

Abbey Christian Brothers' Grammar School



Parents' Handbook 2013-2014

PREFACE

August 2013

Welcome to the 2013-14 edition of the Abbey Parents' Handbook. Whilst it follows the same format and contains similar information as in the past, there are a number of changes. The policies and procedures included give all the important structure and framework within which we work, support each other and provide a positive teaching and learning environment for the students.

As a Christian Brothers' school we are guided and inspired by Blessed Edmund Rice. This is reflected in the Edmund Rice prayer:

O God, we thank you for the life of Edmund Rice.

He opened his heart to Christ present in those oppressed by poverty and injustice.

May we follow his example of faith and generosity.

Grant us the courage and compassion of Edmund as we seek to live lives of love and service.

We ask this through Christ our Lord. Amen.

STAFF LIST 2013-2014

	NAME	Code	RESPONSIBILITY
001	McGovern, Mr Dermot	DMG	Headmaster
002	O'Shea, Mr Paul	POS	V.P./Psychology/SDP/T.Table/MIS/ROTA/Child Protection/Transfer/Yrs 13/14
003	Ruddy, Mr Ronan	RR	V.P./Spanish/French/Pastoral Team/Ceremonies & Publications/Transfer/Yrs 8-12
004	Rath, Mr John	JR	S. Teacher./Technology/P.R./BTEC Quality Nominee/Staff Induction/Ass. SENCO
005	McCavitt, Dr John (Rooney, Connor)	JCT (CR)	S. Teacher/Curriculum & Assessment/Staff Days/APTA/UCAS/ALC Co-Ordinator
006	Wadsworth, Mr Dominic	DW	S. Teacher/Music/Senco/Newcomers
007	McCartan, Mr Jim	JMC	P.E./Junior Gaelic Football
008	Patterson, Mr Gervase	GP	Management Team/Head of Physics
009	McKeever, Mr Padraig	PMK	Head of Spanish/Year Tutor
010	McCann, Mr Dwyer	DMC	Head of Computing/I.T. Coordinator
011	McMahon, Mr Mel	MMM	Head of English
012	Burns, Mrs Sinead	SB	Head of Mathematics
013	McAreavey, Mrs Fiona	FMC	Head of Art
014	Lane, Mrs Margaret	ML	Head of Biology
015	Mooney, Mr Tony	TM	Management Team/Head of Technology & Design
016	Simpson, Mrs Denise	DS	Head of Geography
017	Tohill, Mrs Bernarde	BTO	Maths/Year Tutor/Numeracy/Using Number
018	Hamill, Mr Brian	BH	Physics
019	McKeever, Mrs Lisa	LMK	Head of RE
020	McGrath, Mrs Catriona	CMG	Business Studies/Head of Careers/Year Tutor
021	Elmore, Mrs Annette	AE	Geography/Year Tutor
022	Grogan, Mr Mark	MG	Computers/Web-site, E-Communications/Year Tutor
023	McGinley, Mrs Orla	OMG	Biology
024	Smyth, Mr Joseph	JS	Head of Drama
025	Morgan, Mr Gerald	GMO	English/Head of LLW
026	Quinn, Miss Mairead	MQ	Head of French
027	Savage, Mr Gerard	GS	Head of Construction/Buses
028	Tennyson, Mr Desmond	DT	Head of Irish
029	Gamble, Mr Colin	CGA	Head of Chemistry/Quizzes
030	Rodgers, Mr Mark	MRO	Technology & Design/Year Tutor/Literacy & Communication Coordinator
031	McCorry, Mrs Deirdre	DC	KS3 Science Coordinator/Biology
032	McGivern, Mrs Joan	JM	Spanish
033	Gallagher, Mr Sean	SGA	Irish/History/Year Tutor/School Newsletter
034	Boyd, Mrs Gail	GB	Mathematics
035	Reynolds, Ms Annelise	ARE	English/Debates
036	McMahon, Mr Rory	RMM	Geography
037	McClellan, Mrs Pauline	PMC	Irish
038	Gormley, Mr Jody	JG	Head of PE
039	Evans, Mr David	DE	Head of History
040	McParland, Mr Paul	PMP	Drama/Religion
041	Fearon, Mrs Theresa	TF	Head of Accounts/Business Studies
042	Hughes, Ms Orlagh	OH	Art
043	Doherty, Mrs Karen	KD	Maths
044	McGivern, Mr Eddie	EM	Religion
045	Murphy, Mrs Mary	MM	Maths
046	Gordon, Mr Dan	DG	PE
047	Toner, Ms Ursula	UT	Careers/LLW/Business Studies
048	Cranston, Mrs Kim	KC	Technology/Construction/LLW
049	McGinley, Mrs Seaneen (Kelly, Ms Roisin)	SD(RK)	English
050	Downing, Mr James	JD2	ICT
051	Carey, Mrs Maeve	MC2	Chemistry/DAS
052	Gilloway, Miss Karen	KG	English
053	O'Donovan, Mrs Martina	MO	Home Economics
054	Keenan, Mrs Caroline	CK	Head of Music
055	Keating, Mr John	JK	History
056	Houston, Ms Sharon	SHO	Science/Physics
057	McCartney, Miss Amy	AMC	Religion

SUPPORT STAFF

Colleen McAvoy	Bursar, Support Staff Manager, Building, Health and Safety Officer.
Mary Rafferty	Headmaster's Secretary, Assistant Bursar, Accounts, Intake Admin
Tess McKernan	Administration, MIS Support, Exam Entries
Patricia McKinley	General Office
Fiona Flynn	General Office
Natasha Stokes	Science Technician
Roger Clifford	Science Technician
Carmel Hetherington	Reprographics
Pat McGovern	Librarian
Conor McCormick	Music/Art Technician
Robbie Hannon	PE Technician
Sean Higgins	Technology Technician, Electrical Maintenance
Neil Clarke	Information Technology Technician
Willie McCullough	Caretaker, Minibuses, Cleaning Staff Supervisor
Malachy Small	Caretaker, Minibuses, Cleaning Staff Supervisor
Annette Breen-Mallon	Classroom Assistant
Anne McCoy	Classroom Assistant
Rita McGinn	Classroom Assistant
Joan Jackson	Classroom Assistant
Anne Collins	Classroom Assistant
John Manley	Canteen Supervisor
Claire McGahan	Assistant Cook
Sheila Goodwill	Assistant Cook
John Sinton	Assistant Cook
Bernie Mallon	Canteen Staff/Cleaning Staff
Margarita McGivern	Canteen Staff
Linda Kennedy	Canteen Staff
Aislin Callaghan	Canteen Staff
Elizabieta Wrobel	Cleaning Staff
Agata Obresbska	Cleaning Staff
Mary McKeivitt	Cleaning Staff
Rosin McDonald	Cleaning Staff
Wioletta Sienkiewics	Cleaning Staff
Maureen McKeivitt	Cleaning Staff/Canteen Staff
Marzana Miller	Cleaning Staff/Canteen Staff
Kasia Chudoba	Cleaning Staff/Canteen Staff
Malgorzata Pszczolkowska	Cleaning Staff
Magdalena Garncarz	Cleaning Staff
Auriela Myszor	Cleaning Staff
Kevin Brady	Chaplain/Counsellor

Nurse/Counsellor

Mrs Jane McGinn (Mrs Geraldine Gallagher/Mrs Mina Hanratty)
Counsellors:

Ms Fiona Hughes (9.00 - 1.00 daily)

Mrs Vicki Sherlock (Counselling4Youth) (Monday 1.00 - 3.20 p.m.)

