

OVERTON GRANGE SCHOOL



STAFF GUIDE 2023-24

Welcome to the Staff Guide for 2023-24. The aim of this guide is to give you the key information you need for the year ahead. More detail can be found in the School Handbook on the Staff Shared Area.

If you think there is anything else that would be useful in this guide, please let me know.

Thanks

Charlotte

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SECTION 1: EXPECTATIONS

Overton Grange students will...



Work hard and allow others to learn



Come to school on time, in uniform, and with the necessary equipment



Be polite, well mannered and show consideration and respect at all times



Maintain a clean, safe and pleasant working environment

Six Point Plan for Outstanding Behaviour

Staff will	Students will
Before school	
<p>Usher students outside if they are in the building before 8.15am</p> <p>Be in tutor rooms by 8.25am.</p> <p>Greet tutees warmly and politely at tutor room doors.</p> <p>Check tutees equipment at least once a week – bag, pencil case, reading book, class books.</p> <p>Check uniform as tutees leave the tutor room.</p>	<p>Never be in the school building before 8.15am and enter only through the student entrance.</p> <p>Remove outdoor coats before entering the building.</p> <p>Visit lockers between 8.15 and 8.20am and be in tutor rooms by 8.25am.</p> <p>Behave respectfully on the way to school, in the playground and in the school building.</p> <p>Greet tutors warmly and politely at the tutor room.</p>
In corridors	
<p>If not teaching, be in the corridor and implement the one-way system where relevant.</p> <p>Challenge any student not in lesson when they should be, asking to see their permission slip</p>	<p>Always walk calmly on the left-hand side of the corridors and stairs.</p> <p>Follow the one-way system, where relevant.</p> <p>Have a permission slip if out of lesson.</p>
In lessons	
<p>Greet students warmly and politely at classroom doors.</p> <p>Have a 'Do Now' ready at the start of lesson and call the register whilst students are completing this.</p> <p>Sit students in a seating plan, which is recorded on Satchel:One.</p> <p>Issue a ten-minute detention if students arrive more than five minutes late without a note.</p> <p>Always praise publicly and sanction privately.</p> <p>Record detentions on Satchel:One and give a verbal reminder.</p> <p>Use two warnings and removal with explanation when dealing with negative behaviours for learning.</p>	<p>Arrive to lesson on time – gain a note if you are held back by a member of staff,</p> <p>Enter the classroom calmly, take out equipment ready for the lesson.</p> <p>Place bags under the table and coats on the back of chairs.</p> <p>Complete the 'Do now' task in silence.</p> <p>Respond positively to two warnings and removal, not answering back but speaking courteously to the teacher at the end of lesson or appropriate time in order to understand the reason.</p> <p>Listen to the teacher/speaker when they are talking.</p>
At break and lunch	
<p>Arrive promptly to duty – collect a walkie-talkie from Reception if on playground duty.</p> <p>Engage with students, actively scanning other students.</p>	<p>Eat food in the canteen or outside, not inside the school building.</p> <p>Stay on the ground floor only, unless you have been given a pass.</p> <p>Interact positively with staff and peers.</p> <p>Report to a member of staff any negative behaviour or bullying.</p>
At tutor time	
<p>Ensure tutees are sat on chairs in a seating plan.</p> <p>Call the register at the start of tutor time, whilst students are silent.</p> <p>Carry out the tutor time activity for the day.</p> <p>Attend assemblies with tutees.</p> <p>Check Satchel:One for detentions and remind students to attend</p>	<p>Sit calmly in the seating plan.</p> <p>Listen to the tutor/person speaking.</p> <p>Complete the tutor time activity for the day.</p> <p>Walk in and out of assemblies in silence and sit in the correct area.</p>
At the end of the day	
<p>Always be in corridors/stairwells to ensure smooth dismissal</p>	<p>Walk calmly out of the school grounds.</p> <p>Respect the neighbourhood and wear the uniform with pride.</p>

DRESS CODE

Whilst there is no formal dress code for staff, we politely request that staff are dressed professionally (no jeans for teaching staff), in attire that is suitable for working with children. Footwear should also be suitable for the department you work in, i.e. no open toed shoes in areas where there are physical hazards.

Whilst visible tattoos are permitted, they should be suitable to be on show to young students. Staff may be requested to cover up tattoos deemed unsuitable at the Headteachers' discretion.

