



Prospectus Information

2019 - 2020

www.gillotts.org.uk

Contents

	Page
Letter from the Headteacher	1
Our shared values	2
Facts and Figures	
Exam Results	3
Destinations post Gillotts	4
Attendance Figures	4
Supporting Learning	
The House System	5
Organisation	5
Assessment	6
Progress Tracking	6
Homework	8
Parents' Evenings	8
Jargon	9
Curriculum	
Key Stage 3, Years 7-9	11
Languages in Key Stage 3	11
GCSEs in Key Stage 3	12
Key Stage 3 subjects	12
Key Stage 4, Years 10 & 11	27
Core subjects	27
Option subjects	34
School Policies	
Curriculum	36
Behaviour	36
Attendance	37
Equality Duty	37
Special Educational Needs (SEN)	38
Disability Information	39
Collective Worship	39
Admissions Arrangements	39
Safeguarding children	40
Uniform	41
Useful Telephone Numbers	46
Governor Information	46

September 2019

Dear students and parents

This booklet of information is designed to give you an insight into the key principles and practices of Gillotts School. In it you will find information on topics as diverse as our values, our curriculum and our uniform. I hope that as well as reading it, you will be visiting the school on one of our two open events.

Gillotts is a school that takes great pride in its unique identity. It is one of four mixed 11-16 schools in south-east Oxfordshire and occupies a 33 acre site on the edge of Henley-on-Thames. Our students come from Henley and the surrounding villages, across several counties. The site incorporates a Victorian house as well as extensive grounds, both of which contribute to the school's special character.

Gillotts places innovation in teaching and learning at the heart of its development. At the centre of the school is the tutor system, which puts each child in a group of just over twenty students of mixed age. The tutors monitor the academic progress of each of their tutees and work with them to develop their learning skills. There is a strong pastoral focus too, recognising that students' well-being is crucial to their learning.

We are delighted to have achieved some of our best results ever as a school this year, with 84% of students achieving the benchmark of passes at grade 4 or above in both English and mathematics. Our highest achievers also excelled. Ten of our students achieved 10 GCSEs all at grade 7 or better. One student achieved 10 grade 9s. 30% of students achieved five or more passes at grade 7 or above. 14% of students achieved eight or more passes at grades 7 or above.

Gillotts however also prides itself on being a welcoming and inclusive community. Our motto – 'non nobis solum' – translates as 'not by ourselves alone' and the sense of teamwork, collaboration and cooperation underpins the life of the school.

Yours sincerely

Ms Catharine Darnton
Headteacher

'Not by ourselves alone'



Gillotts School Mission Statement

Vision

Gillotts is a high performing, innovative school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing academic achievers and individuals who make a positive contribution to society now and in their future lives.

Values

As individuals –we value –

everyone as an individual, capable of growth, change and development; self-respect; self-belief; courage, humour; honesty; integrity; dedication; commitment; generosity of spirit; flexibility; vision; initiative; open-mindedness

In our professional relationships with each other –we value –

all staff, whatever their role; clarity in determining roles and responsibilities; respect for the unique contribution of different parts of the curriculum; effective communication; transparency; teamwork; good timekeeping; pride in our achievements; professional development; confidence in each other's support

In our relationships with our students –we value –

justice; equality; mutual respect; fairness; consistency; courtesy; high expectations; trust; achievement

In the experience of learning in our school –we value –

the joy of learning; creativity; a spirit of enquiry; risk-taking; exploration of ideas; challenge; raising aspiration; inclusion; hard work; celebration of achievement; freedom to express ideas and views; opportunities for reflection; sense of purpose; inventiveness; independence; rigour; mistakes as means of learning

In our capacity as a community school –we value –

partnership with parents, governors and the wider community; lifelong learning; human rights; preparing young people to become effective, responsible citizens; skills for life and for work

In our environment –we value –

an atmosphere conducive to learning; safety; respect for property; healthy living

Facts and Figures

Achievements over the past 5 years:

The new GCSE grade scale based on grade 9-1 (9 being the highest grade) was introduced in 2017. The performance measures which the government uses to evaluate how well a school is doing have therefore changed. The table below shows the new performance measures.

On the GCSE 9-1 grade scale:

- a pass at Grade 4 or above is termed a 'standard pass'. This is equivalent to a C grade pass on the previous A*-G scale.
- a pass at Grade 5 or above is termed a 'strong pass'. This is equivalent to a high C/ low B grade pass on the previous A*-G scale.
- a pass at Grade 7 or above is equivalent to a pass at A* or A grade pass on the previous A*-G scale.

It should be noted that the headline figures below will fluctuate owing to variations in the ability profile of the year group.

2017 onwards

Gillotts	2017	2018	2019
GCSE	%	%	%
% Grades 4-9 (En+Ma)	82	80	84
% Grades 5-9 (En+Ma)	68	57	62
% Grades 7-9	29	21	32
% 5 or more Grades 7-9	31	22	32
% 3 or more Grades 7-9	39	30	40
E-Bacc	49	35	48
National			
% Grades 5-9 (En +Ma)	42	43	tbc

You may be interested in seeing the variety of schools and colleges our students head off to for sixth form studies and other vocational courses when they leave Gillotts:

Amersham & Wycombe College	Reading Blue Coat School
Andover College	Reading College
Berkshire College of Agriculture (BCA)	Reading School
Charters School, Sunningdale	Royal Grammar School, High Wycombe
City of Oxford College	Shiplake College
Great Marlow School	Sir William Borlase's Grammar School, Marlow
Highdown School & Sixth Form Centre	The Henley College
Holyport College	The Piggott School, Wargrave
John Colet School, Wendover	The Sixth Form, Farnborough College
John Madjeski Academy	UTC, Reading
Kendrick School, Reading	Winchester College
Leighton Park School	Wycombe High School
Queen Anne's School, Caversham	

Attendance figures 2018 – 2019

Percentage of student sessions (half days) missed through authorised absence 5.9%

Percentage of student sessions (half days) missed through unauthorised absence 1.0%

Support for Learning

The House system

The House system, which helps to break down a large school into more intimate and manageable units, is a defining feature and cornerstone of the school's success and is at the heart of Gillotts' renowned quality pastoral care. The sense of community within each of the three houses encourages a feeling of identity and belonging. The house teams greet newcomers as children and see them off as adults on their chosen post 16 courses.

Tutors, working closely with the Head of House, monitor students' day-to-day progress throughout their school careers. They provide encouragement, security and support and work with the students and subject staff to help them fulfil their potential.

The House system also provides opportunities for students to take responsibility as House Captains, members of the Student Council and Anti-Bullying Ambassadors among others. Student Leadership have a strategic role in supporting the House system and contribute widely to enhancing the school community.

Organisation

One of the most important things leading to effective learning and success is to be organised. We use the following systems and we expect all students to follow these in all subjects at all times.

Learning File

Every student across year groups have the option to purchase a learning file that can contain all his or her learning materials for the day. It is advisable that students have one to support their learning and organisation of the school day. All Year 7 students are provided with a Learning File at the start of the school year.

Homework Planner

This contains information that is for daily use in school and at home. The Homework Planner is used to record all homework details, extra-curricular clubs, meetings and detentions. The tutor, with your support, will monitor this very closely and you can expect us to contact you if there are any issues. The planner also includes information about access to the OLC, House points, homework timetables and reminders of rules and uniform.

Exercise books

Exercise books and all other materials can be kept in the Learning File.

Summary

The Learning File contains all the learning resources students need.

The Homework Planner is for recording all homework and events other than normal lessons.

