

University College School

Junior Branch

PSHE

Departmental Handbook

**Junior Branch
PSHE DEPARTMENTAL HANDBOOK**

Contents

- School Ethos Statement
- PSHE Policy
- Philosophy and aims
- Methodology
- Staffing – which groups taught by which staff within the department, time allocation for each year group
- Planning – examples of current Syllabi & Schemes of Work, Learning Targets, (Cross-curricular & SMSC links under development)
- Resources - catalogued
- Assessment
- Marking of Work
- Expectations - presentation of work; behaviour
- Reporting
- Learning Support
- ICT provision and use of ICT within subject for Teaching and Learning.
- Displays
- Educational trips and visits (includes visitors to our school)
- Senior School Links and Liaison / transition of Y6 pupils to Y7
- Monitoring of Teaching and Learning

Appendices

1. Development plan
2. UCS Framework for Learning
3. Learning Support List
4. NC/PSHE KS2 / Monitoring & Evaluation
5. Citizenship at KS1&2
6. JB Internet Access Agreement
7. JB Sex & Relationship Education Policy
8. JB SMSC Development of Pupils
9. Job Descriptions – teacher and subject co-ordinator
10. CPD experiences within the department – collective and individual
11. The So-called Liberal Ethos of UCS (KJD)

School Ethos Statement

UCS was founded to promote principles of liberal scholarship.

Pupils are selected with no regard to race or creed and the school aims to foster in them a sense of community alongside a tolerance of and respect for the individual.

There is no formal religious observance at the school and no RE lessons.

The school is committed to academic excellence.

By providing a full and broad range of opportunities for personal and group endeavour, the school aims to teach the value of commitment and the joy of achievement.

Kindness, helpfulness, honesty and the ability to work independently are the key qualities that the Junior Branch emphasises in its aim to provide for the steady maturing of a boy's personality and capacities so that he develops academic and personal disciplines, self-confidence, thoughtfulness and public spirit that will allow him to transfer smoothly to the Senior School when he is 11.

JB Personal, Social and Health Education Policy

PSHE is an important part of the taught curriculum. The aim is to promote personal, social and moral responsibility. PSHE helps to give the pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. It is taught in a climate of mutual trust and respect, which values all individuals and their cultures and demands good communication between staff and pupils.

PSHE is an integral part of the school's Pastoral system and reflects and promotes the school's ethos. It remains a significant element of pastoral care as pupils grow older, with input from Form Teachers, House Teachers and visiting speakers.

Responsibility for the sort of issues raised in PSHE lessons must be shared between school and home. The role of the school is to raise pupils' awareness, to provide accurate and proper information and to encourage full and personal consideration of these important and complex issues. We hope that this will be backed up at home and we have no desire to trespass on the proper responsibility of parents for their children's moral education. This shared approach is best characterised by the opportunities for discussion offered by the open house approach at the JB. Guest speakers are also invited to address parents on matters of particular interest. Parents may be invited to sessions during the school day. It is hoped that all these meetings will promote further discussion of these issues at home. Parents are encouraged to give suggestions and recommendations for topics to be discussed in PSHE. Pupils also have the occasional opportunity to discuss issues of street safety with the Police in meetings arranged by the school.

Changing concerns among parents, staff and pupils mean that the PSHE syllabus is flexible, and meetings may be organised to meet varying needs, however we aim to ensure the following:

- all pupils are enabled to develop their self-knowledge, self-esteem and confidence
- all pupils are enabled to distinguish right from wrong and to respect the law
- all pupils are encouraged to accept responsibility for their behaviour, to show initiative, and to understand how they can contribute to community life
- all pupils are provided with a broad general knowledge of public institutions and services in England
- all pupils are assisted to acquire an appreciation of and a respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

Philosophy and aims

Philosophy

PSHE helps to give the pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens.

(National Curriculum website)

PSHE at the JB is taught in a climate of mutual trust and respect, which values all individuals and their cultures and demands good communication between staff and pupils.

PSHE is an integral part of the school's Pastoral system and reflects and promotes the school's ethos. It remains a significant element of pastoral care as pupils grow older, with input from Form Teachers, House Teachers and visiting speakers.

Aims

PSHE is an important part of the taught curriculum. The overarching aim is to promote personal, social and moral responsibility.