STAFF ABSENCE

We owe it to our students and colleagues to keep absences and lateness to a minimum and to ensure there is challenging but easily set and administered work available for our lessons, for both known and unforeseen absences.

Known absence

All known absences must have the prior approval of the Headteacher. Set work, registers, seating plans and duty cover must be organised and left with the Head of Department. A Leave of Absence form must be completed and signed in the case of leave for personal reasons.

Unforeseen absence

Contact the school no later than 7.15am:

Teaching staff: call 020 8239 2323 and leave a voice message clearly stating your name and the reason for your absence. Alternatively, email the same information to c.auger@overtongrange.sutton.sch.uk. If possible, please also inform your Head of Department and provide some information that will allow cover work to be set.

Support staff to ring absence line: 020 8239 2325 and leave a voice message clearly stating your name and the reason for your absence.

Phone before the end of the school day to confirm whether you will be back the next day.

A 'Statement of fitness to work' note is required for absences over 7 days (including weekends). See the Absence Policy for more details.

Leaving the school site during the day

Please ensure that the Headteacher or one of the Deputy Heads is aware if you need to leave the site during lesson time. Please sign in/out at the reception if you are leaving the site during the day (including lunchtime as this prevents time being wasted looking for you and problems if there is a fire drill).

Expectations for cover

For all absence, cover staff should be provided with a copy of the class seating plan, with SEND needs identified.

Cover work should:

- Laid out clearly on the teacher desk and include any resources required for the lesson
- Be of suitable depth and challenge, and continue student learning.
- Have enough content to ensure students are working throughout lesson time.

Cover work should not:

- Make use of resources that require network access, as agency staff do not have access to this
- Be simple tasks, such as colouring in.

DUTIES

We have a legal duty of care to supervise and safeguard students during the school day. Lunch, break time and especially after school are times when incidents can occur which cause problems for individuals and the school. A staff presence often prevents these incidents occurring.

If we are all vigilant and proactive in ensuring school rules are complied with, life will be easier and more pleasant. Adequate supervision is the key.

All staff must be on time for duties. If you know you are going to be absent in advance, please swap duties with a colleague and inform the member of the SLT who is responsible for that day.

The duty rota will be put up in the staff room on the 1st September for staff to sign up to duties. Full time staff or those on 0.8 timetable do three duties over the two weeks. Staff on 0.6 or less do two duties over the two weeks. The rota will be emailed to all staff once finalised.

The members of the SLT listed at the top of each day is responsible for duties on that day.

All staff on duty outside MUST collect a walkie-talkie from the office.

Any student who needs to leave the playground to retrieve a football must first ask the permission of a member of staff on duty.

Break time rules

Food purchased from the canteen may be taken outside the building but **MUST NOT BE CONSUMED INSIDE ANYWHERE OTHER THEN THE CANTEEN.**

- Corridors are designated no eating areas.
- All students line up in the Mall and enter the canteen through the doors closest to the Main entrance.
- Canteen duty - to supervise the doors and queue, general behaviour and litter. Students should be sitting at the tables provided. Students should exit the canteen via the rear doors only. Students must NOT be in the area at the front of the school.
- No students should be above ground level at break time without permission from a member of staff.
- Playground duty - to supervise general behaviour, deal with incidents and litter. Walk around area. Staff need to monitor the out of bounds areas.
- Quiet area - this is meant to be an area where students can socialise - running around and ball games are not permitted. The duty is to supervise general behaviour, deal with incidents and litter.
- Smokers - Any student caught smoking/vaping or associated with smokers/vapers should immediately have their items confiscated & be reported to their HoY.
- Mobile phones – any students caught using a mobile phone or wearing ear-phones/airpods must have their phone confiscated as per school policy.

Lunch time rules

HOT food (foods in disposable containers e.g. pasta pots, jackets, pizza) may be taken outside the building but **MUST NOT BE CONSUMED INSIDE ANYWHERE OTHER THEN THE CANTEEN**

Sixth form students may take food and drink from the canteen to the sixth form area but they must NOT eat on the way.

