



THE MARCHES SCHOOL & Technology College

'Achievement Through Caring'

Morda Road, Oswestry, Shropshire, SY11 2AR

Telephone: 01691 664400

Fax: 01691 671515

E-mail: admin@marchesschool.com

Website: www.marchesschool.co.uk

The Marches School and Technology College is an 11 to 16 county community comprehensive co-educational day school maintained by Shropshire County Council. We serve the market town of Oswestry and the surrounding villages of the border country where Shropshire meets Wales. Currently there are 1232 students on roll. The Marches School and Technology College exists on a semi-rural 30-acre site just south west of the town, allowing us to accommodate all of our learners with ease.

Headteacher:	Mrs S Longville B.A., M.A., NPQH
Deputy Headteachers:	Miss J Glover B.Ed. Mr D O'Toole B.A., M.A., NPQH
Assistant Headteachers:	Mr F O'Brien B.Ed. Mrs R Lloyd B.A., NPQH Mrs A Pearson B.Sc., NPQH
Business Manager:	Ms S Davies
Chair of Governors:	Mr A Walpole
Vice Chairman :	Mr R Pearson

The contents of this guide are intended to give a broad outline of the education we provide at The Marches School and Technology College, complementing our pictorial brochure. If you would like more information about the school, its organisation and policies, please contact the school. We welcome all communication and look forward to meeting you.

Other supplements available are:

- Key Stage 4 curriculum booklet
- School Policies and Information leaflets

This guide was reviewed in May 2009 and relates to the year 2009/10. The information was correct when compiled. Some changes may have occurred as the school develops improved procedures, practices and policies as part of our on-going process of seeking even higher standards.

Contents	Page
INTRODUCTION	
The Marches School and Technology College	3-4
Aims of the School	5
INFORMATION ABOUT ADMISSIONS	
Admissions Policy	6-7
Key Stage 2 and Key Stage 3 Transition	7
CURRICULUM AND ORGANISATION	
The Teaching Staff	8-9
Services, Administration and Support Staff	10-11
The Governing Body	12
The Curriculum	13
The School Day and Class Groups and Setting	13
Timetable	14
Department Information – Curriculum Areas	14-18
Learning to Learn L2L	18
Provision for Learners with Special Educational Needs	19
Gifted and Talented	19
Assessment and Target Setting	20
Homework – Home Learning	21
Year Focus Reviews	21
Careers Education and Guidance	22-23
Arrangements for Assemblies and Collective Worship	23
SCHOOL RULES AND WELFARE	
The Code of Dress (School Uniform)	24
Kit for Physical Education	25
Behaviour and Expectations	25
The Code of Conduct, Basic Rules, Basic Equipment, Rewards and Sanctions	26-28
Lunches and Lunchtime Arrangements	29
Respecting the Environment	29
School Council, Buddy System, Prefects	30
HOME-SCHOOL PARTNERSHIP	
Day to Day Contact	31
Illness, Absence and Medical Treatment in School	32
Progress Reports and Parents and Carers' Consultation Evenings	32
Monitoring and Mentoring	32
Newsletter	32
SCHOOL ADMINISTRATION	
Charging Policy – Payment for Trips and Activities	33
Fire Drill	33
Insurance	33
Personal Property	33
Health and Safety	33
Equal Opportunities	33
Complaints Procedures	34
ACHIEVEMENTS	
Examination Syllabuses, GCSE Results and School Statistics 2008	35-36
Sporting Achievements	37-38
OUT OF HOURS LEARNING	
Clubs and Activities	39
Learning Resources Centre	39
International Projects/Awareness	40
CALENDAR FOR 2009 – 2010	41
HOME-SCHOOL AGREEMENT (Copy)	42-43

INTRODUCTION

The Marches School and Technology College is a vibrant learning community, comprising of a very supportive parent body, caring and forward looking staff, energetic and thoughtful students, a proactive governing body and an ever developing cross section of community partners. Children are placed firmly at the centre of all we do and we therefore pride ourselves on offering a wealth of opportunities allowing all in the learning community to experience success in many different ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

Our core values:

- Mutual respect so that all feel safe and cared for
- Understand and acknowledge our rights and responsibilities
- To contribute positively to the school and the wider community
- Take pride in striving to achieve our personal best and attain the highest standards
- Through positive life choices make the most of the learning adventure
- Take the time to experience and enjoy a healthy lifestyle

Specialist School Status

The School has an outstanding reputation as a centre for excellence that inspires young people to achieve their potential. It is for these reasons that the school has had **Specialist Technology Status** since 1996. Furthermore it has been recognised by the government's specialist schools trust as at the forefront of educational thinking by being awarded **Leading Edge and Training School Status**.

Our Specialist School Status means that we provide the full range of National Curriculum subjects and have additional responsibility for enhancing Maths, Science and Technology across the whole school and throughout the local community. The school has an excellent academic record and adds value to the performance of students of all abilities, hence Leading Edge Status. We pride ourselves on the disciplined well ordered atmosphere within the school where the focus of all our activities is on the delivery of high quality learning and teaching activities that stimulate enjoyment, engagement and positive outcomes for students. This school is an exciting, energetic and caring organization that aims to give all students the best possible start in life.

Facilities

In our rapidly changing world, we at the Marches know the importance of keeping pace with new developments ensuring that we offer everyone in our learning community and the wider community a contemporary environment in which to explore learning. These facilities include purpose-built Design Technology workshops, ICT facilities, accommodation for Mathematics and a Creative Studies suite with facilities for Art, Textiles, Music and Drama. There are extensive play spaces as well as a sports hall and flood lit all weather playing area. The site is attractively landscaped and is set out in a college campus style. All teaching spaces have interactive whiteboard technology and all teachers have lap top computers.

The student restaurant provides an excellent setting for students to enjoy the wide range of healthy food on offer. The hall is equipped with tiered seating and lighting and doubles as a spectacular auditorium for drama music and other productions.

We are continually improving the school environment. A new Sports Hall was opened in September 2004 and the floodlit all weather playing area completed in early 2005. A new Digital Centre and Food Technology area was opened in September 2005. A refurbished suite of Science rooms was available for use from September 2006 and in September 2008 a brand new state of the art ICT suite will open to accommodate the delivery of the new 14 -19 diploma. Furthermore a new resource centre and staff training centre was opened by Liz Nichols in June 2009.

Aims of the School

Our Aims for Ourselves

1. To promote a caring environment in which young people can grow towards adulthood.
2. To develop positive teaching strategies geared towards maximising the learning potential of our students.
3. To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers.
4. To promote constructive evaluation of what we do at all levels.
5. Actively to promote the principle of equality for all people whatever their abilities, background, race or gender.
6. To promote and maintain a positive relationship with parents and carers and the local community based upon mutual respect and understanding.
7. To strive towards excellence in everything we do.

Our Aims For Our Students

1. To develop in each child a positive self image.
2. To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary.
3. To promote and provide opportunities within and beyond the curriculum which encourage and enable our students to develop a sense of meaning and purpose in their own life and in life as a whole.
4. To 'enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment'. (Warnock)
5. To develop skills relevant to employment and to survival in a changing world.
6. To develop the ability to think and to manage ideas.
7. To develop an enquiring mind with the ability to question and to argue rationally.
8. To develop the ability to work positively with and amongst other people and as part of a group.
9. To promote high attainment and the pursuit of excellence.
10. To educate for responsible adulthood.

INFORMATION ABOUT ADMISSIONS

Admissions Policy

We are an open access comprehensive school catering for children aged between 11 and 16. The maximum admission number for September 2009 is 270 students. The admissions policy is determined by Shropshire Council, which is the Admissions Authority for all Community and Voluntary Controlled schools in Shropshire. The Council's Admissions Team operates the admissions process and all enquiries regarding Admissions should be addressed to them. They produce a booklet "Parents' Guide to Education in Shropshire" each year with up to date information about schools and a full explanation of the admissions processes. The booklets are available in school or from the Admissions Team or can be accessed on the Shropshire website. Parents/carers who may wish to speak directly to an Admissions Advisor may also contact them through the Admissions Team.

The contact address is: Admissions Team, Children & Young People's Services, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 01743 254459

or email: school-admissions@shropshire.gov.uk

website: www.shropshire.gov.uk

Catchment areas for schools can be viewed on Shropmap which can be found on the above website address

This school has a Published Admission Number (PAN) of 270 for the Year 7 intake in 2010 (this number also applies to Years 8 – 11). For the year commencing September 2009 the number of preferences received and places allocated was as follows:

Date of allocation	No of 1 st preferences received	Total places allocated	1 st preferences allocated	2 nd preferences allocated	3 rd preferences allocated	PAN
March 09	115	227	226	1	0	270

Parents/Carers of Year 6 children and resident in Shropshire will be required in the autumn term prior to the school year of transfer to complete a Shropshire application form on which 3 preferences can be stated. The forms and booklets will be given to Year 6 students in their primary schools in early September. Or applications can be made online through the Shropshire website. Where there are more applications than there are places available, allocations will be made in accordance with the oversubscription criteria. Full details of these criteria are given in the Parents' Guide booklet; therefore it is essential that parents read the booklet before completing an application form, but, in general terms, they are based upon the following (in order):

Looked After Children (that is, children in public care)
Residence in catchment area
Sibling connection
Attendance at a primary school within the catchment area
Proximity of home address to school

Children who have a Statement of Special Educational Needs which names this school as the appropriate school to meet those needs will be offered a place.