The specific aims of the PSHE programme are to encourage pupils to:

- develop mutual respect and support
- think about issues and make informed choices
- be sensitive to the feelings of others
- be constructively critical and questioning
- be responsible for their behaviour and learning
- understand the responsibility of citizenship
- recognise the need to contribute to society

Methodology

Teaching and learning in PSHE at the JB is in tune with the UCS Framework for Learning (see Appendix) and with the ideology, which provides a foundation for the approach to Assessment for Learning.

Responsibility for the sort of issues raised in PSHE lessons must be shared between school and home. The role of the school is to raise pupils' awareness, to provide accurate and proper information and to encourage full and personal consideration of these important and complex issues. We hope that this will be backed up at home and we have no desire to trespass on the proper responsibility of parents for their children's moral education. This shared approach is best characterised by the opportunities for discussion offered by the open house approach at the JB. Guest speakers are also invited to address parents on matters of particular interest. Parents may be invited to sessions during the school day. It is hoped that all these meetings will promote further discussion of these issues at home. Parents are encouraged to give suggestions and recommendations for topics to be discussed in PSHE. Pupils also have the occasional opportunity to discuss issues of street safety with the Police in meetings arranged by the school.

Skills

The programme is designed to be flexible and to respond to change, current events, personal strengths, interests and expertise. The sessions are pupil-centred and teachers use a range of teaching methods to actively involve all the pupils.

Speaking and Listening

Most PSHE sessions are discussion based, including the whole form or small group work. Circle time has proved to be useful for some Form Teachers as it actively promotes listening skills and encourages self-discipline. Since there are no interruptions the more reticent or quieter pupils are encouraged to participate more easily. Learning to express opinions comfortably in the peer group builds social confidence and trust in the group.

Ground rules for discussion are decided by the group and promote open positive communication. Issues that are covered are name-calling, sharing and joining in, selfish and unselfish behaviour, boasting, looking after others and considering other people's feelings. Pupils are given clear moral guidelines as to what we consider is socially acceptable behaviour and they are encouraged to tell the truth. This may involve accepting that they have done wrong and learn from the experience.

Reading and Writing

Materials are sometimes used which require pupils to use the skills of skimming and scanning, for example when researching, or looking for information, as well as reading for understanding.

Sometimes pupils may be asked to write notes, to annotate a text, or to produce a piece of writing which may be fiction or non-fiction, and may fall into a variety of categories or genres of text.

Internet-based materials are also used on occasion.

All reading and writing activities are undertaken with reference to the teaching of Literacy skills across the curriculum, and particularly in English.

Staffing

Year 3 and Year 5 classes have one period per week with Sharon Martin, Deputy Head (Pastoral). Year 4 and Year 6 classes have one period per week with the PSHE Co-ordinator, Nina Banihashem. These timetabled PSHE lessons follow a Scheme of Work.

Classes in Years 3, 4 & 5 also have a timetabled Form period with their Form Teacher once a week.

All classes have a Form Period session every Friday morning, as well as a registration session at the start of every day and a short form time at the end of the day after Lesson 8. (Years 5 & 6 do not have this slot on Tuesdays and Fridays as they finish the day at the Games Field; Y3 & Y4 classes whose form Teachers coach Games on these afternoons are dismissed by another member of staff.)

Planning – Current Syllabi, Learning Targets, Cross-curricular links

Current Syllabi

Changing concerns among parents, staff and pupils mean that the PSHE syllabus is flexible, and meetings may be organised to meet varying needs. We try to follow the syllabus document outlines as given in the following pages, but will always respond to issues that arise.

Schemes of Work

These are given for each Year Group, for each Term. Resources are suggested/identified, as well as learning targets and suggested content for each topic and/or lesson being given.

Learning Targets

Learning Targets are identified in detail in the Schemes of Work. The National Curriculum end of Key Stage statements are also relevant here (see Appendices).

Cross-curricular and SMSC links

Cross-curricular links are going to be developed and identified in the Schemes of Work, as part of the Departmental Development Plan.
(See also Educational Visits)

Resources - catalogued.