- The senior midday supervisor is Jackie Clarke.
- The senior midday supervisor is responsible for opening the canteen to students.
- At lunchtime, the midday supervisor and SLT organise the queues for the main canteen which serves the main meal, sandwiches and baguettes etc.
- Students will form one orderly queue in the mall. There are two lunch slots: 1pm and 1.20pm. KS3 and KS4 students will have alternate weeks in each slot.
- A midday supervisor organise the queue in the mall, assisted by members of SLT. When the queue has finished, SLT does general duty in the canteen for the remainder of the lunchtime. He/she will carry a walkie talkie.
- Packed lunches where ever possible should be eaten in the canteen. Students with packed lunch can request entry to the canteen without queueing.
- Packed lunches or sandwiches purchased from the canteen may be eaten in teaching/tutor rooms/or where staff are running clubs at the discretion of the member of staff and only under direct supervision. The members of staff are then responsible for ensuring the room is left clean and tidy. Hot food must NOT be consumed inside anywhere other than the canteen/outside.
- Students have to be either outside, in the canteen, mall, or supervised in the library or in a tutor room / club.
- No students should be above ground level at lunchtime without permission from a member of staff.
- Corridors and stairwells are designated no eating areas.
- Playground duty - to supervise general behaviour, deal with incidents and litter. Staff on playground duties must take a walkie talkie out, these are available from the Student Services. Please return all walkie talkies immediately following the duty. Staff need to monitor all out of bounds areas. Any student who needs to leave the playground to retrieve a football must first ask the permission of a member of staff on duty.
- Quiet area - this is meant to be an area where students can socialise, running around and ball games are not permitted the duty is to supervise general behaviour, deal with incidents and litter, monitor doors into the building.
- Staff on duty in the Year 7 playground should cover both ends of the Undercroft – one member of staff should check the covered Student entrance and the other member of staff should check the football area along the side of the sports hall.

Wet lunch times

3 bells are sounded. If it rains at lunchtime, students will be allowed into ordinary tutor rooms if tutors are present or the hall or the Mall. Staff on duty will need to be aware of this. Staff on duty in the playground will need to come in during wet lunch and supervise the mall and corridors' as directed by the member of SLT in charge. Staff covering for a tutor must also supervise wet break.

Out of bounds areas

Some areas of the school are out of bounds areas for students in years 7-11 during break and lunch time

- The main car park, lawns, gate and entrance area at the front of the school.
- The bicycle shed
- Tennis courts for KS3 students
- Pond area
- Overton park
- Unsupervised classrooms

SECTION 2: SCHOOL DAY AND YEAR

SCHOOL DAY

8.15am	Doors Open
8.25am – 8.30AM	Registration in Form Rooms
8.30am – 9.30am	LESSON 1
9.30am – 10.30am	LESSON 2
10.30am – 10.55am	BREAK
11.00am – 12.00pm	LESSON 3
12.00pm – 1.00pm	LESSON 4
1.00pm – 1.40pm	KS3 & KS4 LUNCH
1.00pm – 1.20pm	KS5 – Assembly / Tutor Time
1.45pm – 2.00pm	KS3 & KS4 Assembly / Tutor time
2.05pm – 3.05pm	LESSON 5: KS3 & KS5
2.05pm – 3.15pm	LESSON 5: KS4
3.15pm – 5.00pm	Extra-curricular activities

Bells ring at 8.20am, 10.30am, 1pm, 1.20pm, 3.05pm and 3.15pm.

Students should NOT be released until the bells have rung at 10.30am, 1pm and at the end of lesson 5 unless by previous agreement with the Head.

SCHOOL YEAR

The main school calendar can be found in the Q Drive in Admin | Calendar.

The calendar is a working document and subject to change, so should be regularly checked. The calendar is also available via Outlook as a Shared Calendar. Changes will be notified via the staff bulletin.

SECTION 3: MANAGING BEHAVIOUR

As a school we need to manage behaviour well so we can provide a calm, safe and supportive environment which our students want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all our students to succeed personally.

POSITIVE BEHAVIOUR MANAGEMENT

First and foremost, as a school, we want to promote positive behaviour. The best way of doing this is by modelling good behaviour ourselves and praising students, and being consistent with rewards and sanctions.

We are asking all staff to follow the 6 Point Plan for Outstanding Behaviour (page 3), so that students have a routine for positive behaviour both in and out of the class room.

We would encourage teachers praise publicly, for example by having a 'Recognition' board – rather than writing up students who have not met expectations, write up those who have. Aim to get the whole class on the board and praise them if you do.

On the next page there is a summary of recommendations from the EEF report into improving behaviour in schools. You can read this guidance at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>.