Form Teachers and Year Tutors 2013-2014

Year	Form Teacher	Year Tutor
BR 1	Mrs D McCorry	Mrs A Elmore
DO 1	Mrs O McGinley	
IV 1	Mr D Tennyson	
OR 1	Mrs G Boyd	
SL 1	Mrs M Murphy	
BR 2	Mrs K Doherty	Mr M Grogan
DO 2	Miss K Gilloway	
IV 2	Mr J Smyth	
OR 2	Mrs F McAreavey	
SL 2	Mr. J Downing	
BR 3	Mrs D Simpson	Mrs C McGrath
DO 3	Mrs S Burns	
IV 3	Mrs J McGivern	
OR 3	Ms U Toner	
SL 3	Miss M Quinn	
11 OH	Ms O Hughes	Mr P McKeever
11 DMC	Mr D McCann	
11 GMO	Mr G Morgan	
11 BH	Mr B Hamill	
11 JG	Mr J Gormley	
12 RMM	Mr R McMahan	Mr. M Rodgers
12 TF	Mrs T Fearon	
12 AR	Ms A Reynolds	
12 CG	Mr C Gamble	
12 MC	Dr M Carey	
13 DG	Mr D Gordon	Mrs. B Tohill
13 LMK	Mrs L McKeever	
13 PMC	Mrs P McClean	
13 DE	Mr D Evans	
13 EMG	Mr E McGivern	
14 ML	Mrs M Lane	Mr. S Gallagher
14 PMcP	Mr P McParland	
14 GS	Mr G Savage	
14 MMM	Mr M McMahan	
14 JMC	Mr J McCartan	

COUNSELLORS

Ms. F Hughes (5 mornings per week)/Mrs Vicky Sherlock (Monday p.m.)

The School Day

Time	Activity
8:15 – 9:00	Canteen open
8:30 – 9:00	Computer access LG15/Science ICT Cluster
9:00 – 9:15	Registration / Assembly
9:15 – 9:50	Period 1
9:50 – 10:25	Period 2
10:25 – 10:40	Break
10:40 – 11:15	Period 3
11:15 – 11:50	Period 4
11:50 – 12:25	Period 5
12:25 – 1:00	Period 6 (Junior Lunch)
1:00 – 1:35	Period 7 (Senior Lunch)
1:35 – 2:10	Period 8
2:10 – 2:45	Period 9
2:45 – 3:20	Period 10
3:20 – 3:30	Buses depart
3:20 – 4:40	After school study/detention/extra curricular activities
4:40	Link bus to Bus depot departs

THE PRAYER LIFE OF THE SCHOOL

We live in a world where the one constant is change. Life is lived at an increasingly hectic pace and despite all our sophisticated gadgets and modern conveniences, our time has become more pressurised than ever. Yet as the philosopher, Socrates, said so long ago, 'the unreflected life is not worth living.'

Here in this school of excellence, we realise how precious time is and how it needs to be managed to effectively harness and develop the gifts and talents of the whole school community. Time for study, for work, for recreation and for reflection are critical for both the well being of the individual and the community. Life needs to be balanced and prayer is the fulcrum which protects the quality of our life. Time apart to focus on our spiritual needs is an absolute must if we are to become fully functioning and fully active. As St. Irenaeus said, 'The glory of God is man fully alive.'

To be fully alive we are called by our very nature to recognise the divine in our world, in ourselves and in one another. Prayer enables this sensitivity to grow. Prayer is to the soul what air is to the body. Without oxygen we can't function; we die. Without prayer we can't function spiritually, we are on a starvation diet; we can't embrace the fullness of life that Christ came to offer.

'I came that you would have life and have it to the full,' is how Christ explains his mission and this is the *raison d'être* of any Catholic community, to help the members own this eternal truth.

As a Catholic community we will endeavour to foster a climate where prayer is an integral part of the school day, both collectively and individually. We recognise that there are a host of ways to pray, myriads of beautiful spiritualities which lead the pilgrim closer to God. Our hope is that the young people under our care will have an opportunity to experience a range of these and hence find one with which they feel at home and wherein they can express the beauty and the variety of the Catholic heritage. In particular, we will promote the rich legacy of Blessed Edmund Ignatius Rice and the spirituality of the Christian Brothers.

All of us have been prayed to this point in our lives. We are heirs of a praying community and the prayer life of the school is all our

responsibilities, staff, students, chaplain, clergy and parents. We become a vibrant faith community by sharing our mutual faith, by recognising that at times we are on different stages of the journey, at times on different routes, and by respecting the rights of individuals to choose the pace at which they begin or continue the journey. Ultimately all of us have the same destination and all of us are equal on the pilgrimage. Each of us has a telling contribution to make, our own giftedness to share. Prayer enables us to welcome, to affirm and to call forth the beauty and the talents of one another as we seek to follow Christ.

PASTORAL CARE

Pastoral Care is that dimension of the school which seeks to provide for the pupils a supporting and caring atmosphere in which they can set and realise personal, social, academic and spiritual goals. Each teacher, and in particular each student's Form Teacher, has a responsibility to seek to achieve this aim by appropriate classroom practice in addition to a general concern, sensitive to the needs of the individual pupil. A more focused approach is taken through counselling, through the Learning for Life and Work Programme (LLW) and by regular communication between all those responsible for a particular pupil's education and welfare

The Form Teacher and Pastoral Care

The needs of individual students are served by appointing to each class a Form Teacher whose job it is to get to know each class member and his background. Although all teachers will be caring towards their students, the Form Teacher endeavours to develop a deeper caring relationship by which each student's particular educational needs are identified and met. The Form Teacher's role, in all aspects, is therefore a vitally important one. In the Abbey we believe that the role is best carried out from a Pastoral base which will positively influence our students' personal and social development, academic achievement and self discipline.

Pastoral Care of Staff.

In keeping with the 'caring community' philosophy that is so much a part of the Abbey, all members of staff have access to the Headmaster who will lend a sympathetic ear and provide help to those who seek it. In addition it is hoped to provide more general assistance on a whole staff basis through staff days focusing for example on stress management. Mr O'Shea has a special brief for the development of staff.

Child Protection

Mr O'Shea is the Designated Teacher, Mrs Elmore and Mr Brady are the Deputy Designated Teachers for Child Protection. Where any member of staff has concerns about the care, safety or welfare of any pupil, he/she must discuss the matter with Mr O'Shea, or in his absence either Mr Brady, Mrs Elmore or with the Headmaster. See the Child Protection Policy available in RM Staff on the C2K System, folder 'Pastoral Care Policy Documents' for further details.

Abbey Christian Brothers' Grammar School.

POLICY ON THE USE OF SURVEILLANCE CCTV.

The Abbey has not been able to avoid the need to use Closed Circuit TV to ensure safety and security, given the regular occurrence of night-time break-ins. When CCTV is used it is important that it is done with due regard to the rights and sensitivities of all who legitimately and appropriately use the school premises. This policy seeks to provide guidance in this regard.

Permanent CCTV Installation.

On the new Castleown site there are cctv cameras installed inside the school buildings and also external to the buildings.

The camera system was installed after consultation involving DENI, PSNI and the school.

Recordings are held for a 30 day period, these recordings are securely stored on a hard disk system.

Covert Surveillance by CCTV.

Covert surveillance will only be considered if:

- There are exceptional circumstances
- All other possible means to resolve the problem have been exhausted.

Extensions to the System or Changes in its Use.

If it is considered necessary to extend the system or vary the manner in which it is used the following procedure will be followed:

- I. CCTV will **not** be installed in sensitive areas such as toilets or changing rooms.
- II. The Headmaster's decision whether or not to install further cameras or to use the present system in a different way will be informed by prior discussion at an SMT meeting.
- III. Where the Headmaster decides to pursue the change this will be brought to the attention of the Board of Governors at the next scheduled meeting, for their approval. In an emergency situation, an exceptional meeting of the Board of Governors will be called, or approval will be sought from the Chairperson of the Board.
- IV. Installation of covert surveillance CCTV will follow consultation with and advice from the PSNI and will remain in place for the minimum time necessary. Installation will be carried out by a professional security company.
- V. The locations of permanent cameras, will be clearly signed and brought to the attention of staff and pupils.
- VI. Parents will be informed of the installation and the reasons for it.