Shropshire does not operate a system of feeder schools, as the home address of your child is the arbiter of being offered a place. That home address will be checked against data sources to ensure potential applicants are not, for example, using other relative's addresses, work or office addresses to achieve a higher priority under the published criteria.

Where applications are not successful, parents/carers may wish to put their names on a waiting list or appeal against the decision. The Admissions Team will be able to advise on these matters. Members of the school staff and Governors are legally **not** allowed to write a letter of support for appellants so please do not ask them to do so. Nor is the school allowed to give any guarantee that a place will be offered at the school.

Mid-Term or In-Year Admissions

Where families move house at other times of the year after the start of Year 7, please contact the head teacher in the first instance in order to make an appointment to visit the school. You will be given an indication of whether there are places available in the relevant year group. Applications, however, will need to be made on a Mid-term Application Form through the Council's Admissions Team (see contact details above), as other applicants may want that same place. When this occurs we will apply the same published criteria to determine priority for that place. If there are no places available the Admissions Team will be able to inform you of the Appeals process

Parents and carers with children, at any age, in any primary school wanting to discuss admission to The Marches School and Technology College, or to visit, are invited to contact the Headteacher or Transition Director at the school.

Key Stage 2 to Key Stage 3 Transition

Developing links with the primary schools is a priority at The Marches School and Technology College. Our intention is to make the transition from primary education to secondary education as natural as possible so that the eleven years of compulsory education from the age of five to sixteen are a continuous process.

There are extensive primary links and joint projects involving many of our primary schools and their students. School staff meet regularly with primary school staff and visit partner schools. This ensures greater continuity between the primary and secondary curriculum.

During the final primary school year the formal induction programme operates. The Transition Director makes early contact with all primary schools and begins the process of getting to know children who are likely to join us. The Open Evening for prospective parents and carers and students is during the Autumn Term.

During the Summer Term all children intending to join the school in September spend two days with us getting to know the school and other learners in their Year group. There is an additional programme for children with special needs. We also hold an evening meeting for parents and carers of children who will be joining us, to go through detailed arrangements for the Autumn Term.

We believe we make the transition from primary to secondary education as smooth a process as it possibly can be.

We have nine designated partner primary schools:

- Beech Grove Junior School
- Bryn Offa Primary School
- Morda Primary School
- Maesbury Primary School
- St. Oswald's Roman Catholic Primary School
- Woodside Primary School
- The Meadows Primary School
- Trefonen Primary School
- Whittington Primary School

Parents and carers of children at all other primary schools may, however, choose to send their child to us in accordance with the admissions policy.

CURRICULUM AND ORGANISATION

The Teaching Staff

Headteacher

Mrs S Longville

Deputy Headteachers

Miss J Glover

Mr D O'Toole

Assistant Headteachers

Mrs R E Lloyd

Mr F P O'Brien

Mrs A Pearson

English

Miss E Dorward (Subject Leader)

Miss K Reynolds

Miss R Lloyd

Miss C Brown

Mrs P Rhodes

Miss A Crowson

Mr J Dilks

Mrs E Weston

Mrs R E Lloyd

Miss H Griffiths

Miss N Gillham

Mathematics

Mr K Smith (Subject Leader)

Mr L Leonard

Mr H Rami

Mrs K Roberts

Mrs E Hayward

Mr C Luther

Ms L Watson

Mr R Dodds (From January 09)

Science

Mrs S Wilmot (Acting Subject Leader)

Mrs S Harvey

Mr P Jones

Miss P Ward

Mrs E Devismes

Mr A Hall

Mrs M Parry

Mrs S Fletcher

Mrs A Pearson

Mr C Williams

Mrs C Ratcliffe

Technology

Mr C Williams (Subject Leader)

Mrs A Elliott

Mr N Griffiths

Miss D Powell

Mr J Burton

Miss C Trickett

Mr S Williams

Mr S McGill

Information and Communication Technology

Mrs S Geddes (Acting Subject Leader)

Mr D O'Toole

Mrs D Dean

Miss H Beecham

Mr W Harris

Ms S Jury

Humanities

Miss S Peck (Subject Leader)
Ms C Sayce
Miss L Wright
Miss G Walker
Miss S Peacock
Mrs J Card

Miss J Glover
Mr F P O'Brien
Mrs C Hayes
Miss H Griffiths
Mrs J Holdsworth
Miss N Gillham

Modern Languages

Mrs L Rogers (Subject Leader)
Miss S Mulla
Mrs Y Baker

Mr S Giugno
Miss A Le Brech
Mr L Rickards

Performing Arts

Mr A Coupe (Director of Performing Arts)
Miss C Savage
Miss S James

Mr E Jenkins
Miss V Ford

Physical Education

Mr N Martin (Director of Sport)
Miss M Davies
Miss L Arthan
Mr G Dyke

Miss J Phillips
Mr I Sykes
Miss S Scott
Mr G Jones

Personalised Learning Centre

Mrs I Windows (SENCO)

Ms L Pugh (Assistant SENCO)

Training School

Mr P. Jones (Training School Manager /
Professional Mentor)
Dr J Leoni (Emotional Literacy Co-ordinator)

Mrs H Lloyd (Training School
Administrative Officer)
Mrs K Aspinall (Training School
Administrative Officer) -
Maternity Cover

Specialist Route Co-ordinator

Miss P Sheppard

Services, Administration and Support Staff

Administration

Ms S Davies	Business Manager	Mrs C Pritchard	Clerical Assistant
Mrs M Stefanazzi	Headteacher's PA	Mrs C Darrall	Clerical Assistant
Mrs C Dingwall	Enterprise & Learning Champion	Mrs B Ball	Clerical Assistant
Mrs S Smith	Office Manager	Mrs H Lowe	Clerical Assistant
Mrs W Woodcock	Receptionist	Mrs K Aspinall	Clerical Assistant
Miss C Evans	Exams and Data Officer	Miss A Senior	Clerical Assistant
Miss J Smith	Finance Officer	Mrs S Simmons	Pastoral Support and Attendance
Mrs K Evans	Finance Assistant		
Mrs M Richards	Resources Assistant		
Mrs P Ramsay	Medical Assistant		
Mrs A Beckett	Clerical Assistant		

Deputy Key Stage Directors

Miss S James	Miss J Phillips
--------------	-----------------

Assistant Key Stage Directors

Mrs S Atkinson	Miss C Cass
----------------	-------------

Learning Mentor and Literacy Plus Manager

Ms R Bailey

Cover Supervisors

Miss L Bowes	Mr P Fantham	Mr L Rickards
--------------	--------------	---------------

Site Management

Mr C Sagar	Site Manager	Mr K Morris	Caretaker
Mr D McAliece	Assistant Site Manager	Mr I Teagle	Caretaker
Mr T Pritchard	Caretaker (Team Leader)		

Science Technicians

Vacancy	Senior Technician	Mrs H Cawley	Technician
Mrs S Kendrick	Technician	Mrs K Roberts	Technician

Technology Technicians

Mr S Burrage	Network Manager
Mr C Jarman	Senior ICT Technician
Mr J Slipper	Web Designer and ICT Support
Mr P Brain	ICT Technician
Mrs D Dalton	Home and Food Technology Technician
Mr B Noble	Design Technology Technician
Mr P Little	Design Technology Technician

Learning Resources Assistants

Mrs S Richards	Senior Learning Resources Assistant
Mrs S Greville	Learning Resources Assistant
Mrs K Kelly	Learning Resources Assistant

Teaching Assistants

Mrs B Mainwaring	Mrs P Jones	Mrs L Robinson	Mrs S Roberts	Miss G Jones
Mrs M Rowe	Mrs S Goode	Miss L Smith	Mrs A Lewsey	
Miss V Foster	Mr L Williams	Mrs T Williams	Miss N Morris	

Bridging Centre Director

: Mr I Sykes

Bridging Centre Deputy Director

: Mr R Thomas

Bridging Centre Teaching Assistant

: Mr D Deakin

Education Welfare Officer

: Mr A Clarke

Catering Manager

: Mrs S Lockett

School Nurse

: Mrs C Hinton

Cleaning Contract Supervisor

: Mrs P Mansfield

Connexions Personal Advisor

: Ms S Barber

The Governing Body

Reconstitution of the Governing Body took place on 1st January 2004 and the representation on the Governing Body of The Marches School and Technology College is now as follows:

Parent Governors	7
LEA Governors	4
Community Governors	5
Teacher Governors (Staff Governors)	2
Staff (other than teaching) Governors	1
Headteacher (Staff Governor)	1
Total	20

Each Governor serves for four years. Our current Governing Body of The Marches School and Technology College is as follows:

<i>Governor</i>	<i>Status</i>	<i>Until:</i>
Mr B Bowen	Community Governor (F)	November 2009
Dr N Budgen	Parent Governor	October 2012
Mrs A Burgess	LEA Governor (S)	March 2011
Mrs J Cutty	Parent Governor (F)	April 2013
Mr J Day	Parent Governor (S)	October 2011
Ms A Doggart	LEA Governor (B)	January 2010
Mr D Griffiths	LEA Governor (Chair of F)	August 2010
Dr G Harvey	Parent Governor (B)	October 2012
Mrs H Jones	Community Governor (S)	June 2010
Mr P Jones	Teacher Governor (F)	October 2012
Mrs J King	Parent Governor (S)	October 2012
Dr J Leather	LEA Governor (S)	October 2012
Mr M Liquorish	Community Governor (S)	October 2012
Mrs S Longville	Headteacher (All Committees)	End of post
Mr R Pearson	Community Governor (Vice Chair of Governors & Chair of B)	October 2011
Mr R Thomas	Staff Governor (B)	October 2012
Mr A Walpole	Community Governor (Chair of Governors – all committees)	September 2012
Mrs S Wilmot	Teacher Governor (B)	October 2011
Vacancy	Parent Governor	
Vacancy	Parent Governor	

In addition to full Governing Body meetings, the Governing Body also meets as three committees: Buildings and Environment Services (B), Finance (F) and Staffing and Curriculum (S). Governor membership of these is shown above. The Governing Body has also designated specific Governors to undertake particular responsibilities as listed.