GENERAL

TACADE – Skills for the primary school child

KIDSCAPE – child protection programme

World Religions

Religions of the World (Sainsbury/Harper Collins)

World Religions Series: Christianity, Hinduism, Judaism (Watts)

My Life, My Religion Series: Catholic Priest, Jewish Rabbi, Hindu Priest, Muslim Imam, Sikh Granthi, Anglican Curate (Watts)

A World of Festivals Series: Party Time, Life and Death, Special Days and Holidays (Chrysalis)

World Faiths Series: The Life of Confucius/Mohammed/Guru Nanak/Christ, Moses and the Passover Meal, The Story of Buddha, The Ramayana, The Conference of the Birds – Sally Humble-Jackson (Channel 4 Learning)

What do we mean by religion? Roger Kite (Ward Lock Educational)

World Issues Religion and Morality – Jim Green, Joe Walker (Hodder & Stoughton)

Chicken Sunday – Patricia Polacco (Putnam & Grosset)

Freedom of Belief: What do we mean by human rights? – Mike Hurst (Watts)

World Issues

World Organisations: Amnesty International, UNICEF, International Red Cross (Watts)

Making it Home: Real life stories from children forced to flee (Puffin)

Earth's Changing Landscape: Population Growth – Philip Steele (Watts)

In the News: Immigration & Asylum – Iris Teichmann (Watts)

In Time of Need: Earthquakes, Famine & Drought – Sean Connolly (Watts)

If the World were a village – David Smith & Shelagh Armstrong (Black)

Sensitive Issues

The sensitive issues assembly file – Gerard Haigh (PFP)

HIV and AIDS in Children: A guide for the family

Someone special has died – Caroline Crossland (St Christopher's Hospice)

Something is wrong at my house: a book about parents fighting – Diane Davis ((Parenting Press Inc)

I have diabetes – Althea (Dinosaur/Harper Collins)

Childhood Brain tumours: A guide for parents (GSOH)

Talking about Death and Dying – Bruce Sanders (Aladdin/Watts)

The Red Tree – Shaun Tan (Lothian)

Social/Moral Issues

What would you do? A kid's guide to tricky and sticky situations – Linda Schwartz (The Learning Works)

You, Me, Us: Social & Moral Responsibility for Primary Schools

What should I do? Resource book [Vandals, Stealing, Gangs] (Channel 4 Learning)

The Kids' Book of Questions – Gregory Stock (Workman, NY) [P4C]

Wiz's Wonderful Web [litter]: support materials for teaching active citizenship (ENCAMS)

In the News: Crime in the Community The facts behind the headlines – Iris Teichmann (Watts)

Crime & the Law Resource File – Andrew Platt (No Way Trust/BAE)

Your justice your world 7-11s (www.teachernet.gov.uk/yiyw)

Diary of a killer cat – Anne Fine (Puffin) [moral decisions/looking after pets]

Self-Esteem

Feeling Good: Raising Self-esteem in primary classrooms – Noreen Welton, Peter Cansell (Forbes)
Raising self-esteem in the young activity book – Lou Thompson, Tim Lowson (Ready Ed)
Feelings – Aiki
Please Ms Butler/Heard it in the playground – Allan Ahlberg (Puffin)
Stick up for yourself! Every kid's guide to personal power and positive self esteem – Gershen Kaufman ((Free Spirit)
Turn Your School Round: A circle-time approach to the development of self-esteem and positive behaviour in the primary staffroom, classroom and playground

Skills

Developing Speaking Skills (Pedagogy)
Listen up! Developing listening and thinking skills Book 2 [+CD] (Questions)
Key Skills Units: Levels 1-3; Levels 4&5 (QCA)
Guidance on the wider Key Skills (QCA)
Mapwise: course handbook (Model Learning)
Improve your memory skills (Usborne)
Y6 Memory training notes

P4C; Thinking skills

Thinking Skills 8-10; 10-12 – photocopiable activities (Black)
Start Thinking: Daily activities to inspire thinking in primary classrooms – Marcelo Staricoff, Alan Rees (Imaginative Minds)
Top Ten Thinking Tactics (Imaginative Minds)
But Why? Developing Philosophical Thinking in the classroom – Sara Stanley, Steve Bowkett (Network Educational Press)
Please Ms Butler/Heard it in the playground – Allan Ahlberg (Puffin)
Storywise: Thinking through stories – Karin Muris, Joanna Haynes (Dialogueworks)
First Stories/Stories/Poems/Games/Values for Thinking – Robert Fisher (Nash Pollock)
Really Really Big Questions about life, the universe and everything – Dr Stephen Law
Anne Frank: Diary of a Young Girl (Teacher Created Materials Inc)