Abbey Christian Brothers' Grammar School

Complaints Procedure

The Abbey Christian Brothers' Grammar School is committed to listening to the views of parents both positive and negative about the education that we provide. Through this policy, we aim to provide an efficient and thorough system in which complaints can be dealt with in a speedy, courteous and honest manner

These procedures do not replace or supplement other established appeal mechanisms such as Child Protection, Special Education Needs, Admissions or Suspensions and Expulsions

Anyone making a complaint has the right to fair treatment, courtesy, a timely response, and an explanation for decisions. Anyone making a complaint has the responsibility to treat those they are dealing with in a respectful, non-threatening manner, to provide accurate information and to use the procedures as outlined.

Our starting point is to outline the difference between a concern and a complaint:

A complaint can only be made when a concern has not been satisfactorily dealt with by the member of staff involved

Stage 1

The parents make contact with the member of staff with whom they have a concern. This will be through already established channels i.e. a phone call, a letter or a meeting. In many cases a clarification or an explanation may resolve the issue. Teachers should keep a record about how the issue was resolved. If they feel that the matter has not been drawn to a satisfactory close they must inform a member of SMT. They may wish to inform a member of SMT even if the matter has been satisfactorily resolved in case the issue were to re-occur.

Stage 2

If the complaint is not resolved, the parents can contact the Headmaster and the issue will be dealt with. This will involve an investigation of the complaint (for which the Headmaster may use the mentor for the department of which the teacher is a member) and a response to parents (either written or through a meeting) will be provided within 3 working days.

Stage 3

If the parents are still unhappy, they can formally write to the Headmaster outlining their concerns. The Headmaster will reply within 5 working days (to allow for an investigation) and provide a response to the issues either in written format or through a meeting

Stage 4

If the parents are not satisfied, they can write to the Board of Governors outlining their complaint. The Board of Governors should meet and respond to the issue.

NOTE

If they so desire, parents can contact the Headmaster directly on any issue which is a major concern for them.

If the complaint made is about the Headmaster, then stage 2 becomes the first stage and if required, the process runs for three stages and not four.

PUPIL BEHAVIOUR

In the Abbey, we place great emphasis on good pupil behaviour. We have discipline policies and structures in place that are continually reviewed and modified when necessary. In this section we are attempting to give an outline as to how we deal with misbehaviour.

Our discipline policies have three simple aims with which your son will be familiar:

Have respect for people and property

A safe orderly learning environment

Have pride in yourself and your school

This is the basis of what we try to teach our students, encouraging them to maintain these aims and responding when they are threatened. In this way we hope that our policies contribute to our overall aims of educating the whole individual. The school code of behaviour has seven sections that are explained inside your son's homework diary. In turn, each section has explanations of regulations that Form Teachers have explained in great detail at the start of the year. This year, Form Teachers have tried to give a reason of each regulation so that the code does not stand in isolation. If students are in doubt about a regulation or are unsure as to the need for the existence of a rule then they are encouraged to ask their Form Teacher.

The staff of the Abbey recognise that the behaviour of the majority of students is excellent and that only rarely do they have to deal with serious disciplinary matters. This high level of compliance is an integral part of the success of our school. There is a high level of self-discipline among our students that shows a maturity that has come from home and which will stand them in good stead in their future. With this in mind, we are continually trying to increase positive recognition of and rewards for good behaviour

The structure in place for dealing with indiscipline is as follows:

Classroom teacher, Form Teacher, Year Tutor, Mr. Ruddy (Junior / Middle School), Mr. O'Shea (Senior School), Mr. Ruddy (Overall responsibility), Headmaster.

At each stage, the teacher is encouraged to deal with all indiscipline and should only refer to the next stage when the action has been unsuccessful, or the indiscipline has been of such a serious nature that it needs to be dealt with at the next level. At all stages, teachers are encouraged to make contact with parents by phone or by letter to keep them informed of all decisions.

There are sanctions available at each level in the disciplinary chain and include among others:

Extra work, an apology, detention, Friday detention, exclusion, suspension, expulsion.

When dealing with indiscipline at all levels the school has formulated a listen, respond and educate approach. Listening is essential because it ensures that all the information about an incident has been gathered and pupils are given the chance to put forward their point of view. The response to breaking the school code, or failing to be respectful may include a sanction but if the teacher investigating any incident believes that a sanction is inappropriate then they are not tied to a particular response. Educating the student not to re offend is a central aspect of dealing with indiscipline since a sanction alone is not a sufficient response.

When dealing with student indiscipline, teachers are encouraged to treat every student with respect, and punish the action not the student. This separating the student from the action is essential in maintaining good teacher pupil relations while at the same time maintaining levels of behaviour.

Attendance

Attendance is an area of school life which is giving cause for concern as each year progresses. In the Abbey, we are very clear that poor attendance profile has a direct negative influence on academic performance. With this in mind, we stress to parents the need to keep all holidays outside of term time and to keep appointments after school. We are particularly keen that parents of senior students do not sanction time off school for their sons so that they can study at home.

In the Abbey we do the following:

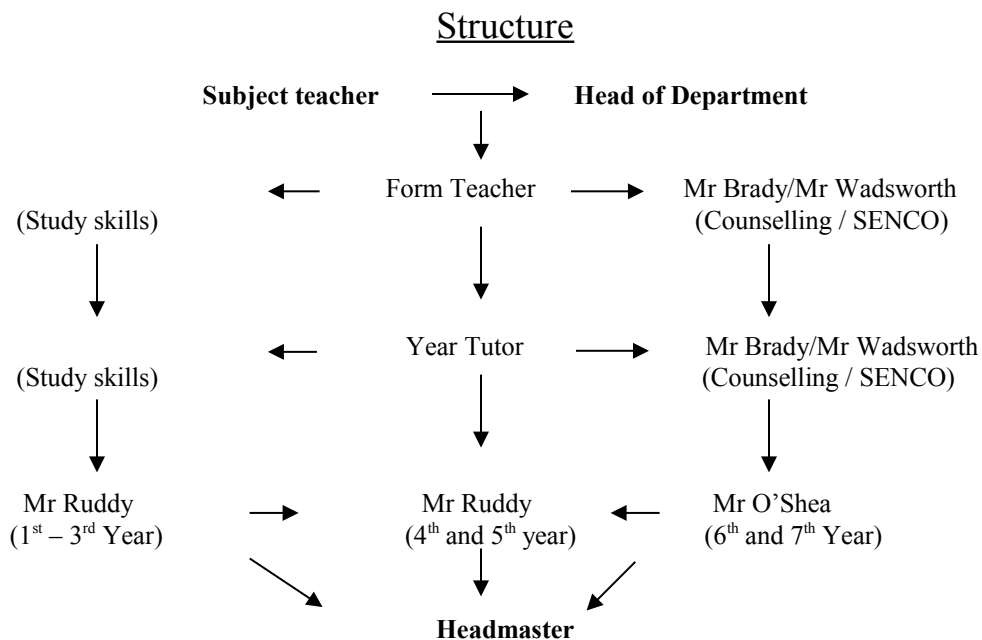
1. Attendance records kept for every class 4th -7th year and all non-attendance checked against the daily register.
2. An absence slip for leaving school during the day which the student must carry with them when out of school during the day
3. Parents of all students are asked to provide a written note to the Form Teacher to explain every absence.

At all times, parents will be informed of problems with any of the above.

