole school we aim to promote environmental awareness, throughout our community and to do all we can to go on improving the school environment.

Cycling to School

We encourage students to cycle to school. The school has a covered store for the safe storage of cycles which is locked during the school day. Cycle helmets should be worn by all students wishing to cycle to school. Helmets can be stored securely in the admin office, which is conveniently located near to the cycle store. Students must walk with their cycles whilst on the school grounds for the safety of other students.

The House System

Every student belongs to a House. There are ten tutor groups in each house, each led by an Assistant Progress Leader. Fun and challenging inter house competitions are held through the year and all students are expected to take part.

Every member of the school's teaching and support staff belongs to a house, with many taking part in the events throughout the year to support their house.

Our houses take their names from "British Firsts" connected to Everest. We foster an ethos where our students aim high and face challenges, staying resilient and resourceful and feel that these names and the people behind them embody this.

- Mallory House** - Mallory was the first Briton to reach the mountain
- Bonington House** - Bonington was the first Briton to lead a successful South West face expedition
- Stevens House** - Stevens was the first British woman to reach the summit
- Hargreaves House** - Hargreaves was the first British woman to reach the peak alone and without supplementary oxygen
- Whittaker House** - Whittaker was the first disabled Briton to reach the summit, climbing with no right foot

Student Leaders

The school has a number of ways for a student to gain leadership experience. Year 11 students may apply to be a Head or Deputy Head of House as well as the school's Head Girl or Boy. In addition students from any year group can represent their form as a House Events Ambassador, Charities Ambassador, Welfare Ambassador or sit on the school forum as a Student Voice Ambassador.

In addition, students can join the Eco School group, become a PE ambassador or join the Interact group currently developing a school science wildlife pond as well as numerous department opportunities though the year to lead in work being done in Primary schools, and with performances.

School Forum

Each House has a forum which meets every half term. The forum allows all tutor groups to be represented to voice any suggestions, concerns or issues they wish to raise. Recent action following points raised in forum include: new toilets, locking of the bike store and more covered areas for students to use in social times. In addition, learners are consulted regularly on a range of issues and their ideas are also implemented into school life.

Learner Voice

All students have the opportunity to become involved in department reviews where their views of their learning and the experience they are receiving are discussed with the subject leader and a member of the Leadership Group. Each year, all students take part in an electronic survey of their views which helps to shape the learning they experience.

Students can become involved with the Student Researchers project allowing them to research an area of the school that interests them or may contribute to the Sports Leaders Council.

Buddy System

The Buddy system is a project where interested students are trained to work alongside and support any of their peers who may ask for some support. This may simply be to gain confidence while adjusting to the move from primary to secondary education.

Each Buddy will have carried out training which includes listening and communication skills as well as the need for confidentiality. A Buddy will meet with their Mentee for at least half an hour per week, more if there is a need and if it is convenient for both parties.

In addition, new students to the school are looked after by buddies from their tutor group, meeting up at the end of the day to give any support or help with their settling in.

The CHAT Service

CHAT stands for Confidential Help and Advice for Teens. CHAT is a confidential service for students to discuss personal information in confidence with our school nurse. The service provides help and advice on a wide range of holistic health and social issues e.g. emotional well-being, healthy eating, drug and alcohol advice, smoking cessation, sexual health, contraception and lifestyle advice. The school have signed up to the condom distribution scheme (CDS) with full agreement from the governing body.

SMART system for Uniform

We believe that students who are dressed smartly and take a pride in their uniform are ready for learning. Our SMART system supports our aims in ensuring that all students are dressed correctly and always wear their uniform in the correct way. The system also allows us to reward students who follow the system correctly through our SIMS points system.

SMART logs for the full year are found in the student planner. A clean log (no signatures) at the end of the week earns 5 rewards points for the student. At any point during the week where any member of staff finds a student not following the dress code they will request the SMART log and sign it once. There are two spaces each week for staff signatures. At the end of the week, students with one signature fail to receive their 5 reward points. Where a student gains a second signature within a week, they are responsible for handing this into the Student Support Centre (SSC) to gain a new log. This will also result in a lunch detention. Where a student fails to hand their full log into SSC, when the tutor checks the logs at the end of the week, an after school detention will be applied. Where a student refuses to produce a SMART log, the normal school policy for refusal will take effect.

