Welcome booklet for Trainees

Plymstock
Welcome to

Plymstock School 2004/2005

FOR OUR TRAINEE TEACHERS

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Welcome to Plymstock School
This booklet has been written to help the induction of new staff, Newly Qualified Teachers and Associate Teachers as you settle into your new appointment/teaching practice. It is designed to answer immediate questions you may have, however it should not take the place of the School Handbook which you are strongly advised to read.

We welcome you to our school and hope you have a fulfilling time. Please do not hesitate to contact either Seán Cormac, Deputy Head in charge of Personnel, or Karen Rosary, Business Manager, (extension 203) if you have any queries.

Good Luck

Karen Rosary
Business Manager

Role of the Induction Manager

The induction Mentor may be a member of another department and should have, as far as possible, a similar responsibility within the school. They should have good inter-personal skills and act as a friend for the new member
of staff with their role being positive and supporting. Although they will not operate in a judgemental capacity, he/she may need to advise the new member of staff to discuss a problem with the Deputy Head in charge of Personnel (Seán Cormac).

Regular informal contacts between the Mentor and the new member of staff should take place within the first months of arrival at the school and at least once in the second and third term.

**Code of Conduct**

We believe that ..................

All members of the School should respect and encourage each other.

The learning of others is to be valued.

Staff and students should arrive punctually.

We should all strive to achieve our best.

We will care for the school environment, equipment and property.

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**Timing of the School Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8.50 – 8.55</td>
<td>Warning Bell</td>
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<tr>
<td>8.55 – 9.10</td>
<td>Registration / Assembly</td>
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<tr>
<td>9.10 – 10.00</td>
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10.00 – 10.50  Lesson 2.
10.50 – 11.10  Break
11.10 – 12.00  Lesson 3.
12.00 – 12.50  Lesson 4.
12.50 – 1.35   Lunch
1.35 p.m.      Registration
1.45 – 2.30    Lesson 5.
2.30 – 3.20    Lesson 6.

Site Map of School
Ground Floor
First Floor
Second Floor
# TEACHING STAFF

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Subject(s)</th>
<th>Additional Qualifications</th>
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<tr>
<td>AWB</td>
<td>Mr Alan Beer</td>
<td>Science</td>
<td>+2</td>
<td>KSM5/Beacon School</td>
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<tr>
<td>NB</td>
<td>Ms Nichola Bennett</td>
<td>Psychology</td>
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<tr>
<td>ABD</td>
<td>Miss Alison Brown</td>
<td>Dance</td>
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<tr>
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<td>Mr David Butler</td>
<td>Geography</td>
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<td>Travel &amp; Tourism/KSM Geography</td>
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<tr>
<td>AC</td>
<td>Mr Andy Campbell</td>
<td>P.E.</td>
<td>+2</td>
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<tr>
<td>NCP</td>
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<td>+1</td>
<td>Sports College Citizenship/Media</td>
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<tr>
<td>CCM</td>
<td>Miss Catherine Cater</td>
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<tr>
<td>SCL</td>
<td>Miss Sheila Clayson</td>
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<td>Miss Rebecca Cohen</td>
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<tr>
<td>GD</td>
<td>Mr Greg Dale</td>
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<tr>
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<tr>
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<td>Ms Sue Davies</td>
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<tr>
<td>RD</td>
<td>Mr Rob Diment</td>
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<td>Mrs Louise Duff</td>
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<tr>
<td>WF</td>
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<tr>
<td>AF</td>
<td>Mr Alan Ford</td>
<td>Geography</td>
<td>AHT</td>
<td>Director of Resources</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>CF</td>
<td>Mrs Cathy Ford</td>
<td>P.E. AHT</td>
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<tr>
<td>NF</td>
<td>Miss Nina Frewer</td>
<td>Music/PA +4</td>
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<td>PG</td>
<td>Mr Phil Gardner</td>
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<td>HG</td>
<td>Miss Hazel Gillespie</td>
<td>P.E.</td>
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<tr>
<td>TG</td>
<td>Mrs Tracy Goldie</td>
<td>English +1</td>
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<tr>
<td>LG</td>
<td>Mrs Lesley Goonesekera</td>
<td>Science UPS</td>
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<tr>
<td>AG</td>
<td>Mrs Amanda Gough</td>
<td>Technology +2</td>
<td>KS3 Manager ICT/Key Skills</td>
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<td>DG</td>
<td>Mrs Dot Greville</td>
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<tr>
<td>CLH</td>
<td>Mr Crispin Heartford</td>
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<td>Mrs Anthea Heath</td>
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<td>SH</td>
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<td>Music UPS</td>
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<td>Mrs Pam Hoare</td>
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<td>Miss Simone Hobbs</td>
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<td>TH</td>
<td>Mrs Theresa Honeywill</td>
<td>P.E. UPS</td>
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<tr>
<td>GH</td>
<td>Mr Gareth Hughes</td>
<td>Business Studies MPS +2 w/ 1.9.04</td>
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<tr>
<td>Ri</td>
<td>Mr Rob Ingram</td>
<td>Technology +1</td>
<td>KSM Technology</td>
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<tr>
<td>Li</td>
<td>Miss Louise Irons</td>
<td>Mathematics UPS</td>
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<tr>
<td>NJ</td>
<td>Mr Nick Johns</td>
<td>Geography +4</td>
<td>Head of Year 9</td>
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<td>NJJ</td>
<td>Mrs Nicola Johnston</td>
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<tr>
<td>JJS</td>
<td>Mrs Janet Jones</td>
<td>Science +2</td>
<td>Head of Biology</td>
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<tr>
<td>JJ</td>
<td>Mr John Jones</td>
<td>Science UPS</td>
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**Staff List Sept 2004**

