

STAFF HANDBOOK

ADMINISTRATION

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ESSENTIAL INFORMATION SHEET

Parents are kindly asked to complete the following form, which is essential for our records.

NAME OF PUPIL **SURNAME:**.....

FORENAME:.....

OTHER NAMES:.....

ADDRESS OF PUPIL:.....

.....

Postcode:.....

HOME TELEPHONE NO:.....

DATE OF BIRTH:.....

SEX: MALE / FEMALE

PARENTS'/GUARDIANS' NAMES:

Father:

Mother:

Name and Address of Previous School:.....

.....

Medical Information:

Name of Family Doctor:..... Tel No:.....

Do you agree to your child being seen by the School Nurse or Doctor for routine medical examinations or surveys? Yes / No

Please indicate below any illness, allergy or medical problems which might affect attendance or school work. (Continue on a separate sheet if needed).

Emergency Contacts: (Parent / Guardian who can be contacted during the school day in an emergency)

Name:

Relationship:.....

Name:

Relationship:

Tel No:

Tel No:

ADMISSION POLICY: SECONDARY SCHOOL

Application forms for places in Year 7 are sent via the primary schools.
Applications for admission to other years are dealt with directly by the school.

The following criteria are applied to applications for admission to the school:

- (a) The school will normally admit (insert the no. of children) at 11 plus or who have completed Year 6, without reference to ability or aptitude. Those who give the school as their first preference will be considered before other applications.
- (b) Where the applications exceed the number of places available, the following categories of priority will be applied:
 - Children who already have an older sibling at the school.
 - Where there are medical grounds
 - Children who have a parent who is a permanent member of staff at the school having a contract of employment with the governing body.
 - Children living in the admission area.
- (c) In the case of over-subscription in any category, priority will be given to those children who live nearest the school. Measured in a straight line on the map from the school front gate to the parents' or guardians' home.

Once a place has been offered and accepted by the parents, the details are passed to the relevant head of year, who will make arrangements for the Induction of the pupil.

For DfES guidance

[http://www.dfes.gov.uk/a-z/ADMISSIONS legislation_ba.html](http://www.dfes.gov.uk/a-z/ADMISSIONS_legislation_ba.html)

EVACUATION PROCEDURES

IF THE EVACUATION BELL GOES DURING A LESSON

It is the responsibility of each member of staff to know the evacuation procedure for each room they use. PLEASE READ AND MEMORISE THE DIRECTIONS IN THAT ROOM.

- If bags and coats are within easy reach they should be gathered up. (Where bags and coats are in racks they must be left.)
- Secure the windows and turn off any power, including lights.
- Instruct students of the route and where to line up.
- Take your register with you and evacuate the students, close the door.

IN THE PLAYGROUND

It is the member of staff's responsibility to account for their students. Members of staff who are not responsible for students at that time (including non-teaching staff) should assist those who are.

- When you arrive at the designated area line your group up keeping them in single file
- Take the register
- Inform the co-ordinator of the situation (either 'all present and correct' or furnish the co-ordinator with the names of those missing)
- Keep the students in line until given the signal to return to the classes by the area co-ordinator

REQUEST FOR LEAVE OF ABSENCE FOR A SCHOOL PUPIL TO TAKE A HOLIDAY DURING TERM TIME

To the headteacher:.....School

Would you please give leave of absence for:.....(Name)

to go away on holiday from:.....to:.....

Signature of Parent/Guardian.....

Date.....

The form should then be returned to the headteacher not less than one week before the commencement of the holiday.

DATA PROTECTION ACT 1998

The Data Protection Act contains eight principles with which we as a school (governors, headteacher and teachers) must comply. The principles state that personal data:

- 1.** Shall be obtained and processed fairly and lawfully.
- 2.** Can only be held for the specified purposes that the school is registered for namely:
 - a) purchase and supplier information
 - b) personnel and employee administration
 - c) education and training administration
 - d) work planning and management
 - e) research and statistical analysis
 - f) ancillary and support function
- 3.** Shall not be disclosed in any manner incompatible with these purposes.
- 4.** Must be relevant to those purposes and not excessive.
- 5.** Shall be accurate and current.
- 6.** Shall not be kept for longer than is necessary for these purposes.

Any individual is entitled, without delay or expense, to be informed if personal data is held on the individual and to have access to the data and to have data corrected or erased.

Appropriate security measures shall be taken against unauthorised access, alterations, disclosures or destruction of personal data and against accidental loss or destruction.