Assessment



Effective feedback can improve student performance by up to two grades (Sutton Trust Report, 2011). The role of assessment is to check how much progress is being made and to ensure that the teacher knows what the students need to do to improve.

Teachers assess students continuously during lessons - tweaking their interactions and general delivery to ensure that all students are able to maximise their progress. We encourage all students to talk in lessons - to each other and to their teacher - to allow plenty of opportunities for assessment.

In lessons teachers will use self-assessment and peer assessment. We do this because it is important that students can assess their own work and that of their peers using the agreed criteria as it demonstrates a good understanding. It is therefore common to see comments from other students in the exercise books. Students are expected to improve their work in the ways indicated in the same way they would if targets had been set by a teacher.

Our written assessment model is called Triple Impact Marking (TIM). Before work is submitted for assessment students will be asked to reflect on their work or take action to improve it. The teacher will then assess the work. This assessment takes different forms but the most important thing is that the teacher understands what the student can and can't do and what should be done next such that they can make progress. Sometimes the teacher will give feedback at a whole-class level, sometimes at group-level as specific coded targets and sometimes as individual targets. The Gillotts stamp will be in books whenever work has been assessed by a teacher.

Summary

Assessment for Learning shows students how well they are doing and what to do next. Teachers assess student understanding continually throughout lessons. Self and peer assessment are important aspects of this. Teachers will “mark” key pieces of work and use the information to plan future lessons, specific activities and interventions.

Progress Tracking

Years 7-9

Our system of tracking student progress in all years is based on the GCSE (9-1) scale. Reports are sent home twice during each of these years and include an end of Year 9 target and a ‘currently working at grade’ for each subject. How well students are doing in relation to their target grade is assessed using a ‘progress towards target’ indicator.

This system of assessment based on the new GCSE grading scale continues for students as they progress into Years 10 and 11.

In the case of Year 7, the first report which will be sent home during Term 2 will follow a different format. It will include information about how well your child is settling into secondary school – including academic progress, homework, behaviour and organisation.

Year 10-11

The system of tracking student progress in Years 10-11 is also based on the GCSE (9-1) scale. Two reports will be sent home in each year and will include an end of Year 11 target, a 'currently working at grade' and a 'progress towards target' indicator.

Progress Towards Target (PTT)

Your child's report will include a Progress towards Target (PTT) indicator. This will help you to establish how well your son/daughter is progressing in each subject area.

The table below shows how the PTT indicator is defined:

PTT Indicator	Level of Progress	Definition
+	Making better than expected progress	The student is expected to exceed the current end of Year 9 or 11 target.
=	Making expected progress	The student is working towards meeting the current end of Year 9 or 11 target.
-	Making less than expected progress	The student is underachieving and will not meet the current end of Year 9 or 11 target.

The Progress Towards Target indicator is measured on the same scale for all qualifications.

Tutor Reports

Your child's form tutor will follow up the information in the reports and help your child set general targets for improvement. Where there is good progress this will be recognised; where there are some concerns the tutor will review the targets and continue to monitor. You will also receive a written tutor comment relating to your child's progress with one of the reports during the school year.

Summary

Two reports per year.
Assessment against GCSE criteria in all year groups.
Progress towards target indicator to show your child's progress in relation to an identified target in each subject.
All information sent home to parents.
A written report or opportunity for face to face discussion twice a year.

Homework

Homework is set according to the homework timetable. It is recorded in the Homework Planner. It is an absolute requirement that homework is completed and submitted to the deadline.

In Years 7-9 the expectation is that students spend from one hour (in Year 7) to over two hours (in Year 9) per evening on their homework.

In Year 10 and 11 students are expected to complete between two and three hours homework per evening.

Homework can be done in the Open Learning Centre which is open after school every day.

Summary

Total hours of homework per week:	
Year 7	5-6 hours
Year 8	5-6 hours
Year 9	6-7 hours
Year 10	8-10 hours (one hour per subject)
Year 11	8-10 hours (one hour per subject)

Parents' Consultation Evenings (PCE)

At least once per year you will be invited to discuss the progress your son/daughter is making in each subject area. The teacher will be able to discuss with you in more detail what needs to be done to improve.

You should make appointments with subject teachers where the reports indicate that progress needs to be made. Appointments last 5 minutes and you should try to leave a gap of five minutes between each one.

At other points in the year you should contact your son/daughter's form tutor or Head of House if you have general concerns over progress. If you have more specific concerns in certain subjects then the subject teacher in that area will be available to discuss the issues with you.

Summary

Scheduled Parents' Evenings occur once per year.
You should make a five-minute appointment with subject teachers where there are concerns.
You can contact form tutors and subject teachers at any point in the year.

Jargon

Below are some key terms that may help:

Key Stage 3 (KS3)	The stage (Years 7 – 9) in which students follow the Key Stage 3 National Curriculum. This includes Maths, English, Science, Arts, Religious Studies (RS), History, Geography, Languages, PE and Creative Technologies (Computing, Food and Resistant Materials).
Key Stage 4 (KS4)	The period of study that leads to GCSE and other examinations. Key Stage 4 incorporates Years 10 and 11. The core subjects that must be studied by all are Maths, English, Science, RS and PE (non-examined). Students also study up to four optional subjects. ICT is now used as a tool across the whole curriculum rather than being taught as a separate subject.
GCSE	General Certificate of Secondary Education, the qualification that most Key Stage 4 subjects lead to. Gaining five good GCSEs is regarded as the level needed to move on to Advanced Level courses. Universities use GCSE grades to decide which students to make an offer to. The best universities look at the number of grades 7-9 (formerly A*/A). The grade scale for GCSEs is changing in most subjects from the A*-G scale to a new one based on a 9-1 scale. Grade 4 is equivalent to the old grade C, Grade 7 to the old grade A and Grade 9 is the highest grade possible.
Learning File	We advise students to have a file that contains all the learning materials they require for their lessons. They should make sure they check this against their timetable and bring it into school each day.
Homework	Homework is set in two to three subjects per evening. It is recorded in the Homework Planner. There are many forms of homework.
Non-examined assessment (NEA)	In the case of non-examined assessments at GCSE a task is set by your child's teacher and a set amount of time is allocated for planning and preparation. In almost all cases the work must be completed in class under close supervision - sometimes under 'exam conditions'. The contribution of non-examined to the final grade varies between subjects.

<p>OLC</p>	<p>It should be noted that most subjects at GCSE are now assessed solely through terminal exams at the end of Year 11.</p>
<p>Assessment</p>	<p>The Open Learning Centre, open at break and lunchtimes, before and after school every day.</p>
<p>Reports</p>	<p>Assessment encompasses all the activities that are used to judge how a student is progressing and more importantly what they should do next. In normal lessons and homework this will be done through Assessment for Learning (AfL), which includes self and peer assessment.</p>
<p>Grades: Current and target GCSE grades</p>	<p>Reports will be sent home twice a year. They give a Progress Towards Targets indicator and a current grade for every subject. They include a written commentary from the tutor, or there is an opportunity for a face to face meeting.</p> <p>All assessment will be based on the new GCSE grade scale (9-1). Current grades indicate where the student is at the moment. Students in Years 7-9 will be set an end of Year 9 target grade while students in Years 10 & 11 will be set an end of Year 11 target grade.</p> <p>At the start of Years 7 and 10 the current grade which a student receives in each subject on their report will be some way short of the target grade. However, you should see the current grade moving closer to the target grade over time.</p> <p>Most students will achieve at least a grade 5 on the new grade scale at GCSE level. The range is 9-1, with 9 being the highest grade.</p> <p>Target grades are generated from the previous performance of the student. A database with all past students (nationally) will then show what students who make good progress from this starting point have achieved. This is the target grade.</p>
<p>Traffic lighting</p>	<p>Traffic lighting is used as part of Assessment for Learning. Students rate their understanding of a topic by marking it “green” – understanding is complete, “amber” – partial understanding, “red” – no understanding. A target should then be set for any amber or red marks.</p>

Years 7-9 Curriculum

Introduction

We view our curriculum as a five year programme with the skills, knowledge and understanding required for GCSEs being taught from the start of Year 7. While students do get to choose some options during Year 9 (and cease to study some subjects) we do not divide our curriculum into formal Key Stages.