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<th>Position</th>
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<tr>
<td>MJ</td>
<td>Mrs Mary Jones</td>
<td>Languages UPS</td>
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<tr>
<td>NL</td>
<td>Miss Natalie Lavell</td>
<td>Geography +1</td>
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<td>JL</td>
<td>Mr John Leal</td>
<td>ICT</td>
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<tr>
<td>SL</td>
<td>Miss Shelley Lockett</td>
<td>Science</td>
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<tr>
<td>JLO</td>
<td>Mr Jon Lockley</td>
<td>English +4</td>
<td>Head of Year 7</td>
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<tr>
<td>RL</td>
<td>Mr Rob Lowe</td>
<td>Drama +1</td>
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<tr>
<td>GM</td>
<td>Mr Graham Mackay</td>
<td>Science +3</td>
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<tr>
<td>KAM</td>
<td>Miss Kate Marshall</td>
<td>Maths +2</td>
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<tr>
<td>AM</td>
<td>Mrs Ann Maxwell</td>
<td>Art +4</td>
<td>Head of Year 9</td>
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<tr>
<td>LKM</td>
<td>Miss Laurie Morris</td>
<td>Languages +1</td>
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<td>Mrs Sally Neville</td>
<td>Maths UPS +3</td>
<td>LEA Protected</td>
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<td>Mr Stephen Oliver</td>
<td>Geography DH</td>
<td>Deputy Headteacher</td>
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<td>Mr Mark Palmer</td>
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<tr>
<td>MP</td>
<td>Mrs Margaret Parkinson</td>
<td>Science/Health &amp; +1</td>
<td>Health &amp; Social Care</td>
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<td>IP</td>
<td>Mr Ian Paterson</td>
<td>Technology +1</td>
<td>KSM Technology</td>
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<tr>
<td>CP</td>
<td>Mr Chris Perkins</td>
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<td>Head of Chemistry</td>
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<tr>
<td>AMP</td>
<td>Ms Andrea Perry</td>
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<td>JP</td>
<td>Miss Jenny Pinder</td>
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<td>KSM Languages/ 2nd in Department</td>
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<td>LP</td>
<td>Miss Louisa Potter</td>
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<td>RJR</td>
<td>Mr Rob Ramage</td>
<td>Science +4</td>
<td>Head of Science</td>
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<tr>
<td>SDR</td>
<td>Mrs Suzanne Reeve</td>
<td>English MPS</td>
<td>Beacon School</td>
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<td>MR</td>
<td>Mrs Michelle Richards</td>
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<tr>
<td>LR</td>
<td>Mrs Lisa Russell</td>
<td>Sociology +2</td>
<td>Head of Sociology/ General Studies</td>
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<tr>
<td>HR</td>
<td>Mrs Helen Ryder</td>
<td>Psychology +1</td>
<td>Head of Psychology</td>
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<tr>
<td>RS</td>
<td>Mr Rick Sanderson</td>
<td>Science +1</td>
<td>Beacon School Gifted/Able</td>
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NS  Mr Nigel Schofield  Technology  +3  Head of CDT
MSH Mr Martin Shuter  Art  +1  KSM Art
LS  Mr Leonard Simpson  English  MPS
DS  Mrs Debbie Slade  Religious Studies +2  Head of Religious Studies
WS  Mr Wil Sprenkel  Religious Studies AHT  Director of Key Stage 4
IS  Mrs Irena Spurgeon  Languages  +1  Foreign Visits (Temp)
MRS Mrs Margaret Squires  Technology  UPS  Careers Coordinator/
PS  Mr Paul Steward  P.E.  +3  6th form NVQ Prog.
SS  Mrs Sharon Steward  P.E.  +1  Sports College Primary Liaison
EFS Ms Emma Stubbs  History  MPS
SSS Mr Sebastian Swana  Science  +1  Portal Manager
SES Dr Sean Sweeney  Headteacher  HT
ASW Mr Alan Swift  Mathematics  +3  Exam Officer/
JT  Mrs Jose Taylor  Languages  MPS  KSM Mathematics
MTP Mr Mark Taylor  P.E.  +2  Sports College ICT/KSM
MAT Mr Mark Taylor  P.E.  +3  Head of P.E.  Co-ordinator

Staff List Sept 2004

AT  Mr Alan Thomas  Science  +4  Head of Years 12/13
CT  Mrs Cate Thomas  Mathematics  UPS
ST  Mr Simon Thompson  Mathematics  +1  KSM
SJT Mrs Susan Tugwell  Maths  MPS
DU  Mr Dave Underhay  Mathematics  AHT  Director of Key Stage 3
CW  Ms Charlie Wakeham  Art  +3  Head of Art
JW  Mrs Julie Waller  Psychology  UPS
BW  Mr Brian Waterfield  Mathematics  +4  Head of Year 8
EW  Miss Esther Watts  English
TWL Mrs Tracey Webb  Learning Support  +4  Head of Learning Supp.
TW  Mrs Tracey Wilkins  Religious Studies  +2
LW  Mrs Laura Williams  English  +1  KSM
SWE Miss Sarah Williams  English
HW  Mrs H Wilson  Communication  +2  Head of Comm.Dev.  Development (LEA)
AWH Mr Andrew Withey  History  +3  Head of History/Twilight
NW  Mrs Nicola Withey  History  +3  KSM History/Initial  Teacher Training
RWM Mrs Rebecca Wright  Mathematics  +4  Head of Mathematics
RPW  Mr Rob Wright  Sports Coordinator  +4
DW Mr Dave Wyatt  English  +1  KS4
2.3. Support Staff

Business Manager: Mrs Karen Rosary (KR)
Headteacher’s P.A.: Mrs Rachel Haimes (RDH)
Office Manager: Mrs D Northcott (DN)
Admin Team: Mrs Sheila Baber (SB)
Mrs Georgina Hodkinson (GMH)
Mrs Stephanie Jacques (SJ)
Mrs Janice Brown (JB1)
Mrs Angela Absalom (AWA)
Mrs Sarah Pain (SP)
Sixth Form: Mrs G James (GJ)
Finance Team: Mrs Mary Mealing (MM)
Mrs Alison Sugden (ALS)
Mrs Vicki Veale (VV)
Library Manager: Miss Ruth Hogben (RH)
Faculty Assistant: Mrs Liz Stimpson (ES)
Library Assistants: Mrs Julia Osborn (JUO)
Mrs Angela Sherwood (AS)
Clerk to Governors: Mrs Sarah Pain (SP)
Careers Librarian: Mrs Vicky Trenerry (VMT)
Faculty Co-ordinator: Mrs Cathy Robins (CMR)
Faculty Assistants: Mrs Debra Lane (DL)
Mrs Mo Hocken (MAH)
Mrs Elizabeth Quirke (EQ)
Mrs Catherine Carter (CJC)
Mrs Carol Williams (CW)
Network Manager: Mr Roger Bonaparte BSc (RSB)
ICT Technician: Mrs Karine Coulthard (KEC)
AVA Technician: Mr Ray Mytton (REM)
CDT Technician: Mr Kevin Adamson (KA)
Science Resource Manager: Mrs Gail Buckler (GB)
Science Technicians: Mrs Jackie Solman BSc (Hons) (JS)
Mrs Judith Viner (JV)
Mrs Chantelle Benger (CB1)
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<td>Student Liaison Officer</td>
<td>Mrs Jane Brotherton</td>
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<td>Examinations Officer</td>
<td>Miss Claire Viner</td>
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<td>Home Economics Technician</td>
<td>Mrs Marilyn Rothwell</td>
<td>MRO</td>
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<td>Teaching Assistants</td>
<td>Mrs Carol Deacon</td>
<td>CBD</td>
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<td>Special Needs</td>
<td>Mrs Annie Bloomfield</td>
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<td>Mrs Wilma Deacon</td>
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<td>Mrs Elayne Cracroft</td>
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<td>Mrs Debbie Murphy</td>
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<td>Ms Samantha Reeves</td>
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<td>Ms Jacqueline Sparrow</td>
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<td>Mrs Valerie Cass</td>
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<td>Mr Paul Willmott</td>
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<td>Mr Dave Bignell</td>
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<td>Cleaning Supervisor</td>
<td>Mrs Gloria Ritchie</td>
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<td>Sports Centre Manager</td>
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<td>Sports Centre Supervisor</td>
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<td>Education Welfare Officer</td>
<td>Mrs Diane Catling</td>
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<td>Half-year</td>
<td>Year 7 Tutor Room</td>
<td>Year 8 Tutor Room</td>
</tr>
<tr>
<td>----------</td>
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<td>------------------</td>
</tr>
<tr>
<td>Y</td>
<td>LDH HU8</td>
<td>MP SC5 (EN9)</td>
</tr>
<tr>
<td>X</td>
<td>DBG HU5</td>
<td>TW HU7</td>
</tr>
<tr>
<td>Y</td>
<td>JL HU4</td>
<td>IS LA2</td>
</tr>
<tr>
<td>X</td>
<td>SH LA12</td>
<td>SSS SC9 (EN5)</td>
</tr>
<tr>
<td>Y</td>
<td>LP LA4</td>
<td>IP TE8</td>
</tr>
<tr>
<td>X</td>
<td>KAM MA1</td>
<td>ND TE6 (HU7)</td>
</tr>
<tr>
<td>Y</td>
<td>NL HU1</td>
<td>CCM MA5</td>
</tr>
<tr>
<td>X</td>
<td>RS SC2 (EN7)</td>
<td>LKM LA5</td>
</tr>
<tr>
<td>Y</td>
<td>SL SC8 (ML10)</td>
<td>SHO LA8</td>
</tr>
<tr>
<td>X</td>
<td>CW TE3 (LA12)</td>
<td>DW EN8 (MA5)</td>
</tr>
</tbody>
</table>