SMART system for litter

Students have worked with staff to design a system to ensure that students who do not respect the school environment can face consequences. Students seen dropping litter, leaving litter behind them or kicking or throwing around will have their SMART log signed along with the word "litter". A student with one litter signature will lose their 5 rewards points for that week. A student receiving two signatures in a week will serve a lunch litter detention to allow them to pick litter with a senior member of staff.

Day to Day Contact – Reading School at The Marches

*“The more that you read, the more things you will know.
The more you learn, the more places you’ll go.”*

— Dr. Seuss, ‘I Can Read With My Eyes Shut!’

In September 2015, The Marches School launched its ‘Reading School’. This is a 25-minute private reading session that takes place every day after lunch within the form tutor structure. We have decided that the Reading School session will be in silence so that the whole school community can concentrate on what they are reading. This session will also be linked to Accelerated Reader (in Years 7 and 8) so that we can make sure that our students are reading books that are matched to their reading level and help them to improve.

Our Aim:

To create a reading-friendly environment and culture throughout The Marches School and The Marches Academy Trust, and help make all of our students ‘word rich’ and passionate about reading beyond school.

Our Rationale:

It is the responsibility of all schools to “develop policies to promote reading for enjoyment.” [Ofsted (2012), Moving English Forward] Whilst schools embed policies generally focused upon weak readers – such as an emphasis upon phonics – many schools have abandoned the promotion of wider reading and reading for pleasure due to the constraints and pressures of covering the curriculum. As reading is such an essential skill for all areas of the curriculum, we at The Marches School and The Marches Academy Trust strongly believe that, in order for students to develop a love for reading and to further strengthen our students’ skills in reading, this dedicated time for reading is essential. We do not believe that this is a sacrifice for our curriculum; instead we feel that – over time – it will help our students to access the curriculum more effectively.

We have decided to make reading a whole-school priority with all staff being reading role models for our students. It is our belief that this will be a key factor in establishing an effective reading culture throughout our school.

Why Silent Reading?

Students who are good readers experience more success, which makes them want to read more. As students read more, they become even more passionate about reading. Their vocabulary and comprehension skills grow, allowing them to access more complex texts and develop a greater ‘cultural competency’ which will prepare them more effectively for life beyond school. Silent reading is therefore a skill that is essential for all individuals for a variety of different reasons:

- It helps us to read faster.
- It helps us to improve our understanding.
- It helps the reader to ignore words that they don’t need.
- It allows you to reread aspects of texts to develop understanding further.
- It helps the reader to read whole words at once.
- It allows the reader to build skills in order to move quickly to the information that they may need.
- It is a process that involves everyone while giving everyone an opportunity to choose something that suits both their own interests and their own reading level.
- It gives a good model of writing and language in use.
- It can help with exam practice throughout the curriculum.
- It helps to develop readers’ confidence.
- It helps listening comprehension because reading silently and quickly is actually better practice for real-life listening comprehension than reading out loud is.
- It helps the reader to stop moving their lips as they read. Some people who have done most of their reading out loud move their lips as if they are speaking even when reading silently. This slows down your reading speed and can be embarrassing if people see you.

Day to Day Contact – The Tutor

We work hard at The Marches School to ensure our students are happy and ultimately achieve their full potential and develop into caring and respectful citizens. The school places a high level of importance on its pastoral system, which is designed to ensure that every student is well known and cared for as an individual. We are always happy to take feedback and constructive thoughts to help us get things right and you can access staff through emails or calling to make an appointment for a face to face meeting. We welcome parents' and carers' involvement in the education process at all stages.

Each student has a tutor whom they see twice each day. The Tutor will lead a group of students who all belong to the same Year group in school. The Tutor is a central figure in the student's school life and should always be the first point of contact for any questions or concerns you have as a parent. We hope the Tutor will also be the first person your child turns to in school for help and advice. You can expect your child's Tutor to contact you regularly as they are the member of staff who will have a complete overview of your child's progress, in all aspects of their school life.

The Tutor will be responsible for ensuring each member of their group maintains the highest standards of dress, personal organisation, attitude to learning and they will closely monitor student's punctuality, attendance and academic progress.