Academic Indiscipline

Academic indiscipline is a term that has been heard frequently in school and has been a source of concern for teachers in recent years. It has been defined as: **the failure on the part of a student to satisfactorily complete work, give enough time to the quality of their work, not meet deadlines and ultimately leave their potential unfulfilled. In more concrete terms it is the failure to complete homework, submit coursework and be present for and successful in class assessments.**

Mr Ruddy is responsible for Junior and Middle School and Mr O'Shea is responsible for Senior School. Our rationale is to support students who are having difficulties by offering assistance in terms of the subject, study skills and also counselling where required. We will also not shirk from our responsibility to be honest with students whose lack of effort is the reason for their lack of progress and ultimately highlight where wrong decisions have been made with regard to placement in the Abbey.



NB. Study Skills, Counselling and SENCO support will continue at all levels where appropriate

At each of the levels, the best interests of the student will drive the process and parents will be contacted regularly where there are problems. As well as the obvious support for the student, if the approach is not taken seriously then sanctions will also be used.

Report Card

The Pupil Progress system which has operated in school for a number of years has been changed to a report card system which is outlined below.

1. Stage 1 - FT / Phone home - White card
2. Stage 2 - YT / Meet Parents - Yellow card
3. Stage 3 - SMT / Meet Parents - Red card (Counsellor)
4. Stage 4 - Headmaster

The aim of the card system is to increase the focus on students who are trying to solve academic difficulties. It aims to do this by monitoring the progress of students over a ten day period with daily communication to parents. Students also agree their own targets for the period with the member of staff who puts them on the card.

Report Card:

- ⌚ White FT / Yellow YT / Red - RR
- ⌚ A student is on a card for a 10 day period
- ⌚ Each class teacher gives a score of 0 / 1 / 2 / 3 / 4
- ⌚ 0 – very poor / 1 - unsatisfactory / 2 – satisfactory / 3 – good / 4 – excellent
- ⌚ At the end of the ten day period a decision is taken to either repeat the card or move up or down a level
- ⌚ Loss of card - automatically move to the next level
- ⌚ Each level should involve compulsory after school study. White – 2 days / Yellow – 3 days / Red 5 days
- ⌚ Parental contact is made by the FT / YT / RR before a card is issued to explain the process
- ⌚ Parents sign the card every night
- ⌚ Unsatisfactory red card considered for suspension
- ⌚ Students cannot jump up or down the system unless they go through the 10 day card period
- ⌚ 270 – 360 points – move down a stage
- ⌚ 180 – 269 points – repeat the stage
- ⌚ 0 – 179 points – move up a stage

Discipline and Pastoral Care in the Senior School

Updated June 2012

Structure of Pastoral Care and Discipline in the Senior School

- ⌚ Class Teacher
- ⌚ Form Teacher
- ⌚ Year Tutor
- ⌚ Vice Principal
- ⌚ Headmaster

Context and Purpose of Pastoral Care and Discipline in 6th and 7th Year

Pupils returning to the Abbey to complete A levels are making a decision to do so. They are also making individual decisions regarding the particular subjects. They have moved into non compulsory education and our dealings with them at all levels must reflect this new stage of their educational careers.

Overall the Pastoral Care and Discipline structures need to support the emphasis on independent learning and personal responsibility. With this in mind the main purpose of each level of the structure is to provide a supportive and challenging presence to the student (student is a better term than pupil to designate someone doing A levels).

Each level of the structure needs to provide the student with the following:

- ⌚ Objective feedback on their academic performance and the likely outcome in terms of progressing to 7th year or their final A level results
- ⌚ Clear challenge regarding behaviour that is unacceptable, e.g., poor attendance, not wearing uniform, leaving school without permission
- ⌚ Support in terms of academic or personal difficulties
- ⌚ Clear communication with parents regarding the pupils academic and non academic performance

Academic Indiscipline

This is the main issue that occurs in Senior School and the one that has the most negative impact on student performance and staff/student relationships. Academic indiscipline can be broken down into the following elements:

- ⌚ Homework
- ⌚ Coursework/Controlled Assessment
- ⌚ Class Tests/Exams
- ⌚ Module Results
- ⌚ Attendance
- ⌚ Misbehaviour in Study Hall or Study Hall overflow classes

Issue	Problem	Procedure
Homework	There is an issue with a significant number of students failing to complete homework set by a class teacher and also the standard of the work is unsatisfactory	<ul style="list-style-type: none"> ⌚ Initial contact with Parents by class teacher (informs Form teacher prior to contact to check for any relevant information) ⌚ If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem ⌚ If the issue continues class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention ⌚ Year Tutor contacts parents regarding detention ⌚ If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Vice Principal arrange contact with parents. At this point there will be the possibility of the student being mentored by a member of SMT ⌚ If all above fail to resolve issue then suspension will be

		used
Class Tests/Exams	Students failing tests/exams Students making no effort to do test	<ul style="list-style-type: none"> ⌚ Initial contact with Parents by class teacher (informs Form teacher prior to contact to check for any relevant information). ⌚ If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem. ⌚ If the issue continues class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention ⌚ Year Tutor contacts parents regarding detention ⌚ If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Vice Principal arrange contact with parents. At this point there will be the possibility of the student being mentored by a member of SMT ⌚ If all above fail to resolve issue then suspension will be used
Module Results	Failing to achieve satisfactory grades in modules	<ul style="list-style-type: none"> ⌚ Information is gathered in mid term review ⌚ If there is concern in only one subject the matter will normally be dealt with by the form teacher ⌚ If two subjects, the year tutor will deal with issue and contact parents ⌚ If performance is poor in three or more subjects the Vice Principal will meet with parents and students to discuss the issue and to indicate the possibility that the student may not be considered for A2 ⌚ At the beginning of 7th year the Headmaster and Vice Principal will meet students who are in danger of not achieving their target grades and these will be monitored regarding their performance
Coursework	Failure to meet deadlines or submitting work of an unsatisfactory standard	<ul style="list-style-type: none"> ⌚ Each Department has a policy for dealing with this issue When policy has been followed the matter should be passed on to Year Tutor if it has not been resolved, then to Vice Principal
Attendance	Failure to attend school Failure to attend taught class including career class while in school Failure to register with form teacher having arrived late to school	<ul style="list-style-type: none"> ⌚ Note provided by parents. If student returns without note he will be given a days grace to produce note. If note is not produced on the second day he will be referred to Year Tutor for Friday Detention. ⌚ This will result in Year Tutor Detention and contact made by Year Tutor to parents. If offence is repeated the student will receive detention and parents will meet with Vice Principal. If the issue occurs a third time, a suspension will be imposed ⌚ If a pattern emerges the student will be put on detention by Year Tutor. If offence is repeated the student and parents will meet with Vice Principal. If the issue occurs a third time, a suspension will be imposed ⌚ This will result in year tutor detention. If offence is repeated the student will receive detention and parents will meet with Vice Principal. If the issue occurs a third time, a suspension will be imposed

	<p>Pattern of arriving to school late</p> <p>Failure to register for Study and PE periods</p>	<ul style="list-style-type: none"> ⌚ All students must register with study supervisor even when they are going to use another facility. Supervisor will use Code A (Artistic Endeavour) if they are using ICT, Art, Construction etc and Code P (for use of PE facilities). The use of other facilities is based on the permission of the relevant HOD. Year Tutor and Form teacher will monitor study registers and will respond to any student who shows a pattern of not following this procedure
<p>Misbehaviour in Study Hall or Study Hall overflow classes</p>	<p>Main problem here is student not using time properly, disrupting others or failing to follow the instructions of the supervisor</p>	<ul style="list-style-type: none"> ⌚ Study Hall supervisor will initially deal with the issue ⌚ If issue persists the student will be referred to Form Teacher who will discuss the issue with the student and if appropriate refer the student to Year Tutor for detention ⌚ Further occurrence of the issue will result in year tutor contacting home and placing student on detention ⌚ Further occurrence will result in meeting with of student and parents with vice principle ⌚ If issue continues then the student could be suspended