The subjects which students will study in Years 7-9 are shown in the table below. While we do ensure that we meet the requirements of the Key Stage 3 National Curriculum programmes of study, the clear focus is on preparing students for their GCSEs at the end of Year 11.

Subject	Timetable allocation
Art	2 hours per fortnight
Carousel *	4 hours per fortnight
English	7 hours per fortnight (8 hours in Year 7)
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Modern Foreign Languages	6 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	3 hours per fortnight (2 hours in Year 7)
Science	6 hours per fortnight

* The subjects within the 'carousel' include computing, design technology, drama and food. These subjects are taught in pairs (computing & design technology and food & drama) with students moving between pairs of subjects in February each year.

Languages in Years 7-9

In MFL, all students are taught French throughout Years 7-9. While students are all taught French only in mixed ability classes at the start of the year, during Year 7 the classes are re-set according to ability with the top two classes in each band (4 in total) picking up a second language (either German or Spanish). In this case three hours per fortnight are spent on French and three hours on the second language. The MFL Subject Leader is responsible for deciding which second language students will study.

In addition, students who have the potential to achieve a GCSE early in other subjects (e.g. community languages) are encouraged to do so where it is felt that they will achieve a good grade at this stage.

Assessment in Years 7-9

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts, all students are also assessed formally across the year group in each subject. These assessments take place at set times during the school year.

The marks (%s) which students achieve in these periodic assessments are recorded centrally and will help to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals. These assessments include a week of internal exams in Year 8. End of Year examinations are also sat in English, maths, science and RS in Year 9, alongside exams in the option subjects students have chosen for GCSE.

Key Stage 3 Subjects

English KS3

Course structure

The English course consists of the following topics. All topics aim to ensure that students make good progress with their reading, writing, speaking and listening skills:

Year 7	Year 8	Year 9
<p>Social Responsibility</p> <ul style="list-style-type: none">• Establishing group talk/work routines• 'A Christmas Carol'• Narrative and storytelling	<p>The Gothic Genre - Reading and Writing</p> <ul style="list-style-type: none">• Theme/character/setting• Narrative structure• Transactional writing	<p>Classic Novel - Of Mice And Men or Lord of the Flies - Reading Focus</p> <ul style="list-style-type: none">• Theme/character/setting• Context• Language• Close reading and essay skills
<p>Relationships</p> <ul style="list-style-type: none">• Poetry• Conflict and resolution• Poetic features• Broadening vocabulary	<p>Arctic Adventure - Writing Focus</p> <ul style="list-style-type: none">• Transactional writing• Creative Thinking• Narrative	<p>Macbeth - Literature Focus</p> <ul style="list-style-type: none">• Theme/character/setting• Context• Close reading and essay skills

<p>Shakespeare</p> <ul style="list-style-type: none"> • Plot, character, themes • Social and historical context • Close reading and analysis 	<p>Our Day Out - Literature Focus</p> <ul style="list-style-type: none"> • Character/theme/setting/narrative • Social context 	<p>Magical Realism - Fiction Reading and Writing</p> <ul style="list-style-type: none"> • Extract based • Creative thinking • Language and structure analysis
	<p>Animated Shorts/Short Stories - Reading Focus</p> <ul style="list-style-type: none"> • Imaginative reading of images • Structure and character • Representation and theme • Narrative 	<p>Non-Fiction - Reading and Writing Focus</p> <ul style="list-style-type: none"> • Opinion writing • Article style • Creative thinking • Close reading and analytical writing • Comparison of texts
	<p>Non-Fiction - Reading Focus</p> <ul style="list-style-type: none"> • Extracts from different time periods • Inference skills • Language analysis 	<p>Poetry</p> <ul style="list-style-type: none"> • Understanding poetic features • Transactional writing • Close analysis
	<p>A Midsummer Night's Dream - Speaking and Listening Focus</p> <ul style="list-style-type: none"> • Historical context • Close reading and analysis • Understanding character motivations • Monologue performance 	<p>Jekyll and Hyde - Literature Focus</p> <ul style="list-style-type: none"> • Introduction to GCSE • Understanding of plot/theme/character/setting • Historical and social context

Assessment structure

Year 7	Year 8	Year 9
Baseline non-fiction reading assessment Literature based reading and writing	Fiction reading (unseen extract analysis)	Fiction reading (Literature essay based)
Poetry assessment	Fiction writing	Shakespeare reading (Literature extract based)
Shakespeare assessment Literature based reading and writing	Fiction reading (Literature essay based)	Fiction reading and writing
	Fiction writing	Non-fiction reading and writing
	Non - fiction reading (unseen extract analysis)	Poetry assessment
	Monologue performance in role of character - speaking and listening	Fiction reading (Literature extract based)

Mathematics KS3

Course structure

Throughout Years 7 to 11, students are taught mathematical concepts in progression as appropriate to their level of understanding. We focus on Key Concepts and teach for mastery: rigorous accuracy and secure understanding. Rather than being taught a set curriculum per year we assess students against key mastery indicators and then adapt their lessons accordingly. Lessons are taught in sets appropriate to students' current levels of understanding to best ensure useful progression within and across these Key Concepts. Alongside these Key Concepts we teach mathematical reasoning and problem solving, thus ensuring that pupils are able to apply their knowledge to the solution of problems.

Curriculum is delivered from within the following Key Topic Areas as appropriate:

Key Mathematical Areas
Numbers and the Number System
Counting and Comparing
Investigating Properties of Shapes
Calculating: Addition and Subtraction
Calculating: Multiplication and Division
Exploring Time and Money
Exploring FDP
Measuring Space
Investigating Angles
Calculating FDP
Calculating Space
Checking/Approximating and Estimating
Mathematical Movement
Presentation of Data
Visualising and Constructing
Pattern Sniffing
Calculating
Algebraic Proficiency: Using Formulae
Proportional Reasoning
Solving Equations and Inequalities
Measuring Data
Algebraic Proficiency: tinkering
Understanding Risk
Algebraic Proficiency: visualising
Conjecturing
Analysing Statistics

Within each topic area understanding develops and progresses so, as an example, students may develop their 'visualising and constructing' skills by studying the perimeter and area of 2D shapes based on rectangles and triangles, move on to other familiar shapes such as circles and trapezia in Year 8, before learning about the construction of shapes and lines and constructing of loci to solve real-life problems.

Assessment structure

Progress and understanding are closely monitored by the class teacher using end of topic mastery assessments and there are two progress tests a year; one at the end of the second term, just before Christmas and another in June or July at the end of the school year.

We do our best to enrich the learning of mathematics with a peppering of trips and extended learning activities including a trip to Florence to understand and explore the role of mathematics in shaping renaissance architecture, a trip to Oxford University for girls to promote their awareness of the role females can play in shaping mathematical thinking, a trip to Bletchley Park to discover the role of coding in helping win the second world war and so on. Students are also given the opportunity to participate in the UK Maths Challenge competitions, at Junior and/or Intermediate levels, with the chance to progress to further levels of the competition should they qualify for further rounds.