The Curriculum

It is very important to us to ensure that all children receive a balanced curriculum. As part of our Technology College commitment, we ensure that Maths, Science and Technology have a central place.

English	Religious Education
Mathematics	A Modern Foreign Language (to age 14)
Science	History & Geography (to age 14)
ICT	Art (to age 14)
Technology	Music (to age 14)
Physical Education	Citizenship

There are clearly defined areas of study set by the Department for Children, Schools and Families (DCSF). Students work towards nationally defined attainment targets. There are guidelines for RE. At present students are tested nationally in English, Mathematics and Science by the age of 14. For subjects studied to GCSE level or equivalent, the assessment will usually be the appropriate GCSE examination.

The School Day

8.40 a.m.	Period 1
9.40 a.m.	Period 2
10.40 a.m.	Morning Break
10.55 a.m.	Period 3
11.55 p.m.	Period 4
12.55 p.m.	Lunch break
1.35 p.m.	Period 5
2.35 p.m.	Session 6 - Tutor Time/Assemblies
3.00 p.m.	Teaching day ends/extra curricular activities begin

Students must be in at the correct place in time for the start of each lesson.

(These are the current operating times. It is possible they may change in future years).

Class Groups and Setting

In Year 7 our students are taught in broad ability bands, except for those whose specific learning needs are such that they require some specialist teaching, which is available to them in the Personalised Learning Centre. As students move up through the school they are increasingly taught in sets based on achievement. Students may move between sets to best suit their learning. Students benefit from small tutor groups throughout their years at the school.

Timetable

The teaching week, excluding assemblies, registration, all breaks and extra curricular activities is 25 hours. There are 25 lessons per week:

Key Stage 3	Year 7	Year 8	Year 9	Key Stage 4	Year 10	Year 11
English	4	4	3	English	3 or 4	3 or 4
Maths	3	3	3	Maths	3	3
Science	3	3	4	Science	5	5
Technology	2	2	2	Technology	3	2 or 3
ICT	1	1	1	ICT	2 or 3	3
Geography/History	3	3	3	Option O	2	2
Religious Education	1	1	0.5	Option G	2	2
Citizenship	1	1	0.5	Option Q	2	2
Modern Languages	3	3	3	Physical Education	2	2
French/German/Spanish				Citizenship	1	1
Performing Arts	2	2	3			
Art/Music/Drama						
Physical Education	2	2	2			

The curriculum for Key Stage 4 continues to develop as The Marches School and Technology College is implementing the DCSF's 14-19 Curriculum. The biggest change is the offer for an increasing number of Diplomas. These courses are offered as part of our collaboration with other local schools, training agencies and Walford and North Shropshire College. The number of Diploma lines that are available is 6 from September 2009 and will continue to rise in of the coming years. In addition, some Key Stage 4 students are involved in other collaborative work. Diplomas and other collaborative courses adjust the balance of lessons that those students involved follow in their Key Stage 4 course.

Curriculum Areas

The following pages outline briefly how each subject is organised and what is taught. We are, of course, only touching the surface of a very complex area. Detailed information about individual subject assessment is available from the school on request.

English

We aim to equip learners with the language skills necessary for the future. Students will be taught how to write for a wide variety of purposes and audiences as well as how to become critical readers of both fiction and non-fiction. The texts studied are varied, with a mix of classic set texts including Shakespeare to more modern novels, plays and poetry.

The Key Stage 3 Literacy Strategy in Years 7, 8 and 9 ensures development of reading, writing, speaking and listening skills. Punctuation, spelling and grammar are key features of English lessons.

In Key Stage 4, students have discrete exam lessons and some classes will be entered for GCSE English Language a year early. The majority of students will also take an additional GCSE in English Literature, combining close textual analysis and coursework.

Speaking and listening skills are emphasised in our work with children throughout their five years with us, and are examined as part of their GCSE assessment. Learners also have the opportunity to develop English through ICT every year.

Mathematics

Mathematics plays a major part in the life of all learners at the school. By nurturing each child's talents it is the aim of the Mathematics department to help them accomplish demanding but rewarding tasks with confidence and enjoyment. Our classes and assessments are organised as follows:

- Year 7 are assessed on their progress at the end of each topic in the form of short tests (approximately once every four weeks).
- In Years 8, 9, 10 and 11 learners are taught in sets according to their speed of working and ability in the subject. Assessment takes place every few weeks.

It is well established that children have mathematical 'growth spurts'. To cater for this it is always possible for learners to change sets in order to provide the challenge they require.

Each Mathematics teacher is an enthusiast and our aim is to give all learners the confidence and skills to enable them to gain the best possible GCSE at the end of the course. In the last five years GCSE results have always been amongst the very best in the county.

Science

Science is a very important part in our Technology College curriculum. During Key Stage 3 all learners follow a highly practical course which develops the skills of scientific enquiry, an appreciation of how science works and an introduction to the major areas of scientific knowledge and understanding. The course is organised into a series of modules with linked themes. Within the modules the learners are assessed for their practical and scientific skills, according to the National Curriculum attainment targets through end of module tests and yearly examinations. Individual target setting for each learner's performance is a feature of each test.

The KS4 curriculum is based on the OCR 21st century suite of qualifications. Students begin their KS4 studies in May of Year 9. In Year 10, most learners will complete the core Science GCSE based around Science for Citizenship. Some learners will follow an entry level course which may also lead to a GCSE qualification or certification. During Year 10 students complete two pieces of coursework and sit formal GCSE exams in January, May and June.

From September 2009 we will be running the OCR separate sciences qualifications as an option for year 10 students who achieve a level 6 or higher at KS3. These students will gain three GCSE qualifications in Biology, Chemistry and Physics on completion of the course at the end of year 11.

In Year 11, students may study either an additional GCSE course which prepares them for A Level pure Sciences or an additional Applied Science which has a more vocational emphasis. Coursework is an element of both courses and can count for as much as 50% of their final mark.

By the end of Year 11 most students will have gained two GCSE's in Science. Full attendance during year both year 10 and year 11 is essential for students to achieve their full potential.

Revision guides and study guides to support both the Year 10 and year 11 courses can be bought at discount through the science technicians.

Technology

All learners study Design and Technology. The subject develops knowledge and understanding of working with a range of materials, equipment and processes in order to design and make a range of products. It encourages creative thinking and the ability to develop solutions to problems.

In years 7 and 8, learners follow a rotation covering the areas of Resistant Materials; Food Technology; Textiles; Graphics; Systems & Control; and Computer Aided Design, which together form a foundation for further development.

In year 9, learners study two of the following areas in greater depth: Resistant Materials; Food Technology; Textiles; and Graphics.

In years 10 and 11 learners choose one area to work in for a qualification at GCSE. A number of learners are given the opportunity to achieve two GCSEs in Design Technology.

Information and Communication Technology

Information and Communication Technology is a vital part of all curriculum areas at our school.

In Year 7 learners develop the knowledge and skills learnt in Key Stage 2 using bridging activities based on presentation, research and processing. Learners are taught the basic ICT skills from Year 7 onwards and develop these skills through into Year 11 and beyond. Learners are given the opportunity to prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT.

In Year 8 more emphasis is placed on learning skills for more advanced software applications such as desktop publishing and web page designing.

In Year 9 learners progress onto preparing for their Key Stage 4 assessments. A practice project covering the first Digital Applications Unit equivalent to one GCSE is completed. The work is then continued into Year 10 when the formal assessment is made. In Year 11 a second Digital Applications Unit is taken by those learners who are ready, leading to a second GCSE in Digital Applications.

All learners have a personal "User Name" and "Password" to access networked computer facilities and have access to the Internet and e-mail for subject research. Learners are encouraged to use the Internet in lessons, under controlled conditions. The school has a detailed Internet Policy available on request.