The Tutor will have an overview of your child's progress, strengths and weaknesses across all subjects. They will also be involved in Social, Moral, Spiritual and Cultural education for students. It is hoped that, where possible the Tutor will stay with their group throughout their five years in the main school and possibly on into the Sixth Form.

Each Year Group has a Progress Leader and an Assistant Progress Leader who are responsible for the overall pastoral care of the students within the Year group. Supporting the work of teachers in the Year teams, each Year group has a Wellbeing Leader who is a non-teacher dedicated to supporting students in the Year with any on-going social or emotional worries they may have which are a barrier to their learning.

Together, the Pastoral Team oversee the personal and social development of the students in their care and generally guide them through their school life.

Progress Leaders

Oversight of key events in Year 7	Mrs S James
Oversight of key events in Year 8	Mr D Pritchard
Oversight of key events in Year 9	Miss S Cooke
Oversight of key events in Year 10	Mrs J Phillips
Oversight of key events in Year 11	Mrs D Dean

Assistant Progress Leaders

Oversight of key events in Year 7	Mr M Kemble
Oversight of key events in Year 8	Mrs H Heighway
Oversight of key events in Year 9	Miss V Ford
Oversight of key events in Year 10	Mr G Dyke
Oversight of key events in Year 11	Miss S Scott

Wellbeing Leaders

Oversight of key events in Year 7	Mrs M Rowe
Oversight of key events in Year 8	Mr S Walker
Oversight of key events in Year 9	Mrs L Cheesman
Oversight of key events in Year 10	Mr S Clay
Oversight of key events in Year 11	Mr S Harvey

**Lead Professional and Coordinator
for External Agencies
Attendance Officer**

Mr R Thomas

Mr A Lowe

Attendance and Punctuality

If students are to learn then they need to be here – Attendance is a vital part of realising a child's potential.

Punctuality is an important part of self-discipline and is essential to good time management. Students should always make sure they are in the correct classroom no later than the times shown in the Student Planner, and arrive at school by 8.30 every day.

If students arrive late to school they must sign in at Reception. Students will be marked late in the register and will need to bring a note to the Attendance Assistant explaining the reason for late arrival.

If a student arrives after 9.10 they will be marked absent in the register for that morning.

If they do not bring a note explaining their lateness they will be given a Lunchtime Detention. If they are late three times in any one half-term they will receive an After School Detention.

Attendance

On a school day, the proper place for a child to be is in school and if they are not in school there must be a justifiable reason. Parents and carers should call the Absence Line (01691 664411) for every day their child will be off school unless they have discussed the reason for the absence with the Attendance Officer in advance.

Students should always bring a note from parents/carers when they return to school after being absent. Pre-printed Absence Notes can be found in the planner.

Parents/carers should not arrange family holidays during term time as these will only be authorised by the head teacher in very exceptional circumstances. There is no entitlement to a maximum of ten days holiday in any academic year.

Any holidays that are taken without authorisation will be referred to the Education Welfare Service. This could lead to the decision to send a formal warning and/or penalty notice which could lead to court action being taken in respect of non-school attendance.

Attendance Figures 2014/2015

DFE Published Census Figures for 2014/2015

Number of students on roll for at least one session	996
Overall percentage attendance	94.7
Percentage of sessions (half days) missed through authorised absence	3.9
Percentage of sessions (half days) missed through unauthorised absence.	1.4

The Attendance Officer monitors attendance on a daily basis and works very closely with the Educational Welfare Officer. We actively discourage parents and carers from taking students out of school during term time.

If a child is ill in school we do our best to contact parents and carers as quickly as possible through the emergency number on our files. Where we are unable to contact parents and carers we keep children until the end of the day and make arrangements as appropriate at that time. Where emergency action is needed we have to act as necessary at that time. Where there are recurrent medical problems it helps if we know.

Any medication which the student needs to bring to school **MUST** be left with the school's Medical Assistant at the start of the day. We are prepared to undertake this subject to clear guidelines available from the school on request. We are not able to administer any medication without the knowledge and approval of parents and carers. Medicines must not be carried about the school by students.

Please help us to stay in touch by providing the school with updated contact details, and any new mobile phone numbers or email addresses when these are changed.