Science KS3

Course structure

Science is very exciting as it helps us explain the world around us. To capitalise on the students' natural enthusiasm for Science we have created a series of bespoke modules which allows students to understand the integrated nature of the subject and explore core concepts in more detail.

Year 7	Year 8	Year 9
Terms 1 & 2	Terms 1 & 2	Terms 1 & 2
7P1 Forces 7C1 Matter 7B1 Organisms	8.1 Food Science 8.2 Electricity and Magnetism 8.3 Periodic Table	Rotating programme: 9.1 Chemical Reactions 9.2 Genetics 9.3 Earth Science
Terms 3 & 4	Terms 3 & 4	Terms 3 & 4
7P2 Electricity 7C2 Reactions 7B2 Ecosystems	8.4 Cellular Reactions 8.5 Waves 8.6 Forces and Motion	GCSE Science BI, CI, PI
Terms 5 & 6	Terms 5 & 6	Term 5 & 6
7P3 Energy 7C3 Earth 7B3 Genes	8.7 Human Body	GCSE Science BI, CI, PI

Assessment structure

Student progress in science will be assessed lesson-by-lesson through classwork and oral contribution in discussions. Homework will be set weekly in the form exam questions, online quizzes and research. This will be supported by grade assessed tasks, end of topic tests and a progress test part way through Year 8.

Students will take a progress test at the end of Year 9 focusing on their understanding of the first three GCSE units.

Art and Design

Course structure

The Art and Design course consists of the following topics:

Year 7	Year 8	Year 9
Gargoyles	Shells and the Sea	Sweets and Packaging
Exploring the formal elements, basic drawing and painting skills and colour theory. Experimenting with clay and developing an outcome.	Exploring extended painting and drawing techniques, developing into a printed outcome, supported by artist research.	Drawing and painting project building up skills required for GCSE, with a focus on direct observation.
Illuminated letters	Portraits and Figures	Pop Art/Graffiti
Introduction to different art movements and artists. Developing a 3D outcome inspired by research.	Building on drawing and painting techniques and processes and extending understanding of other artists and art movements. Developing into an abstracted 3D outcome.	Extending drawing and printing processes into print and card relief outcomes. Developing an awareness of the context of different art styles.

Topics are designed to allow students to practise and refine key drawing and painting skills, building complexity throughout the Key Stage. Topics are supported by contextual research and analysis, increasing student understanding of the artists and art movements. Students are taught how to develop and refine their ideas towards an outcome, building a strong foundation for the GCSE course. There is a strong Fine Art focus, in line with the GCSE specification, and students have the opportunity to explore and experiment with a broad range of materials, processes and techniques.

Assessment structure

Student progress in Art and Design will be assessed by key pieces of work being marked from each topic, with written feedback on how to improve work. End of Project levels will be given, where work is marked holistically and in line with the 4 Assessment Objective areas used at GCSE. An overall grade will be given using the 1-9 scale. Self and peer feedback, and verbal teacher feedback is given on a continuous basis. Students will be expected to respond to feedback to show progression in their work.

Creative Technologies

Course structure

Creative Technologies is divided into four separate areas:

- Food Preparation and Nutrition
- Computing
- Design Technology
- Business Studies

Students in Years 7 and 8 students follow Food & DT, and Computing & Drama. (Please note that Drama is not part of the Creative Technologies faculty but has been timetabled at this time) These areas are taught in pairs, with Year 7 and 8 students moving between the subjects in February each year. Year 9 pupils follow Food & DT, and Computing & Drama all year and have timetabled lessons every two weeks. Business Studies GCSE is taught over a two year period in Years 10 & 11.

While each area is taught by a specialist teacher, emphasis is placed on developing the skills and understanding which underpin creative technology as a whole.

The course consists of the following topics:

	Year 7	Year 8	Year 9
Food Preparation and Nutrition	The Year 7s follow a rotation designed to provide an introduction to food with a focus on hygiene, safety and basic cooking skills and nutrients. They learn about the 8 tips for healthy living.	The Year 8's will develop their preparation and cooking skills further whilst gaining more detailed knowledge of nutrients, science of food, special diets and where their food comes from.	The Year 9's will have the opportunity to cook more complex dishes and will gain knowledge into issues relating to ethical shopping and the production of food.
Computing	In Year 7 computational thinking is taught through a study of the components of the computer, e-safety, Scratch, HTML and Microbits.	In Year 8 computational thinking is taught through a study of programming, binary and denary, databases using Python, HTML and advanced Scratch.	In Year 9 computational thinking is taught through a study of programming using Python, Appshed and HTML. They will also study networks and e-safety.
Design Technology	Year 7s will follow a rotation to cover the Year 7 Maths timeline (for DT), Core Skills & Knowledge, learning about the properties of materials & key making skills. They will also use CAD/CAM, to make models. and carry out a Contextual Design challenge on eco design.	Year 8s will follow a rotation to cover the Year 8 Maths timeline (for DT), Core Skills & Knowledge, learning about the structure of materials, manufacturing techniques and electronics. They will also carry out a Contextual Design challenge 'Innovate!' for the V&A.	Year 9s will cover the Year 9 Maths timeline (for DT), Core Skills & Knowledge, learning about past and present designers, electronics, advanced modelling and manufacturing skills for CAD/CAM. They will also carry out a Contextual Design challenge 'Design Ventura' for the Design Museum.

Teaching is strongly linked to developing:-

- Students' skills in product evaluation.
- An awareness of design quality.
- An understanding the design process in creating products.
- Practical experiences through manufacturing.
- Theoretical knowledge.

Health and Safety is central to all practical teaching.

Assessment structure

Student progress in Creative Technology will be assessed through focused practical tasks, project work and tests to develop their knowledge of the technical aspects of the four subjects as well as their designing and making skills. Key pieces of work will be assessed for grades culminating in an overall grade for the whole module's work.

Dance KS3

Course structure

Students study dance as part of the PE rotation, there is also an opportunity for students to participate in extracurricular clubs at lunch time each week.

The six week dance course consists of the following topics:

Year 7	Year 8	Year 9
Cartoon Capers	Contact	An Introduction to the GCSE professional works
		(A Linha Curva and Emancipation of Expressionism)

Assessment Structure

Students' progress in dance will be assessed by end of unit performances.

Drama

Course structure

The drama course consists of the following topics:

Year 7	Year 8	Year 9
Magic and Mystery Learn and develop basic drama skills on the magical mystery tour.	Commedia dell'arte Learn to perform the basics of mask work and physical comedy.	Stage Conflict Express yourself with verbal arguments and learn some basic stage combat moves.
Ernie's Incredible 'Illucinations Explore a script and perform in role.	The Mystery Develop Drama skills through investigating an event and solving a mystery.	Let Him Have It Explore complex issues such as the death penalty and disability using physical theatre and script.
Pantomime Explore style of pantomime and create scenes and characters.	The Terrible Fate of Humpty Dumpty Refine your script skills and explore issues of bullying and bereavement.	Creating Character through Monologue Refine monologue skills and learn how to create and sustain a role through performance. This will count towards your English GCSE.

Assessment Structure

Student progress in Drama will be assessed throughout, with focus on all elements of the course; creating, performing, responding, evaluating.

Extra-curricular

Year 7 and 8 Drama club and the Year 9 Performers Group meet weekly for those that would like to develop skills and have fun.