**Plymstock School Tutor Teams 2004/2005**

<table>
<thead>
<tr>
<th>Years</th>
<th>HOY AT</th>
<th>HOY JLO</th>
<th>HOY BW</th>
<th>HOY AM</th>
<th>HOY RD</th>
<th>HOY SDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13</td>
<td>WB</td>
<td>JLO</td>
<td>BW</td>
<td>AM</td>
<td>RD</td>
<td>SDE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>EFS</th>
<th>HU11</th>
<th>13</th>
<th>EW</th>
<th>EN4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>AWB</td>
<td>SC11</td>
<td>13</td>
<td>DG</td>
<td>TE4</td>
</tr>
<tr>
<td>12</td>
<td>CP</td>
<td>SC12</td>
<td>13</td>
<td>GD</td>
<td>EN9</td>
</tr>
<tr>
<td>12</td>
<td>NB</td>
<td>RM2</td>
<td>13</td>
<td>LR</td>
<td>HU12</td>
</tr>
<tr>
<td>12</td>
<td>RI</td>
<td>TE7</td>
<td>13</td>
<td>TG/HR</td>
<td>EN5</td>
</tr>
<tr>
<td>12</td>
<td>LS</td>
<td>EN7</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Movement and Use of School Buildings

Pupils should:

1. Keep to the left on corridors and staircases.
2. Walk at all times within the school buildings.
3. Eat food only in the Dining Hall or designated lunchtime rooms. **Chewing gum is banned at Plymstock School.**
4. Stay on school premises unless they go home for lunch.
5. Keep away from school after school hours, unless they are in a supervised activity.
6. Not leave the school premises without permission. If they feel ill, check with the School Nurse after seeing their subject teacher. If they do have to leave for any reason, they should sign out at the Reception Desk.
7. Move quietly if they leave their classroom for any reason, as other students are working.
8. Observe the one-way system around the main block.

The School Buildings

The buildings are in ‘area’. In each area the rooms are numbered. The Main Block is where you will find the School Offices and Reception. On the ground floor are Art, ICT, and Technology rooms. In the Main Block is also the Sports
Hall, the Gym, the Staff Room, the Lecture Theatre, the New Hall and the Kitchen. An extension to existing Sports Facilities includes new PE Staff Room, Changing Rooms and Showers. Also included in this new extension are new Boys and Girls Changing Rooms. There is also a new Dance Studio and two new Drama Studios. Major work is being completed with the creation of a new MFL and Maths block.

The staircases on the main corridor lead to the Science Laboratories. Seven laboratories are on the first floor of the main block and a link corridor will take you to the four laboratories on the top floor of the new block.

There is also a new Laboratory on the top floor of the new building. The ground floor is a new Technology Suite. Access to these rooms is via the door by the Pottery room (TE13).

The staircase from the Science corridor in the main block leads up to the second floor where you will find Humanities Rooms.

The Quad is the original part of the school. Here you will find the School Nurse, English Rooms, ICT Room, Music Rooms and the Library. The newly extended Sixth Form block is also near the Quad, this now includes a new Computer Suite and the Careers Library.

**The Role of the Form Tutor**

Full details can be found in the Staff Handbook, however the role of the Form Tutor can be summarised as follows:

(a) Form Tutors will be given a Form who they will follow throughout the pupil’s school career.

(b) The PSME period is on Friday from 9.00-10.00am. Your Head of Year will give you details concerning the PSME course relevant to your year.

(c) The Form Tutor provides a vital link between the pupil and the Head of Year. Pupils will be encouraged to inform their Form Tutor of problems concerning their work.

(d) Students on Teaching Practice will be attached to a Form Tutor whom they will shadow. It is expected that you will attend morning and afternoon registration. You are encouraged to actively participate in the Pastoral System, under the guidance of your Head of Year and to attend Year Meetings, held once a month (see school calendar).
## Head of Year 2004/2005

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Jon Lockley</td>
<td>Head of Year 7</td>
</tr>
<tr>
<td>Mr Brian Waterfield</td>
<td>Head of Year 8</td>
</tr>
<tr>
<td>Mrs Ann Maxwell</td>
<td>Head of Year 9</td>
</tr>
<tr>
<td>Mr R Diment</td>
<td>Temporary Head of Year 10</td>
</tr>
<tr>
<td>Mrs S Davies</td>
<td>Head of Year 11</td>
</tr>
<tr>
<td>Mr Alan Thomas</td>
<td>Head of Years 12/13</td>
</tr>
</tbody>
</table>

## Registers

Please see your Staff Handbook for procedures for completing a register. Registers should be collected from the Staff Room before morning school (8.55am) and for afternoon registration at 1.35pm. Registers must be returned as soon as possible to the School Office. Registration is a legal requirement and takes place twice a day.

**Morning:** 9.00-9.05am  
**Afternoon:** 1.35-1.40pm

This should be completed by the Form Tutor NEVER by pupils. A warning bell will be run at 1.35pm, and is a signal for staff and students to make their way to afternoon registration.

## Photocopying

Staff should ask their HOD about photocopying. Each member of staff should have a code number known only to themselves and their HOD.

## Typing/Administration

Staff working in the school office can, under exceptional circumstances, assist with typing and administration. Please check first with Debbie Northcott, (Office Manager) before asking them to do work for you. All departments have Faculty Assistants who can complete typing or administration work.

## Homework

It is school policy that homework is set and marked on a regular basis. Please ensure you receive a Homework Timetable from you HOD/HOY. Pupils should write homework set in their homework planner which will be signed weekly by their parents and Form Tutor. Staff should spot check
individuals to ensure compliance. The homework planner can be a very useful way of communicating with parents.

<table>
<thead>
<tr>
<th>Year</th>
<th>Minutes per subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>30</td>
</tr>
<tr>
<td>Year 8</td>
<td>30-40</td>
</tr>
<tr>
<td>Year 9</td>
<td>40-45</td>
</tr>
<tr>
<td>Year 10 and Year 11 – as required by GCSE course (usually 2 hours per night).</td>
<td></td>
</tr>
</tbody>
</table>

**Commended Work**

Commended Work is given by the teacher to reward an excellent piece of work, a series of good pieces of work, an effort above and beyond normal expectations etc. Your HOD will supply you with them; they should be filled in, handed to the pupil who will hand it to the Form Tutor who will then pass it on to the HOY. The HOY will register which commended works have been issued and the certificate will be handed back to the pupil via the Form Tutor.

Please use the Commended Work for KS3 – they can have a great motivating influence.

Key Stage 4 Commendations – these are awarded to students in Year 10 and Year 11 at the end of every term for effort or achievement. One student in each class for each subject is awarded a commendation through teacher recommendation. Certificates are awarded to students by the Head of Year and kept as part of their ROA’s.

For information about discipline procedures etc, refer to the School Handbook (see HOD).

**Pupils Absent from Lesson**

A register should be called at the beginning of each lesson. Any pupils absent should have a yellow absent slip filled in and then placed in the appropriate Tutor’s pigeonhole. Absent slips can be found in the Staff Room.

**Homework Facilities out of School Hours**

There are a number of homework clubs which are open at lunchtime or after school for example, Mathematics and English.

In addition, the Library and Computer rooms are open until 4.30pm. Computers need to be booked first at Reception.
Administration

Referral forms, detention forms, environmental detention forms etc can be found in the Staff Room, by the telephone.