Students should always go to the school staff when feeling ill, our staff will then make any necessary calls home. If your child should fail to follow this policy and use their mobile phone to contact you about illness, please do not arrive unannounced at the school as we may be unaware that a call to you has been made. Please ring the school in the first instance to establish what the situation is and to allow us to deal with you and your child most effectively. If your child calls, please tell them to talk to their teacher to ask to go to the medical room.

Progress Reports and Parents' and Carers' Consultation Evening

We believe in working together and keeping our parents as informed as possible about the life of the school and the progress and wellbeing of their child.

Reports and Parents' and Carers' Consultation Evenings enable the school to keep in touch with parents and carers on a more formal basis about children's progress. Parents and carers will receive assessment data at three points during the year. These give clear indications of the current levels of achievement, attitude to learning, exam results and comments on homework, as well as indicating the target level for the end of KS3 or GCSE grades for KS4.

There are also specialist Parent Learning Events through the year, such as Key Stage 4 school courses and exam preparation. In addition, we welcome parents and carers contact the school to discuss concerns or wish to raise our awareness about something that may be affecting their child.

Monitoring and Tutoring

All learners' progress towards their targets is monitored each term by all subjects. Students who are not on target are recorded with intervention personal to the learner put into place.

The school operates a very successful monitoring and Tutoring programme, led by each student's tutor. The monitoring policy is especially useful for Key Stage 4 learners who may benefit from specific guidance and encouragement. 'Countdown to Success' is a highly successful programme of activities for Year 11 learners which focus on improving performance at GSCE level.

Newsletter

A termly newsletter is sent to all parents and carers with details of achievements, new initiatives and forthcoming events. We also send a weekly email to parents, it is bulletin which provides key information, useful dates and times and reminders for events. Keeping your email contact up to date is vital for us to communicate with you effectively.

Email communication

We no longer send parents and carers paper based letters.

If paper copies of letters are required, parents must alert the school by writing to the Office Manager Mrs White.

We communicate regularly and effectively by emails using the “In Touch” system. We have found that this system allows parents and carers to receive information directly and reliably as well as giving parents and carers the opportunity to reply to communication.

All communication is forwarded to the relevant member of staff and we welcome your thoughts, both positive and constructive.

If a parent or carer wishes to make contact with a named member of staff by email, the main school website contains a link to do this. Your email will then be directed to the appropriate member of staff.

SCHOOL ADMINISTRATION

Charging Policy - Payment for Trips and Activities

The 1988 Education Act made it clear that activities that occur during normal school hours should be provided as part of the school curriculum. Parents and carers will, however, realise that some trips do cost money and normal practice is to ask for some form of contribution. The Governing Body, in accordance with the Act, has a policy and details are available on request to parents and carers.

For some trips we continue to ask for contributions, but will always make it clear that these are voluntary. No child will be excluded from any activity on financial grounds. It will, however, sometimes be necessary to say that some trips can take place only if parents and carers in general are prepared to make a voluntary contribution. Trips that take place mostly outside normal school time are not affected, and charges can be made for these. Payment for such trips can be made by standing orders via the school.

Fire Drill

Instructions regarding fire drills are posted in every classroom and practices are held. In the interest of health and safety we do not allow smoking at school. The school is a non-smoking site.

Insurance

Children engaged in day-to-day activities in school are insured in the event of accidental injury. The school provides personal accident insurance but not cover for personal effects. PERSONAL PROPERTY IS THEREFORE BROUGHT ON TO SCHOOL PREMISES AT THE OWNER'S RISK.

Personal Property

From time to time children lose or mislay property and we do try to trace lost articles but are not always successful. We are not able to compensate parents and carers when articles of property are lost. Valuables should not be brought into school. We also recommend that you insure privately against the possibility of loss and carefully label all garments. All clothes, kit and personal items should be clearly named.

Health and Safety

This is the responsibility of the Governors, the Headteacher and members of staff responsible for Health and Safety at work. Regular reviews of the buildings, furniture and procedures are carried out. This includes guidelines for the school minibus, advice on planning trips and regular fire drills. Risk assessments are carried out for all potentially hazardous activities.