Annual school plays and showcases of work give the opportunity for you to share your work with others.

French

Course structure

All students study French from Year 7 through to Year 9. The French course consists of the following topics:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> Greetings, numbers, alphabet, dates, colours, classroom objects & instructions 	<ul style="list-style-type: none"> Talking about TV, film and reading preferences Describing a past visit, asking and 	<ul style="list-style-type: none"> Talking about social media and social life

<ul style="list-style-type: none"> • Describing yourself and others • Talking about where you live • Talking about places in town, buying food and drinks • Talking about your daily routine, school and giving opinions • Talking about free time, sports and holiday activities 	<ul style="list-style-type: none"> • answering questions • Talking about your personality and style • Talking about your home and local area • Describing food and drink • Talking about talents and ambitions 	<ul style="list-style-type: none"> • Talking about health and keeping fit • Talking about careers • Describing a past holiday and holiday preferences • Talking about topical issues, rights and privileges
--	---	---

Assessment structure

Student progress in French will be assessed formally each term. These assessments will focus on a range of skills. All skills (listening, reading, speaking & writing) are also assessed informally through teacher assessment throughout the course of Key Stage 3.

German or Spanish

Course structure

At the start of term 3 in Year 7 about two-thirds of the year group start to study a second language. This is either German or Spanish. The decision about which subject students will follow is taken by the school.

The German and Spanish courses consist of the following topics:

Year 7 and 8	Year 9
<ul style="list-style-type: none"> • Introducing yourself • Personal descriptions and personality traits • Talking about school • Talking about yourself, your family, friends and pets • Talking about sport, leisure activities and online activities • Talking about where you live and your home • Talking about places in town, directions and summer holidays 	<ul style="list-style-type: none"> • Talking about social media & technology. • Talking about music references, asking and answering questions • Talking about careers and work • Talking about health and keeping fit • Learning about visits to Germany/ Spain • Talking about topical issues, rights and privileges • Talking about clothes and styles • Understanding rules

<ul style="list-style-type: none"> • Talking about then and now and the weather • Talking about TV, film, reading and music preferences and giving opinions • Talking about style and social life • Talking about holidays and what you have done in the past • Talking about food and arranging to go out 	<ul style="list-style-type: none"> • Discussing ambitions and role models • Talking about food and arranging a party
---	--

Students studying German have the opportunity to take part in a trip to Traben Trarbach in Germany in late June/early July of Year 8. In the September of Year 11 German students are invited to take part in a trip to Berlin.

Assessment structure

Student progress in German and Spanish will be assessed formally each term. These assessments will focus on a range of skills. All skills (listening, reading, speaking & writing) are also assessed informally through teacher assessment throughout the course of Key Stage 3.

Geography

Course structure

The geography course consists of the following topics:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Local area and map skills • Global Issues • China and Population • Weather and climate 	<ul style="list-style-type: none"> • Development and globalisation • Tourism • Coasts (including fieldwork) 	<ul style="list-style-type: none"> • Rivers (including fieldwork) • Tectonic hazards • The Living World (GCSE unit)

Geography stimulates an interest in and a sense of wonder about places, in a changing world. Throughout Years 7-9 students will be able to look at a wide selection of places, their differences and how we are connected. Through a variety of teaching methods students are able to question and investigate issues affecting the world and people's lives. They are able to collect both primary and secondary data and analyse this using a number of skills.

Assessment Structure

Student progress in Geography will be assessed throughout Years 7-9. Each year, they have three formal assessments which are grade assessed. It is important that students prepare for these carefully and work at or above their target. Information on each student's attainment and a tracking sheet can be found at the front of their exercise books. Additionally, students will be required to make improvements to their assessments, class and homework after work has been marked.

History

Course structure

The history course consists of the following topics:

Year 7	Year 8	Year 9
Invaders and settlers The Norman Conquest	The English Civil War Changing ideas	The Second World War
Medieval Religion Medieval Monarchs	The slave trade The Industrial Revolution	The Holocaust
The Black Death Challenges to the Catholic Church	Getting the vote The First World War	The USA: The development of the civil rights movement The USA: Protest, progress and radicalism

Assessment structure

Students will be assessed formally through assessments each unit. Alongside this a selection of key pieces of work will be marked from each unit (at least once per term). These pieces of work are self/ peer and teacher assessed.

Students will be required to take part in a marking dialogue where appropriate, with verbal feedback taking place regularly within lessons.

Music

Course structure

The music course consists of the following topics:

Year 7	Year 8	Year 9
Rhythm and Singing	Pitch - Swing Low (Vocal and instrumental)	Theme and Variations (Performing)
Introduction to Keyboards and Pitch (Solo Performance and singing)	Samba (Group Performing and Composing)	Fusion - Ensemble Skills
African Drumming (Group Performing and Composing)	Blues (Group Performing and Improvisation)	Musical futures In at the deep end: <ul style="list-style-type: none"> • Ensemble Skills • Free Choice Four Chords: <ul style="list-style-type: none"> • Structure • Ensemble Performance Composing: <ul style="list-style-type: none"> • Ensemble Skills • Structure • Chords • Melody
Fanfares (Composing)	Wonderwall (Ensemble Skills)	
Sibelius (Arranging)	Sibelius (Arranging)	Sibelius (Arranging)

Extra-curricular Music Groups:

Chamber Group - for students who play an orchestral instrument of any ability.

Gillotts Voices - for students who enjoy singing as part of a group.

Clarinet Ensemble - for students of any ability (Music Captain)

Guitar and Ukulele Club - for students to practice their instrument or try their hand at learning with the Music Captains.

Assessment Structure

Student progress in music will be monitored by practical assessment tasks (either composing, performing, listening and appraising) each term.

We have three hours of Music per fortnight and one of those is a dedicated listening/theory lesson. These lessons consist of a written 'test' where students listen to extracts of music and answer questions about them.

The other two lessons in Music are used for practical tasks on instruments/voice either rehearsing to perform at the end of a topic, or to compose music in a specific genre as appropriate to the topic.

Physical Education (PE)

Course structure

The PE course consists of the following topics:

Year 7	Year 8	Year 9
Hockey	Hockey	Hockey
Rugby	Rugby	Rugby
Netball	Netball	Netball
Football	Football	Football
Dance	Dance	Dance
Basketball	Badminton	Volleyball
Gymnastics	Gymnastics	Gymnastics
Fitness	Fitness	Fitness
Athletics	Athletics	Athletics
Rounders	Rounders	Rounders
Cricket	Cricket	Cricket
Handball	Handball	Handball
Skern Lodge – outdoor Activities weekend		

Assessment Structure

Student progress in PE will be assessed by end of term skills assessment and game play.

Religious Studies (RS)

Course structure

In RS students follow the Oxfordshire Agreed Syllabus in Years 7 and 8 before starting the Full Course RS GCSE at the beginning of Year 9. The RS course consists of the following topics:

Year 7	Year 8	Year 9
Introduction to Philosophy of Religion	Judaism	Relationships and Families
Islam	Christianity	Beliefs and practices: Christianity

Inspirational people of faith	Ultimate Questions	Beliefs and practices: Islam
Buddhism	Hinduism	
	Sikhism	
	Religious attitudes to drug abuse	

Assessment Structure

Student progress in RS will be assessed by:

- Completing baseline assessments
- Completing extended pieces of writing
- Completing exam questions
- Completing progress tests

KEY STAGE 4

Years 10-11 Curriculum

Introduction

Our aim is that all of our Year 10 and 11 students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students. Some subjects (the core) are compulsory, but we offer the opportunity for students to make choices about subjects to study, supporting their core curriculum.