Further recommended reading:

- Creating a culture: a review of behaviour management in schools
<https://www.gov.uk/government/publications/behaviour-in-schools>
- When the adults change, everything changes – Paul Dix

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

MANAGING BEHAVIOUR

We know there will be times when a student's behaviour will become challenging. We are also aware that staff and students are individuals and may deal and respond to behaviour issues in different ways. The advice below is a recommendation of how to deal with challenging behaviour in the class room. Issues should be dealt with, first and foremost, by the class teacher.

DEALING WITH A BEHAVIOUR CONCERN IN THE CLASS ROOM

Stage 1: Reminder

- **Remind** the student of the expectation(s) for behaviour, e.g. X, you need to put your chewing gum in the bin. You are not meeting the expectation of maintaining a pleasant working environment
- Make a note of the student's name (but not on the board)

Stage 2: Warning

- **Warn** the student that they have already been given a reminder and that if they have to be spoken to again there will be a sanction, e.g. I have asked you one, but you are refusing to comply. If you do not put the chewing gum in the bin, you will get a detention.

Stage 3: Detention

- Issue a 20 minute **detention**, logging it on Satchel:One.
- *Depending on the circumstances, you may decide it is more appropriate to send the student out of class for five minutes and then speak to them about the issue, before issuing a detention.*

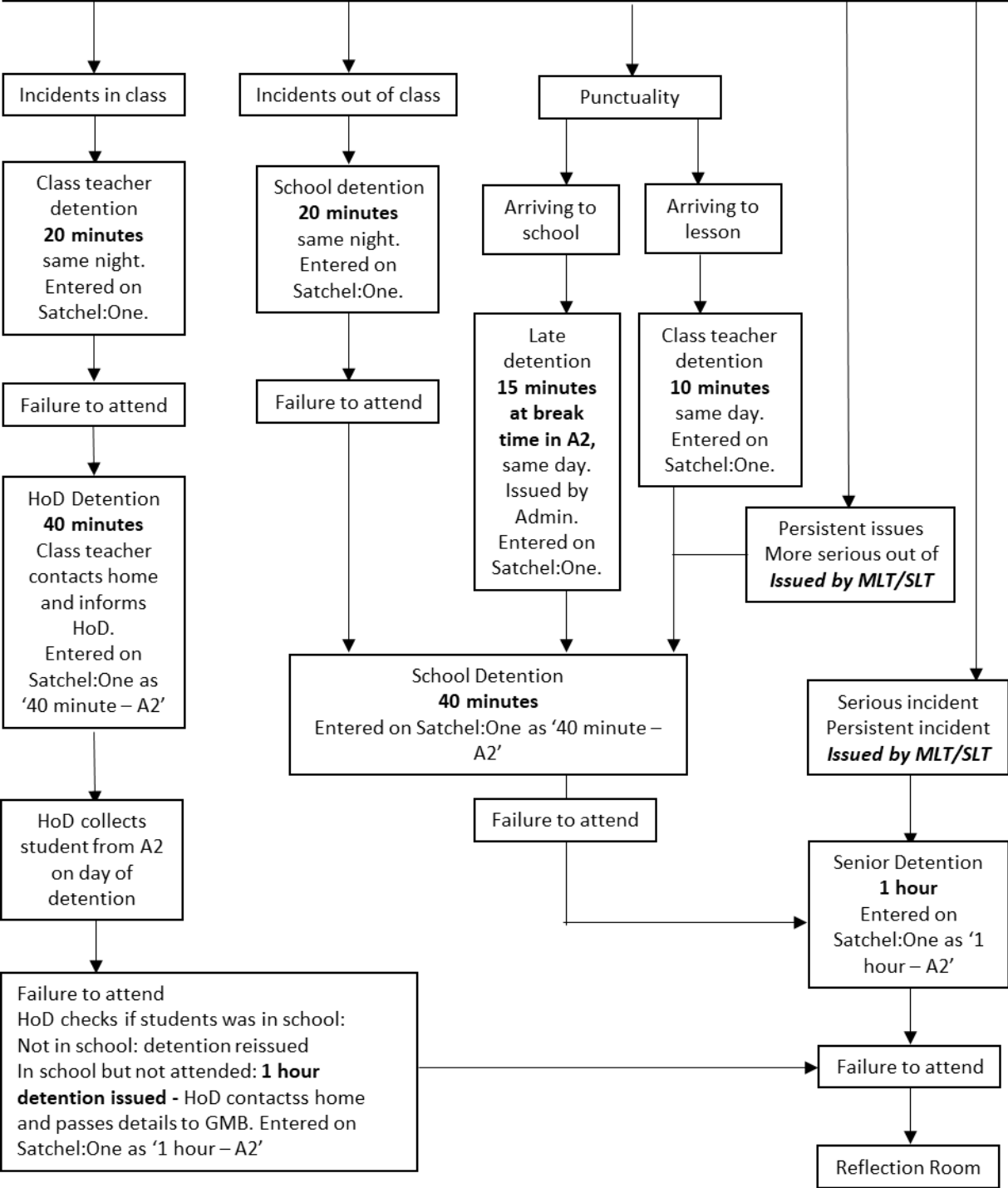
If a student shows extreme defiance, the Head of Department should be asked to remove the student and they will issue a department detention. Only if this route is unsuccessful should SLT be called. Heads of Year should not be used to deal with classroom issues unless the Head of Department is unavailable.