Monitoring of Academic Progress

This will take place

- ⌚ October
- ⌚ Christmas
- ⌚ March

On each occasion teachers will provide a mark and a comment (only if there is a concern about the student)

This will be reviewed by Year Tutor and Vice Principal and the necessary interventions made

Role of the Vice Principal in Sixth and Seventh Year

- ⌚ To clearly articulate to the staff and students that the student has ultimate responsibility for their own learning. This communication to parents and students will be done at an Information Day in August
- ⌚ To support the work of the Year Tutors in particular by meeting with them on a regular basis after Friday Pastoral Team Meeting
- ⌚ To meet with students and parents when the level of performance either in terms of behaviour or academic performance has reached a level where the students future in the school is under review or where failure in seventh year is a likely possibility
- ⌚ Pupils who are at the Vice Principal level in sixth year will be informed very clearly that their behaviour is jeopardising their return to seventh year. If they continue the inappropriate behaviour the option of suspension will be examined.
- ⌚ Pupils who are at the Vice Principal level in seventh year will be suspended if they fail to abide by the school rules with respect to absenteeism and punctuality in particular. Apart from incidents of severe behavioural issues this is the only likely situation in which a senior school student would face suspension.
- ⌚ To monitor in consultation with the Head of Careers how many students attain their target grades

Role of Year Tutor

- ⌚ Clearly articulate to students at assemblies the philosophy and implications of independent learning
- ⌚ Accurate records regarding student performance. This can be done on SIMS.Net under the heading of behaviour management with respect to each pupil
- ⌚ Communicate information to student and to parents and keep record of these communications. This can be done on SIMS.Net under the heading of behaviour with respect to each pupil
- ⌚ Clearly indicate to student the possible outcomes of his actions, e.g., failure to achieve an average of four grade C in AS means that the student cannot progress into seventh year – It should be stressed to all students in Lower sixth Year that their target grade's should be four **quality high grades**
- ⌚ Ensure that there is a record of target grade for each pupil in seventh year for each subject. This will be used when doing midterm reviews
- ⌚ Meet with the Vice Principal on a monthly basis to monitor attendance and to pass on relevant information to form teachers regarding this. This meeting will also be an opportunity to discuss any other issues arising in the Senior School.
- ⌚ The option of an internal suspension can be used which can be used as an alternative to either a Friday Detention or Suspension. This could arise in a situation where a pupil is not allowed to return to class until a meeting has been held with his parents.

Role of Form Teacher

- ⌚ Register all students on SIMMs before 9.15. Put in codes for extra curricular activity when appropriate
- ⌚ Keep accurate attendance records
- ⌚ Keep copy of each students' individual timetable and fill in non class activities
- ⌚ Monitor student attendance at class using Lesson Monitor
- ⌚ Be attentive to possible personal reasons for poor academic performance or behaviour and communicate these where appropriate to both Year Tutor and relevant subject teachers
- ⌚ Clearly articulate to students in form class the philosophy and implications of independent learning
- ⌚ Accurate record regarding student in terms of academic and non academic behaviour, e.g., information received from class teachers, and study hall supervisors, attendance record and communication with parents.
- ⌚ Provide parents with information regarding attendance or poor performance and keep record of these communications.
- ⌚ Keep record of target grade for each subject for each pupil.
- ⌚ If academic indiscipline is occurring across a number of subjects, form teacher should have initial discussion with student.
- ⌚ But once a pattern of academic or non-academic indiscipline emerges a student can be placed on detention by the Year Tutor.
Ultimately the decision regarding detentions in Lower and Upper Sixth rests with the relevant Year Tutor BUT working in close consultation with subject and Form Teachers as well as the Study Hall supervisor.

Role of Class Teacher

- ⌚ Clearly articulate to students the philosophy and implications of independent learning
- ⌚ Accurate record keeping with respect to academic performance and attendance
- ⌚ Recording attendance in class using Lesson Monitor
- ⌚ Make initial contact with parents regarding non completion of homework or poor performance in class tests
- ⌚ Clear communication of relevant information to Form Teacher
- ⌚ Clear communication to student regarding his progress in the particular course
- ⌚ Offer student reasonable academic support
- ⌚ Prior to First Term PTM ascertain the target grade for each pupil and discuss this with parents and pupil. This is more applicable to 7th year students
- ⌚ Provide information for Year Tutor at October, Christmas and March Reviews. This information enables Year Tutor to track progress of pupils who are under achieving. This is particularly relevant for lower sixth students as progression into seventh year is dependent upon achieving a minimum of a 4C average.

BULLYING

What is Bullying?

Bullying is repeated and wilful activity by an individual or group in which power is exerted over another to intimidate or dominate.

It may have the following forms;

- * Physical (punching, kicking etc.)
- * Verbal (name calling, slagging etc.)
- * Rude gestures
- * Intimidation
- * Exclusion and isolation
- * Extortion

What to watch for;

Look for signs of distress:

- ⌚ An unwillingness to attend school
- ⌚ A pattern of headaches or stomach aches
- ⌚ Equipment that has gone missing
- ⌚ A request for extra pocket money
- ⌚ Damaged clothing or bruising
- ⌚ Doing poorly in school work where previously doing well

This is not a complete list; in addition do not expect all signs to be present together.

Keep lines of communication with your son open and well used. If there is a problem you are more likely to hear about it.

What to do;

- ⌚ Keep a written record of incidents, who, what, where, when.
- ⌚ Contact the school (Telephone 02830263142) and ask to speak to either your son's Form teacher or Year Tutor, Mr O'Shea Vice Principal or Mr Ruddy Vice Principal.
- ⌚ Together with the staff member, devise strategies that will help your son and provide him with support, both inside and outside school.
- ⌚ Do not encourage your son to hit back but rather to recruit friends. A child who has friends is less likely to be bullied.
- ⌚ Tell your son that there is nothing wrong with him. He is not the only victim.
- ⌚ Advise him to talk to someone in school, e.g. Form Teacher, Year Tutor, Counsellor, Mr O'Shea or indeed any teacher.
- ⌚ Help your son to avoid places where bullying occurs e.g. take a different route to school.
- ⌚ Advise him **not** to try to buy-off the bully with money.
- ⌚ Keep the school abreast of developments.

Abbey's response to Bullying Incidents

What will the School do?

For the first instance of bullying; the bullying is stopped in the following way:-

- ⌚ A problem-solving, rather than a punitive approach is taken, unless particularly serious.
- ⌚ The pupils involved (perpetrator and victim) are empowered and encouraged to take responsibility for finding a solution. The victim's Year Tutor facilitates this process.
- ⌚ Year Tutors do not impose a solution but offer support and facilitation.
- ⌚ The focus where possible is on resolving the problem through finding a solution. A punishment may be administered where the offence is deemed particularly serious.
- ⌚ As this method relies on direct, clear and honest communication it is carried out by Year Tutors who will be trained in the process.
- ⌚ Counselling assistance is provided for both victim and perpetrator.

If the problem persists:

- ⌚ Sanctions will be imposed
- ⌚ Counselling of both victim and bully is continued.

NONE OF THIS CAN HAPPEN IF WE DON'T KNOW ABOUT THE BULLYING!!

What if you think your son is bullying?

If you believe your son is bullying, you can get help for him by contacting either of the two Vice Principals Mr O'Shea or Mr Ruddy. This contact will not itself result in disciplinary repercussions, however, bullying reported through other channels will be dealt with by normal procedures.