Current time allocations for the core subjects and option blocks are shown below:

Subject	Timetable allocation
English	7 hours per fortnight
Mathematics	7 hours per fortnight
Physical Education	4 hours per fortnight
Religious Studies	2 hours per fortnight
History	3 hours per fortnight
Science	8 hours per fortnight
Option Block A	5 hours per fortnight
Option Block B	5 hours per fortnight
Option Block C	5 hours per fortnight
Option Block D	5 hours per fortnight

The development of ICT skills is supported across all subjects by allowing students to bring in their own mobile devices (e.g. tablets, laptops and smartphones) which they are able to connect up to our wireless network and use to support their learning.

Assessment in Years 10-11

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts, all students are also assessed formally across the year group in each subject. These end of unit tests take place at set times during the school year.

There are also several sets of formal exams including:

- Year 10 exams in all subjects (April/May)
- Year 11 mock exams in English and maths (November)
- Year 11 mock exams in all other subjects (January)
- Year 11 second set of mock exams in English and maths (February/March)

Core Subjects

English

All students take English Language and English Literature GCSE.

English Language

Course structure

The English Language course consists of the following topics:

Year 10	Year 11
English Language Paper 1 (fiction) Explorations in Creative Reading and Writing	Development/revision of English Language Paper 1 (fiction) Explorations in Creative Reading and Writing
English Language Paper 2 (non-fiction) Writers' Viewpoints and Perspectives	Development/revision of English Language Paper 2 (non-fiction) Writers' Viewpoints and Perspectives

Assessment structure

This course is 100% exam and is assessed through two exam papers taken at the end of Year 11.

English Literature

Course structure

The English Literature course consists of the following topics:

Year 10	Year 11
English Literature Paper 1 Shakespeare and the 19th th Century Novel 'The Strange Case of Dr Jekyll and Mr Hyde'	English Literature Paper 2 Modern Texts and Poetry 'An Inspector Calls'
English Literature Paper 2 Modern Texts and Poetry Power and Conflict poetry cluster	Development/revision of Papers 1 & 2
English Literature Paper 1 Shakespeare and the 19th th Century Novel 'Romeo and Juliet'	Development/revision of Papers 1 & 2

Assessment structure

This course is 100% exam and is assessed through two exam papers taken at the end of Year 11.

Mathematics

Course structure

All students are expected to take a GCSE in mathematics. We currently follow the Edexcel Syllabus. The course consists of the following topics:

Year 10	Year 11
<p>Number:</p> <ul style="list-style-type: none">• Four rules with integers, decimals, fractions• Fractions, decimals and percentages• Ratio and proportion• Index notation• Surds	<p>Number:</p> <ul style="list-style-type: none">• Error analysis• Review and development of work covered in Yr 10, focusing specifically on functional contexts
<p>Algebra:</p> <ul style="list-style-type: none">• Coordinates and linear graphs• Expressions and formulae• Sequences• Linear equations• Simultaneous equations	<p>Algebra:</p> <ul style="list-style-type: none">• Quadratic functions• Graphs of quadratic and other functions• Transformation of graphs
<p>Geometry:</p> <ul style="list-style-type: none">• Angles facts and properties of 2D and 3D shapes• Transformations• Loci and constructions• Perimeter, area and volume• Measures, including speed and density• Similarity and congruence• Pythagoras and trigonometry	<p>Geometry:</p> <ul style="list-style-type: none">• Perimeter, area and volume of circles, cylinders, spheres etc• Circle theorem• Vectors
<p>Statistics:</p> <ul style="list-style-type: none">• Graphing (bar, pie, stem and leaf etc)• Scattergraphs and correlation• Histograms• Averages and spread• Cumulative frequency graphs and box plots	<p>Statistics:</p> <ul style="list-style-type: none">• Data collection and hypothesis testing• Sampling• Probability• Review and development of work covered in Year 10

Note that this should be taken as a general guide as some topics will only be covered by students taking the Higher GCSE exam and that full understanding of some simpler topics is required before more difficult concepts can be introduced.

As with earlier years study there is an emphasis on developing understanding (as opposed to rote learning) and students are expected to be able to apply their skills in functional contexts, learning to select appropriate mathematical skills to solve problems, to interpret their results and to communicate their findings. The skills taught at GCSE build on those taught in earlier years.

Assessment Structure

Students take three examinations, lasting 1.5 hours each and worth one third each of the qualification at the end of Year 11. Student progress during the course will be assessed by regular tests and assessment tasks. Year 11 students complete two mock examinations: One in January and another later in the year. These give students and their parents a clear picture of their current levels and target topics.

Attitude

Whether at GCSE or earlier in Years 7-9 we expect students to take ownership of their learning and address their target areas themselves. Helping students construct a learning structure that works for them, a system for review and revision and training on recall is therefore, a key departmental priority.

Science

Those students who do not opt for Triple Science (separate GCSEs in Biology, Chemistry and Physics) take Combined Science. This route does NOT exclude students from studying A Level Biology, Chemistry or Physics.

Combined Science (Year 10)

Combined Science provides a solid basis for all students as it allows them to deepen Key Stage 3 understanding and think about how science works day-to-day in the world around them. Students gain 2 GCSEs from this course.

Year 10	
Biology	B1 You and your genes
	B2 Keeping healthy
	B3 Living together- food and ecosystems
Chemistry	C1 Air and water
	C2 Chemical Patterns

	C3 Chemicals of the natural environment
Physics	P1 Radiation and waves
	P2 Sustainable energy
	P3 Electric circuits

Year 11	
Biology	B4 Using food and controlling growth
	B5 The human body-staying alive
	B6 Life on Earth-past, present and future
Chemistry	C4 Material choices
	C5 Chemicals of the natural environment
	C6 making useful chemicals
Physics	P4 Explaining motion
	P5 Radioactive Materials
	P6 Matter- models and explanation

Assessment structure

Student progress during the course is assessed lesson-by-lesson, through homework, regular exam questions and end of topic tests which allows us to track progress towards, and beyond, their target. Mock exams are taken at the end of Year 10 in each of the three sciences and again in January of Year 11. Students will also take 4 examinations at the end of Year 11. There will be a Biology exam, a Chemistry exam and a Physics exam (each worth 26.4% of the total mark) as well as a Combined Science exam (worth 20.8% of the total mark).

Triple Science

Course structure

Students who have shown a consistently high standard of work during Key Stage 3 are able to opt for Triple Science as part of the GCSE options process.

Although this course has its foundation in Combined Science, extra knowledge and skills are studied to gain three separate GCSE grades in Biology, Chemistry and Physics. This is the most appropriate route for students who hope to study science at A level and beyond and is generally opted for by over half the cohort.

This course consists of the following topics:

	Biology	Chemistry	Physics
Year 9	B1 You and your genes	C1 Air and water	P1 Radiation and waves
Year 10	B2 Keeping healthy	C2 Chemical Patterns	P2 Sustainable energy
	B3 Living together-food and ecosystems	C3 Chemicals of the natural environment	P3 Electric circuits
	B4 Using food and controlling growth	C4 Material choices	P4 Explaining motion
Year 11	B5 The human body-staying alive	C5 Chemical analysis	P5 Radioactive materials
	B6 Life on Earth-the past, present and future	C6 Making useful chemicals	P6 Matter-models and explanations

Assessment structure

Students will complete 6 examinations in Year 11. There will be a breadth paper for each science worth 50% and a depth paper for each science worth 50%.