The school web site is www.marchesschool.com

Humanities (*Geography, History and RE*)

During Key Stage 3, all learners follow courses in Geography, History and Religious Education. The content of these courses is determined by the National Curriculum in Geography and History and by the Agreed Syllabus for Shropshire in RE.

The Geography units include work on physical, human and economic Geography. The History units include work on Medieval History, Britain 1485-1700 and 1750 to 1900, the voyages of encounter and the Twentieth Century. RE units include creation stories, rites of passage, festivals, the use of symbols by different religions, places of worship and philosophy of religion.

Learners have the opportunity to study Geography, History or RE to GCSE level in Key Stage 4. Learners can also choose to follow a second Humanities subject to GCSE level. For all learners in Key Stage 4, RE is taught as part of the Citizenship course.

Modern Foreign Languages (*French, German, Spanish*)

The MFL department aims to ensure that all learners have the highest degree of confidence, fluency and enjoyment of foreign languages and cultures. The learners are taught language for real purposes – home life, home and regional education, leisure, travel and tourism.

All learners study French in Key Stage 3, with the more able linguists also being given the opportunity to learn German or Spanish in year 8. At the end of Year 9 learners can choose to study French, German or Spanish to GCSE level.

The Languages department is also interested in widening the language experience of learners, and organises regular trips to the target language countries. These have proved to be enjoyable and valuable, enabling students to use the language they have learnt in class.

At Key Stage 3, students are assessed every half-term in two of the four skills. In Year 9, students have the opportunity to attain an external qualification in French at the end of their three years of studying the language. This is either in Asset Languages, recognised at GCSE level or at Entry Level with the AQA examination board.

At Key Stage 4, students are assessed in all four skills to attain a GCSE certificate in their chosen language.

Performing Arts

The Performing Arts Department provides all students with an extensive range of arts experiences and opportunities including work in Music, Drama and Art.

Much of the students' early work will be devoted to developing skills in the individual areas of study (Art, Music, and Drama). Learners will also have an opportunity to participate in collaborative work on Technology Days and take part in an exciting range of extra-curricular activities.

At Key Stage 4 students can choose from a range of art-based subjects including GCSE's in Art Drama and Music and a Vocational BTEC Performing Arts course. They may opt for these subjects in combination. This allows them to develop their expertise to a higher level and develop the ability to take creative risks with confidence.

Students may also wish to learn a musical instrument within school time. We have a range of teachers who visit from Shropshire Music Service. Please ask for more details if you are interested.

Physical Education

The Physical Education programme aims to give all learners a varied but balanced range of activities. In Key Stage 3 the emphasis is on movement, team games and the development of skills. In Key Stage 4 there is more emphasis on health-related activities, leisure activities and tactical appreciation.

In Years 7, 8 and 9, learners follow a programme including team games, gymnastics, dance, athletics and racket skills. In Key Stage 4 there are opportunities for coaching, leading sessions and acting as officials alongside self-improvement, fitness and leisure. An extensive range of activities is offered including aerobics, weight training and circuit training. Learners can also study for a GCSE qualification in Physical Education. Learners also have the opportunity to follow the Junior Sports Leader's Award.

Our policy is to involve as many students as possible in physical activities, regardless of sporting attainment. The ultimate aim is maximum enjoyment leading to full participation and an awareness of the value of leisure and health pursuits. We want learners to have a good sporting attitude and believe that participation in sport will lead to a lifetime of enjoyment and fulfilment.

Citizenship

At the Marches School and Technology College education in Citizenship is seen as an important part of a young person's full education. Citizenship a key element in achieving one of the two main purposes of the National Curriculum, which is to 'promote learners spiritual, moral, social and cultural development and to prepare all learners for the responsibilities and experiences of life'.

In all Years, Citizenship has been written to meet the needs of young people in a changing society, to develop an awareness of their own needs as young adolescents, to appreciate the needs of others and gain a sense of their social responsibilities. This includes topics on identity and diversity, politics and democracy, alcohol and drug awareness, sex education, careers, money management, study skills and equal opportunities. Through these topic areas we also seek to teach the students some of the skills they will need throughout life: tolerance, self reliance, independence and communication.

In Key Stage 4 emphasis is placed on the moral and spiritual aspects of life and the work builds on, and makes use of, those skills learned in earlier years. Sex education is taught in the context of family life.

Religious Education elements of the course reflect the requirements of the National Curriculum at Key Stage 4. The programme also includes a work-experience placement for each learner in Year 10.

Citizenship is delivered across most subjects in both Key Stage 3 and Key Stage 4 as an integral part of subject specific learning. Learners cover all aspects of the National Curriculum for Citizenship – Knowledge and Understanding, Enquiry and Communication and Skills of Participation and Responsible Action.

Learning to Learn L2L

Learning to Learn is the process of discovery about learning, at its heart is the belief that achievement is not fixed when a child begins school in Year 7 and that all learning is learnable. Students gain an understanding of *how* they learn and are encouraged to be active participants in the process. It involves a set of attributes and skills, which, when understood and used, help learners learn more effectively, and so become learners for life. Lessons aim to develop creative thinkers, who feel safe and secure to take risks in the learning process.

Provision for Learners with Special Educational Needs

As a school we make special provision for those learners who experience learning difficulties and the Personalised Learning Centre has purpose built accommodation with excellent facilities and equipment. Children in all years have access to information technology to help them advance their skills. Programmes currently used include Successmaker, Units of Sound, Wordshark, Numbershark and Tux – type.

We have a team of experienced specialist staff who provide flexible and sensitive support for a whole range of learning difficulties. In accordance with the Code of Practice for Special Educational Needs there is a register for every child recognised as having additional needs. We have Key Stage 3 and Key Stage 4 small teaching sets for students who find academic work challenging with the aim of transfer to main school teaching groups as soon as it is appropriate. The full National Curriculum entitlement is provided and specialist subject staff and facilities are accessed by the students.

A range of interventions are used to support students throughout the school. These include

- In – class support
- Withdrawal for literacy help
- Paired – reading
- Referral to specialist agencies such as Speech Therapy, Occupational Therapy, Sensory Inclusion Service, Educational Psychologist, CAMHS
- Access arrangements for public examinations
- Dyslexia screening

All year 7 students are tested on entry and following this parents and carers are informed if their child is experiencing learning difficulties.

We visit feeder primary schools for specific SEN information and attend Year 6 Annual reviews for Statemented students.

Parents and carers who believe their child has problems needing extra help or further investigation should contact the school Special Educational Needs Co-ordinator (SENCO).

Gifted and Talented

Here at the Marches, we recognise the importance of providing appropriate education for all students, none more so than our most able learners. The excellent provision we provide has been recognised by the National Association for Able Children in Education (NACE), and we continue to be the only Secondary School in Shropshire who hold the lucrative Challenge Award.

We are continually developing individual learning programmes to challenge our more able learners. We also use setting by ability from Year 7 to enhance progress and the most able learners may take GCSE exams early in some subjects, such as English, Maths, Technology and Languages. Older learners also take an active part in the Leadership Challenge.

As well as opportunities which arise for the most able students within the classroom, there are also countless opportunities for them in our extra-curricular provision. Ranging from Junior Sports Leader Award to the 'Imagineers' project in Creative Studies to the Maths Challenge and Darwin Challenge in Science; all gifts and talents are recognised, appreciated and encouraged to develop.

We continue to develop our provision for our KS4 students, in particular providing as much support as possible regarding options for when they leave the Marches. Our students are given the opportunity to attend University days, Careers Conventions and workshops which all provide valuable information regarding the next steps in their education.

We have a belief here at the Marches in the ability to achieve potential for all our learners, and will always do our utmost to guide, support and reward each individual in order to reach this goal.

Assessment and Target Setting

We have developed a whole school assessment policy for all children, based on the levels of attainment used for National Curriculum assessment. Our levels are intended to enable parents and carers and children to see a pattern of attainment and progress over a period of time.

Whole School Target Setting

Each year the school sets published targets. There are four key areas in which targets have to be set. These are:

1. The percentage of students gaining 5 or more passes at grades A* to C including English and maths.
2. The percentage of students gaining 5 or more passes at grades A* to G.
3. The percentage of students gaining 1 or more passes at grades A* to G.
4. The average points score at GCSE.

Our basic approach is to set demanding targets as a spur to get the best out of all our students.

We list below the targets agreed by the Governing Body **in bold**, in the context of our gradually improving results over the past five years.

	Results Achieved						Targets
	2003	2004	2005	2006	2007	2008	2009
GCSE 5+A*-C (Eng/Maths)					70	62	68
GCSE 5+ A*-C	62	66	70	66	74	71	72
GCSE 5+ A*-G	83	93	95	93	94	93	100
GCSE 1+ A*-G	97	99	99	95	97	97	100

Assessment for Learning

We believe in constantly assessing how learners are achieving by questioning in lessons and encouraging discussion and communication to inform our teaching about how the group are developing their learning. Written work is often marked by groups of students themselves, following clear criteria. When teachers mark books the focus is on explaining what has been done well and setting clear targets, learners are expected to respond to these targets by completing the tasks set, developing their work and their learning. Parents and carers can support their children by regularly talking through targets set in books and checking that their child has completed all responses.