Pupils feeling ill

Pupils must inform their teachers if they feel ill. Staff can ring the school nurse (Ext 221) if the illness is serious, and she will come to the classroom. Otherwise staff can send a pupil to the Medical Room (Quad) but must fill in a medical referral slip.

Personal belongings – use of lockers

The school has lockers which staff can use. See Karen Rosary (Business Manager) for a key. Please return the key to Karen when the locker is no longer required.

Accident Procedures

If a pupil has an accident in your classroom, the following procedure should be followed:

1. Serious – ring the school nurse, Mrs Eardley, on extension 221. If there is no answer, ring Reception (201) and they will call the nurse.
2. Minor – send pupil, accompanied if necessary, to the School Nurse (Sue Eardley) in the Medical Room.

Use of Telephone

A telephone is available for staff to use for school business, in the Staff Room. Dial 9 to get a line. Calls outside Plymouth will need to go through the switchboard (dial 201). Personal calls can be made from the payphones, one is situated next to the Caretaker’s Office, and another by the Sports Hall.

School Uniform

It is expected that school uniform is worn and that pupils are correctly and neatly dressed at all times. Staff/student teachers should be vigilant in ensuring that these rules apply. Form Tutors/HOY should be informed when the pupils are incorrectly dressed.

Students should be dressed appropriately as laid down in the Staff Handbook.
3.1.1. Uniform

The School Uniform – Boys and Girls

SHIRTS/BLOUSES: White only. Must be worn tucked in (not tailored)
TIES: Will be of the school pattern only: navy with gold stripes and worn to an appropriate length (at least 7 stripes). The Sixth Form may wear a plain tie with the school crest.
COATS: Plain navy or black. Leather or denim coats are not permitted.
SCARVES: Plain navy blue or black.
JEWEELLERY AND RINGS: Must NOT be worn. The only exceptions are watches, for which the school accepts no responsibility in the event of loss or damage. The ONLY type of earrings permitted are a pair of plain gold studs or sleepers worn in the lower earlobe for girls or a plain gold stud worn in the lower earlobe for boys.
PULLOVERS: The school crested pullover is compulsory.
HAIR: No extreme fashion (e.g. no beads, shaved heads)
SHOES: Plain black

Boys
TROUSERS: Dark grey or black tailored trousers must be worn. NOT casual jeans, cottons or cords.

Girls
SOCKS/TIGHTS: Black or navy socks.
SKIRTS/CULOTTES: Plain navy blue, knee length. School skirt. In addition at KS4 (years 10 and 11) black skirts are permissible, length as above.
TROUSERS: Plain navy blue or black tailored trousers of an appropriate length.

SPORTS & P.E. KIT – Boys
Rugby shirt – Royal blue with gold band for reversibility.
White short-sleeved polo shirt.
White P.E. shorts – PLAIN – regular length (indoors)
Black P.E. shorts – PLAIN – regular length (outdoors)
Trainers or plimsolls (non-marking soles)
Boots – suitable for rugby, football
White socks
Shin pads (compulsory)
Royal blue socks – knee length
OPTIONAL – Royal blue sweatshirt for use with ‘whites’ – boys may use rugby shirts. Plain black tracksuit bottoms.

SPORTS & P.E. KIT – Girls
White aertex shirt (short-sleeved with collar/ polo style)
Black pleated wrap-over skirt (kilt style)
Black P.E. pants
White P.E. socks
Trainers/plimsolls (non-marking soles)
Royal blue sweatshirt
Shin pads (compulsory)
OPTIONAL: Plain black tracksuit bottoms, Black leggings/footless tights (for gymnastics only)
Black shorts

*Gum Shields are strongly advised for hockey and rugby.
**School Fund**

The new Year 7 intake are asked to contribute £10.00 as a one-off payment towards the School Fund. The School Fund helps to support school trips, pay for planners, clubs and other activities and is collected by the Form Tutor in September.

**Lunch Arrangements**

School lunch break is between 12.50 and 1.35pm.

Pupils can:
1. Stay in school and buy a meal (or get a free meal if eligible) from the canteen.
2. Stay in school and eat a packed lunch.
3. Go home for lunch.

Staff can buy meals from the canteen. If staff are engaged in school activities eg. Clubs at lunchtime, they are eligible for a free lunch, for which they must sign at the checkout.

**Marking Room**

A marking room, situated behind the Staff Room is available to all staff. Please do not store food or books in this area. This room can, at different times of the year, get very busy. It would therefore be helpful to use marking rooms in your own faculty where at all possible.

**Marking**


**Tea/Coffee**

Tea and Coffee can be purchased in the Staff Room at a.m. breaktime (10.50-11.10am) and lunchtime (12.50-1.35pm).

Prices: Coffee – 30p Tea – 20p
School Diaries

School Diaries are ordered by Departments, ask your HOD if you need one.

Arrangements for Absence

Please see Staff Handbook regarding contacting school for lesson cover.

If you are absent from school for 4-7 days please collect and complete a self-certification form which should be returned to Rachel Haimes (Headteacher’s Personal Assistant). If you are absent for more than 7 days, complete a doctor’s certificate which should be handed to Rachel Haimes (Teachers) and Mrs Karen Rosary (Support Staff). If you need to go off site during the school day inform the school office and check with Dr Sweeney/Rachel Haimes to ensure you are not needed for cover.

Bus Duty

Teaching staff (not student teachers) will be allocated bus duty days and a bus number. You are expected to arrive at the appropriate bus by the covered way as soon as possible following the 3.20pm bell and ensure safe and orderly conduct onto the bus.

No 48S - Staddiscombe, Wembury, Heybrook Bay
No 48  - City Centre
No 7C  - City Centre – Woolwell
No 7A  - City Centre, Devonport, Barne Barton

Parking

Staff should use the main car park. Please do not use spaces kept for visitors. Spaces are also available at the rear of the main building. Access is gained up the slip road to the left of the main building.

Bicycles

Bicycle locker keys can be obtained from Paul Willmott (Premises Manager). Cycle helmets should be worn (these can be left in Reception).

AVA Facilities
AVA Facilities are available to all staff. The School has photocopying, printing, colour photocopying, laminating and booklet making/binding equipment. Please see Mr Ray Mytton (AVA Manager), if you require assistance. A wide range of equipment is also available.

**Fire Drill**

Fire Drill will occur each term. Please ensure you have read the Fire Drill requirements in the School Handbook. Copies of Fire Drill instructions should be placed in a prominent position in your Form Room. Student Teachers should assemble on the tennis courts by the Maths huts and be registered by the Professional Tutor.

**Lost Property**

Labelled items of clothing will be sent to the office, and will be returned via the form tutor. Unlabelled items will be stored in the room left of the stage, it can be reclaimed at lunchtime.

**Useful Telephone Numbers**

- School: 402679
- Absence: 482493

**Academic Council**

Plymstock Area Academic Council (PAAC) is very active and has developed strong links with our local feeder schools in many subjects. Cross-phase liaison is considered to be an essential aspect of education at Plymstock School and is co-ordinated by the Director of Key Stage 3. The co-ordinator for the PAAC is Tracy Goldie (Plymstock School).

**Members of Plymstock Area Academic Council**

Plymstock School (Secondary)
Coombe Dean School (Secondary)
ICT Facilities

A computer with SIMS information is available to all staff in the marketing room. See the Network Manager for information regarding access to SIMS. It would be appreciated if this terminal was not used for word processing.

For personal use, staff can also use the school's ICT facilities (see Roger Bonaparte), Network Manager or Phil Gardner, (Head of ICT in TE11 for further details).

Staff can book Technology suites for whole class lessons using ICT. The booking sheets can be found on-line.