Picture Books for P4C

Regina's Big Mistake – Marissa Moss
Not Now, Bernard – David McKee
Memory Bottles – Beth Shoshan
Where the Wild Things Are – Maurice Sendak
The Empty Pot – Demi
Smoky Night – Eve Bunting
Mr Tick the Teacher – Allan Ahlberg, Faith Jaques
The Tunnel – Anthony Browne
Charlie Anderson – Barbara Abercrombie
How to Live forever – Colin Thompson
Zoo – Anthony Browne

Anti-bullying

Don't Bully Me! Advice for Primary Age Children (Kidscape)
Stop Bullying! Keep them Safe! (kidscape)
Keys to dealing with Bullies – Barry McNamara, Francine J McNamara (Barron's)
Countering Bullying: Initiatives by schools and local authorities

Getting to School (5 copies); Playing out (5 copies); stories with thinking/discussion questions (Tacade)

Coping with School – Peter Corey (Scholastic)

Please Ms Butler/Heard it in the playground – Allan Ahlberg (Puffin)

We can say no! – David Pithers, Sarah Greene (Beaver)

We're talking about Bullying (Wayland)

Who wnts 2 no? [cyberbullying] – Steve Barlow & Steve Skidmore (Telefonica O2 UK)

Jenny's Story [DVD] (Childnet)

Let's fight it together [DVD]: what we can all do to prevent cyberbullying (Childnet)

Know it all: a teacher's guide to e-safety for primary schools [DVD]

Keeping Healthy

Thinking about drinking Y5&6 activity pack (Freeway)

Drugs and their dangers KS1 activity pack (Freeway)

Learning to be you [drugs, alcohol, smoking] (BBC)

The good health guide to drugs (activity book) – Terry Brown & John Bennett (Channel 4 Learning)

The Big Blue Book of Booze (adults)

The House that Crack Built -Clark Taylor (Chronicle)

It's your choice: learning to be you (BBC)

The New Living body booklet (Channel 4 Learning)

Health Education Key Stage 2 Photocopiable Pupil Resource & Teacher's Resource Books (Stanley Thorne)

Dental Health Schools Programme KS1&2 (Crest)

What's living in your classroom? – Andrew Solway (Heineman)

Behaviour & Manners

Manners – Alike (Methuen)

Plastic knives and forks

Flip flop

Homework Diary

Pocket Book of Etiquette – Carlton Wallace (Evans Bros 1956)

Sex Education

Facts of Life – Growing Up (Usborne)

What's happening to me? (Usborne)

Sex and Relationship Guidance July 2000 (DfEE)

Making Sex Education Easier (Brook)

Understanding the Facts of Life (Usborne)

Hair in Funny Places – Babette Cole (Jonathan Cape)

Emergency Services

999 Think Think Think Teachers Guide [+video] (Metropolitan Police)

First Aid

Young People's First Aid (St John Ambulance)

First Aid Manual (St John Ambulance)

First Aid Handbook: First Aid for 7-11 year-olds (London Ambulance Service)

Emergency Life Support Training Programme for Schools – Teacher's Support Pack

Safeguarding

Junior Citizen Handbook & DVD (Metropolitan Police & Children's Safety Education Foundation)

Childline & NSPCC

Exter & Friends – Safe Kids Pack
Roald Dahl's Guide to Railway Safety
Play Safe – Stay Safe [Trakkies] activities, pictures and [online/print out] rail safety quiz
Road Safety Activity Book 2 (DfT 2000)

Managing money

What money means in action [DVD]

Citizenship

Life in the United Kingdom (HO)

Assessment

There is no formal assessment in PSHE, but the Pastoral Care at the Junior Branch enables us to make assessments of a child's progress. In this respect the National Curriculum's end of Key Stage Statements, below, can be used as an interesting and useful guide.

Self-assessment and self-development are much more in focus in PSHE.

National Curriculum end of Key Stage 2 Statements

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Marking Policy

There is almost no formal marking in PSHE.