Useful points of contact:

The Abbey Grammar School	02830263142
Just Ask Counselling Service	02830834250
Childline FREEPHONE	0800 1111
Parent Advice Centre	02890238800

SCHOOL CLUBS/SOCIETIES

Members of staff are encouraged to participate in and organise extra-curricular activities such as sporting events, outdoor pursuits, drama, quizzes and music. The following are some of the clubs which already exist in the school.

Abbey Choir	Mr D Wadsworth
Arkwright Technology Scholarship	Mr T Mooney
Art Club	Ms Hughes/Mrs McAreavey
Basketball	Mrs P McClean
Bombardier Flight Challenge	Mr T Mooney/Mrs K Cranston
Computer Club	Mr J Downing
Creative Writing Club	Miss K Gilloway
Debating Society	Ms A Reynolds
Drama Society	Mr J Smyth / Mr P McParland
Golf Club	Mr G Morgan
Technology RM Graphical Design	Mrs K Cranston
Technology - Big Idea	Mr M Rodgers
Irish Traditional Group	Mr. J Keatings
Jazz Band	Mr D Wadsworth
Quiz Teams	Mr Colin Gamble
STEM Club	Dr M Carey
UK Maths Competitions	Maths Department
Zambian Immersion Project	Mr D Evans
MacRory Cup	Messrs. J Gormley, S Gallagher, M Grogan
Rannafast Cup	Mr D Gordon, Mrs C Mc Grath
Corn na nOg	Mr P Mc Parland, Mr C Rooney
Dalton Cup	Mr. J Mc Cartan
Nannery Cup	Messrs J Mc Cartan, R Hannon
Brock Cup	Messrs Sean Gallagher, J Rath
Ben Dearg	Messrs J Downing, R Hannon
Health & Fitness	Messrs J Gormley, R Hannon, J Keatings, C Rooney
Cross Country	Mr D Evans
Badminton	Mr R Ruddy
Hurling	Mr M Rodgers
Ju Jitsu	Mr I Mc Quaid

Any teacher who wishes to be involved with any of these groups, should contact the person indicated. If a teacher wishes to organise or form a new club, he/she should, in the first instance, present his/her proposals to the Headmaster.

TRUSTEE / BOARD MEMBERSHIP

Trusteeship

The trustees of the Abbey Christian Brothers' Grammar School are the members of the Edmund Rice School Trust for Northern Ireland (ERSTNI).

Board of Governors

Trustee Representatives:

Mr S McAteer

Mr M Brady

Mr A Morgan

Mrs B Rafferty

DENI Representatives:

Mr B Reilly

Mr A Murdock

Mr C Mackle

Elected by Teachers:

Mr M Rodgers

Elected by Parents:

Mrs A McAteer

Co-opted Member:

Mr D Gillespie

Secretary / Correspondent to the Board:

Mr D McGovern - Headmaster

The Headmaster is correspondent to the Board of Governors and all correspondence to that body, must be made through him.

First Year Homework Policy,



Guidance for Parents

Pupils making the transition from primary to grammar school experience a dramatic increase in the amount, variety and depth of homework and general study.

Homework is an all-embracing term covering: **written, oral, aural, reading, projects and study.** A pupil's ability to cope, gain confidence and success in exams will be a true reflection of how he manages to combine all of these elements into his homework period each night.

In First Year, we expect a student to spend a minimum of an hour on homework each night. Should the directed homework given, not reach the minimum time indicated, then he should make up the rest of the time **studying**. It is important to spend time studying all subjects periodically so that the weakest subjects are not ignored.

Please note that in the absence of a teacher, pupils are **not** allowed to do written homework during that free period.

Each pupil is given a homework diary at the beginning of the school year. We consider this booklet as being a very important resource; not only must your son record the homeworks given in each subject during the day, but it provides parents with a convenient channel for communicating with any teacher in the school and particularly the form teacher. We ask you to **sign the diary once each week**. If a homework has not been done, then the teacher may have written a comment into his diary for you to read. The Form Teacher countersigns the diary once every two weeks. It is considered a serious offence for the minority who often fail to complete work satisfactorily and comply with the homework diary regulations.

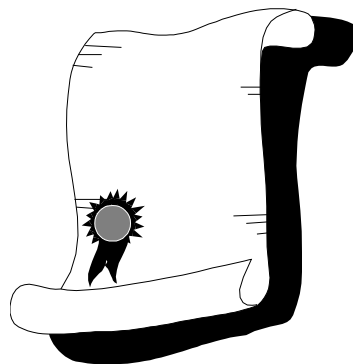
To cope with this extra demand, study must be approached in a planned way and needs to be supported by parents through provision of suitable facilities and through encouragement. Each individual will have his own 'best way' to study and he will hopefully, with your help and the help of his teachers, discover this. However, the following guidelines might help:

- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.

- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help. No television in the study room.
- ⌚ Use the television as a reward for good study rather than letting it become a distraction from it.
- ⌚ Encourage use of a study timetable, constructed to give each subject a fair share of time.
- ⌚ Two hours study in an evening should be broken up with, for example, three 5 minute breaks or one break to watch one television programme. Don't expect two hours quality study without a break!
- ⌚ Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- ⌚ Passive methods of study (e.g. "Reading" notes, "looking at" diagrams) are rarely of any use. Active methods involving the use of pen and paper, writing out notes and drawing diagrams are much more effective.
- ⌚ Project work must be started early in the period given to complete it, planned well and progressively completed to avoid last minute panics.
- ⌚ Help your son learn by asking him questions on the material he has studied - e.g. language vocabulary.
- ⌚ In Pastoral Care classes, your son learns about study and individual teachers advise on how best to approach their subject. Encourage your son to use the skills he learns in school.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Second Year Homework Policy,



Guidance for Parents

Homework is an all-embracing term covering: **written, oral, aural, reading, projects** and **study**. A pupil's ability to cope, gain confidence and success in exams will be a true reflection of how he manages to combine all of these elements into his homework period each night.

In Second Year, we expect a student to spend a minimum of an hour on homework each night. Should the directed homework given, not reach the minimum time indicated, then he should make up the rest of the time **studying**. It is important to spend time studying all subjects periodically so that the weakest subjects are not ignored.

Please note that in the absence of a teacher, pupils are **not** allowed to do written homework during that free period.

Each pupil is given a homework diary at the beginning of the school year. We consider this booklet as being a very important resource; not only must your son record the homework's given in each subject during the day, but it provides parents with a convenient channel for communicating with any teacher in the school and particularly the form teacher. We ask you to **sign the diary once each week**, if a homework has not been done, then the teacher may have written a comment into his diary for you to read. The Form Teacher countersigns the diary once every two weeks. It is considered a serious offence for the minority who often fail to complete work satisfactorily and comply with the homework diary regulations.

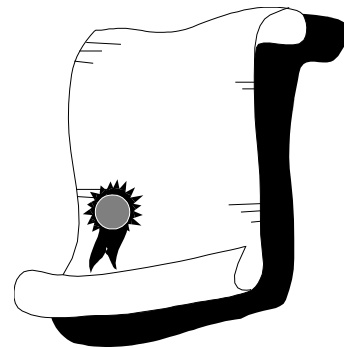
To cope with these demands, study must be approached in a planned way and needs to be supported by parents through provision of suitable facilities and through encouragement. Each individual will have his own 'best way' to study and he will hopefully, with your help and the help of his teachers, discover this. However, the following guidelines might help:

- 🕒 Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.
- 🕒 If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- 🕒 No heavy, loud music, but gentle, quiet background music might help. No television in the study room.