There are 11 interactive whiteboards within the school, including the school Library Classroom.

The Library Classroom can be booked. See Ruth Hogben, Library Manager.

Whiteboards in other classrooms can be booked by liaising with staff who normally teach in this area.

Classroom Management

- Do establish your classroom as a reflection of all that is important in your subject and insist that it is respected by all students.

- Do maintain consistency in your expectations of students. Know what your students are capable of achieving and insist on students reaching those standards. Poorly presented work should not be accepted.
- Do arrive at lessons promptly, conduct students into the classroom, register attendance and at the end of the lesson dismiss the class in a structured way.

- Do establish a respect for the resources of the school and your department. Students should be taught from the outset to respect school materials. Text books being taken home should be recorded in and out.

- Do value good communication with your students. Encourage them to question and challenge but DO NOT accept poor antisocial behaviour. NEVER put children outside the classroom. If they need to be removed, use your Head of Department or a senior colleague – then follow up.

- Do plan your coursework and use your classroom planner to support your teaching. Use the guidance available in the school marking and assessment document to support your teaching.

The Plymstock School Marking Policy and Procedures

The Plymstock School Marking Policy gives structure to the guidance already given to colleagues and to the ‘Whole School Assessment Policy’. Whilst it recognises that individual departments will have their unique contribution and approach to marking of students’ work it provides a rationale for marking and identifies a reasonable expectation of each teacher and department.

Presentation of work:

Students’ work should be consistently well presented and:
- should be dated at the top right hand corner.
- should have “Homework” clearly written at the top of any such work.
- should have headings and titles underlined with a ruler.
- should indicate the ‘marking focus’ if applicable to a particular piece of work.

**Why mark work?**

Well marked work:

- should be purposeful in that it should affect a students learning and progress.
- should confirm to students that their contribution to the lesson / homework is valued.
- should identify to the student where learning is not yet complete. It should seek to encourage them to reflect and improve.
- should seek to motivate with regards to future performance.
- should provide feedback to the teacher and may identify learning that needs either individual attention, small group conferencing or a revised whole class approach.
- should identify to parents and students the ‘focus’ of that particular marking.

**How should we mark work?**

Teachers should mark books in red ink.

Teachers should mark work regularly. The frequency of marking will depend on the nature of the task.

Teachers should use ‘focus’ detailed marking. The focus should be conveyed to students prior to marking. This focus may be a specific aspect such as understanding, knowledge, skills, spelling, punctuation, capital letters, paragraphs, etc.

Teachers should only write comments when appropriate. These comments need not be lengthy and should be constructive, pointing out strengths and weaknesses and indicate any targets for improvement. Personalising a written comment by using the name of the student is good practice. Comments may also be delivered by discussion with an individual student or by conferencing with a group or the whole class.

Teachers should take into account the School Literacy Policy and how it applies specifically to their curriculum area.

Teachers should indicate factual errors.

Teachers should use the symbols as appropriate to their marking focus:

- **S** in the margin and the word underlined indicates a spelling error that should be corrected by the student. Corrections should be checked and stored by students for personal reference.

- **Around a word** indicates that a student should write in a more appropriate word.

- **P** a student should look at, and correct punctuation on this line.

- **II** a student should look at the paragraph construction of this work.

- **Ex** an excellent part of work.

- **R** indicates that work should be repeated.

Departments can if they wish add to these in their department policy.
The self marking / peer marking / peer assessment of work by students:

The School encourages and recognises the value of peer marking / peer assessment and evaluative comments by students. Some suggested approaches:

- in pairs – the marking of a piece of work for a particular ‘focus’ e.g. Spelling, Understanding etc. Discuss with each other and grade according to marking criteria.


- in pairs – silent reading of text / instructions. Each student tells the other their understanding.

- in pairs – one reads to the other. The listener questions the reader on knowledge and understanding.

What Marks / Grades should be recorded?

Teachers should at the end of a piece of assessed work, record where appropriate:

- a letter grade for Attainment and number for Effort as defined on page 11 of this document.

- a National Curriculum level as defined on page 12 of this document.

- a GCSE / GCE / GNVQ grade as defined on page 13 pf this document.

If % or marks are used students should be made aware of the equivalent level / grade as appropriate.

Recording & awarding Attainment & Effort on students’ work.

1. Recording & awarding Attainment and Effort on students work where the use of National Curriculum Levels or Examination grades are not appropriate:

Each department has its own specific definitions for each letter grade A to E but all fit broadly within the descriptions below. Where appropriate Effort grades ate indicated by number 1 to 5. These definitions must be displayed in the classroom and frequently brought to the attention of students.
When Effort grades are used, this effort judgement should be reflected using the full range (1 – 5) no matter what Attainment Grade has been awarded.

<table>
<thead>
<tr>
<th>ATTAINMENT LETTER GRADES</th>
<th>EFFORT GRADE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>This criterion marking appropriate to the class or set</td>
<td>This is based on the teachers judgement for the individual student.</td>
</tr>
<tr>
<td>A</td>
<td>Task completed to an excellent standard. Answers thoughtful – high level of understanding / knowledge / skills.</td>
</tr>
<tr>
<td>B</td>
<td>Task completed to a good standard. Answers indicate a good level of understanding / knowledge / skills.</td>
</tr>
<tr>
<td>C</td>
<td>Task is completed to a satisfactory standard indicating a reasonable level of understanding / knowledge / skills. Some aspects may be incorrect.</td>
</tr>
<tr>
<td>D</td>
<td>In response to the task some weaknesses evident in understanding / knowledge / skills. Work is of an unsatisfactory standard.</td>
</tr>
<tr>
<td>E</td>
<td>In response to the task significant weaknesses evident in understanding / knowledge / skills. Standard of work causes concern.</td>
</tr>
</tbody>
</table>

Rewards and Sanctions

Policy on Commended Works

This policy forms part of the behaviour and discipline policy. It is accepted that the maintenance of excellent behaviour is greatly assisted through an effective system of rewards. We all respond very positively to praise and students are no exception. Commended work certificates and letters home are much appreciated by students and their parents and are a very effective way of motivating students. The school should therefore follow the guidelines below.

Guidelines for issuing commended works

1. We recommend that the guidelines adopted by the humanities faculty be acceptable to all departments. Please see annex 1. The important principles are:
   i) Flexibility
   ii) Consistency of use within and between departments.
KS3 and KS4

2. It is the policy that departmental commended works certificate be used at KS3. At KS4 the policy is that each department is asked to nominate one student for effort and one for achievement in each subject termly. The head of year coordinates this and displays this information publicly on the year head’s notice board. The students also receive a copy of the certificate from the head of year.

3. In addition to the commendations we recommend that Heads of Department adopt the policy used by some departments of writing a letter home to parents of students in KS4 commending their achievements.

Style

4. We recommend that the commended works certificates be A5 in size and printed on thin card. The wording should be such that it is clear to the student why (s)he has received a commended work certificate.

Involvement of the parents

5. We recommend that the homework planner be used effectively and that all students record in the planner the details of their commended works. Parents should be signing these weekly and can therefore see that students are being commended. At KS4 students should similarly record their achievements in the planner.

Involvement of the class teacher

6. All teachers leave a space in their mark book to record the issuing of commended works at KS3. This should be recorded in a manner which enables the teacher to count up the number given when reports are written and to identify on a regular basis to Heads of Department when asked.

7. On the full school report there should be a space for the number of commended works to be recorded by the subject teacher.

Involvement of the Head of Department

8. Once every half term there should be a standing order on departmental agenda asking subject staff how many commended works at KS3 have been issued and to whom. The objective is to monitor the frequency and consistency of their use.