Homework – Home Learning

It is school policy to set home Learning. All students must record their tasks in their Student Planners. Parents and carers are asked to check and sign the Student Planners on a weekly basis. Home learning is reviewed at regular intervals throughout the year.

Home Learning is set for a number of reasons:

- It encourages students to work independently and develops the skills of lifelong learning
- It allows for activities which we could not easily cover in school time.
- It links school to home life.
- It helps to keep parents and carers in touch with school work.
- It is essential for older children if they are to cover examination courses.

The amount of home learning set may vary between subjects and some learners will take longer than others over the same piece of work. Different learners in the same group will also not necessarily be set the same work.

Learners will receive two kinds of home learning. *Teacher directed tasks*; this is when the teacher formally sets work, with a deadline for completion. *Self directed tasks*; require more independent and self-disciplined work from learners. The teacher may start the work and the student continues the task over an extended period of time. Sometimes a task is given which needs teacher monitoring (e.g. learning words, remembering facts etc) or learners may be asked to read and research an area. Parents and carers are asked to take an active part in encouraging and monitoring independent work at home.

As a guide, home learning in Year 7 is planned to take about 30 minutes per subject. We want to ensure that learners do tasks set and take them seriously, but we also want to avoid making unreasonable demands on children who are still quite young. If you think we are getting the balance wrong with your child, please let us know. We encourage learners to make use of school resources, such as the Learning Resource Centre and ICT areas, to assist them with home learning at the end of the school day. Our ICT facilities remain open until 5pm to support this though it is without doubt, an advantage to have access to a PC, printer and the internet at home.

In Years 10 and 11, home learning will be set on a longer-term basis to meet coursework requirements. In the event of problems with home learning, Key Stage Directors are always pleased to be contacted.

Year Focus Reviews

It is the responsibility of all learners to take care of all text and exercise books entrusted to them by staff. In the event of loss or damage, the cost of replacement must be borne by the students. Student Planners are issued to all students to record homework and important information. They are a vital tool to the learning process and parents and carers are asked to check and sign the Student Planners on a weekly basis.

The teacher looks at and checks completed work on a regular basis and the Leadership Group and Subject Leaders undertake Year Focus reviews through the year, examining whole school books folders and planners. We encourage parents and carers to be involved in supporting and reviewing the learning process. Students are expected to cover all exercise books using the covers provided at the beginning of the year.

Careers Education and Guidance

The Careers Education and Guidance policy in accordance with the Investors in Careers Award aims to help our students to:

- Gain the knowledge, skills and attitudes they need to begin the management of their own lifelong learning and development.
- Understand themselves better and develop their capabilities.
- Make choices about their own career paths, continuing education and training.
- Be aware of education training and career opportunities.
- Manage transition to new roles and situations.
- Assist them in decision making.

The main components of our Careers Education and Guidance programme are:

- A planned programme of Careers Education throughout the curriculum.
- Information about the world of work and educational, vocational and training opportunities (accessed through ICT, the careers library, self-directed research, group sessions with a personal adviser from Connexions).
- Experience of work.
- Individual guidance.

Connexions

The school works closely with local advisers from Connexions. They contribute to the school's careers guidance and counselling programme and provide information and advice about further education, training, employment and lifestyle issues. Advisers conduct individual interviews and group discussions and provide support for the careers education programme in Years 9, 10 and 11. They help students with individual career development plans.

Work Experience

Students undertake a work experience placement at the end of Year 10. Work experience is a way of learning about the world of work and the workplace environment. It also provides insight into specific areas of employment. Although it is not intended to provide preparation for a particular job, work experience does promote personal and social development. It helps to improve attainment by making learning more relevant and also broadens the range of continuing education, training and employment which students consider. The placement is followed up with cross curricular evaluation session.

Enterprise & Learning Champion

The Enterprise and Learning Champion is responsible for the effective operation of the school's Work Related Learning and Enterprise programme and to implement strategies to ensure students receive appropriate information, advice and guidance.

Business and the community are very involved within the school whether it is through the donation of materials, the judging of competitions, developing the Young Managers Programme, Work Experience etc. The school actively encourages local practitioners to come into the classroom to illustrate how their skills are used in a wide range of vocational and business contexts to enrich the school curriculum thus assisting in raising the profile of the school through the growth and development of business and community links.

Links with Post 16 Education

Local provision for Post 16 takes place at Walford and North Shropshire College and we aim to make the move into further or advanced education as natural a process as the transition from primary education. The College has a Liaison Officer and visits for Year 11 students are arranged, interviews held at various times throughout the year and a weekly surgery is also held in school for students to discuss options with College staff. The College is familiar with the GCSE courses we teach and their post 16 courses are compatible with our courses. In partnership with the College we now provide AS/A2 courses in Product Design, ICT and Philosophy.

Arrangements for Assemblies and Collective Worship

School assemblies, which incorporate the collective act of worship, take place each day. In accordance with the 1988 Education Act, our assemblies are conducted broadly within the Christian tradition of our country, but are not in any sense denominational. Parents and carers have the right to withdraw their children from assemblies if they wish to do so, and parents and carers wishing to exercise this right should contact the Headteacher personally.

A Carol Service is held in one of the local churches in December and we warmly welcome all parents and carers and students.

SCHOOL RULES

The Code of Dress (School Uniform)

How students dress for school is an important part of how they behave and helps to set the right kind of expectations and standards. Our code of dress for all students is as follows:

Year 7 - 10 Students

- **White shirt or blouse** - any suitable style, not polo shirts. Short sleeves with tie after the Summer Half Term.
- **School ties** - purchased from the school. A Technology College tie is awarded to students who make significant contributions to school life.
- **School dark blue sweater** (School logo style) - purchased from the school.
- **Medium or dark grey plain trousers or skirt** (Skirts must be a respectable length). Girls may wear trousers at any time during the year provided they conform to the same standards as boys' trousers. Trousers should not have a pattern such as stripes or checks.
- **Socks** (or tights for girls) in white, grey or black.
- **Black shoes** in any sensible style with low heels (not higher than 2 inches or 5cm). Trainers must **not** be worn for school.
- **Dark top coat** (Tracksuit tops are **not allowed** as outdoor coats).

Year 11 Students Only

- **White shirt or blouse** - any suitable style.
- **Year 11 School Tie** - purchased from the school.
- **School black sweater** (School logo style) – purchased from the school.
- **Black trousers or skirts** (Skirts must be a respectable length).
- **Socks** (or tights for girls) in white, grey or black.
- **Black shoes** in any sensible style with low heels (not higher than 2 inches or 5cm). Trainers must **not** be worn for school.
- **Dark top coat** (Tracksuit tops are **not allowed** as outdoor coats).

Certain items will **not be accepted** as school wear. These are:

Trainers
Denim, canvas or leather in any form
Make up in Years 7, 8 and 9

Extreme hairstyles (hair must be a minimum of a No. 2 cut), or unnatural hair colour
Nose studs of any kind (unless worn as an aspect of a clearly identified religious faith), or any other visible body piercing
Excessive jewellery (earrings - one plain stud in each ear, and one finger ring only)

All Years

- During the winter months, outdoor coats will need to be worn. These need to be a dark colour and a sensible style.
- During sunny summer weather students are allowed to wear the school plain navy baseball cap (without logo) as sun protection outside the building.
- In the last half term of the year the summer uniform applies, jumpers do not need to be brought into school and a short sleeved, short tailored cut shirt may be worn. Traditional longer shirts can be worn, tucked in as normal.

Kit for Physical Education

Boys

Shin guards (compulsory for hockey and football)
Navy blue shorts
Navy blue and red reversible rugby top
Navy blue and red hooped socks
Marches red short-sleeve polo shirt
White sports socks
Football boots
Trainers
Optional Marches shower proof jacket
Mouth Guard*

Girls

Shin guards (compulsory for Hockey and football)
Navy blue pleated skirt (kilt-style) **and** navy blue shorts **or** navy "skort"
Marches school sweatshirt
Navy blue and red hooped socks
Marches red short-sleeve polo shirt
White sports socks
Trainers
Optional Marches shower proof jacket
Mouth Guard*

* In line with Shropshire County Council guidelines a custom fit mouth guard is **strongly recommended** for girls and boys. Boys are **strongly recommended** to wear a mouth guard for Rugby and Hockey lessons. Girls are **strongly recommended** to wear a mouth guard for Hockey lessons.

For both boys and girls, navy tracksuit bottoms will be an acceptable optional extra in very cold weather at the discretion of the PE teacher..

Students will need to bring kit for all Physical Education lessons **even if they are not taking part**. In these rare instances learners will still be involved in learning and need to be dressed appropriately. Kit expected is normal kit with tracksuit bottoms and a topcoat for outdoor lessons. These measures ensure learners can be involved with their classes and have clean dry uniform for other lessons.

Please make sure your son's/daughter's name is marked clearly in their PE Kit and school uniform.