Any writing produced by pupils comprises their own thoughts, beliefs, opinions and feelings. It is therefore inappropriate for a pupil's writing to be marked in any way, other than to acknowledge what has been expressed. Pupils should feel confident that their opinions, thoughts, beliefs and feelings will be respected.

There will, therefore, be occasions when it is not appropriate for the teacher to make any comment, or to mark work, but it may be appropriate for some form of peer assessment to take place, whether in the form of a discussion or a presentation followed by a discussion.

On the occasions when it is appropriate for the teacher to mark a piece of work formally, then the JB Marking Policy is adhered to (see Expectations).

Learning Support

The current Learning Support List is included as an Appendix.

In addition there is one pupil with special medical needs in the school from September 2011:

Johnny Cooke (5W) – Riker's syndrome (hereditary glaucoma)

There is currently no statement of Special Educational Need in place for Johnny. He will be likely to need support accessing the curriculum in terms of his visual acuity.

ICT provision and use of ICT within subject for Teaching and Learning

There will be occasions when the use of ICT in PSHE is appropriate, when using it as a tool for research purposes or using Internet-based resources.

There are a number of films on the school's video database library, which are available to staff to use as resources.

It is much more likely that the safe use of ICT and other electronic communication methods will be the subject under discussion. Safe use of Internet chat-rooms and online games, mobile telephones, email and other technologies will be part of the focus of teaching and learning in PSHE.

Y5 pupils have lessons on cyber-safety in PSHE. Y6 pupils have lessons on cyber-safety in their ICT lessons, and produce a keynote presentation to tell their peers about possible dangers and how to stay safe on-line.

Displays

Displays should always be put up in accordance with the School's Display Policy.

Pupils

The PSHE Co-ordinator also leads the Peer Mentors and Eco-Team in school. She has put up displays connected to both of these areas of pupil involvement on the corridors around school, and outside the Hall; these displays also cover aspects such as bullying.

The Deputy Head (Pastoral) displays materials that are directly related to the Child Safety aspects of PSHE outside her office. This display has been used to advertise the telephone number for Childline and the NSPCC guidance on stranger danger, as well as information on various charities.

There are also displays of posters relating to healthy eating and hand-washing in the dining hall and toilet areas respectively.

Ongoing concerns about the re-emergence of swine flu are also tackled, with 'Catch it, Bin it, Kill it' posters displayed in every classroom.

Staff

There are Health & Safety posters on display in the main staff work areas.

Educational trips and visits (includes visitors to our school)

All educational visits have 'PSHE potential'.

The following curriculum visits have all contributed to the development of pupils:

Y3 Puzzle Day, Living Rainforest Experience

Y4 Eco-Team Cuffley Challenge Day

Y5 Roman Verulamium, Kew Gardens

Y6 Kingswood fieldtrip, WW2 Day, Science Museum, Camden Summer Action

We have also been fortunate to have a number of visits from people with responsibility or a special interest in the local community, not least the local Schools Officer, PC James Day, who has successfully talked to Year 6 pupils about personal safety as part of their transfer to the Senior School, and a Polar explorer, who brought the hardships and dangers of surviving in the Arctic to life. We have also had visits from representatives of various charities and local groups, and music students from Frognal come to the JB and play to the School in Assemblies.

This year we will be visited by a number of people from different charities and organisations. In the Autumn Term a representative from Childline is coming in to school to help with the training of our Y6 Peer Mentors. All such visits contribute to pupils' development and learning.

Expectations

Presentation of work

Written work for display or publication should be presented in line with the school's policy:

Headings

At the top of each piece of work they should write the **date**. They should also write a **title**. The date and the title should be **underlined**, in either pen or pencil, using a ruler.

Handwriting

They should aim to do joined-up writing. All pupils start by writing in pencil; teachers decide when they are ready to progress to pen. Only black or blue ink should be used for writing; no biros allowed.

Crossing out

A single straight line through the incorrect word or letter and write the correction above it. Tippex and ink erasers should not be used.

Behaviour

Pupils are expected to respect the school's expectations with regard to behaviour at all times:

In The Classroom

- Pupils must be punctual for lessons and for games.
- Pupils must complete homework reliably and on time.
- Pupils must not behave in class in a way that might distract others or threaten the learning environment.
- If pupils have permission to miss a lesson - for a music lesson, for example - they should still ask the teacher of whichever lesson they have missed for help in catching up the work.