DEALING WITH A BEHAVIOUR CONCERN OUTSIDE OF CLASS

Behaviour issues outside of the class room should be dealt with by the member of staff who sees it. Any member of staff can address behaviour and put a sanction in place. Form tutors should be informed of concerns so they can address it with the student and refer to the Head of Year if necessary,

If there is an extreme behaviour concern or a risk to student or staff safety, SLT should be called for.

DETENTION SYSTEM



- All detentions**
- Slips issued for school punctuality detentions by Reception
 - All other detentions must be entered on Satchel:One
- School detention**
- Held every day in A2
 - Staff issuing must enter the detention of Satchel:One
 - 20/40 minutes staffed by HoY/AHoY. SLT to supervise last of 1 hour detentions
 - Call made to parents/carers of students who don't attend by staff on duty and names entered on Satchel:One for the following day or referred to GMB for Reflection Room

SECTION 4: HOW WE TEACH

LESSON EXPECTATIONS

All lessons at Overton Grange School will start with 5 to 10 minutes of silent reading or retrieval practice.

- Silent reading may take the form of students reading their reading book or a piece of reading relevant to the subject.
- Retrieval practice could be some exam questions related to a topic recently studied, a low stakes quiz or questions on the board. This activity must be completed independently and in silence.

When planning lessons, Overton Grange teachers are expected to consider:

1. Student Progress:
 - a. Clear expectations made of learning
 - b. Students making progress during lesson in their knowledge and skills
2. Challenge in Learning (Teach to the Top):
 - a. High expectations of achievement for all students
 - b. Work is challenging every learner
3. Behaviour, Engagement and Enjoyment of Students
 - a. Students have good attitudes
 - b. Students are attentive, desire to learn, are enthusiastic and show effort

Teachers are expected to:

1. have some form of lesson plan – this does not need to be a formal lesson plan; it could just be a title in your planner.
2. explain the learning objectives and knowing what the success criteria looks like – there is no expectation for students to write these down
3. have an up-to-date seating plan recorded on Satchel:One
4. make effective use of TA during lessons
5. adapt teaching to meet the needs of all learners
6. use the school's rewards and sanctions policy
7. set challenging, effective homework on Satchel:One and record whether or not it has been completed
8. use of the school marking stamp in line with school policy
9. not let students out of lesson and, if you do, only allow one student out at a time with the school 'Permission to leave lesson' slip filled in
10. Assess student learning throughout the lesson and respond to student feedback, questioning and checking by re-shaping your lesson as it progresses.

All teachers are expected to have a high level of subject knowledge. In cases where you are teaching outside of your subject area, you are to liaise with the relevant person in the department to provide students with the best opportunity to progress.

EFFECTIVE MARKING AND FEEDBACK

Inside the Black Box, William and Black (1998) states that quality feedback is:

1. Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.
2. Feedback has been shown to improve learning where it gives each student specific guidance on strengths and weaknesses

High-quality feedback can be written or verbal, it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve. Feedback should support students to monitor and regulate their own learning.