Behaviour and Expectations

We place considerable importance on high standards of personal behaviour. We have written guidelines for our students outlining what we expect in positive terms. These are made clear to all children when they start with us and are continuously reinforced through our whole practice as a school. Our guidelines are called **The Code of Conduct** and are as follows:

'Achievement Through Caring'

The Code of Conduct

What we expect from children as students of the school and as members of the community:

1. Students need to organise themselves to arrive at school, at all lessons and Tutor Time promptly. Late arrival will cause a disturbance and hold other up.
2. Students must come to lessons with **all books and equipment** they will need. This must include a pen, a pencil, a ruler, a memory stick and a Student Planner. If this ever causes problems, students should see a teacher before the lesson concerned. High standards of presentation of work are expected from all students.
3. Students should concentrate, think about what they are meant to do, and ask sensibly if they are not sure about it. Students must not distract other people from their work.
4. Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly isn't. We expect students to know the difference.
5. Students must behave with respect to fellow students, teachers and other adults, avoiding rudeness, shouting, swearing and interrupting people who are already talking. Failure to do so will cause students serious trouble.
6. Students must act with self-control, never use physical violence and think first!
7. Students should always try to produce work which is the best they can do, and to present it well. Respond to teachers' comments about their work.
8. Students should know the rules of movement about the school buildings and the surrounding areas. Students are expected not to run or make a lot of noise and to open doors for others.
9. Students need to be aware that what they look like says something about them. They must ensure that they are dressed properly according to the school Code of Dress at all times.
10. Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes parents and carers pay. Students need to think about how they treat school property and that of others: if students damage something it has to be paid for.
11. Litter is unpleasant and should always be put in the bins. If litter is seen around the school it should be picked up and put in the bin.
12. Students should eat at break and lunchtimes in the restaurant and certain areas around the site and not in lesson time. Chewing gum is not allowed.

Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

Basic Rules

Some basic rules about behaviour are also necessary:

1. Respect **all** property.
2. Keep to the left when moving about the buildings.
3. Cycling is not allowed on the school premises.
4. No student can leave the premises without permission.
5. No radios, MP3 players or other items which can cause nuisance or danger to others should be brought to school. Mobile telephones must be left at Reception on arrival and collected on departure.
6. Chewing gum is not allowed.
7. Smoking is not allowed.

We do insist our students meet our high expectations of behaviour, respect and appearance.

Basic Equipment

Being prepared for lessons is a vital part of life at The Marches School & Technology College. Items that we feel need to be with students every day are:

1. Student Planner
2. Pencil case – pens, pencils, ruler, coloured pencils, rubber, pencil sharpener. Tippex is NOT allowed.
3. Compass and Protractor
4. Scientific calculator
5. Memory Stick

We recommend a rucksack worn over both shoulders to carry school materials.

Rewards and Sanctions

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well - in words or in writing. Other rewards include:

Subject Stickers are awarded for good work or actions. *Headteacher's Postcards* are awarded termly to learners who have made significant progress or achievement in subject areas during the term. *Headteacher Awards* are given to two learners from each Tutor Group per term for excellent attitude and team spirit.

Learners can gain *success badges* for noteworthy success in any area of school life. Year 9 students have an Achievements Assembly in July. Year 11 learners return in November, after taking their GCSE exams, for a Presentation Evening.

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all students must be our first concern. Formal sanctions are as follows:

- 1. Detentions:** We can keep students behind for up to ten minutes at the end of a session, without notice. For longer detentions after school we shall always give 24 hours notice to parents and carers. We also hold lunchtime detentions for up to 20 minutes and departments hold their own detentions for unacceptable work or behaviour in particular subject lessons.
- 2. Report:** Students whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. The Tutor and Key Stage Director will see this regularly. Usually parents and carers will be informed and involved in this.
- 3. Isolated Study:** A student will be removed from some or all normal lessons and social times for a short period with a member of the pastoral team. This is a serious step and parents and carers will be informed.
- 4. Internal Exclusion:** This is for serious misdemeanours and involves a student working in total isolation for a period of time from 9.00 am – 3.30 pm. Students must earn the right to leave internal exclusion and return to their classes. Until then, they will work under supervision having their lunch brought to them. Parents and carers will be informed by letter and asked to attend an interview with the Headteacher.
- 5. Exclusion:** This means a student is not allowed to attend school. Usually exclusions are for a fixed term. Excluded students can be re-admitted only following an interview between parents and carers and a senior member of staff. Exclusions can also lead to a meeting with senior officers from The Shirehall to discuss the student's future. The Governing Body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Work will be provided by school and parents and carers are expected to supervise students at home. They should not be out in a public place

We have a clear policy to deal firmly with any bullying so that The Marches School and Technology College is a safe and welcoming place for everyone. All parents and carers will receive a copy of the Home-School Agreement.

Lunches and Lunchtime Arrangements

The school has a new cafeteria-style restaurant, which offers a wide range of meals and snacks. Students are registered for finger recognition (not finger print) payment before they start in year 7. Money can be credited to a student's account at three revaluation units around the school. Parents and carers can also pay by cheque via a cheque box in the restaurant. Students may bring a packed lunch from home and eat in the area provided. There is a sub-committee of the Governing Body which works with the school restaurant staff to provide healthy eating.

Permission must be obtained from the school if students are to go home for their lunch. We ask for a letter from parents and carers confirming this and issue a lunch pass on receipt of a passport-size photograph. Parents and carers are asked to ensure that students go straight home and come straight back to school in time for the afternoon session.

We do not allow students to leave the premises at lunchtimes for any other reasons, except accompanied by parents and carers. This is a policy which has the full support of the Governing Body, parents and carers and the people of the town of Oswestry. It enables us to ensure that students are properly supervised during the lunch break.

Respecting the Environment

The Governing Body plays an active part in promoting environmental consciousness, and has designated a Governor with responsibility for promoting sustainable development at the school. We are committed as a school to developing the widest possible awareness of environmental issues through both the curriculum and out of hours learning. Protecting and respecting the environment is a growing aspect of our Technology College commitment.

It is also important that our children are aware on a day-to-day basis of environmental issues in their own life. We discourage unnecessary waste of materials and we are particularly concerned that learners are conscious of the problem of litter. We encourage all students to make their contribution to keeping the school free from litter. As a whole school we aim to promote environmental awareness, throughout our community and to do all we can to go on improving the school environment.

School Council

A year and full School Council operates where the views and ideas of the learners can be shared with staff. The School Council meets regularly and is supported by views of Year Group Councils. Learners are consulted regularly on a range of issues and their ideas are also implemented into school life.

Buddy System

The Buddy system is a project where Year 10 students are trained to work alongside and support any of their peers who may ask for some support. This may simply be to gain confidence while adjusting to the move from primary to secondary education.

Each Buddy will have carried out training which includes listening and communication skills as well as the need for confidentiality. A Buddy will meet with their Mentee for at least half an hour per week, more if there is a need and if it is convenient for both parties.

The Buddy system has proved to be a valued addition to the S.P.A.C.E. provision and is supervised mainly by the S.P.A.C.E. staff with members of the teaching staff also having involvement.

Junior Buddies also receive training, and involves Year 7 students who will meet with Year 6 students from the same Primary school or home area.

Prefects

Each year, Year 11 students are given the option to apply to be a Prefect. A group are chosen to undertake certain duties and activities. The staff elect a Head Boy, Head Girl and Deputies. This is a very responsible position which the students are proud to gain. They play an active role in school events and often act as ambassadors for the school.

HOME-SCHOOL PARTNERSHIP

Day to Day Contact

We work hard at The Marches School and Technology College to ensure our students are happy and ultimately achieve their full potential and develop into caring and respectful citizens. The school places a high level of importance on its pastoral system, which is designed to ensure that every student is well known and cared for as an individual. We have an open door policy and welcome parents and carers' involvement in the education process at all stages.

Each student has a Tutor whom they see each afternoon. The Tutor is a central figure in the student's school life. Each Year group has a Key Stage Director and an Assistant Key Stage Director who are responsible for the overall pastoral care of the students within the Key Stage group. Together, the Pastoral Team oversee the personal and social development of the students in their group and generally guide them through their school life.

Key Stage Directors

Year Group	Key Stage Director
Transition Year 7	Miss L Arthan
Key Stage 3 Years 8 and 9	Mrs C Ratcliffe
Key Stage 4 Years 10 and 11	Mr J Burton

Deputy Key Stage Directors

Miss S James Miss J Phillips

Assistant Key Stage Directors

Mrs S Atkinson Miss C Cass

Bridging Centre Director

Bridging Centre Deputy Director

Mr I Sykes

Mr R Thomas

Attendance Officer

Mrs S Simmons

Each Tutor Group sends a different representative to each Year Group Council, which meets and discusses issues raised by students. The S.P.A.C.E. centre is available for advice and support. This is a friendly drop-in centre on site where students can talk confidentially to a youth worker, counsellor and other health professionals as appropriate. S.P.A.C.E stands for Support, Privacy, Advice and Confidential information for everyone.

The Bridging Centre, opened in September 2005, assists students who have specific barriers to learning. This is an integral part of the whole school behaviour and inclusion policy. The centre offers a quiet, calm and positive environment for the students who are experiencing problems and issues related to learning. The Bridging Centre helps set good behaviour habits, removes barriers to learning and offers identified students a better chance for success in the future.