Equal Opportunities

It is our responsibility to promote equality of opportunity in all areas within the school. Our provision for boys and girls is the same and we aim to promote equal expectations. We also see it as part of our task to help students become aware of the fact that the United Kingdom is a multi-racial society. We do not tolerate racial discrimination and seek actively to promote a full recognition of equal rights and status for all students. The school has established an equal opportunities policy to help us reinforce these important issues.

Complaints Procedures

We hope that our communications in the school are sufficiently well established to enable most problems and concerns to be dealt with efficiently and quickly. There may, however, from time to time be complaints about the curriculum and religious worship which cannot be so easily resolved. Section 29 of the Education Act 2002 requires that the Governing Body establish procedures for dealing with all complaints relating to the school or to the provision of facilities or services under Section 27. The Complaints Policy and procedure is available either from the school website or upon request.

ACHIEVEMENTS

Learners and staff work extremely hard at this school and we are proud of our achievements in all areas. We also recognise that, however successful we are, we need to avoid complacency, to be self-critical and continually work to improve and build on the education we provide.

Examination Syllabuses

Students in Key Stage 4 are taught according to syllabuses prepared by OCR (Oxford, Cambridge and RSA Examination Board), AQA (Assessment and Qualifications Alliance) and EDEXCEL. All courses listed below are GCSE courses unless otherwise stated, and all courses have DFE approval.

GCSE Examination Results

	Results Achieved						
	2010	2011	2012	2013	2014	2015	2016 Predicted
GCSE 5+A*-C (Eng/Maths)	69	66	62	56	75	63	72
GCSE 5+ A*-C	76	88	93	93	81	75	80
GCSE 5+ A*-G	100	97	99	98	98	97	100

Examination results are a very important end product of secondary education and should be taken seriously as an indication of what a school is achieving with its learners. It is not the complete picture of course, and we believe a school should be judged on everything it does. Nevertheless, we are pleased that our results have consistently improved over recent years. Almost all learners leave the school achieving success at some level in line with our policy that every child matters. We look forward and expect to see improvement continuing in future years.

The following summaries give a broad outline of our examination achievements in 2015, from the cohort of 250 students who were taught in Year 11 throughout the 2014/15 school year.

Core Subject Results

Subject	% of cohort achieving a pass, A* to C	2014 % of cohort achieving a pass, A* to C
English	74	80
Mathematics	71	79.1
Science (one GCSE)	95	98.7
Science (two GCSE's)	78	76

Progress Data KS2 TO KS4

2015

2014

KS4 Subject	3+ %	4+ %	5+ %	3+ %	4+ %	5+ %
ENGLISH	78.9	38.8	7.0	84.3	38.1	3.8
MATHS	78.4	28.8	6.7	81.3	38.3	8.1
SCIENCE	85.8	42.9	8	83.1	32.0	

EBac

Year	2015	2014
Students Entered for EBac %	56.8	49.8
Students achieving EBac %	26.0	28.0

EBac By Subject Area – Percentages of those entered

Subject	Entered 2015	Achieving 2015
English	99.2	73.6
Maths	99.6	70.8
Science x2	99.6	78.0
Humanities	71.6	67.6
Languages	57.2	55.2

Sporting Achievements

We are keen to develop healthy competition, to promote high standards in all sporting activities and very determined to develop the talent of our students to the full. As a result the school is very successful in both area and county competitions.

Rugby

Year 9 boys County Cup semi-finalists 2013

Year 9 boys county cup semi finalists 2014/15

Year 7 boys county tournament semi finalists 2014/15

Football

Y7 – 11 football teams all reached the ¼ final stages of the county cup 2013-14 and 2014/15

Y7 winners of the North Shropshire tournament 2013/14

Y9 winners of the North Shropshire tournament 2013/14

Y8 boys winners of North Shropshire tournament 2014/15

Y7 Boys were losing finalists in the North Shropshire indoor competition

Athletics County Cup Competition

Summer 2016– all teams qualified for the County finals

Overall winners of North Shropshire Athletics Competition

Netball 2012-13 to 2014/15

North Shropshire Netball Tournament

Year 7 - 1st

Year 8 – 1st

Year 9 – 1st

Year 10 – 1st

Year 11 – 1st

Year 8 3rd place in the county tournament

North Shropshire swimming

U13 and U15 Boys Gala winners

Marches students feature in the North Shropshire Leadership Academy, working with National Governing Bodies to grow leadership skills and then use the skills working with Primary partners in local tournaments.