DfES link

Data protection:

<http://www.dfes.gov.uk/a-z/DATA%5FPROTECTION.html>

SCHOOL AIMS

- Achieve high standards in all curriculum areas
- Have high self-esteem
- Be successful learners

(Summer Hill Primary School, St George, Bristol)

- To develop lively, imaginative, enquiring minds and skills relevant to life in a fast-changing world
- To develop personal, social, moral, spiritual and cultural values
- To achieve their potential and be equipped for lifelong learning

(Fullbrook Senior School)

- To achieve the highest possible academic and personal standards
- To grow in their understanding of themselves and the world around them
- To respect and value others within the school and the community
- To prepare themselves for adult life including participating in a changing society

(Harrow High School)

OFSTED REQUIREMENTS

Schools don't have to produce a handbook, as such, but they are required to produce and have available certain policies.

These are listed in Annex 3 of the *Guide to the Law for School Governors* and are:

- Action Plan following a school inspection
- Admissions Policy (some schools only)
- Annual Governors' Report to Parents (this may be changing slightly)
- Careers Education and Information (secondary schools only)
- Charging Policy Health and Safety Policy (some schools only)
- Prospectus (this may be changing slightly)
- Pupil Discipline
- Staff Discipline – Rules and Grievance Procedure
- SEN Policy
- Sex Education (primary schools can decide whether to include sex education in the school's curriculum)

REGISTRATION: POLICY

The following are key points for all staff when taking registers.

FORM TUTOR

The form tutor has the key role of maintaining professional records, especially, those related to attendance and attendance statistics.

REGISTER

- It should be taken at 8.50am and 1.55pm each day.
- A student arriving at registration after this time should be marked according to the Sims Attendance notation for lateness. (See Registration)
- In the morning, any student arriving late after registration but before 9.20am will be marked late by the attendance administrator.
- After 9.20am the student will be marked absent and a note from the parent/carer should be obtained to explain this late arrival.
- A note from the parent/carer should be obtained to explain all absences.
- If you are unable to obtain a note to explain any absence, a standard late note should be sent home. (See Late Note)
- Each month form tutors should check attendance statistics and to ensure that an attendance graph for their form is on display in the form room.
- Registers are a legal document that need to be kept up to date and should be returned to the designated area (for example, the office) **immediately** after registration.

MARKING POLICY

It is essential that marking praises positive achievements as well as advising on selective areas where improvements need to be made. Marking should therefore be:

Consistent
Constructive
Diagnostic
Motivating
Clear and easy for students to understand and learn from

Comments should be:

- (a) subject specific
- (b) related to spelling, punctuation and grammar

Books/folders should be marked on a regular basis, the importance of regular marking cannot be over-emphasised. If homework cannot be collected in immediately for marking it should be initialled by staff to record that it has been completed on time.

Staff should allow for the opportunity to give oral feedback to students, on a regular basis, to explain the marking process and the student's progress.

When students are allowed to mark their own work there must be evidence of regular teacher marking and diagnostic comments.

Key Stage 3 marking

Numbers and grades are not appropriate for marking at KS3. Staff should use comments that are constructive and diagnostic and should include targets for improvement. These should relate to both attainment and effort. Although this does not have to be done for every set homework there must be evidence of consistent diagnostic marking for each student.

National Curriculum levels will be given at the end of the Key Stage, though in a review process students could be informed of the level they are working at, if appropriate. It should be made clear to students that this level is what their teacher considers they are working towards based on the evidence gathered so far.

During Year 8 students will be assessed on an internal school system

Key Stage 4 marking

Staff should use comments that are constructive and diagnostic and should include targets for improvement. Like KS3 these should relate to both attainment and effort. For tasks set with formal assessment in mind, where there is a mark scheme, marks could be given as opposed to grades to enable students to understand exactly what their mark is based on, in line with syllabus criteria.

These in turn will provide evidence of the type of grades students are working towards and will also enable staff to indicate to students the general level at which they are operating.

Examples of codes to use in both key stages for effort.

E	=	excellent effort
G	=	good effort
S	=	satisfactory effort

U = unsatisfactory effort
R = work to be repeated

Notations for spelling, punctuation and grammar should be consistent across and within departments.

Staff records

Departments should agree on a set of notations for use in staff assessment records of what students can do/do well/ need to improve on.

Staff mark books should be monitored on a regular basis within departments.