I Illness, Absence and Medical Treatment in School

We rely on the support of parents and carers to ensure regular and punctual attendance. The effects of poor attendance can be very serious. We ask for a note to be sent to the Tutor when the student returns to school from short illnesses. When absence is likely to be longer, we appreciate a telephone call or a note sent. Without such a notice, we have to regard any absence as unauthorised. This is a legal requirement. The Education Welfare Officer monitors attendance on a weekly basis. We actively discourage parents and carers from taking students out of school during term time.

If a child is ill in school we do our best to contact parents and carers as quickly as possible through the emergency number on our files. Where we are unable to contact parents and carers we keep children until the end of the day and make arrangements as appropriate at that time. Where emergency action is needed we have to act as necessary at that time. Where there are recurrent medical problems it helps if we know.

Any medication which the student needs to bring to school MUST be left with the school's Medical Assistant at the start of the day. We are prepared to undertake this subject to clear guidelines available from the school on request. We are not able to administer any medication without the knowledge and approval of parents and carers. Medicines must not be carried about the school by students.

Please help us to stay in touch by providing the school with updated contact details, and any new mobile phone numbers or email addresses when these are changed.

Progress Reports and Parents and Carers' Consultation Evening

Reports and Parents and carers' Consultation Evenings enable the school to keep in touch with parents and carers on a more formal basis about children's progress. Parents and carers will receive assessment data at three points during the year, two of these will be a progress sheet with the third being a longer Full Report. These give clear indications of the current levels of achievement, attitude to work, exam results and comments on homework, as well as indicating the target level for the end of KS 3 or GCSE grades for KS 4. Full Reports also indicate Success and Areas for Improvement.

There are also specialist evenings, such as Key Stage 4 school courses and exam preparation. In addition, at various times throughout the year, the school holds "surgeries" to meet parents and carers where there are mutual concerns about learner's progress.

Monitoring and Mentoring

All learners' progress towards their targets is monitored each term by all subjects. Students who are not on target are recorded with intervention personal to the learner put into place.

The school operates a very successful monitoring and mentoring programme. There are Learning Mentors who work closely with various groups of students to ensure that academic progress is being made and they fulfil their potential. The monitoring policy is especially useful for Key Stage 4 learners who may benefit from specific guidance and encouragement. Learners are identified and meet regularly with a member of staff to help in maximising their performance. 'Operation Boost' is a highly successful programme of activities for Year 11 learners which focus on improving performance at GSCE level.

Newsletter

A termly newsletter is sent to all parents and carers with details of achievements, new initiatives and forthcoming events.

SCHOOL ADMINISTRATION

Charging Policy - Payment for Trips and Activities

The 1988 Education Act made it clear that activities that occurred during normal school hours should be provided as part of the school curriculum. Parents and carers will, however, realise that some trips do cost money and normal practice is to ask for some form of contribution. The Governing Body, in accordance with the Act, has a policy and details are available on request to parents and carers.

For some trips we continue to ask for contributions, but will always make it clear that these are voluntary. No child will be excluded from any activity on financial grounds. It will, however, sometimes be necessary to say that some trips can take place only if parents and carers in general are prepared to make a voluntary contribution. Trips that take place mostly outside normal school time are not affected, and charges can be made for these. Payment for such trips can be made by standing orders via the school.

Fire Drill

Instructions regarding fire drills are posted in every classroom and practices are held. In the interest of health and safety we do not allow smoking at school. The school is a non-smoking site.

Insurance

Children engaged in day-to-day activities in school are insured in the event of accidental injury. The school provides personal accident insurance but not cover for personal effects. **PERSONAL PROPERTY IS THEREFORE BROUGHT ON TO SCHOOL PREMISES AT THE OWNER'S RISK.**

Personal Property

From time to time children lose or mislay property and we do try to trace lost articles but are not always successful. We are not able to compensate parents and carers when articles of property are lost. Valuables should not be brought into school. We also recommend that you insure privately against the possibility of loss and carefully label all garments. All clothes, kit and personal items should be clearly named.

Health and Safety

This is the responsibility of the Governors, the Headteacher and members of staff responsible for Health and Safety at work. Regular reviews of the buildings, furniture and procedures are carried out. This includes guidelines for the school minibus, advice on planning trips and regular fire drills. Risk assessments are carried out for all potentially hazardous activities.

Equal Opportunities

It is our responsibility to promote equality of opportunity in all areas within the school. Our provision for boys and girls is the same and we aim to promote equal expectations. We also see it as part of our task to help students become aware of the fact that the United Kingdom is a multi-racial society. We do not tolerate racial discrimination and seek actively to promote a full recognition of equal rights and status for all students. The school has established an equal opportunities policy to help us reinforce these important issues.

Complaints Procedures

We hope that our communications in the school are sufficiently well established to enable most problems and concerns to be dealt with efficiently and quickly. There may, however, from time to time be complaints about the curriculum and religious worship which cannot be so easily resolved.

Section 29 of the Education Act 2002 requires that the Governing Body establish procedures for dealing with all complaints relating to the school or to the provision of facilities or services under Section 27. The Complaints Policy and procedure is available either from the school website or upon request.

ACHIEVEMENTS

Learners and staff work extremely hard at this school and we are proud of our achievements in all areas. We also recognise that, however successful we are, we need to avoid complacency, to be self critical and continually work to improve and build on the education we provide.

Examination Syllabuses

Students in Key Stage 4 are taught according to syllabuses prepared by OCR (Oxford, Cambridge and RSA Examination Board), AQA (Assessment and Qualifications Alliance) and EDEXCEL. All courses listed below are GCSE courses unless otherwise stated, and all courses have Department for Education and Skills approval.

GCSE Examination Results

Examination results are a very important end product of secondary education and should be taken seriously as an indication of what a school is achieving with its learners. It is not the complete picture of course, and we believe a school should be judged on everything it does. Nevertheless, we are pleased that our results have consistently improved over recent years. In 2008 we achieved excellent results - 62% of students gaining 5 or more A* to C, including English and maths, placing us towards the top of the county league tables and well above the national average. Almost all learners leave the school achieving success at some level in line with our policy that every child matters. We look forward and expect to see improvement continuing in future years.

Subject Passes by Grade

Subject	A*	A	B	C	D	E	F	G	U
Eng. Lang.	5	26	59	94	47	13	5	3	0
Eng. Lit.	2	21	44	99	46	24	6	1	2
Mathematics	9	35	87	69	19	13	7	2	1
Science	4	37	55	79	52	18	10	1	0
Applied Sc.	0	1	28	63	40	21	4	3	0
Additional Sc.	16	22	32	14	1	0	0	0	0
Food Tech.	0	2	4	16	18	6	2	2	2
Graphics	3	15	21	30	19	16	8	3	5
Product Des.	0	0	0	3	1	0	0	0	1
Res. Mats.	0	4	16	29	29	17	3	3	5
Textiles	0	4	16	22	11	3	0	0	0
Geography	10	21	16	43	28	8	3	0	0
History	5	14	21	20	13	3	5	0	1
French	4	3	13	16	4	3	1	0	0
German	2	3	5	11	8	0	0	0	0
AiDA IT	0	0	12	42	0	0	0	0	9
CiDA IT	0	4	82	252	0	0	0	0	0
BCS	0	0	1	4	13	12	2	1	2
Applied Art	0	5	5	8	2	0	0	0	0
Art + Design	4	19	30	50	4	3	0	0	0
Music	1	8	7	7	5	2	0	0	0
Drama	0	1	8	10	8	3	4	0	0
PE	6	14	13	10	10	4	2	0	0
Dance	0	0	0	7	2	6	8	1	0
Health & Social Care	0	0	0	0	5	1	1	1	0
Sport	2	2	0	8	0	0	0	0	0
TOTAL	2.8%	10.1%	22.1%	38.7%	14.9%	6.7%	2.7%	0.8%	1.1%

The following summaries give a broad outline of our examination achievements in 2008, from the cohort of 267 students who were taught in Year 11 throughout the 2007/08 school year.

Percentage of students achieving passes (Cumulative figures)

Category	Number	Cum. No	Cum %	2007%
Students gaining 10 or more grades A* to C	116	116	43%	36%
Students gaining 9 or more grades A* to C	13	129	48%	50%
Students gaining 8 or more grades A* to C	17	146	55%	59%
Students gaining 7 or more grades A* to C	21	167	63%	67%
Students gaining 6 or more grades A* to C	14	181	68%	71%
Students gaining 5 or more grades A* to C	9	190	71%	74%
Students gaining 4 or more grades A* to C	13	203	76%	78%
Students gaining 3 or more grades A* to C	9	212	79%	82%
Students gaining 2 or more grades A* to C	15	227	85%	87%
Students gaining 1 or more grades A* to C	12	239	90%	92%
Students gaining 5 or more grades A* to G	247	247	93%	94%
Students gaining at least one grade G pass	259	259	97%	97%
Total number of students	267	267	100%	100%

Admission - September 2008

Date of allocation	Admission Limit	No of 1 st preferences received	Total places allocated	No of 2 nd preferences allocated	No of 3 rd preferences allocated
March 2009	270	226	267	1	0

Attendance Figures 2008/2009

This figure covers the last school year, up to 20th July 2008

Number of students on roll for at least one session	1471
Overall percentage attendance	93
Percentage of sessions (half days) missed through authorised absence	6.6
Percentage of sessions (half days) missed through unauthorised absence.	0.4

Destination of School Leavers – 2008

The 267 students in the year group that left the school in the summer of 2008 were, as of October 2008, occupied as follows:

Destination

	Number	Percentage
Full time Education	232	86.9 (78.9)
Training	17	6.4 (10.2)
Employment	5	1.9 (6.4)
Unemployment	6	2.2 (2.6)
Other	2	0.7 (0.8)
Not Known	5	1.9 (1.1)
	267	100(100)

Figures in brackets refer to 2007 data

Sporting Achievements

We are keen to develop healthy competition, to promote high standards in all sporting activities and very determined to develop the talent of our students to the full. As a result the school is very successful in both area and county competitions.