9. Heads of Department should ask to see individual students to reinforce the class teacher’s praise.

Involvement of the form tutor

10. The tutor will be informed through the homework planner and can respond positively.

11. The tutor will also note the number of commended works received from the full school report and from the record kept by the head of year.

Involvement of the Heads of Year of KS3

12. The student logs the Commended Works in the Homework Planner.
13. The commended works are brought to the HOY via the form councillor.

14. The HOY or representative records them on a tutor list.

15. The HOY or representative initials the Commended work and returns them to the tutor.

16. The commended works are returned to the students who take them home or put them in their ROAs.

17. The tutor list detailing who has received commended works is made available to tutors and the office.

**Logging of Commended works on SIMS**

18. Once a term the Heads of Year will copy their spreadsheet commended works for their year and pass on to the office who will log on the events log within SIMS, or if networked the heads of year will manage this themselves.

3.2.6 Sanction System

**REPORT CARD SYSTEM**

- Departmental Detention – Parents should be notified in advance
- Aim – to have Faculty Assistants enter the Departmental Detentions at the end of the week on Midas so that clear records are kept
- Department can use their Report Card for students who misbehave in that subject

**GREEN REPORT CARD**

- Given by Tutor for four Departmental Detentions (more than one department). Tutors would have a supply of report cards and so would HOYs. A Green card could also be given at parental request.
- Tutors should post a standard letter to parents telling them of Green card (see HOY for copies)
- If the report is satisfactory, student comes off report after one week. Satisfactory means that there were no comments that were “unacceptable” and not more than two were “poor”
- Tutors complete report cards with either passed or failed comment, dated, signed and returned to HOYs for filing
- Green cards should be logged on SIMS in case of repeat
- Cards should be issued in plastic pocket with cardboard backing the reports
- A student could have two green cards in a term but more than that would automatically qualify for an "amber" card.

**AMBER REPORT CARD**

Given by Head of Year when either Green card is unsuccessful or there have been more than two Green cards in term. Standard letter informing parents of this increased sanction should be posted. Same process adopted as above. If the student is to move to a red report card then a parental discussion is necessary with the HOY and a PSP should be instigated.

**RED REPORT CARD**

Given by Director of Key Stage when amber card is unacceptable (or nature of action bypasses report card status). Standard letter should be posted to parents informing them of this increased sanction. They should be aware of it after parental meeting with HOY. Process of assessment as above.

After this stage students move to the exclusion sanctions if the report card is unsuccessful.

**EXCLUSION SYSTEM**

Four levels of exclusion:

1. **Subject Exclusion** supervised by departments
2. **Internal Exclusion** supervised by SMT, instigated by HOKs
3. **Fixed Term** supervised by parent
4. **Permanent Exclusion**

**Parents should be interviewed at each stage and a record kept on SIMS.**

Guidance:

- Bad Language to a member of staff should result in "internal exclusion" and full school detention (parents contact). A second offence moves straight to fixed term exclusion.
- Aggression – first time. HOY to contact home and Year Head detention. This should be recorded and logged on SIMS. A second time moves straight to internal exclusion.
- Serious disruption / non co-operation (something other than that dealt with by HOD). Removed from lesson and moved straight to HOKs (if unavailable then other member of SMT).

**COMMUNICATION IS PARAMOUNT IN ALL THIS.**

- Item dealt with by HOD / HOY – copy to form tutor (and HOKs)
- Item dealt with by HOKs – copy to HOY / HOD and form tutor
- Item dealt with by SMT (general) – copy to HOKs / HOY / HOD / Form Tutor

This communication should be done with a standard form within 48 hours in case of parental contact. Liaison between all levels is vital for this to work. All staff to have details available in their classroom.
3.2. Discipline
3.2.1. Detentions

Types of Detention:

Parents should be notified in advance of these detentions.

- Personal Detention may be given (often effective because students see you giving punishment)
- Department Detention – department supervises and HOD passes list of students to faculty assistant for recording on SIMS. (Some liaison should be given to different night for different departments)

All the following detentions should have letter posted to parents with a return slip:

- HOY / HOD Detention – (Tuesday evening) Rota of HOY / HOD supervise. Given for general misbehaviour at lunchtimes / break-times, truancy, general concern. List of students passed to office for recording on SIMS.
- Full School Detention - supervised by SMT. Given as “rung up ladder” from other detentions. Recorded on SIMS.
- Environmental Detention – not part of hierarchical system. Given for environmental issues.

HOY / HOD Detention

- The letters can be found in the Staff Room
- They are self-carbonating forms in triplicate
- Fill in the details
- Ask your Head of Department or Head of Year to countersign the letter where appropriate
- The white copy will be posted home
- The yellow copy should be given to HOY
- The pink copy should be given to the office who will log all detentions in the conduct log of MIDAS in SIMS
- Heads of Year and Heads of Department are on a rota. The rota is published termly and appears on staff notice-board
- The file for HOY / HOD detentions will be kept in the school office

PLYMSTOCK SCHOOL – HOY/HOD DETENTION

Date………………………………

Dear Parent,

Your child has a detention on Tuesday ……………………………. The detention will last from 3.20 pm until 4.20 pm. It will be held in HU 3 and will be supervised by a senior member of staff. The reason for the detention is:

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Please, in conversation with your child, explain that this detention is a serious punishment and that a record is kept by the Head of Year. We hope your child learns from this experience, as any similar behaviour will result in more severe sanction. Please sign the letter and return it to the teacher supervising detention.

Yours sincerely,

Name of Teacher …...................................................

Head of Department/Year ........................................
Personal Detention

A member of staff can detail a pupil for up to an hour after school to complete missed work as long as they have notified parents in advance of the detention.

Departmental Detention

- A triplicate self-carbonating system is produced. The top copy will go to the parents. The second copy remains in the department and the third will go to the Tutor.
- Please see overleaf a copy of the letter. All departmental detention letters are held within the department.
- All members of the department are on the duty rota for Departmental Detentions. Information is given by the appropriate Head of Department.
- A department’s faculty assistant will enter the individual student’s departmental detentions onto the SIMS Midas conduct log.
- Parents should be notified in advance of these detentions (usually by letter).

Full School Detention

- The letters can be found in the Staff Room.
- They are self-carbonating forms in triplicate.
- Fill in the details.
- Ask your Key Stage Director to countersign the letter where appropriate.
- The white copy will be posted home.
- The yellow copy should be given to HOY.

- The pink copy should be given to the office who will log all detentions in the conduct log of MIDAS in SIMS.

- Senior members of staff are on the rota. The rota is published termly and appears in the staff notice-board.

- The file for Full School detentions will be kept in the school office.

---

Sample of form:

**PLYMSTOCK SCHOOL FULL SCHOOL DETENTION**

Date: .....................

Dear Parent,

Your child has a school detention on Thursday…………………………… The detention will last form 3.20 pm until 4.20 pm. It will be hold in HU3 and will be supervised by a member of the senior management team. The reason for the detention is:

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

Please, in conversation with your child, explain that a full school detention is most serious punishment prior to exclusion and that a record is kept by the Head of Year. We trust that your child will learn from this sanction and that there will be no repetition of any similar behaviour. Please sign the letter and return it to the teacher supervising the detention.

Yours sincerely,

Name of Teacher .................................

Key Stage Manager .................................

Name of Student: Tutor Group:

To the Student: This letter must be signed by your parent and returned by you at the time of the detention to the teacher taking the detention.

Signature of parent .................................
Dear Parent,

Your child will be detained after school until 4.20pm on …………………………………….. for the following reason: ………………………

The detention will take place in ………………………………………… Please sign this slip and return it to me.