High-quality written feedback should be:

1. Focusing on the learning objectives selectively
2. Confirming that students are on the right track
3. Stimulating the correction of errors or improvement of a piece of work
4. Scaffolding or supporting students` next steps
5. Providing opportunities for students to think things through for themselves
6. Commenting on progress over a number of attempts
7. Avoiding comparisons with other students
8. Providing students with the opportunities to respond

All teachers, regardless of subject area have a responsibility to follow the following:

1. TOTAL BAN on marks only by teachers eg. 6/10. Any mark like this must be accompanied by a meaningful comment (see stamp)
2. All teachers are issued with the school marking stamp. It is expected that staff use this to mark KS3 and KS4 homework & classwork. The stamp is self-inking and reads:

<ol style="list-style-type: none">1. The good features of your work are:2. To improve you should:3. Effort/level/grade:

Staff are expected to write a meaningful comment alongside these criteria.

Classwork to be acknowledged by a written comment at least once every half-term through the marking stamp.

Green penning: some departments use green pens to encourage teacher-student dialogue on how to improve. This is encouraged and there are resources available within the staff-shared area. Furthermore, students can use green penning on the teacher-student feedback sheets.

The 5 R's of 'action' feedback



@clo_teach / @teacherhead

SECTION 5: HOW WE ASSESS

FORMATIVE ASSESSMENT

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and students to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and student understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plan you draw up to address the next steps indicated.

SUMMATIVE ASSESSMENT

Summative assessment sums up what a student has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the assessment is being used to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national exams, at the end of key stage 4 and 5. It is down to departments to agree and organise their summative assessments.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Every year group has at least one formal exam/assessment fortnight each year. For Year 7 and 8, these take place in classrooms. For Years 9 to 11 these take place in the Sports Hall, and for Years 12 and 13 they take place in the common room.

An assessment and reporting calendar is published each year and can be found in the Q Drive in Admin\Calendar.

TARGET GRADES

Currently, Years 7 and 8 do not have target grades and this will be rolled up in to Year 9 in 2024-25. Year 9 upwards have target grades produced through MIDYIS testing, based on individual student competency. A Level grades are produced by LPUK, using GCSE grades.

Further information for staff is provided in the Assessment and Reporting booklet in the Q drive in KS3 & KS4 PROGRESS TRACKING\Starr policy.

SECTION 4: OTHER USEFUL INFORMATION

SAFEGUARDING

People working in schools are uniquely placed to notice signs and symptoms of abuse, and to support children subject to abuse and living in abusive situations

You might become involved because:

- You may see an injury about which there is no clear explanation
- A student may want to tell you about what is happening to them
- Another person may express concern about a student's well-being
- You may have noticed significant changes in the way a student performs at school

What to do:

- Listen – non judgementally
- Ask open questions to clarify, but do not investigate
- Do not promise confidentiality – explain that you may need to talk to someone immediately
- Reassure the student, but avoid any unnecessary contact
- Speak to one of the Designated Safeguarding Leads about your concerns immediately

Then

- Record what the student said, using the child's words

Be professional – do not discuss the matter openly

FOR MORE DETAILED GUIDANCE PLEASE REFER TO THE CHILD PROTECTION POLICY AND PROCEDURES HANDBOOK IN STAFF ROOM OR STAFF HANDBOOK. THERE ARE ALSO COPIES OF THE FULL CHILD PROTECTION POLICY PROCEDURES AND OTHER RELEVANT GUIDANCE ON THE STAFF SHARED AREA

The Designated Safeguarding Leads are

Charlotte Treagus – Assistant Headteacher (Pastoral)

Glen Baldwin – Deputy Headteacher

The Deputy Designated Safeguarding Leads are

Pep Nicol – Student and Family Support Officer

Paddy Bowles – Head of Year 11

NB

A red sticker on a student file is an indication that issues of Child Concern have been raised. Please see CET for more details – and check with one of them before contacting home

SEND

Our SENDCo is Glen Baldwin.

Our Deputy SENDCo is Janine Floyd-Williams

All teachers are responsible for SEND. Staff are expected to regularly check the SEND register, to be aware of any students with SEND in their class room, what their learning needs are and what strategies should be in place. It is the class teacher's responsibility to ensure that needs are met in the classroom and that effective use of TAs is being made.

The SEND register is found in the Q drive in STAFF SHARED AREAS\Staff Shared SEN\SEN Inclusion Register.

Class teachers should also regularly check to see if the students they teach have access arrangements for exams, as these should also be in place for summative assessments.

The Access Arrangement register is found in the Q drive in STAFF SHARED AREAS\Staff Shared Exam Access Arrangements.