Progress during the course is assessed in the same way as Combined Science.

Physical Education (PE)

All students complete four hours of PE per fortnight. The main activities which they are involved in are:

Year 10	Year 11
Hockey	Hockey
Rugby	Rugby
Netball	Netball
Football	Football
Badminton	Badminton
Volleyball	Volleyball
Fitness – in Sports Centre gym	Fitness – in Sports Centre gym
Basketball	Basketball
Table Tennis	Table Tennis
Athletics	Athletics
Rounders	Rounders
Softball	Softball
Cricket	Cricket
Handball	Handball
Tennis	Tennis

In addition, students studying GCSE PE will have 5 extra lessons, which include theory and practical work.

Religious Studies (RS)

Course structure

Students will complete the RS GCSE qualification which they started in year 9 during Key Stage 4. The course consists of the following topics:

Year 10	Year 11
Religion and Life	Religion, Crime and Punishment
Religion, Peace and Conflict	

Assessment structure

The course is assessed by:

- Completing exam questions
- Completing exam practice papers
- Completing mock exams

The Option Subjects

The options process is based on providing the most appropriate route for each individual student whilst, at the same time, ensuring that every student receives a broad and balanced education. Students are required to make four option choices. They are allowed 'free choice' of their options although comprehensive guidance is provided. Most combinations of choices are allowed but serious consideration is given to further education and employment prospects.

The GCSE subjects which are currently available are listed below:

Art & Design	Food Preparation & Nutrition	MFL – Spanish
Business	Geography	Music
Dance	History	PE
Design Technology	MFL – French	Sociology
Drama	MFL – German	Triple Science (Biology, Chemistry and Physics)

Languages at GCSE

All students who are currently following dual language courses in Year 9 (French and Spanish or French and German) are required to choose at least one language GCSE as an option. We also encourage these students to select two languages.

Students who are currently studying one language in Year 9 are also encouraged to choose a language as an option.

Alternative Qualifications

Although the majority of our students opt for traditional GCSE courses in Years 10 and 11, we do offer a range of other courses and qualifications. We provide comprehensive guidance to ensure that students opt for the most appropriate courses. The current alternative provision includes:

Vocational Courses at Gillotts

We offer BTEC Children's Play, Learning and Development. This course is assessed through a mixture of exams and continual assessment completed in class. Students are also provided with the opportunity to complete placements in childcare providers as part of the course.

We also offer the BTEC Workskills qualification to selected students. This helps develop skills required in the work place.

Personal, Social and Health Education (PSHE)

The citizenship and PSHE curriculum give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and to become informed, active and responsible citizens, capable of forming good relationships and respecting the differences between people. The enterprise curriculum aims to prepare students for the world of work, providing them with the knowledge, understanding, creativity and confidence to be wealth creators in their future lives.

The delivery of PSHE largely takes place during five days (two whole days and three 'half days') when the normal school timetable is suspended. On the 'half days', students will have normal lessons during periods 1 and 2 and will then be taught PSHE in periods 3-5. Students follow the PSHE associations programme of study that consists of the following themes:

- Careers
- Relationships
- Health and wellbeing
- Citizenship
- Living in the wider world

All students complete sessions on the above themes during the academic year.

Students also complete PSHE activities in tutor time, sometimes horizontally and sometimes with their tutor groups.

School Policies

Curriculum Policy

Aim

Our curriculum aims to:

- meet all statutory requirements
- provide a broad, balanced, relevant and personalised learning experience
- deliver high standards and achievement in all years, 7 to 11
- ensure continuity and progression within the school and between phases of education
- promote partnership between students, parents, teachers and the community
- acknowledge and celebrates achievement
- provide a wide range of extra-curricular activities that contribute to the overall learning experience
- support students' spiritual, moral, social and cultural development
- support physical development and students' responsibility for their own health, and enable students to be active
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support

The policy describes in detail the implementation of these aims.

Behaviour

We are always most successful in helping students to manage their behaviour when we are working in partnership with parents. If you have any concerns about your child, please do not hesitate to contact us. We always keep parents informed of any concerns we have about a student's learning, or about behaviour or relationships which might affect learning. Students have the main responsibility for their own behaviour. They are also responsible for the consequences of their behaviour on the learning and well-being of others.

Gillotts School is a community of people - students, teachers, learning support assistants and other staff - committed to fostering and facilitating students' learning. Any behaviour which disrupts learning must be dealt with promptly and fairly. All the strategies we use in school are intended to help the disaffected or disruptive student to improve behaviour to help her/him to learn. They are also to ensure that other students can learn effectively, with minimal interruptions.

The policy describes the rights and responsibilities of all students. It explains how we promote and reward positive behaviour. It describes how good behaviour is promoted in lessons and how we respond to persistent disruptive behaviour. It describes the exclusions process.

Attendance

Current research has established a clear link between attendance and a student's academic attainment. The aim of this policy is to ensure that no students are deprived of their educational opportunities, by either their own non-attendance or that of other students, in accordance with the principle of equal opportunities for all.

At Gillotts we believe that good attendance and punctuality are a crucial factor in enabling students to benefit from the education we offer. We will do all we can to ensure maximum attendance for all students and to identify and address any problems as quickly as possible. Our goal is 100% attendance for all students.

We recognise that parents have a vital role to play and that there is a need to establish good home-school links and communication systems for those occasions when there are concerns about attendance.

The School will ensure that students feel happy coming to school and are treated with dignity and respect irrespective of their academic and social abilities.

Equality Duty

Gillotts School is committed to exercising its functions in compliance with its Public Sector Equality Duty under the Equality Act 2010. It will therefore exercise its functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day to day work, in developing policy, in delivering education to our students, and in relation to our own employees. These commitments apply to our students, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to students).

We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and in the context of disability, by failing to make reasonable adjustments. We realise that Gillotts School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled students/staff being given more favourable treatment when compared with individuals not suffering from disabilities.

Further, the School recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, students and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling/encouraging equality.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- Students, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students and others with special educational needs
- Students, staff and others with a range of disabilities
- Children looked after and their carers
- Students and staff who are gay or lesbian
- Students and staff who are pregnant or have just given birth
- Students and staff who are undergoing, have undergone or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all students prosper is indicated by an analysis of the standards particular groups of students achieve and a measure of the progress they make. Exam performance is analysed by sub-group, using data published by Oxfordshire County Council and Ofsted, by Subject Leaders, Heads of House and the Leadership Team. It is reported in Subject Exam Reviews, Subject Quality Assurance reports, reports to Governors and in the school Self Evaluation Form.

The School has identified action that both supports our Equality Duty and ensures our compliance.

SEN

Gillotts values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEN as early as possible in students' school careers
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEN held by all staff and governors is carried out

The policy describes in detail the procedures for identification, assessment and provision.

Disability Information

The principle of equality is at the heart of Gillotts' ethos. It is expressed daily in interactions between students, staff, parents and visitors. It is formally expressed through Governors' policies on Equality and Accessibility. Existing facilities to assist access to the school by students with disabilities include handrails, yellow ground markings, ramped access to all buildings, a lift to the Open Learning Centre and ICT suites, disabled toilets and showers and good lighting levels.

Collective worship

The aim of the collective worship policy is to provide the opportunity for pupils to:

- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues

Parents have the right to withdraw their son or daughter from collective worship and Religious Education for reasons of conscience by giving advance notice to the school in writing.