Around the school:

- Late-comers must report to the School Office and attend Assembly or form period. If arriving too late for that, pupils must report to the School Office.
- Pupils must be properly dressed. They should wear plain shirts, school ties and school blazers in the Autumn and Spring Terms, and House polo shirts and blazers in the Summer Term. Sweatshirts, if worn, must be school uniform. All pupils must be smartly and cleanly dressed.
- Pupils must treat each other and, of course, all members of the school staff and all other adults, with civility and respect.
- Pupils must eat in the Hall or the Lower playground, nowhere else in the building and especially not in classrooms.
- Pupils must respect the property of others and the school.
- Pupils must not leave the school site during the school day; the school day begins when they first arrive at school and finishes when they are collected, or when they leave independently – if they have written permission to do so from their parents.
- Pupils must never behave, either inside or outside the school, in a manner that might bring disrepute upon themselves, their families or the school.

Reporting policy

There is no formal reporting in PSHE, although two-way contact with parents happens on a regular informal basis, at the end of each day, and via telephone calls and emails.

The teacher responsible for PSHE lessons will liaise with the Form Teacher, to inform them of any issues or positive progress, at the very least on a termly basis. This may happen as part of the feedback in termly Year Group Meetings, or in weekly Staff Meetings, or it may happen as an issue arises or an incident occurs.

The Deputy Head Pastoral keeps a log of any incidents which are raised, and regularly discusses these with the Pastoral Team and the SMT. Any ongoing issues are tracked and parents are contacted if concerns are raised.

Senior School links/liaison and notes on TRANSITION of Yr6 pupils to Yr7

(Preparing pupils for the next stage in their education both with skills AND subject knowledge/understanding.)

Senior School Links & Liaison

Following a change of personnel at Frognal, there is currently no active link with the Senior School's PSHE Department. This is being addressed as part of the Departmental Development Plan.

Transition from Y6 to Y7

The Deputy Head Pastoral, the Deputy Head Curriculum and the School Nurse Co-ordinator meet in the summer term with the Head of Entry at Frognal (Y7), and all Entry Form Teachers to discuss all pupils transferring to the Senior School. Academic, Pastoral and medical information is given to assist the staff at Frognal in assuring a smooth transfer for Y6 pupils from the JB.

Y6 Pupils undergo a programme of activities during their last year at the Junior Branch, which contributes to their readiness for transfer.

Camden Summer Action

Y6 pupils from the JB have been invited to take part in the above activity day, centred around personal safety, for the past eight years. The activities all take place at Coram's Fields Children's Park in Guilford Street, WC1.

Monitoring of teaching and learning within the department

As part of the assessment and monitoring of teaching and learning throughout the school, the PSHE Co-ordinator and the Deputy Head (Pastoral) will see each other teach on a regular basis.

Pastoral concerns are shared very regularly, as they arise.

Evidence of learning in the department is being addressed formally through the Departmental Development Plan's focus on assessment, although evidence of pupils' personal development in many areas covered by the PSHE curriculum can be found in their reports, where their academic and personal progress is identified.

Job Descriptions – teacher and subject co-ordinator (Appendix).

THE FORM TEACHER

All teachers at UCS may be called upon to perform the rôle of form teacher. A form teacher's responsibilities are pastoral, administrative and academic. He/she will be in charge of a form for one year and will teach the boys for one or more subjects, depending on their year group. This will enable the form teacher to get to know individual personalities, home backgrounds, interests, academic strengths and weaknesses. He/she will be the first and obvious point of contact for parents and should be prepared to contact them if there are concerns about their son(s). If the need arises, discuss the boy(s) at a staff meeting and keep the Headmaster informed of developments.

Form teachers responsible for boys new to Holly Hill should consult the boys' files in the School Office as they contain full reports from the previous schools. We have good relationships with our feeder schools and should more detailed information be required then it can sometimes be a good idea to talk to a boy's previous teacher. Always check with the Headmaster first before making contact. The report booklets from the preceding year can be borrowed from the School Office by staff responsible for a returning form. The School Nurse also compiles a list of boys with known medical conditions, e.g. asthma, diabetes, epilepsy, allergies, who may require treatment during the school day. All staff must consult this list, which is posted in the Common Room, and be aware of the action to take in emergencies at school or at the field.