PUPIL PREMIUM

Our Pupil Premium Coordinator is Lucy Keenan.

All teachers are responsible for the progress of Disadvantaged students – these include students currently or previously in receipt of Free School Meals, those in care or post-looked after, Service Children (a parent who is or has served in the armed forces) or those with a social worker. Not all Disadvantaged students are Pupil Premium.

Staff are expected to regularly check the Pupil Premium register, to be aware of who the disadvantaged students are in their class room and what their progress is like relative to similar non-disadvantaged students. It is the class teacher's responsibility to ensure that progress needs are met in the classroom and that effective strategies are in place to help these students achieve their best.

EAL

Our EAL Coordinator is Amanda Gunn.

Students who arrive at the school with English as an additional language will be assessed by the EAL Coordinator. If they have little to no English, they will receive an intensive six-week course, supported by an external provider, before being moved in to normal lessons.

Students with a basic understanding of English will go straight in to normal lessons but may be withdrawn from some classes for small group or 1:1 support.

All teachers are responsible for the progress of EAL students. Staff can speak to the EAL Coordinator for ways in which to support EAL students. Resources are also available on the Q drive in STAFF SHARED AREAS\Staff Shared EAL\EAL RESOURCES

MEDICAL NEEDS

The member of staff responsible for Medical Needs information is Rose Pepper.

All staff should be aware of the medical needs of their students. The medical needs records can be found in the Q drive in ADMINISTRATION\Medical Needs.

Our First Aiders are Rose Pepper, Hannah Tilly, Sarah Hall and Steven Page. If you have an emergency in the classroom, send a student to Student Services requesting first aid.

FIRE INSTRUCTIONS

- When the continuous fire siren rings, or in the event of a failure in the fire alarm, the school bell will ring continuously.
- Close all windows and switch off all gas and electrical appliances.
- Close but do not lock the classroom door.
- All personal belongings such as bags should be left in the classroom.
- Take the class in a calm orderly manner to the top playground.
- Silence is required on the top playground.

FOLLOW THE EMERGENCY EVACUATION SIGNS



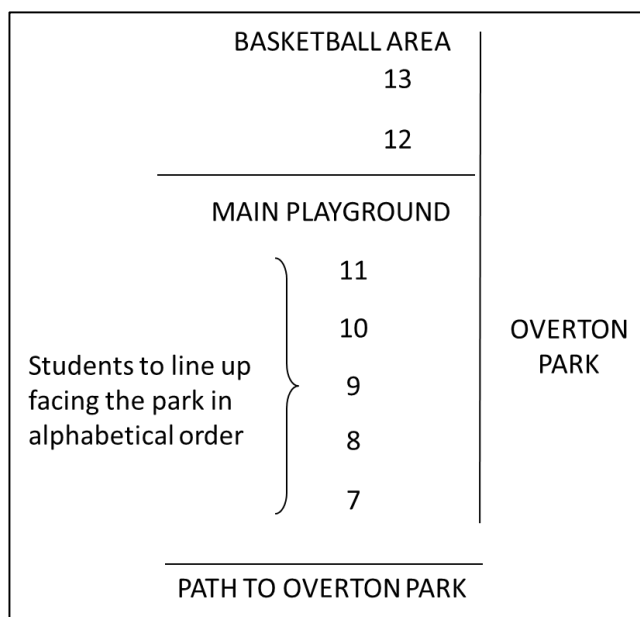
BY THE SHORTEST ROUTE

- Assemble in the top playground in tutor groups. Paper registers will be supplied.
- Tutors report to Heads of Year if all present or if any absent.
- Non-teaching staff report to the Finance Administrator/Headteachers P.A.
- **Heads of Year report to the Deputy Headteacher** to confirm that all students are accounted for.
- All non-tutors report to Finance Administrator/Headteachers P.A.
- If you are attached to a tutor group, please help register them.
- Signing out book to be brought out to Senior Staff (also contains staff list and tutor group list) by Student Services.
- 6th Form signing out sheets to be brought out by Student Services.
- Members of the Senior Leadership Team report to the Finance Administrator/Headteachers P.A.