Yours sincerely,

Name of Teacher:    Name of Department:
Name of Student:     Tutor Group:

TO STUDENT: This slip must be signed by your parent and returned to the teacher who issued it to you the day after issue.

Signature of Parent: …………………………………………..

Dr S. Sweeney (Headteacher)

School Use: White copy to parent; Yellow copy to HOD; Pink copy to the tutor.
Procedures for those teachers taking school detention:

- Students should arrive by 3.25 pm.
- The detention lasts until 4.20 pm.
- Take a roll call using the copies of the detention letters which are in the file.
- Write the details of each student in the detention book.
- At the end of the detention, fill in the box entitled “School Use Only” and return to the school office.
- During the detention students should work individually and in total silence. Work should have been given to the students by the teacher who has placed him/her in detention.

Environmental Detention:

Procedure: If you decide that a student is littering our environment and deserves a detention, below is the procedure.

- Take a copy of the Environmental Detention letter from the Perspex pocket in the staff room.
- Fill in required details.
- Give the white copy to the student.
- Give the yellow copy to Wil Sprenkel.
- Andrea Perry will then pass on the slip to the duty teacher who will check that the person has done the detention.

Undertaking the detention

Obtain litter kit from caretakers. Please meet students at HU5. At the beginning of the detention fill in the tear-off slip and return to the teacher giving detention. Give them the kit and ask them to do a litter sweep of any area you wish. In bad weather ask the students to, for example: remove chewing gum from under desks, clear up room/department, tidy up as directed by member of staff.

All members of staff are on duty rota.

The rota is published termly and appears on the staff notice-board.
Sample of form:

**PLYMSTOCK SCHOOL ENVIRONMENT DETENTION**

Date: ………………………

Dear Parent,

Your child will have a detention on Wednesday ………………………………………………………………………

The detention will be for a period of 40 minutes finishing at 4.00 pm. Students must meet in HU3 and will be supervised by a member of staff.

The reason for the detention is:

…………………………………………………………………………………………………………………………

We shall ask for a task to be carried out which will improve our environment.

Yours sincerely,

Name of Teacher ………………………………………………………………

Name of Student …………………………………………………………………. Tutor Group ………………

To the Student: This letter must be signed by your parent and returned by you at the time of the detention to the teacher taking the detention.

Signature of Parent …………………………………………………………………..

Dr S. Sweeney
Headteacher
3.18 Child Protection

Information for Staff:

It is your professional responsibility to be alert to the threat of child abuse, to be aware of, and able to recognise different forms of abuse and to refer any suspicion of abuse to your School Co-ordinator. You should familiarise yourself with the procedures within your school for referral, recording and monitoring a suspected case.

WHAT TO DO AND WHAT TO AVOID

(a) **If you suspect child abuse**

* Do refer to your Co-ordinator immediately  
* Do write a full report for the Co-ordinator and retain a copy safely

(b) **If a child discloses information to you**, it is essential to safeguard and not contaminate evidence in the event of a possible subsequent prosecution of the perpetrator. The following guidelines will help you avoid this:

* Do allow the child to do the talking  
* Do listen to, rather than directly question the child  
* Do listen quietly and encouragingly  
* Do remain clam and caring  
* Do allow the child to finish  
* Do explain that you may have to tell someone  
* Do record the conversation as soon as possible afterwards. Use the child’s own words where possible  
* Do refer to your Co-ordinator immediately  
* Do write up a full report for the Co-ordinator and include timing, setting and persons present as well as what was said. Retain a copy safely

(c) **Allegations of abuse by another child or young person**, must be given the same importance as any other form of alleged abuse and referred to the School Co-ordinator.
Follow up

(i) In accordance with your school policy, the child's behaviour should be monitored. Information collated and the Co-ordinator kept informed. Any change should be reported immediately to the Co-ordinator.

(ii) When a child moves classes within the school any information of child abuse should be passed on to the appropriate teacher and the monitoring role appropriately assumed.

Footnote

It is City of Plymouth policy that all staff have the right to refer suspected cases of child abuse. Either to the Headteacher or to the Director of Education if the teacher feels the referral to the Co-ordinator has not been dealt with adequately.
3.16 Learning Support

Special Needs Policy at Plymstock

<table>
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<tr>
<th>Individual Education Plan Form</th>
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Who are the students with Special Educational Needs?

Special Needs Students are:

- Students who have general learning difficulties.
- Students of average and above average ability who experience a specific learning difficulty.
- Students who have a physical impairment, including sensory impairment.
- Students with behavioural, emotional or social issues which affect their learning.
- Students who have a communication disorder.
- Students for whom English is not their first language.
- Students who have had interrupted education.
- Gifted and talented students.

The School’s SEN Policy

In accordance with changes in philosophy and legislation, Plymstock School recognises the importance of provision for students with special educational needs and aims to integrate these students into mainstream classes so that they may benefit from the full school curriculum. The school has an open admissions policy, except when this is not in the best interests of the child. During Years 7/8 those students experiencing literacy and mathematical difficulties will receive an intensive programme of help which is intended to equip them with the necessary basic skills required to follow the National Curriculum.

SEN students should be encouraged to play an active part in the life of the school so that they may gain self esteem, and feel themselves to be valued members of the school. Overall, the school hopes to enable all students to reach their educational potential. The philosophy is that SEN provision within the school is the responsibility of all staff and all departments should contribute to the maintenance and development of provision.
Guidelines for Teaching Staff

A. All students, with few exceptions, will have full access to the curriculum and sit National Curriculum tests at an appropriate age and level. At the end of Key Stage 4, all students should leave school with some form of qualification.

B. Equal access to the curriculum and equal opportunities do not necessarily mean that students are taught the same. Differentiation in subjects will take place through tasks, teaching styles, grouping and outcome.

C. Curriculum targets will be progressive and for special needs students. It should be recognised that the next step may not be level with the norm appropriate for that student’s age.

D. Students’ special needs should be assessed in terms of effective progress, not necessarily age-related achievement. In order to do this, attainment targets may need to be broken down into smaller, more manageable steps and regular monitoring takes place.

E. Special needs students will normally work in a mainstream class supported where needed by a Teaching Assistant. A lower student/teacher ratio benefits all students. Older students still experiencing literacy problems will continue to be supported under the guidance of the Head of Learning Support.

Strategies for Implementing Policy

A. The School’s Head of Learning Support is Mrs Tracey Webb. She is responsible for co-ordinating the educational provision for students with SEN.

B. The SEN Register will be contained in the staff handbook and updated information circulated to all staff on a regular basis.

C. The progress of statemented students will be carefully monitored throughout their schooling and through the statutory review procedure.

D. Special needs students without a statement will be identified, assessed and monitored by the Head of Learning Support and by individual departments. The identification and assessment arrangements are listed in the learning support department handbook. The procedures for the review of SEN students’ progress are in accordance with the requirements of the Revised SEN Code of Practice 2002.

E. The school will liaise closely with parents and the other agencies, e.g. School’s Psychological Services, Connexions Service.

F. Support for students with special needs will be concentrated in Years 7/8 but wherever possible support will be provided for students into Key Stage 4.

G. Normally, in-class support will be provided by teaching assistants, sixth formers and parents.

H. The Head of Learning Support will act in an advisory capacity to all departments,
particularly in the preparation of resources, and the use of student/teacher support.

I. The Head of Learning Support will attend the Key Stage 3 meetings (Key Stage 4 when appropriate) and department representatives will ensure that information is relayed back to their departments. This is an important role, which needs to be reorganised as such. Time needs to be allowed in departmental meetings for SEN issues.