- 🕒 Use the television as a reward for good study rather than letting it become a distraction from it.
- 🕒 Encourage use of a study timetable, constructed to give each subject a fair share of time.
- 🕒 Two hours study in an evening should be broken up with, for example, three 5 minute breaks or one break to watch one television programme. Don't expect two hours quality study without a break!
- 🕒 Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- 🕒 Passive methods of study (e.g. "Reading" notes, "looking at" diagrams) are rarely of any use. Active methods involving the use of pen and paper, writing out notes and drawing diagrams are much more effective.
- 🕒 Project work must be started early in the period given to complete it, planned well and progressively completed to avoid last minute panics.
- 🕒 Help your son learn by asking him questions on the material he has studied - e.g. language vocabulary.
- 🕒 In Pastoral Care classes, your son learns about study and individual teachers advise on how best to approach their subject. Encourage your son to use the skills he learns in school.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Third Year Homework Policy,



Guidance for Parents

Homework is an all-embracing term covering: **written, oral, aural, reading, projects** and **study**. A pupil's ability to cope, gain confidence and success in exams will be a true reflection of how he manages to combine all of these elements into his homework period each night.

In Third Year, we expect a student to spend a minimum of an hour on homework each night. Should the directed homework given, not reach the minimum time indicated, then he should make up the rest of the time **studying**. It is important to spend time studying all subjects periodically so that the weakest subjects are not ignored.

Please note that in the absence of a teacher, pupils are **not** allowed to do written homework during that free period.

Each pupil is given a homework diary at the beginning of the school year. We consider this booklet as being a very important resource; not only must your son record the homework's given in each subject during the day, but it provides parents with a convenient channel for communicating with any teacher in the school and particularly the form teacher. We ask you to **sign the diary once each week**, if a homework has not been done, then the teacher may have written a comment into his diary for you to read. The Form Teacher countersigns the diary once every two weeks. It is considered a serious offence for the minority who often fail to complete work satisfactorily and comply with the homework diary regulations.

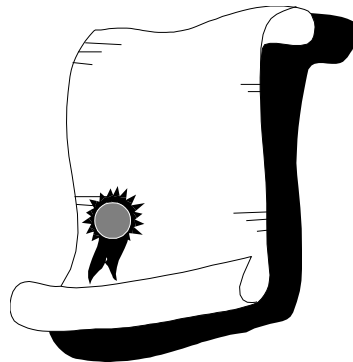
To cope with these demands, study must be approached in a planned way and needs to be supported by parents through provision of suitable facilities and through encouragement. Each individual will have his own 'best way' to study and he will hopefully, with your help and the help of his teachers, discover this. However, the following guidelines might help:

- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.
- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help. No television in the study room.

- 🕒 Use the television as a reward for good study rather than letting it become a distraction from it.
- 🕒 Encourage use of a study timetable, constructed to give each subject a fair share of time.
- 🕒 Two hours study in an evening should be broken up with, for example, three 5 minute breaks or one break to watch one television programme. Don't expect two hours quality study without a break!
- 🕒 Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- 🕒 Passive methods of study (e.g. "Reading" notes, "looking at" diagrams) are rarely of any use. Active methods involving the use of pen and paper, writing out notes and drawing diagrams are much more effective.
- 🕒 Project work must be started early in the period given to complete it, planned well and progressively completed to avoid last minute panics.
- 🕒 Help your son learn by asking him questions on the material he has studied - e.g. language vocabulary.
- 🕒 In Pastoral Care classes, your son learns about study and individual teachers advise on how best to approach their subject. Encourage your son to use the skills he learns in school.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Fourth Year Homework Policy,



Guidance for Parents

The move from Third into Fourth year marks the transition from Junior to Senior school. There is now an expectation of greater self-motivation in your son's school work, subsequently both the quantity and quality of study must increase.

Homework is an all-embracing term covering: **written, oral, aural, reading, projects, coursework** and **study**. A pupil's ability to cope, gain confidence and success in his *GCSE's* will be a true reflection of how he manages to combine all of these elements into his homework period each night.

Unfortunately for some students when they reach fourth year, they see it as a 'rest period' with their major examinations more than a year away. This is a very serious attitude to take and experience has shown that it is very difficult to make up lost ground in fourth year.

Throughout fourth year, we suggest that a student should spend a **minimum of two hours at homework each night**. If the directed homework given does not take this time, then it should be made up by studying. It is important to **spend time studying** all subjects periodically, so that a weak subject is not left behind.

Each pupil is given a homework diary at the beginning of the school year. We consider this booklet as being a very important resource; not only must he record the homework's given in each subject during the day, but it provides parents with a convenient channel for communicating with any teacher in the school and particularly the form teacher. We ask you to **sign the diary at least once each week**, if a homework has not been done, then the teacher may have written a comment into his diary for you to read. The form teacher countersigns the diary once every two weeks.

It is considered a serious offence for the minority who fail to complete work satisfactorily and comply with the homework diary regulations.

Please note that in the absence of a teacher, pupils are **not** allowed to do written homework during that free period.

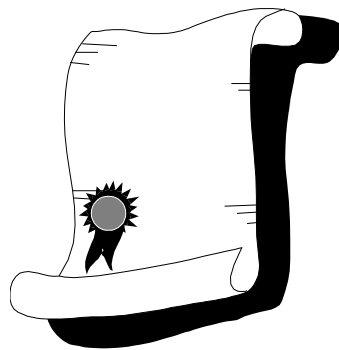
To cope with this extra demand, study must be approached in a planned way and needs to be supported by parents through provision of suitable facilities and through encouragement. The following guidelines might help:

- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.

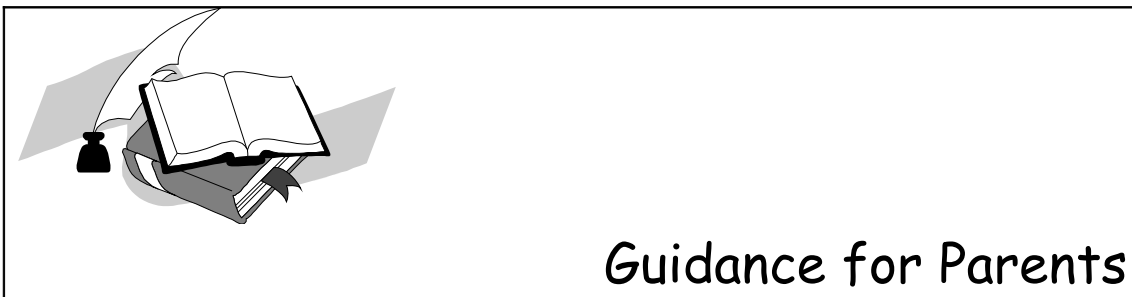
- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help. No television in the study room. Your son should use television as a means of self reward after a study session.
- ⌚ Encourage use of a study timetable, constructed to give each subject a fair share of time. Help is provided in school with this.
- ⌚ Two hours study in an evening should be broken up with, for example, three 5 minute breaks or one break to watch one television programme. Don't expect two hours quality study without a break!
- ⌚ Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- ⌚ Passive methods of study (e.g. "Reading" notes, "looking at" diagrams) are rarely of any use. Active methods involving the use of pen and paper, writing out notes and drawing diagrams are much more effective. Regular and repeated revision ensures good recall.
- ⌚ Coursework need not be an enormous burden. If a month is given to do it, a month should be used.. Good planning will ensure that pieces of coursework from all subjects will be given the time they each deserve
- ⌚ Help your son learn by asking him questions on the material he has studied - e.g. language vocabulary.
- ⌚ In Pastoral Care classes, your son learns about study and individual teachers advise on how best to approach their subject. Encourage your son to use the skills he learns in school.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Fifth Year Homework Policy,



Now that your son is in the final year of his *GCSE* courses, there is an expectation of greater self-motivation in his school work, subsequently both the quantity and quality of study should increase.