DISABLED STUDENTS:

- Timetables are in office.
- Wait until stairway/corridor free.
- If possible, assist them down the stairs DO NOT USE LIFTS. Evacuation chairs are available.
- If not take them to the Fire Safety Areas - Fire marshals and staff will help them down stairs if need be.
- Students wait by the bike sheds at front of school or top playground - TA informs tutor
- The Fire Safety Areas are:
 1. Between the end of the LRC and R1
 2. Between the end of the LRC and MS1
 3. Back staircase in X corridor
 4. Back staircase in T corridor
 5. Lobby area between X and Z corridor at top of stairwell
 6. Lobby area between T and U corridor
 7. Landing in N block

FIRE ASSEMBLY POINTS



INTRUDER ALERT

In the event of a potentially dangerous intruder or other extreme emergency that means students have to be protected, the following procedures will apply.

SLT MAY CHOOSE TO APPROACH INTRUDERS, BUT MUST NEVER DO SO ALONE. IF IN DOUBT DO NOT.

1. SLT initiate **SIX** short rings on bell (repeated every 30 seconds for two minutes) and access radios;
2. On hearing six short ring bells lock all offices to maintain integrity and reception to call the police on 999.
3. Teachers lock classrooms, doors and ground floor windows, explain to students and reassure them. Stay where you are.
4. Students to be kept in classrooms for their own safety until the all clear is given by senior staff.
5. Colleagues not engaged with students to access nearest classroom if safe to support colleagues inside.
6. If possible, lock any doors close by and any outer doors
7. Kitchens lock down, secure back of school: **SITE TEAM**
8. PE groups should stay on the field or lock themselves in the Sports Hall / Gym as appropriate.
9. Situation to be monitored via CCTV.
10. Normal school bell signals all clear.
11. During break or lunch time students will be directed by staff.

PERFORMANCE MANAGEMENT

The teaching staff performance management structure and procedures will be issued at the start of the academic year. All performance management meetings should take place in September and must be completed by 29.9.23.

Process:

- Teacher and line manager agree a date and time for the meeting
- Existing and new (non-ECT) staff provide a copy of present PM documentation, along with relevant evidence, at least 3 days in advance of the meeting
- Meeting must be recorded by the reviewer using the 'Performance management review and outcome setting form 2022-23'
- Form should be saved and the reviewer must e-mail a copy sent to the teacher and CEA by 29.9.23

Copies of all documents can be found on the Q drive in Staff Shared Areas/ Staff Shared Masters/PM Docs/2023.

Throughout the year, teaching staff will complete their CPD journal. There will be three Peer Learning Group meetings as well as a lesson observation by the PM Line manager and Peer Observations.

CONTINUING PROFESSIONAL DEVELOPMENT

As a school, we fully support the continuing professional development of all our staff through access to high quality internal and external provision.

Wherever possible, CPD should be linked to Performance Management and the school or department development plan.

All requests for external CPD need to be made by completing the following form and ensuring it is signed by your HoD or Line Manager if a HoD. You will be informed by Cherry by email if your application is approved. All requests will be considered on merit but cover needs will also be taken in to account.

OVERTON GRANGE SCHOOL

PROFORMA A

*This is available
on the Intranet
in the Staff Room*

REQUEST FOR CPD

Name of Member of Staff

Course applied for

Cost

Course organised by:

Date/Day

Normal Teaching and other commitments on this day (remember duties)

.....

Can any special arrangements be made to reduce the cover required?

.....

.....

What are the likely benefits to the school of you going on this course? What is the direct link with (a) the School Learning Improvement Plan and (b) your department development plan?

What are the likely benefits for you?

Is this application a result of your performance management interview? YES/NO
Is this your first day of external CPD this year? YES/NO

Signed Date:

Agreed (HOD/Line Manager)

Agreed (C Auger)

Agreed (C Allanson)

TRIPS

The personal development of students is an essential part of school life, along with exposure to a range of cultures and experiences. School trips can form part of this.

If you are planning to run a trip, you need check the calendar to ensure no clashes with other trips and then complete a provisional trip form. This must be done a minimum of six weeks in advance of the trip. In rare cases where this amount of time is not possible, the trip must be discussed with Cherry and the form completed at the earliest possible date.

School trips need to have a curriculum basis and should be linked to student outcomes.

Residential trips will be considered but only one day of schooling will be allowed to be missed to minimise the impact on teaching and learning for other subjects.

Please follow the process on the next page to ensure that your trip is planned and booked correctly.

PLANNING A TRIP GUIDANCE