We also have several students who represent their county at football, athletics, cross country, running and swimming.

Extra- Curricular Learning

Clubs and Activities

We actively encourage learners to take part in the extensive extra-curricular clubs and activities. We consider '*out of hours*' learning to be a valuable tool to enhance the learning and development of all students at The Marches School. Sessions take place either during the lunch break or after school.

Year 7 are expected to participate fully in the extra-curricular learning available at The Marches School.

There are a vast range of clubs and activities including Music and Sport (summer and winter). Full details of clubs and times are available from the website or reception in September, with summer sports information available in March.

Learners can use the Learning Resource Centre and the ICT facilities before school, after school and at breaks, with the ICT facilities being open until 4pm Monday to Thursday.

Homework Club operates in the Student Support Services building Monday to Thursday from 3pm to 4pm with staff and resources to fully support all home learning tasks.

The school is also an active Duke of Edinburgh Award Centre. Several students have gained a bronze or silver medal this year and currently, over 60 students are involved. The Sixth Form students are working toward their Gold award.

Learning Resource Centre

The Marches Learning Resource Centre was fully re-furbished in 2008 and officially opened by the author and screenwriter, Frank Cottrell Boyce. The Centre provides an excellent resource for the school, with well-qualified and friendly staff. The Centre has a multimedia approach, teaming thousands of books, DVDs and audiobooks with laptops. The LRC is used extensively by classes and is central for the Accelerated Reader project and Year 7 Growing Minds classes. In Year 7 students are given a thorough introduction to the LRC and how best to use it throughout their school life.

There is a dedicated Senior Library with fiction to interest our older readers. There is also a catalogue of non-fiction books and periodicals picked especially to compliment courses taken by Sixth Form students at The Marches.

The LRC is a fun and busy place to be at break and lunch, with a fantastic range of books and board games. There are often special events such as author visits and World Book Day activities. Students can use the centre after school (3pm-3.55pm), Monday – Thursday to complete homework or simply relax and read.

International Projects/Awareness

The school has a tradition of world issues, through regular visits abroad and links with schools in many countries. In the past projects have been covered in the following areas:

- Scientific and Environmental issues
- History and traditions
- Music from other countries
- Food from other countries
- The development of other languages
- Sports development
- Education Provision

The school has won the International Schools Award and we were proud to have groups of students visiting various parts of the world as part of the Comenius Project and future Erasmus+ projects. Other such opportunities arise regularly throughout the year.

We presently have links with the following countries:

- Italy
- France
- Germany
- Spain
- The Netherlands
- Sweden
- Switzerland
- Greece
- Morocco

As well as these growing links, our students have the chance to visit many regions of the world on organised trips.

We have also raised donations to support Mountain communities in Morocco and Operation Christmas Child. International visitors regularly arrive at the school to see our work; these include visitors from Europe and our link schools.

The programme of International Visits continues with the support of students, parents and carers and staff. Our overall aim is to develop in our students an awareness of the International Dimension which will affect their working lives in the 21st Century.

CALENDAR FOR 2016/2017

AUTUMN TERM 2016

Monday 5th September 2016 Staff Training

Tuesday 6th September 2016 Term Begins (Years 7 and 12 only)

Wednesday 7th September Years 8-11 and Year 13 return to school

Friday 21st October PD day

Half Term: Monday 24th October - Friday 28th October 2016

Friday 16th December 2016 Last day of term

CHRISTMAS HOLIDAY:

Monday 19th December 2016 - Friday 30th December 2016

SPRING TERM 2017

Tuesday 3rd January – Friday 7th April

Half Term: Monday 20th – Friday 24th February 2017

Monday 27th February PD day

EASTER HOLIDAY:

Monday 10th April – Friday 21st April 2017

SUMMER TERM 2017

Monday 24th April - Friday 21st July

May Day: Monday 1st May

Half Term: Monday 29th May - Friday 2nd June

SUMMER HOLIDAY BEGINS MONDAY 24TH JULY 2017