Boys' names should be entered in the form register, in which attendance is recorded twice daily (see Registration), ready for use on the first morning of the Autumn Term. At the start of the school year, familiarize the form with the fire drill procedures and school rules, both of which should be displayed on the classroom wall, and ensure that all routines in the homework diary are fully understood by each boy.

At all times keep an attractive, clean and orderly classroom and maintain interesting displays. Encourage neat appearance and tidy work habits amongst all pupils. Periodically check that their clothing and belongings are marked with their names. At the end of the school day, the classroom should be left tidy and the windows closed. The class should be dismissed by 3:30 and the form teacher should accompany his/her form to the locker-room. The boys should leave the building in an orderly manner. The end of the day can be an excellent time to catch parents and "nip in the bud" any problems.

CLASS TEACHER

Main Responsibilities:

- To promote and support high-quality learning that enables all pupils to achieve the highest possible standards.
- To deliver exemplary teaching in line with the school's ethos and in an environment based on principles of good practice as outlined in the staff handbook, curriculum subject handbooks, school policy and the UCS Foundation Learning Policy.

The Curriculum:

- To demonstrate a thorough knowledge and understanding of the Key Stage 2 Curriculum for the subjects being taught and to keep abreast of developments in those subject areas.
- To liaise with the Subject Co-ordinator in matters of planning, delivery, assessment and evaluation of the subjects taught.

Teaching and Learning:

- To understand the characteristics of good teaching and to teach clearly structured lessons or sequences of work, which interest and motivate pupils and in which:
 - pupils' learning needs and abilities are taken into account
 - assessments of learning are used to inform planning
 - learning objectives are made clear to pupils
 - interactive teaching methods and collaborative work are encouraged
 - active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning
 - pupils' health and safety is safeguarded
 - a clear framework for classroom discipline is established and strategies for recognising, encouraging and rewarding good behaviour, along with sanctions, are understood by pupils so that appropriate behaviour is anticipated and managed
 - appropriate homework is set in line with school policy
 - ICT and Whiteboard Technology are utilised appropriately
 - challenging teaching and learning objectives are set which are relevant to and based on knowledge of pupils and take account of:
 - evidence of their past, current and predicted achievement
 - expected standards for pupils of the relevant age range

Pupil progress and assessment:

To ensure appropriate monitoring and assessment of pupils to evaluate progress towards planned learning objectives, and to use this information to inform planning and teaching.

- To monitor, mark work and assess as you teach, giving timely, descriptive, constructive and positive feedback which pupils understand and which requires them to respond to, reflect on and improve their own performance.
- To record the outcomes of assessment along with pupils' development, progress and attainment and keep these records up-to-date.

Organisation:

- To create a positive climate for learning by organising resources and maintaining an attractive and stimulating environment, contributing to displays in the school as a whole.
- To register the attendance of pupils, whether before, during or after school sessions.

Communication:

- To support links with parents by attending introductory meetings, curriculum evenings, parents' evenings, school concerts and plays and generally assisting and promoting the development of home-school links.
- To build and maintain co-operative relationships with parents and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

Reports:

- To provide or contribute to oral and written assessments, reports and reference relating to the development and learning of individual pupils and groups of pupils.

Continuing professional development, self-evaluation, review and appraisal:

- To keep up-to-date with current educational thinking and practice by attending courses, workshops and meetings.
- To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

- To take part in whole school reviews of policy and aims, and in the revision and formulation of guidelines.
- To take part in appraisals and reviews of one's work arranged by the headmaster.

Cover for absent colleagues:

- To supervise and teach any pupils whose teacher is not available.

Duties:

- To undertake playground and other duties and supervise the order, safety and discipline of pupils at specified times.

Meetings and Corporate Life:

- To attend and participate in meetings which may be held within or outside of school hours.
- To take a full part in the corporate life of the school by, for example, attending assemblies, leading assemblies once or twice a year, supporting one of the school Houses, running a club or activity or by supervising pupils before and after school sessions.
- To liaise, co-operate and work with colleagues to plan and co-ordinate work.

Fire Precautions:

- To understand the school's fire precautions, know their responsibilities and how to react.

Security:

- To take all reasonable precautions for the safety and security of the school's and their own equipment and belongings.