Homework is an all-embracing term covering: **written, oral, aural, reading, projects, course work and study**. Pupils success or failure to achieve to his true potential in *GCSE* exams this June, will be a reflection of how he manages to combine these different elements into his homework period each night.

Throughout this year, we suggest that a student should spend **a minimum of two and a half hours at homework each week night**, a little extra over the weekend would be expected. If the directed homework given does not take this time, then it should be made up by studying. It is important to spend time studying all subjects periodically so that a weak subject is not left behind. Where possible, a student should try and complete course work before Christmas, to leave extra revision time coming closer to exams.

Each student is given a homework diary at the beginning of the school year. This is a very important resource; not only does it remind a student of the different homework given in each subject for that day, but it provides a convenient channel of communication between parents and teachers. We ask you to **sign the diary once each week**, this will be countersigned by the form teacher once every two weeks.

It is considered a serious offence for the minority who fail to complete work satisfactorily or comply with the homework diary regulations.

Please note that in the absence of a teacher, pupils are not allowed to do written homework during that free period.

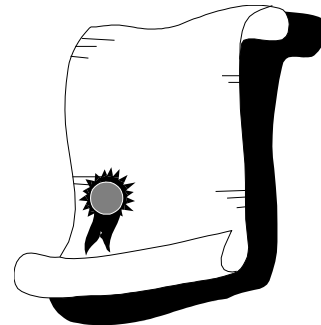
To cope with this extra demand, study must be approached in a planned way and needs to be supported by parents through provision of suitable facilities and through encouragement. The following guidelines might help:

- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.
- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help. No television in the study room. Your son should use television as a means of self reward after a study session.
- ⌚ Encourage use of a study timetable, constructed to give each subject a fair share of time. Help is provided in school with this.

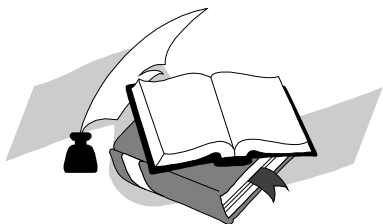
- ⌚ Two hours study in an evening should be broken up with, for example, three 5 minute breaks or one break to watch one television programme. Don't expect two hours quality study without a break!
- ⌚ Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- ⌚ Passive methods of study (e.g. "Reading" notes, "looking at" diagrams) are rarely of any use. Active methods involving the use of pen and paper, writing out notes and drawing diagrams are much more effective. Regular and repeated revision ensures good recall.
- ⌚ Coursework need not be an enormous burden. If a month is given to do it, a month should be used. Good planning will ensure that pieces of coursework from all subjects will be given the time they each deserve
- ⌚ Help your son learn by asking him questions on the material he has studied - e.g. language vocabulary.
- ⌚ In Pastoral Care classes, your son learns about study and individual teachers advise on how best to approach their subject. Encourage your son to use the skills he learns in school.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Study for Advanced Level,



Guidance for 6th Year Parents

The transition from GCSE to A Level is a difficult one not least of all in the need for your son to be self - driven towards his own success. Ultimately he is responsible for his own learning and development. What we, teachers and parents, can do is to facilitate, encourage and support him.

Many students encounter difficulty in adapting to the demands of 'A' Level courses. There must be a development of attitude from one who resists homework to an acceptance of personal responsibility for his own studies. This alone requires time, effort, guidance and support.

While the emphasis in years one to five focus on the teacher giving well defined homeworks, at 'A' Level this may not be the case. Our efforts are directed into developing the student to take personal responsibility for his own free time and study. A good conscientious effort made in sixth year lays the foundation for success in 'A' Level exams. The notion that this year is one to relax and take it easy is an attitude which will not be tolerated and consequently dealt with very decisively. This will be more focused now than ever with all students sitting public exams at the end of sixth year.

We suggest that a sixth year student studying three 'A' Levels should spend approximately **eighteen hours between homework and study each week**. This does **not** include the free study periods which he has in school.

If it is identified that a student is falling behind in his work or is not producing a standard of work which reflects his ability, we would hope to address this situation as early as possible.

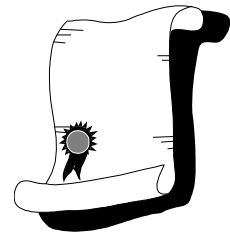
In Lower 6th, your son will take a short, but intensive module on study skills containing techniques and ideas offered to him for his evaluation. This will enable him to find or further refine his own "best way" to study. The guidelines below, which will be developed in much more detail with your son, are presented so that you as parents and we as teachers will be communicating essentially the same message.

- ⌚ Lower 6th is not a rest year between GCSE's and A Levels. There is a lot of work to be done - not at least of all in adopting the role of A Level student, particularly now with the modular system.
- ⌚ Motivation arises from a clear vision of long term goals e.g. career and future life style. Short term goals e.g. what I need to study today, arise from these and provide day to day drive and commitment.
- ⌚ A careful balance between work and play is essential.

- ⌚ A Levels are a full time commitment - part-time jobs often interfere with this.
We recommend that those students who have part-time jobs, keep these under review.
- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.
- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help.
- ⌚ Encourage use of a study timetable, constructed to give each subject a fair share of time. Help is provided in school with this.
- ⌚ Two hours study in an evening should be broken up with, for example, a ten minute break. Don't expect two hours quality study without a break!
- ⌚ Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- ⌚ Passive methods of study (e.g. "Reading" notes) is considered less productive than active methods such as writing and drawing diagrams. Regular and repeated revisions ensures good recall.
- ⌚ Encourage your son to try out study skills recommended to him by his teachers, and to use them regularly where he finds them beneficial.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!



Study for Advanced Level



Guidance for 7th Year Parents

At this stage in his 'A' Level courses, your son should be **firmly focused** and committed to his studies.

We suggest that any 'A' Level students studying three subjects, should spend approximately **twenty five hours between homework and study each week**. How your son plans this is entirely up to himself, but obviously it should be evenly spread.

If a student is identified as falling behind through lack of effort at home or in school, we would hope to pick this up as early as possible and try and address the situation.

In Lower 6th, your son took a short, but intensive module on study skills containing techniques and ideas offered to him for his evaluation. This should have enabled him to find or further refine his own "best way" to study.

The guidelines below, which will be developed in much more detail with your son, are presented so that you as parents and we as teachers will be communicating essentially the same message.

- ⌚ Motivation arises from a clear vision of long term goals e.g. career and future life style. Short term goals e.g. what I need to study today, arise from these and provide day to day drive and commitment.
- ⌚ A careful balance between work and play is essential.
- ⌚ A Levels are a full time commitment - part-time jobs often interfere with this. In 7th year, we recommend that students should severely limit the number of hours they allocate to their part-time jobs.
- ⌚ Provide a regular place for study equipped with a table, chair and bookshelves, and sufficiently heated and lighted. The room should be quiet and interruptions should be avoided.
- ⌚ If good study facilities are hard to provide at home (e.g. distractions from brothers and sisters) supervised study is available in school Monday to Thursday from 3.30 until 5.00pm.
- ⌚ No heavy, loud music, but gentle, quiet background music might help.
- ⌚ Encourage use of a study timetable, constructed to give each subject a fair share of time. Help is provided in school with this.
- ⌚ Two hours study in an evening should be broken up with, for example, a ten minute break. Don't expect two hours quality study without a break!

- ⌚ Study sessions must be planned and should address the following:
 - *What is to be studied. *How much time is to be spent on it. *What resources are needed. Check the study plan against what is actually achieved.
- ⌚ Passive methods of study (e.g. "Reading" notes) is considered less productive than active methods such as writing and drawing diagrams. Regular and repeated revisions ensures good recall.
- ⌚ Encourage your son to try out study skills recommended to him by his teachers, and to use them regularly where he finds them beneficial.

Above all:

Show interest in what your son is doing and give plenty of praise for good work!