At school level since 2006 we achieved the following particularly notable team successes:

Boys Football

Under 16 County Cup winners May 2006

Under 15 County Cup winners May 2007

Athletics

Junior Boys 1st in North Shropshire Championships 2006

Senior Boys 1st in North Shropshire Championships 2006

Senior Girls 1st in North Shropshire Championships 2006

Junior Boys 2nd in County Schools Championships 2006 and 2008

Senior Girls 2nd in County Schools Championships 2006 and 2008

Senior Boys 3rd in County Schools Championships 2008

Year 7 Boys 3rd in County Championships 2007

Swimming

Under 13 Girls North Shropshire Schools Champions 2008

Under 15 Girls North Shropshire Schools Champions 2006 and 2008

Under 16 Girls 2nd in North Shropshire Schools Championship 2007

Under 13 Boys 3rd in North Shropshire Schools Championship 2007

Under 15 Boys 3rd in North Shropshire Schools Championship 2007

Basketball

North Shropshire U16 Tournament Runners up

Hockey

North Shropshire Girls U16 tournament 3rd Place 2007

North Shropshire Girls U14 tournament – losing finalists 2007

North Shropshire Boys U14 Winners

Netball

U12 North Shropshire Champions 2008/9

U14 North Shropshire tournament semi finalists 2007

U12 North Shropshire tournament semi finalists 2008

Rugby

Shropshire Emerging Schools Finalists U12 2007

Shropshire Emerging Schools Finalist U12 2008

Shropshire Under 13 Plate winners 2008/9

Cross Country

North Shropshire Cross Country U12 Boys Runners up in 2007/8 and winners in 2008/9

North Shropshire Cross Country U14 Boys Winners in 2007/8 and 2008/9

North Shropshire Cross Country U12 Girls Runners up in 2008 and 3rd in 2008/9

North Shropshire Cross Country U14 Girls Winners in 2008 and 2nd in 2008/9

North Shropshire Cross Country U16 3rd in 2008/9

North Shropshire Cross Country Girls overall winners 2008/9

Shropshire Schools Cross Country U12 Boys 3rd 2008

Shropshire Schools Cross Country U14 Boys 2nd 2008

Shropshire Schools Cross Country U12 Girls 4th 2008

Shropshire Schools Cross Country U14 Girls 3rd 2008

We also have several students who represent their county at football, athletics, cross country running and swimming.

Sport England Sportsmark Award has again been awarded to The Marches School and Technology College this year.

OUT OF HOURS LEARNING

Clubs and Activities

We actively encourage learners to take part in the extensive extra curriculum clubs and activities. We consider *Out of Hours* learning as a valuable tool to enhance the learning and development of all students at The Marches School and Technology College. These take place either during the lunch break or after school.

Year 7 are expected to participate fully in the Out of Hours learning available at the Marches School and Technology College.

There is a vast range of clubs and activities including Music and Sport (Summer and Winter). Full details of clubs and times are available from Reception in September, with Summer sports information available in March.

Learners can use the Learning Resources Centre and the ICT facilities before school after school and at breaks, with the ICT facilities being open until 5pm Monday to Thursday.

The school is also an active Duke of Edinburgh Award Centre. Several students have gained a bronze medal and others are working towards bronze and silver accreditation. Currently, over 60 students are involved.

Learning Resources Centre

The Learning Resources Centre provides an excellent resource for the school, with a well-qualified and committed staff. The centre has a multimedia approach, including nearly 11,000 books, newspapers, magazines, posters, maps and audio-tapes as well as 6 network computers. It has a computerised catalogue system which allows very flexible access to the stock and helps develop the independent research and study skills recommended by National Curriculum and GCSE guidelines. The centre is available for use throughout the school day, including before school, break and lunchtimes. After school, Monday to Thursday, there is a Homework Club from 3.00 – 4.00 pm. Before school, Tuesday and Wednesday, there is a Library Club and Breakfast Club, Early Birds, from 8.10 – 8.40 am.

All new students are given a *Learning Resources Centre Guide* to help them to make good use of the facilities throughout their school life. In Year 7 the students are given a thorough introduction to library and information skills. This programme continues, and students have another top up session as they begin their GCSE courses in Year 10.

International Projects/Awareness

The school has a tradition of world issues, through regular visits abroad and links with schools in many countries. In the past projects have been covered in the following areas:

- Scientific and Environmental issues
- History and traditions
- Music from other countries
- Food from other countries
- The development of other languages
- Sports development

The school has won the International Schools Award and we were proud to have groups of students visiting various parts of the world as part of the Comenius Project and Link Africa Project. Other such opportunities arise regularly throughout the year.

We presently have links with the following countries:

- Russia (Space City)
- Poland
- Slovakia
- France
- Germany
- Italy
- Barbados
- Barcelona
- South Africa
- America

As well as these growing links our students have the chance to visit New York and go on ski trips across Europe.

We have also raised money to support schools in South Africa and India (Tsunami Appeal). International visitors regularly arrive at the school to see our work; these include visitors from Latvia, Russia and our link schools.

The programme of International Visits continues with the support of students, parents and carers and staff. Our overall aim is to develop in our students an awareness of the International Dimension which will affect their working lives in the 21st Century.

CALENDAR FOR 2009/2010

AUTUMN TERM 2009

Main Term: Tuesday 8th September Friday 18th December

Half Term: Monday 26th October Friday 30th October (Inclusive)

PD Day Monday 7th September

PD Day Friday 23rd October

**CHRISTMAS HOLIDAY:
MONDAY 21st DECEMBER 2009 TO FRIDAY 1st JANUARY 2010**

SPRING TERM 2010

Main Term: Monday 4th January Wednesday 31st March

Half Term: Monday 15th February Friday 19th February (Inclusive)

PD Day Thursday 1st April

**EASTER HOLIDAY:
FRIDAY 2nd APRIL 2010 TO FRIDAY 16th APRIL 2010**

SUMMER TERM 2010

Main Term: Monday 19th April Friday 23rd July

May Day: Monday 3rd May

Half Term: Monday 31st May Friday 4th June (Inclusive)

SUMMER HOLIDAY BEGINS MONDAY 26th JULY 2010

THE MARCHES SCHOOL and TECHNOLOGY COLLEGE

Home-School Agreement (COPY)

2009 – 2014

The Marches School and Technology College aims to:

- * provide the best possible educational experience for your child throughout the time that he or she is with us.
- * do everything possible to provide a caring and well-ordered school in which high attainment is promoted at all levels. This involves a curriculum for all children, which is both challenging and supportive of individual needs, and will involve both classwork and homework which is regularly marked and assessed.
- * keep you fully informed about your child's education through Parents and carers' Consultation Events, progress sheets, records of achievement and other regular communications. We will also let you know as soon as possible of any concerns we have about your child.
- * be as responsive as possible to any concerns you might wish to raise with us about your child's education.
- * strive continuously to improve the quality of education we provide.

The Marches School and Technology College asks you as a parent/carer to:

- * ensure that your child attends school regularly and punctually, and with the right equipment.
- * not to take your child out of school on holiday during term time.
- * encourage your child to work hard and be actively engaged in the educational opportunities we provide. To check and sign the Student Planner on a weekly basis.
- * support our school policies to promote a caring and well-ordered school.
- * ensure that your child attends school in correct school uniform.
- * work with us in helping your child to make the most of the education we provide. This will include attending parents and carers' meetings wherever possible and being involved in discussions about your child's progress.
- * support the school in reinforcing all school rules.
- * let the school know as soon as possible about any concerns or problems you might have about any aspect of your child's education at The Marches School and Technology College, so that we can take action where necessary.

Signed _____ (Headteacher) June 2009

Parent Reply Form

Name of Student _____ Tutor Group _____
(please print)

I/We have read The Marches School and Technology College Home School Agreement. I/We are happy to agree to the broad principles involved in the agreement.

Signed _____ Date _____
(Parent/Carer)

Name (Parent/Carer) _____
(please print)

If there is anything you would like to add, or any comment you would like to make, please feel free to do so below. Alternatively, you might like to telephone the school to discuss any area of concern.

Parents and carers are asked to sign the Home-School Agreement in the Student Planner at the beginning of the academic year.