Collective worship, whether in assembly or tutor time, will:

- aim to be acceptable to the whole community, staff and students
- include a variety of elements at different times
- involve the students

Copies of all the Governors' policies are available on the school website:

www.gillotts.org.uk

The school's most recent inspection report can be found on Ofsted's website:

www.ofsted.gov.uk

The school's most recent performance data can be found on the Department for Education's website: www.education.gov.uk

Admissions Arrangements

Gillotts' admissions are managed by Oxfordshire County Council. Complete details of their procedures can be obtained from the Oxfordshire Admissions team telephone number 01865 815175.

In summary, places are allocated on the following basis:

- children with an Educational & Health Care Plan, or who are looked after or who are disabled and need to be admitted to the school on the grounds of physical disability
- children living in the school's normal catchment area
- siblings of children already attending the school
- children who attend a partner primary school

When these criteria have been exhausted and places remain available priority will be given to those children who live closest to the school.

There are 180 places available in Year 7. This year we received 546 applications, of which 243 had Gillotts as their first preference.

Safeguarding Children

The school has clear policies and procedures to ensure the safeguarding and welfare of students, which are regularly reviewed in the light of best practice. The Headteacher, Deputy Head, a governor and other members of staff responsible for recruitment have all completed Safer Recruitment Training.

Uniform

All students at Gillotts are expected to wear school uniform. Gillotts' uniform is intended to be smart, simple, functional and value for money.

Standards of uniform are very high and we assume, by selecting Gillotts for your child, you will accept our policy and support us in maintaining these standards. The uniform list can be found below, but the following additional comments may also help:

No jewellery apart from a maximum of two small stud earrings, one in the lobe of each ear. No extreme hair styles or non-natural colour. Bracelets and charity wrist bands are not permissible. No make-up or nail polish may be worn.

Plain brown, grey or black belts that fit through trouser belt loops may be worn. Non uniform scarves may be worn outdoors.

Muslim girls who wish to wear hijabs may do so provided the fabric is plain, light weight and dark blue or black. Garments covering the face or whole body are not permitted.

Jewish boys may wear a skullcap and Sikh boys may wear a turban. A lightweight gold or silver chain with a small religious symbol is permissible.

It is the responsibility of parents to ensure their children come to school in correct uniform. Staff will monitor that students are wearing correct uniform at all times. Non-uniform items will be confiscated. Black soft shoes & other items of uniform can be borrowed from the Student Services. Students may be sent home to change, or taken out of lessons, should this not be possible.

Requests to vary the uniform for particular reasons, such as medical needs, will always be carefully considered.

NOT acceptable:

denim

training shoes – please see the additional guidance regarding acceptable styles of shoe

canvas shoes

track suits

make-up

jewellery, other than watches and stud earrings (maximum one in each ear)

The only exceptions (from a certain piece of uniform) will be if a student has a doctor's note. A note from parents is not accepted.

Outdoor coats and hoodies may not be worn in the classroom.

Headphones should not be visible when students are walking round the school site. They may be worn only if the student is using them for a classroom based activity or when they are sat in a communal area.

Shoes

Black shoes, leather or leather-look, closed back and front (no trainers, boots, sandals, Velcro straps)

Further guidance

The pictures below are a guide to the range of acceptable styles.



Please note trainers or trainer-style shoes are **not** acceptable, for example:





The Headteacher's decision on matters of uniform is final.

Students will often 'pressure' parents into buying non-uniform items under the pretext that others are wearing them. Parents are advised to contact their child's tutor if they are uncertain about any item.

Parents are asked to support the school in discouraging extremes in fashion, hairstyles and footwear.

In the case of financial difficulties, please contact your child's tutor.

Student Services can supply items of uniform on a temporary basis if a student is missing it, but these must be returned at the end of the day.

Items of school uniform supplied by Gillotts (see following list) can be ordered from Student Services.

All items of uniform should be named. We can only return items of lost property to students, including expensive items such as trainers, if we know who they belong to!

Uniform List

Boys' Uniform

Black shoes, closed back and front (*no trainers, boots, sandals*)

White or black socks

Plain black or dark grey tailored trousers (*no jeans, cords, canvas, denim or cargo style*)

Regulation Gillotts tailored school shorts (summer months only)

Navy blue Gillotts School sweatshirt

Navy blue Gillotts School polo shirt

Gillotts School outer coat/fleece or hoodie or plain single colour outdoor coat (*no large logos or non-Gillotts hoodies, no denim, leather, leather look or suede*)

Outer clothing must be removed indoors

Girls' Uniform

Black shoes, closed back and front (*no trainers, boots, sandals*)

White or black socks or

Black or flesh coloured tights

Regulation Gillotts black school skirt worn to the knee

Plain black or dark grey tailored trousers (*no jeans, cords, canvas, denim or cargo style. NO leggings or skin tight styles*)

Navy blue Gillotts School sweatshirt

Navy blue Gillotts School polo shirt

Gillotts School outer coat/fleece or hoodie or plain single colour outdoor coat (*no large logos or non-Gillotts hoodies, no denim, leather, leather look or suede*)

Outer clothing must be removed indoors

PE Kit

High standards of appearance are very much in evidence in PE and games. Students will be expected to wear correct Gillotts kit that is suitable for the activity they are involved in. The PE staff will tell your child what activity they are doing and what kit to bring for each lesson.

All PE uniform and dance kit must have the student's name or initials embroidered or printed on the OUTSIDE left hand side as well as a name tape sewn on the inside.

PE uniform

Games, PE and Dance Kit for Boys	Available from Gillotts	Games, PE and Dance Kit for Girls	Available from Gillotts
<i>Indoor and summer outdoor</i>		<i>Indoor</i>	
Gillotts sports polo (navy/sky)	✓	Leotard (black)	✓
Plain round neck white t-shirt (optional)	✓	Gillotts sports polo shirt (navy/sky)	✓
Gym shorts (white)	✓	Black leggings	✓
Cricket whites (optional)	✓ *	<i>Summer and winter outdoor</i>	
White socks		Gillotts sports polo shirt (navy/sky)	✓
Trainers		Trainers	
<i>Winter outdoor</i>		Cycling shorts (navy or black)	✓
Gillotts Rugby Shirt (navy/sky)	✓	Games Skort (navy/sky)	✓
Sports shorts (navy/sky)	✓	<i>Summer outdoor</i>	
Plain navy blue socks	✓	White socks	✓ *
Shin pads	✓ *	Trainers	
Boots suitable for rugby and football	✓ *	Tennis whites (optional)	
Thermal base-layer (navy or black)	✓	Tennis racket (optional)	
		<i>Winter outdoor</i>	
		Plain navy blue socks	✓
		Shin pads	✓ *
		Football or Astroturf boots	
		Hockey stick	✓ *
		Thermal base-layer (navy or black)	✓
Black or navy tracksuit bottoms or leggings are permitted in really cold weather at the discretion of the PE Department			

✓ Available from stock	✓ * Available to order
------------------------	------------------------

Useful telephone numbers:

The main school switchboard number is **01491 574315**

Darwin House	01491 636803
Orwell House	01491 636802
Pankhurst House	01491 636804

Governor information

Governors are drawn from a variety of backgrounds. Staff of the school elect three representatives and the Headteacher is an ex officio member of the governing body. Parent governors are drawn from the parent body and are generally nominated and elected by them. Other governors with expertise and experience in fields which will benefit the school are drawn from the local community and are co-opted. The numbers are as follows:

- 6 parent governors
- 4 staff governors (including the Headteacher)
- 10 co-opted governors

The Chair of Governors is Mr David Gorsuch and the Clerk to the Governors is Mrs Glynis Smith. Both can be contacted via the school.