J. Each department needs to account for the spending of money allocated for SEN within the capitation budget.

K. The allocation of resources is outlined in the annual report to the Governors.

L. The school's SEN policy needs to be revised annually.

M. The Head of Learning Support co-ordinates cross phase support for Year 6 Students with SEN, prior to their attending in September.

**Some guidance for Class Teachers, Support Teachers and Teaching Assistants to help ensure that in-class support is effective**

Support works best with the following ingredients present:

- The lesson plan includes the role of the Teaching Assistant.
- Support staff have played an appropriate role in the lesson/scheme of work preparation.
- The Support Teacher or TA (Teaching Assistant) is aware of the objectives of the lesson and their particular role.
- Responsibilities for classroom discipline have been worked out and are clear to both Support Teacher/TA and Subject Teacher.
- The working relationship between the Subject Teacher, Support Teacher or TA is positive.
- Support staff are valued and their role/position is clear to the students.
- Staff supporting lessons maintain detailed records of their support lessons.
- The programme of support is evaluated on a regular basis involving Class Teachers, Support Staff, Heads of Department and Head of Learning Support as appropriate.
- Teaching Assistants will assist the learning in class and their deployment by teaching staff will reflect this.

Tracey Webb  
Head of Learning Support  
May 2004
**INDIVIDUAL EDUCATION PLAN**

Date Issued: ______

Review/Return date: _______

Name: ____________________________________     (d.o.b.): _______________________

Statemented: ___________________________

Year Group: __________________

Teacher: ____________________________

**Concerns:**

Cognition and Learning:

Communication & Interaction:

Emotional:

Behavioural & Social:

Sensory & Physical:

**Annual Statement review Targets:**

**Student Targets:**

For Autumn/Spring/Summer Term 2003/2004

1) 

2) 

3) 

**Teaching Strategies**

For Autumn/Spring/Summer Term 2003/2004

1) 

2) 

3) 

**Subject Specific Target:**
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<tr>
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<td>Differentiated work:</td>
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<td>“Successmaker”:</td>
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<td>Homework Clubs: (Pre-school / lunch / post-school)</td>
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<td>General Targets:</td>
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<td><strong>Subject Specific:</strong></td>
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NQT/ITT 2004/05
Professional Development Programme

Autumn Term

16th September Visit to AVA/Library – led by Alan Ford
23rd September A Year in the life of an NAT – led by Simone Hobbs
30th September No meeting – usually a general meeting for NQT’s in the area held at Elfordleigh Country Club
7th October Inclusion Part 1: Special Educational Needs
14th October Inclusion Part 2: Communication Disorder Provision – led by Helen Wilson
21st October General meeting for PGCE Trainees – considering the QTS Standards & how to collect evidence – led by Nicola Withey

Half Term

4th November Pastoral Care/Tutoring systems [this will briefly cover the rewards and sanctions systems at Plymstock School] – led by Sue Davies
11th November Primary Secondary Transfer – led by Dave Underhay
18th November The School Curriculum – led by Andrea Perry
25th November Private Study for Marjons Trainees to work on Assignment 1 – Due Date 1st December
2nd December Taking pupils out of School – led by Shiela Clayson
9th December Planning time for Marjons Trainees to work on Assignment 2 – Due date 31st January

Most Seminars will be held in HU10 – Prompt start at 3.30 pm
# NQT/ITT 2004/05

## Professional Development Programme

### Spring

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Leader</th>
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<tr>
<td>5(^{th}) January</td>
<td>Child Protection, Bullying &amp; Truancy – led by Dave Underhay</td>
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<tr>
<td>13(^{th}) January</td>
<td>Developing a CV, Letters of Application and preparing for Interviews – led by Sean Cormac</td>
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<tr>
<td>20(^{th}) January</td>
<td>Departmental Use of Statistical Data &amp; Marking and Assessment – led by Tracy Goldie and Rob Ramage</td>
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<tr>
<td>27(^{th}) January</td>
<td>The Role of the Head Teacher, Governors and the Senior Management Team – led by Dr Sweeney</td>
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<tr>
<td>3(^{rd}) February</td>
<td>Inclusion 1: Special Educational Needs – led by Tracy Webb</td>
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<tr>
<td>10(^{th}) February</td>
<td>Inclusion 2: Communication Disorder Provision – led by Helen Wilson</td>
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#### Half Term

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Leader</th>
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<tr>
<td>23(^{rd}) February (Wednesday)</td>
<td>Professional Development Afternoon at Coombe Dean School: 1.40 – 4.00 – Learning Styles, Accelerated Learning &amp; Behaviour Management</td>
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<tr>
<td>3(^{rd}) March</td>
<td>National Strategy for KS3 – including Numeracy/Literacy – led by Dave Underhay</td>
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<td>10(^{th}) March</td>
<td>Inclusion Part 3: Gifted and Talented – led by Lorna Dover</td>
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<tr>
<td>17(^{th}) March</td>
<td>The 14 – 19 Curriculum and work related learning – led by Nick Johns</td>
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<tr>
<td>24(^{th}) March</td>
<td>General Meeting for PGCE Trainees – led by Nicola Withey</td>
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</table>

Most Seminars will be held in HU10 – Prompt start at 3.30 pm
NQT/ITT 2004/05

Professional Development Programme

Summer

14th April  Inclusion 1: Special Educational Needs for Exeter University Trainees only – led by Tracy Webb
21st April  Inclusion 2: Communication Disorder Provision – led by Helen Wilson
28th April  ICT in the Curriculum – led by Andrew Withey
5th May  Differentiation – led by Lorna Dover
12th May  PSHE in the Curriculum – led by Rob Diment
19th May  Citizenship in the Curriculum – led by Nicola Withey
26th May  General meeting – led by Nicola Withey

Half Term

8th June (Wednesday)  Professional Development Day held at Plymstock School: 1.30-4.00
‘Contractual & Legal responsibilities of being a Teacher’ & ‘The NQT Induction Year and Continuing Professional Development’

16th June  Preparing for Ofsted – led by Steve Oliver

Most Seminars will be held in HU10 – Prompt start at 3.30 pm
Professional Development Seminars: Encouraging Critical Reflection

Use these sheets to record your thoughts at the end of the weekly Professional Development Seminars. This will help provide you with an evidence base in support of the Qualifying to Teach Standards.

Professional Development Seminar Topic ______________________________________
Led by ________________________________________________________________
What have you learnt from this seminar?

How will this information future planning/effect your teaching etc.?

Professional Development Seminar Topic ______________________________________
Led by ________________________________________________________________
What have you learnt from this seminar?

How will this information future planning/effect your teaching etc.?

Professional Development Seminar Topic ______________________________________
Led by ________________________________________________________________
What have you learnt from this seminar?

How will this information future planning/effect your teaching etc.?

Professional Development Seminar Topic ______________________________________
Led by ________________________________________________________________
What have you learnt from this seminar?

How will this information future planning/effect your teaching etc.?
Primary Visit

I hope you will find your visit to Pomphlett Primary School useful. It is important to know what life is like for pupils before they come to us. Below are a few points for you to consider during your day.

- How do the teachers treat the pupils (eldest in the school)? How do we treat the pupils (youngest in the school)? Should we be doing things differently?

- What is the structure of their day? How does this differ to ours?

- Movement around the school – how does this differ? What will the effect be on pupils in September?

- Workload differences / Are we expecting enough / too much of our Year 7 pupils?

- What are their main concerns about the move to secondary school?

- What could we do to ease the transition?
• Following your visit how have your expectations of Year 7 pupils changed?

• What have you gained from your visit?

As a representative of Plymstock School, we would be very grateful if you might send Pomphlett School a card/short letter of thanks for their time and support.